English

Grade 9
# MODULE ONE

## UNIT 1

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<tr>
<th>LESSON</th>
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<th>PAGE</th>
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<tbody>
<tr>
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<td>Past and present</td>
<td>6</td>
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<tr>
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<td>In the past</td>
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<td>Three</td>
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<tr>
<td>One</td>
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<td>Two</td>
<td>An interesting story</td>
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## MODULE TWO

## UNIT 3

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<tr>
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## Unit 5

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<tbody>
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<td>Get well</td>
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<td>Two</td>
<td>Illnesses</td>
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<td>The makers of modern medicine</td>
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<th>Title</th>
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<td>Hygiene: All about water</td>
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<th>Title</th>
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<td>Finding answers / Video Games Addiction</td>
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<th>Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>One</td>
<td>Problem page</td>
<td>124</td>
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<tr>
<td>Two</td>
<td>Solving problems</td>
<td>130</td>
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<th>LESSON</th>
<th>TITLE</th>
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<tbody>
<tr>
<td>One</td>
<td>Forces of Nature (3)</td>
<td>140</td>
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<td>Two</td>
<td>Force of Nature &amp; life saving technology (1)</td>
<td>144</td>
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<table>
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<tr>
<th>LESSON</th>
<th>TITLE</th>
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</tr>
</thead>
<tbody>
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<td>One</td>
<td>A famous road (2)</td>
<td>152</td>
</tr>
<tr>
<td>Two</td>
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<td>156</td>
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<td>Three</td>
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<td>Four</td>
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<td>165</td>
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<td>Five</td>
<td>Language Practice</td>
<td>168</td>
</tr>
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# Module Six

## Unit 11

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<th>Title</th>
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<tr>
<td>One</td>
<td>The Buried City Episode 6</td>
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## Unit 12

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Page</th>
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<tbody>
<tr>
<td>One</td>
<td>Language Practice (1)</td>
<td>174</td>
</tr>
<tr>
<td>Two</td>
<td>Language Practice (2)</td>
<td>174</td>
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<tr>
<td>Three</td>
<td>Progress test</td>
<td>178</td>
</tr>
<tr>
<td>Four</td>
<td>Skills development</td>
<td>183</td>
</tr>
</tbody>
</table>
### Lesson 1: Past & Present

Dear student, we’re going to learn:

- How to use the past simple tense.
- The past continuous tense.

Dear student, let’s remember:

<table>
<thead>
<tr>
<th></th>
<th>Present</th>
<th>Simple</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I eat</td>
<td>He</td>
</tr>
<tr>
<td>You</td>
<td>You eat</td>
<td>She</td>
</tr>
<tr>
<td>We</td>
<td>We eat</td>
<td>It</td>
</tr>
<tr>
<td>They</td>
<td>They eat</td>
<td>Ali</td>
</tr>
<tr>
<td>People</td>
<td>People eat</td>
<td>He eats</td>
</tr>
</tbody>
</table>
### The past simple

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form 1</th>
<th>Verb Form 2</th>
<th>Verb Form 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>I talked</td>
<td>I ate</td>
<td>He</td>
</tr>
<tr>
<td>You</td>
<td>You talked</td>
<td>You ate</td>
<td>She</td>
</tr>
<tr>
<td>We</td>
<td>We talked</td>
<td>We ate</td>
<td>It</td>
</tr>
<tr>
<td>They</td>
<td>They talked</td>
<td>They ate</td>
<td>Ali</td>
</tr>
<tr>
<td>People</td>
<td>People talked</td>
<td>People ate</td>
<td></td>
</tr>
</tbody>
</table>

### The past continuous

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verb Form 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>He</td>
</tr>
<tr>
<td>He</td>
<td>She</td>
</tr>
<tr>
<td>She</td>
<td>It</td>
</tr>
<tr>
<td>It</td>
<td>Ali</td>
</tr>
<tr>
<td>Ali</td>
<td>People</td>
</tr>
</tbody>
</table>

Subject: I, You, He, She, They, We, It, Ali, People
Verb: was + verb + ing

Subject: You, We, They, People
Verb: were + verb + ing
I was eating
He was eating
She was eating
It was eating
Ali was eating

You were eating
You were eating
You were eating
You were eating
You were eating

LET’S LEARN

The following words come with

■ the present simple:
  
  always, usually, regularly, often, sometimes, never, every morning, every week,
  once a week, twice a ………, three times a ………, etc...

PRACTICE

Make sentences in the present simple

EX: She/play tennis/ every Saturday (She plays tennis every Saturday)

■ My father/read/every morning………………………………………………………………………………

■ They/always/have lunch……………………………………………………………………………………
### Pre-learning

<table>
<thead>
<tr>
<th><strong>New Vocabulary</strong></th>
<th><strong>Arabic</strong></th>
<th><strong>English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>serious</td>
<td>خطير</td>
<td>neighbours</td>
</tr>
<tr>
<td>heart</td>
<td>قلب</td>
<td>passengers</td>
</tr>
<tr>
<td>wondering</td>
<td>يتساءل</td>
<td>shocked</td>
</tr>
<tr>
<td>voice</td>
<td>صوت بشري</td>
<td>windscreen</td>
</tr>
<tr>
<td>wiper</td>
<td>مساحة</td>
<td>fix</td>
</tr>
<tr>
<td>holding</td>
<td>يمسك</td>
<td>stretching</td>
</tr>
<tr>
<td>platform</td>
<td>رصيف محطة</td>
<td>stadium</td>
</tr>
<tr>
<td>during</td>
<td>خلال</td>
<td>tournament</td>
</tr>
<tr>
<td>thief</td>
<td>لص</td>
<td></td>
</tr>
<tr>
<td>NEW VOCABULARY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td><strong>culture</strong></td>
<td>ثقافة</td>
<td><strong>rich</strong></td>
</tr>
<tr>
<td><strong>stone</strong></td>
<td>حجر</td>
<td><strong>sites</strong></td>
</tr>
<tr>
<td><strong>citadel</strong></td>
<td>قلعة</td>
<td><strong>mosque</strong></td>
</tr>
<tr>
<td><strong>archaeological</strong></td>
<td>أثريّ</td>
<td><strong>spectacular</strong></td>
</tr>
<tr>
<td><strong>national</strong></td>
<td>وطنيّ</td>
<td><strong>treasures</strong></td>
</tr>
<tr>
<td><strong>poets</strong></td>
<td>شعراء</td>
<td><strong>musicians</strong></td>
</tr>
<tr>
<td><strong>spicy</strong></td>
<td>مهر</td>
<td><strong>castles</strong></td>
</tr>
<tr>
<td><strong>forts</strong></td>
<td>حصون</td>
<td><strong>scenery</strong></td>
</tr>
<tr>
<td><strong>geographical</strong></td>
<td>جغرافيّ</td>
<td><strong>ecological</strong></td>
</tr>
</tbody>
</table>
**TASK 1**

**LET'S LEARN**

- Use the present simple to talk about routines and habits.
- Use the past simple to talk about finished events in the past.
- Use the present continuous / past continuous to talk about something that is or was in progress at the time of speaking.

**PRACTICE**

- **Present simple**
  
  They always go skiing in winter.

- **Past simple**
  
  He moved to Canada when he was five.

- **Present continuous**
  
  I am studying for my exams this week.

- **Past continuous**
  
  The last time I heard from her, she was working in Damascus.
LETS LEARN

The following words come with
- the present continuous:
  now, at the moment, at present, today, still this week / this year / etc...

PRACTICE

Make sentences in the present continuous

EX: We / play tennis / at the moment (We are playing tennis at the moment)
- My father/ read /now.................................................................
- They/ have lunch / at the moment..................................................

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am + verb1 + ing</td>
<td>I am eating</td>
</tr>
<tr>
<td>He</td>
<td>is + verb 1 + ing</td>
<td>He is eating</td>
</tr>
<tr>
<td>She</td>
<td>is + verb 1 + ing</td>
<td>She is eating</td>
</tr>
<tr>
<td>It</td>
<td>is + verb 1 + ing</td>
<td>It is eating</td>
</tr>
<tr>
<td>Ali</td>
<td>is + verb 1 + ing</td>
<td>Ali is eating</td>
</tr>
<tr>
<td>You</td>
<td>are + verb1 + ing</td>
<td>You are eating</td>
</tr>
<tr>
<td>We</td>
<td>are + verb1 + ing</td>
<td>We are eating</td>
</tr>
<tr>
<td>They</td>
<td>are + verb1 + ing</td>
<td>They are eating</td>
</tr>
<tr>
<td>People</td>
<td>are + verb1 + ing</td>
<td>People are eating</td>
</tr>
</tbody>
</table>
Choose the correct verb form in brackets

- The last time I heard from her, she (was working, is working) in Damascus.

- Naser (rides, was riding) his bike when he fell off.

- Look, Jenny (is carrying, carries) her mother’s best glass vase to the kitchen.

- I can’t go with you, I (wait, am waiting) for the bus to go to school.

- I (was think, was thinking) about my English homework when I had an idea for a story.

- I (was having, have had) dinner when the phone rang.

- Here is Ahmad. He (puts, is putting) his hand on his father’s shoulder.

- Come and help me, I (do, am doing) all the washing alone.
2 Complete each item in column (A) with the correct choice from column (B):

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>She is carrying a big bag</td>
<td>I heard a noise downstairs.</td>
</tr>
<tr>
<td>I used to live in a</td>
<td>I would talk for hours on the phone.</td>
</tr>
<tr>
<td>I was lying in bed, when</td>
<td>go and help her</td>
</tr>
<tr>
<td>Every afternoon, my friends and</td>
<td>farm in the countryside.</td>
</tr>
<tr>
<td></td>
<td>watch TV after dinner.</td>
</tr>
</tbody>
</table>

3 Choose the correct words in brackets:

- Every summer we (are going / go) to the sea shore.
- What (do you study / are you studying) in history this year?
- We (learn / are learning) about Ancient Greece this year.
- I (think / am thinking) about starting a learning club now.
- I (read / am reading) a good book on holiday.
Tareq couldn’t sleep. He listened to the sounds from the street, he smelled the flowers from the garden and he felt the warm air in his room. Everything was familiar. He was living again in the house where he was born. But it was also very different from his old home in Canada. Then he thought again about the next morning – his first day at his new school. Was he excited or nervous? He didn’t know. He was thinking about his new school when he finally fell asleep. The next day, Tareq was studying a book in the school library when somebody spoke to him.
1. Choose the right answer (a, b, or c) to complete the following

**Ex:** Tareq returned to the house where he ..........(b)........

(a) lived  (b) was born  (c) studied

- Everything in his home town was ..................
  (a) unfamiliar  (b) not strange  (c) strange.

- Tareq’s house is .................. his old house in Canada.
  (a) the same as  (b) different from  (c) similar to

2. Match four of the underlined words from the text to the definitions below

**Ex:** at last; at the end of; finally

- a building or a place where you borrow books .............
- happy ..................
- opposite of old: ..........................
LEARN

LET’S LEARN

How to make questions.

- We use ‘did’ for (v2) then we change it into (v0)

  Example: Where did you go yesterday?
  
  I went to the garden yesterday.

- When there is an auxiliary verb such as (will, can) we put it before the subject.

  Example: Can you lend me your pen?

The past simple (affirmative/ negative/ question)

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I talked to Amer.</td>
<td>I didn’t talk to Amer.</td>
<td>Did you talk to Amer?</td>
</tr>
<tr>
<td>They ate dinner.</td>
<td>They didn’t eat dinner.</td>
<td>Did they eat dinner?</td>
</tr>
<tr>
<td>Sally played chess.</td>
<td>Sally didn’t play chess.</td>
<td>Did Sally play chess?</td>
</tr>
</tbody>
</table>

PRACTICE

- Write the questions

  A: Where was Robert?

  B: Robert was on holiday.
DO

Write the questions:

1. A: .................................................................
   B: He went out with his family.

2. A: .................................................................
   B: It was a shark.

3. A: .................................................................
   B: A fisherman rescued them.

Write the answers:

1. A: Do you like holidays?
   B: .................................................................

2. A: Where do you like to go on your holiday?
   B: .................................................................
SUMMATIVE EVALUATION

Composition:

Write about something that happened to you, or to someone in your family, recently. These words may help you:

arrived, when, were, returned, visit, by car, accident, people, died, wounded, at night.
Dear student, we’re going to learn:

- How to express habits in the past using:
  used to / didn’t use to / would

**PRE-LEARNING**

**LET’S LEARN**

How to make questions.

- Use used to / didn’t use to + infinitive to talk about states or repeated actions in the past.

  Example: I used to want to be a doctor, but now I want to be a teacher.
  
  We used to go on holiday every summer.

- Use would + infinitive to talk about repeated habits in the past (not statuses).

  Example: Every afternoon, my friends and I would talk for hours on the phone.
**TASK 1**

### LEARN

**LET’S LEARN**

I used to like fish, but now I don’t.

We used to go on holiday every summer.

Every afternoon, my friends and I would talk for hours on the phone.

After dinner, grandfather would sit and tell all stories about beautiful things.

### PRACTICE

Make sentences using used to/ didn’t use to

**EX:** We / play tennis / at school (We used to play tennis when we were at school.)

- My father / read / a story / young.

- They / have lunch / in the restaurant / have little money

- I work hard / in the shop / many customers.
Choose the correct words in brackets:

- Nadia was a good student. She (used to, didn’t use to) do her homework carefully.

- We didn’t (use to, used to) like working on the farm.

- My sisters and I (would, used) to dress up warmly and play in the snow.

- Tennis was our favourite game, we (used to, didn’t use to) play it every friday.

- After dinner, Grandfather (would, used to) sit and tell us all stories from long ago.

---

**TASK 2**

**NEW VOCABULARY**

<table>
<thead>
<tr>
<th>carpet</th>
<th>سجاد</th>
<th>weave</th>
<th>ينسج / يحيرك</th>
</tr>
</thead>
<tbody>
<tr>
<td>wool</td>
<td>صوف</td>
<td>patterns</td>
<td>أشكال / أنماط</td>
</tr>
<tr>
<td>traditional</td>
<td>تقليدي</td>
<td>teach–taught</td>
<td>يعلّم / علم</td>
</tr>
<tr>
<td>folk</td>
<td>شعبيّ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Read the following text then do the tasks below:

When Faten was a child, her mother was a carpet weaver, and she used to help her. She’d get the coloured wool ready for her. Faten used to watch her mother weave the traditional patterns. Her carpets were beautiful. Her mother taught her how to weave – her first piece was a belt. They didn’t use to have a TV, and in the evening they’d often sit and tell traditional stories and sing folk songs. But nowadays, Faten’s grandchildren watch TV and play computer games. She hopes they don’t forget the old traditional ways.

**ANSWER THESE QUESTIONS:**

1. **What would Faten do to help her mother?**

2. **What did they use to do in the evening?**
3 What is different about her grandchildren’s life?

4 What does Faten hope?

PRACTICE + DO

1 Choose the right answer (a, b, or c) to complete the following:

EX: Faten used to be a ………(a)……… girl.
   (a) helpful  (b) lazy  (c) shy

- Faten’s first piece of work was a …………………
  (a) skirt  (b) belt  (c) shirt

- ………………… used to tell stories and sing songs.
  (a) Faten’s grandchildren  (b) Faten and her mother  (c) Faten’s children

2 Choose two of the underlined words in the text to suit their definitions below:

EX: classical, without change: traditional

- a large rug………………

- children of one’s son or daughter……………………………………

- unable to remember: ………………………
SUMMATIVE EVALUATION

Composition:

Write a composition explaining if you are for or against the following statement:

It’s better to watch news on TV than read newspapers.

Photo by: Jon S
Source: https://www.flickr.com/photos/62693815@N03/62693815/
**Lesson 3: Keeping Up With The News**

**Task 1**

**Learn**

Read the following text then do the tasks below.

![Newspaper](https://www.flickr.com/photos/62693815@N03/6277209256/)

Newspapers contain news, information and advertising, and are printed on low-cost paper. They can be daily or weekly, national or local. Newspapers began about 500 years ago – the first ones were in Germany. In those days, newspapers were handwritten and used to be passed from person to person. But they weren’t very different from today! They had information about wars, economic conditions, social customs and human-interest features. Newspapers used to be very expensive. Poor people couldn’t afford them. But in the 1800s, printing became cheaper and ordinary people could afford to buy them.
ANSWER THESE QUESTIONS:

1. What kind of paper are newspapers printed on?

2. Where did the first newspapers appear?

3. When did newspapers become cheaper?

PRACTICE + DO

1. Choose the right answer (a, b, or c) to complete the following.

EX: Newspapers are printed on ..........(a)......paper.

(a) cheap  (b) expensive  (c) high cost

- Early newspapers were nearly...................... today.

(a) better than  (b) faster than  (c) hardly the same as

- Printing became cheaper in the ................... century.

(a) eighteenth  (b) nineteenth  (c) seventeenth

2. Choose two of the underlined words in the text to suit their definitions below.

EX: normal or usual: ordinary

- cheap..................

- written with a pen or pencil............

- include: ..................
Choose the correct answer (a, b or c) to complete the dialogue

**EX:** What ……(h)…… you studying in History this year?

(a) do  (b) are  (c) is

- We are learning …………… ancient Greece.

(a) about  (b) at  (c) of

- What …………… you do at the weekend?

(a) are  (b) did  (c) do

- I …………… volleyball every Saturday.

(a) plays  (b) played  (c) play

- I …………… thinking about starting a reading club.

(a) have  (b) am  (c) is

- That’s a good idea! I am reading a …………… book at the moment.

(a) good  (b) better  (c) best

**TASK 3**

**LEARN**

How to make questions

- We use where to ask about the place.
- We use when to ask about the time.
- We use How old to ask about the age.
- We use what to ask about general things or information.
PRACTICE

Read the following dialogue and write the missing questions:

Hussein: What’s your name?
Tareq: My name’s Tareq.

DO

Ask Tareq questions:

You: ..............................................................
Tareq: I am fourteen years old.
You: ..............................................................
Tareq: I live in Syria.
You: ..............................................................
Tareq: My dad is a university professor.
You: ..............................................................
Tareq: I have two brothers and one sister.
You: ..............................................................
Tareq: I like to learn languages because I want to study abroad.
LEARN

How to write compositions.

PRACTICE

It is important for students to know everything about the world. Newspapers are a good way to find out the latest news. However, watching the news on TV could be better. For example, you can see and listen to people speaking. Finally, many people find TV easier and more interesting.
DO

Answer the following questions:

- What do you do in your free time?

- What sort of books are you reading at the moment?

SUMMATIVE EVALUATION

1. Write a 50-word composition about the following topic: It’s better to watch news on TV than read newspaper. Write your reasons either [for] or [against] this statement:
Dear student, we’re going to learn about ability in the past using:

- could / couldn’t + verb 1 (استطاع / لم يستطع)
- was / were able to + verb 1 (تمكن من أن)

Example: When she was young, she was able to run quickly.
Dear student, let’s remember the verb can.

<table>
<thead>
<tr>
<th>Affirmative مثبت</th>
<th>Negative نفي</th>
<th>Question استفهام</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can swim in the sea.</td>
<td>I can’t swim in the sea.</td>
<td>Can I swim in the sea?</td>
</tr>
<tr>
<td>You can swim in the sea.</td>
<td>You can’t swim in the sea.</td>
<td>Can you swim in the sea?</td>
</tr>
<tr>
<td>He can swim in the sea.</td>
<td>He can’t swim in the sea.</td>
<td>Can he swim in the sea?</td>
</tr>
<tr>
<td>They can swim in the sea</td>
<td>They can’t swim in the sea</td>
<td>Can they swim in the sea?</td>
</tr>
</tbody>
</table>

**TASK 1**

**LEARN**

(could / was able to) + infinitive

- I could swim when I was ten.
- I couldn’t read or write until I was six.
- After my father broke his leg, he wasn’t able to drive for two months.
PRACTICE

Make sentences using could / was able to / managed to

EX: We / play tennis / when we were at school.

(We could play tennis when we were at school)

• My father / read / at the age of 5.

• They / have lunch / before going on holiday.

• I / go to school / until I was 6.

DO

Choose the correct words in brackets:

• I (couldn’t / could) go to the concert, because I didn’t have a ticket.

• I looked all over the garden, but I (couldn’t / was able to) find it.’

• I tried to lift the stone but I (could / wasn’t able to) move it.

• When I was young, I (wasn’t able to / was able to) do exactly the same things that I can do now.’
## TASK 2

### LEARN

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>entertain</td>
<td>يسلّي / يرقص عن</td>
<td>versions</td>
<td>نسخ</td>
</tr>
<tr>
<td>audience</td>
<td>جمهور / مستمعون</td>
<td>ghosts</td>
<td>أشباح</td>
</tr>
<tr>
<td>moral</td>
<td>أخلاقي</td>
<td>talented</td>
<td>موهوب</td>
</tr>
<tr>
<td>tales</td>
<td>حكايات</td>
<td>sip</td>
<td>رشاقة</td>
</tr>
<tr>
<td>isolated</td>
<td>عزل / معزولة</td>
<td>qualities</td>
<td>نوعيّات</td>
</tr>
<tr>
<td>fortunately</td>
<td>لحسن الحظ</td>
<td>hospitality</td>
<td>حسن الضيافة</td>
</tr>
<tr>
<td>generosity</td>
<td>كرم</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
READ THE FOLLOWING TEXT THEN DO THE TASKS BELOW

Storytellers were very talented, and they could remember incredibly long stories and poems. In fact, they were able to talk for days! Amazingly they did this with only a stick for emphasis. Their audience listened attentively, stopping the storyteller to discuss the story’s moral message. Sometimes, the storyteller used to stop at an exciting moment to take a sip of tea. Certain qualities were important in these stories—generosity, faith and hospitality. Fortunately, many of these oral tales were collected and recorded before they were forgotten. And we can still read, listen and learn from them today.

PRACTICE

1. Write true (✓) or false (✗)

EX: Storytellers were clever and smart people. (✓)

- They have the ability to talk for days. (…)
- Arab folk stories contained bad qualities. (…)
- Traditional folk tales offer moral lessons. (…)
- A lot of these tales were lost and forgotten. (…)

2. Answer the following questions

- What did professional storytellers use to help them to tell the story?

- What technique did the storytellers use to increase the tension?
Complete each item in column (A) with the correct choice from column (B):

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was thinking about my English homework</td>
<td>holiday every summer</td>
</tr>
<tr>
<td>We used to go on</td>
<td>it snowed nearly every day!</td>
</tr>
<tr>
<td>It used to be very cold in the winter</td>
<td>I used to miss the sunny weather</td>
</tr>
<tr>
<td>When I moved to Canada</td>
<td>his hand on my shoulder</td>
</tr>
<tr>
<td></td>
<td>when I had an idea for the story</td>
</tr>
</tbody>
</table>
LEARN

Let’s learn: how to write a composition

PRACTICE

The following composition can be used as an example:

I will never forget the day when I saved someone’s life. One day while I was walking back home, I heard a scream. I looked up and saw a woman calling for help! I ran up into the flat. It was on fire so I got the woman and her children out. In the end, the firemen came and put the fire out.
Answer the following question writing three sentences:

What could you do when you were 7 years old?

● a story about a day in your life that you will always remember.
● about something that happened to you, or to someone in your family, recently.
● a story for an adventure film.
● an adventure story.
LESSON 2: AN INTERESTING STORY

Dear student, we’re going to learn about expressing advice and obligation using:

- should (ينبغي)
- have to / must (يجب)
- don’t have to (غير مضطر)

PRE-LEARNING

Dear student, let’s remember the verbs should / must / have to:

- You look tired. You should go home.
- You must do your homework.
- I have to help my sister.

TASK 1

LEARN

- You should go and see him soon.
- We have to wear a uniform to school.
- I must go home – my mother is waiting for me.
You mustn’t come to school late.

You don’t have to write the story from your own personal point of view.

**PRACTICE**

Make sentences using **should** / **have to** / **must** / **mustn’t** / **don’t have to**

**EX:** We/eat / in class.

(We mustn’t eat in class.).

- I / do / homework.

- I / wake up early / on holidays.

- I / help / my mother in the kitchen.

- We / go to school / on time.

- I / improve / my English.
Choose the correct words in brackets:

- We (have to / must) to leave soon – it’s quite late.
- You (should / shouldn’t) make a revision timetable.
- You (should / shouldn’t) come home before it gets late.
- We (have to / mustn’t) wear black shoes to school.
- We (don’t have to / must) wear a uniform to school.
- I (must / can) go home–my mother is waiting for me.
- In English you (mustn’t / must) start a sentence with a capital letter.
- You (mustn’t / have to) be late, because the bus won’t wait for you!
A king wanted his kingdom to be famous for making new scientific discoveries. So he sent his servants out to faraway towns and cities to look for the best scientist possible. They found the most respected scientists in the kingdom – each one an expert. The king welcomed them to his palace. He said, ‘As you know I am looking for a top scientist. I want him to make exciting new discoveries that will change the world. So he must be imaginative, decisive and courageous.’
Choose the right answer (a, b, or c) to complete the following

EX: The task which the king has for the scientists is to ..........(b)......

(a) build a castle  (b) make new discoveries  (c) look for information

- The king is looking for the scientist who has .........................qualities.

(a) ordinary  (b) normal  (c) very good

- This passage shows that the king is interested in ..................

(a) science  (b) nature  (c) the environment

Choose two of the underlined words in the text to suit their definitions below

EX: a country or a state ruled by a king or a queen: kingdom

- brave:..................

- someone who is good at making decisions quickly:....................... 

- known by many people:.........................
3 Write the missing word in each space

**EX:** Students ........must....... do their homework.

- We .................................. to wear black shoes to school.
- You ............................... not do your homework in a hurry.
- You ............................... get up now!
- You ............................... return the book to your school library.
- You ............................... go to bed earlier.
- You ............................... try some of this food – it’s delicious.
Dear student, we’re going to learn about:

- reporting what people said
- talking about holidays

**PRE-LEARNING**

Dear student, let’s remember the verbs

Say → said
Tell → told.

**TASK 1**

**LEARN**

نحن ننقل ما قاله شخص ما نستخدم الفعل (said) و نقوم بالتحويلات التالية:

- نحول فعل الجملة من الحاضر إلى الماضي.
- نحول الضمير من المتكلم إلى الفاعل ولا نحوّل الضمائر الأخرى.
- نحذف علامات الاقتباس.

- **Fatima:** I want to go skiing. - - - Fatima said (that) she wanted to go skiing.
- **Ali:** We are having a picnic. - - - Ali said (that) they were having a picnic.
- **Sally:** They can go swimming. - - - Sally said they could go swimming.

انتبه إلى تحويل زمن الفعل والضمير.
Report the following statements:

**EX: Issa:** ‘My parents like to go to Italy.’

[Issa said that his parents liked to go to Italy].

- **Nada:** ‘Lattakia is my favourite holiday destination’.

Nada said that ............. ............. ............. .............

- **Suad:** ‘Our class is going to do a project.’

Suad said that ............. ............. ............. .............

- **Hisham:** ‘I want to visit London.’

Hisham said that ............. ............. ............. .............
Choose the correct answer in brackets

**EX:** I come from Canada, but my parents are Chinese.

He said that he (comes, came) from Canada, but his parents (are, were) Chinese.

- **Huda:** ‘We always go to Egypt, because we love diving.’

  Huda said that they always (go, went) to Egypt, because they (loved, love) diving.

- **Rakan:** ‘I’m flying to Kenya to see my grandparents.’

  Rakan said that (he’s, he was) flying to Kenya to see his grandparents.
Samira: ’I hope it will be the same for me!’

Samira said she (hopes, hoped) it (would, will) be the same for her.

Tareq: ‘You can borrow it any time.’

Tareq said that he (can, could) borrow it any time.

Mrs Abla: ‘Your story is very good, Majeda!’

Mrs Abla told Majeda that her story (was, is) very good.

**TASK 2**

**LEARN**

Let’s learn the following vocabulary to understand the text:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>متحمس</th>
<th>أقارب</th>
<th>طواحين</th>
<th>خارج البلاد</th>
<th>أبناء العم</th>
<th>شعبيّ</th>
<th>استرخاء</th>
<th>الشاطئ</th>
<th>الشالات</th>
<th>أجرى مقابلة</th>
<th>يتطلّع إلى</th>
<th>شعبيّ</th>
<th>الشاطئ</th>
<th>الشالات</th>
<th>أجرى مقابلة</th>
<th>يتطلّع إلى</th>
</tr>
</thead>
<tbody>
<tr>
<td>excited</td>
<td>متحمس</td>
<td>relatives</td>
<td>أقارب</td>
<td>طواحين</td>
<td>خارج البلاد</td>
<td>أبناء العم</td>
<td>شعبيّ</td>
<td>استرخاء</td>
<td>الشاطئ</td>
<td>الشالات</td>
<td>أجرى مقابلة</td>
<td>يتطلّع إلى</td>
<td>شعبيّ</td>
<td>الشاطئ</td>
<td>الشالات</td>
<td>أجرى مقابلة</td>
</tr>
</tbody>
</table>
Read the following text then do the tasks below

First of all, I spoke to Zahra, 14, from France. She was very excited. She told me that her family were going to see their relatives in Damascus in Syria for the summer holidays. She said that she wanted to visit the Tal Shihab waterfalls and see the water mills.

Next, I spoke to Emily, 14, from Melbourne in Australia. She told me that Australians loved the beach. But she said that this summer, her family weren’t going to have a seaside holiday. They were going to the mountains.

Photo by: CuombokLibre
Source: https://www.flickr.com/photos/33200530@N04/139676/
I then interviewed Vishak. He’s 13 and he lives in Mumbai in India – one of the biggest cities in the world. He told me that he wasn’t going to have a holiday abroad because his relatives from England were going to visit them. He said he was looking forward to seeing his cousins.

Finally, I talked to Mohammed. He’s 14 and lives with his family in Raka, Syria. Mohammed told me that beach holidays were very popular with Syrians. He said they were going to Lattakia beach and that he was going to do a lot of relaxation.
Choose the right answer (a, b, or c) to complete the following.

**EX:** Zahra’s family wanted to …… **h** ……… in Damascus.

- (a) have a holiday  (b) see their relatives  (c) do relaxation

  - Vishak and his family live in Mumbai, this summer ……………

- (a) they are travelling abroad  (b) their relatives abroad will visit them
  (c) their cousin in India will come to see them

- Mumbai is one of …………… in the world.

- (a) the biggest countries  (b) the biggest cities  (c) the oldest cities
Choose two of the underlined words in the text to suit their definitions below:

EX: sandy land by the sea: beach

- uncle’s or aunt’s children
- liked by many people
- out of the country

PRACTICE

Choose the correct answer (a, b or c) to complete the dialogue
EX: Hussein: OK, Tareq, can you tell …(a)…. about Canada?

(a) me   (b) mine   (c) my

- Tareq: Well, it’s a lot colder ………. here!

(a) than   (b) from   (c) So

Snow covers a lot of the country …………. six months.

(a) since   (b) of   (c) for

- Hussein: That’s interesting. What ……………. Canadians do in their free time?

(a) do   (b) are   (c) were

- Tareq: Well, ………….. winter they like skiing and skating, or travelling in snowmobiles.

(a) in   (b) on   (c) at

_ SUMMATIVE EVALUATION_

Answer the following question:

Where are you going to go on holiday next summer?

..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
..........................................................................................................................................................
LESSON 1: HOLIDAY PLANS

Dear student, we’re going to learn about:

- talking about satisfaction and dissatisfaction using (too / not enough)
- talking about cities
- making interviews

PRE-LEARNING

Dear student, let’s remember:

- There are many cars.
- There is too much coffee.

TASK 1

LEARN

<table>
<thead>
<tr>
<th>too (زيادة)</th>
<th>enough (كافٍ)</th>
</tr>
</thead>
<tbody>
<tr>
<td>نستخدم (صفة) لنقول أن هذا أكثر مما نحتاج أو أكثر من الضروري.</td>
<td>نستخدم (صفة) لنقول أن هذا غير كافٍ.</td>
</tr>
<tr>
<td>It is too hot today.</td>
<td>These buildings are not bright enough.</td>
</tr>
<tr>
<td>English</td>
<td>Arabic</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>zones</td>
<td>أقاليم</td>
</tr>
<tr>
<td>coastal</td>
<td>ساحليّ</td>
</tr>
<tr>
<td>plains</td>
<td>سهول</td>
</tr>
<tr>
<td>climate</td>
<td>مناخ</td>
</tr>
<tr>
<td>fertile</td>
<td>خصبة</td>
</tr>
<tr>
<td>beyond</td>
<td>وراء</td>
</tr>
<tr>
<td>densely</td>
<td>بكثافة</td>
</tr>
<tr>
<td>populated</td>
<td>مأهولة</td>
</tr>
<tr>
<td>consists of</td>
<td>يتتألف من</td>
</tr>
<tr>
<td>agricultural</td>
<td>زراعية</td>
</tr>
<tr>
<td>region</td>
<td>إقليم</td>
</tr>
<tr>
<td>landscape</td>
<td>أرياف</td>
</tr>
</tbody>
</table>
PRACTICE

Use: too / not enough to make sentences

EX:

- I can’t drive a car yet. I am too young. (I am not old enough.)
- I can’t drive a car yet. I am not old enough. (I am too young.)
- This town is not big enough. (It’s too small)
- The pavements are too narrow. (They are not wide enough)

DO

Choose the correct words in brackets

- I don’t like this building. It’s not (modern enough / too modern).
- I don’t like this dress. It’s (old-fashioned enough / too old-fashioned).
- There are too many cars in the city. There isn’t (too / enough) space for them all.
- The streets are (too / enough) narrow in this old city.
## TASK 2

### LEARN

Let’s learn the following vocabulary to understand the text:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>contrasts</td>
<td>اختلافات</td>
<td>motorways</td>
</tr>
<tr>
<td>crowded</td>
<td>مزدحمة</td>
<td>carry</td>
</tr>
<tr>
<td>blocks</td>
<td>أبنية ضخمة</td>
<td>factories</td>
</tr>
<tr>
<td>corner</td>
<td>زاوية</td>
<td>peaceful</td>
</tr>
<tr>
<td>squares</td>
<td>ساحات</td>
<td>unhurried</td>
</tr>
<tr>
<td>seems</td>
<td>يبدو</td>
<td>unchanged</td>
</tr>
<tr>
<td>combination</td>
<td>تركيبة</td>
<td>teenage</td>
</tr>
<tr>
<td>fashionable</td>
<td>يماشي الموضة</td>
<td>temple</td>
</tr>
<tr>
<td>reach</td>
<td>يصل إلى</td>
<td>sells</td>
</tr>
<tr>
<td>silk</td>
<td>حرير</td>
<td>fans</td>
</tr>
<tr>
<td>snacks</td>
<td>وجبات خفيفة</td>
<td>local</td>
</tr>
<tr>
<td>inside</td>
<td>داخل</td>
<td>flats</td>
</tr>
<tr>
<td>consists of</td>
<td>يتألف من</td>
<td></td>
</tr>
</tbody>
</table>
Tokyo is one of the largest cities in the world. It is a city of great contrasts. Busy motorways and crowded underground trains carry people to and from huge office blocks and factories every day. The streets are noisy and full of people. But just around the corner, you can find peaceful squares and quiet places where life seems unhurried, and unchanged for centuries. Tokyo really is a combination of the old and the new, the traditional and the modern. Harajuku, for example, is an area famous for teenage culture– the streets are full of fashion shops and fast food restaurants, and many of Tokyo’s most fashionable young people come here to shop. Asakusa, on the other hand, is a district that is still traditional in many ways.
DO

1 Write true (✓) or false (✗):

EX: Tokyo is a crowded and busy city. (✓)

- The lifestyle in Harajuku is old and traditional. (…)
- Asakusa is famous for its old culture. (…)

2 Answer the following questions:

- What is Tokyo a combination of?

........................................................................................................................................

- What is the main activity in Harajuku?

........................................................................................................................................

3 Complete the following dialogues:

- Write the questions:

  Olivia: …........................................................................................................................................

  Zahra: I come from France.

  Olivia: …........................................................................................................................................

  Zahra: I am going to see my relatives in Syria.

  Olivia: …........................................................................................................................................

  Zahra: Yes, I feel very excited.

- Write the answers:

  Olivia: Which place do you like to visit in Syria?

  Zahra: …........................................................................................................................................

  Olivia: How long would you like to stay in Syria?

  Zahra: …........................................................................................................................................
LEARN

How to write about your own city. Read, then write

PRACTICE

Write about your town or city.

Damascus is a big city in the south of Syria. It is the oldest capital in the world. There are about four million people in it. Damascus is a good place for shopping. For example, The Town Centre offers interesting things like food and clothes. There are also old places to explore in Damascus.

Photo by: Klaus Wagensonner
Source: https://www.flickr.com/photos/sipazigaltumu/3179411271/
Answer the following questions:

- Are you too young or young enough to drive a car?

- Make an interview with your friend or someone near you using the questions in the dialogue on page 61.
SUMMATIVE EVALUATION

Choose one topic write about:

- A story about a day out in a town or a city.
- Write about a journey you have made.
- Write about a visit you have made to an interesting place.

These words may help you: interesting, spent, places, ancient, historical, markets, citadel, exciting, good time, played, sang, ate.
Dear student, we’re going to:
talk about definite and indefinite nouns using a/an/the

**PRE-LEARNING**

Dear student, let’s remember:

- **Countable** nouns: cars, lorries, a city, an elephant, a student, teachers, apples, etc...
- **Uncountable** nouns: information, homework, pollution, work, money, water, gold, sugar, news, noise, traffic, etc...

<table>
<thead>
<tr>
<th>Countable noun</th>
<th>Uncountable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>يأتي في المفرد أو الجمع</td>
<td>لا يتغير في المفرد أو الجمع</td>
</tr>
<tr>
<td>يأتي مع الأعداد</td>
<td>لا يأتي مع الأعداد</td>
</tr>
<tr>
<td>a student, students, three students</td>
<td>money, water, fun</td>
</tr>
</tbody>
</table>
**TASK 1**

**LEARN**

(a / an) استخدام

قبل الاسم القابل لصيغة الجمع في حالة المفرد عندما نذكر شيئًا ما أو شخصًا ما كمثال لتلك المجموعة.

To ancient travelers, arriving at a city was an incredible experience.

عندما نذكر الشيء أو الشخص لأول مرة أي غير معرف أو معرف

I’m going to tell you about a city.

ملحوظة:

(a / e / i / o / u) تأتي (an) عندما تبدأ الكلمة بحرف صوتي بالأحرف الصوتية هي

I saw an elephant and an old monkey at the zoo.

أستخدم

قبل الاسم القابل أو غير القابل للجمع في حالة المفرد و الجمع و في حالة اعطائه

EX: The book you gave me is interesting.

EX: All the books in the library are old.

I’m going to tell you about a city. You can move around the city on your own two feet.

مع أشياء هريرة لا يوجد منها إلا شيء واحد.

EX: The city with the largest population in the world is Tokyo.

(the sun / the Arab World / the end of… / the capital of… / the north of… / the east of… / etc.)

قبل أسماء الأنهار والبحار والمحيطات وسلاسل الجبال.

( the Nile / the Red Sea / the Atlantic / the Himalayas )

قبل صفات التفضيل وأعداد المراتب.
(the biggest / the most important / etc. / the first / the fourth / the seventeenth / etc.)

لا نستخدم أي آداة:

• أمام الأسماء في حالة الجمع أو الأسماء غير المعددة عندما تشير إلى الأشياء أو الأشخاص بشكل عام، يشار إليه بشكل عام اسم غير معدد.

Reading books increases your knowledge.

Oil gives us a lot of the energy we use every day.

اسم في حالة الجمع يشار إليه بشكل عام.

People came and went through gates.

أمام أسماء الفئات والمناحم والتربة والبحيرات واسم جبل واسم جزيرة والبلاد.

(Damascus / Syria / Africa / Mount Everest / Arwad Island)

مع وسائط النقل.

(by car / by bus / by train / by plane / by ship / etc.)

**PRACTICE**

*Fill in the space with a / an / the*

**EX:** One of the best places for tourists to visit in Syria is the Old City.

- It is in .................. centre of Damascus.

- It includes .................. wonderful old covered market called Souq al-Hamadiyyeh.

- It is .................. popular tourist destination.

- It is .................. interesting place to visit.

- .................. streets are full of people.

- You can ask any of .................. locals questions.

- They are very helpful and eager to show off .................. city.
Choose the correct words in brackets

✗ means we don’t need an article  ❌ تعني أننا لا نحتاج إلى أداة

- I’m going to tell you about (a / the / X) city called Hama, in (a / the / X) west of Syria.

- It is (a / the / X) city with lots of beautiful old houses.

- You can move around (a / the / X) city on your own two feet – or by (a/the/X) car.

- (A / The / X) Cities started developing when some farming people found time to specialise.

- They grew up in safe, suitable places, such as by rivers or (a / the / X) sea, or on hills and plains.

- (A / The / X) Arab world has some of (a / the / X) oldest cities in (a / the / X) world

- Jericho is (a / the / X) city in Palestine was first built 11,000 years ago.

- Early cities had (a / the / X) walls and (a / the / X) gates to protect them, and all cities have (a / the / X) streets to allow the movement of cars and buses.

- There have to be (a / the / X) rulers in cities or there would be no order.
Mexico City is one of the largest cities in the world, with a population of 18 million. It is situated on a plain in the centre of Mexico. It was originally an Aztec city and was conquered by the Spanish in 1521. People still speak Spanish today. Mexico City is an important cultural and financial centre, with skyscrapers and many historic areas. Each year, 10 million tourists visit sites such as its ancient Aztec ruins. In 1985, there was an earthquake in the city which killed 9,000 people.
PRACTICE

Choose the right answer (a, b, or c) to complete the following:

- Mexico City was originally ................ city.
  (a) a Spanish  (b) an Aztek  (c) a European

- In modern times many people of Mexico City were killed by ............
  (a) war   (b) a volcano  (c) on earthquake

- Mexico City is famous for its ..................
  (a) historical areas   (b) geographical places  (c) religious buildings.

DO

1 Answer these questions:

- Where is Mexico City situated?
  ........................................................................................................

- Who conquered Mexico City?
  ........................................................................................................

- What are the famous ruins in it?
  ........................................................................................................

2 Choose two of the underlined words in the text to suit their definitions below:

EX: very tall buildings: skyscrapers

- like:................

- a sudden shaking of the earth’s surface: ............... 

- fertile land: ................................very tall buildings: skyscrapers.
Syria is rich in history and culture. It has many wonderful places to visit. The capital city, Damascus, has lovely stone houses and historical sites, such as the Citadel and Umayyad Mosque. Palmyra is a world-famous archaeological site and one of Syria’s most spectacular national treasures.
Aleppo is Syria’s second-largest city, famous for its poets and musicians and for its spicy food! It is never boring in Syria. You see ancient sites, castles, forts and beautiful scenery. Syria has many different geographical and ecological zones.

Answer these questions:

- What is Aleppo famous for?

- What kind of zones does Syria have?
PRACTICE

Choose the right answer (a, b, or c) to complete the following:

EX: The Citadel and Umayyad Mosque are ......(a)........ places.

   (a) ancient      (b) modern      (c) new

Palmyra is one of Syria’s spectacular national treasures because it is ............

   (a) in the desert    (b) full of ruins    (c) in the center of Syria

DO

Choose two of the underlined words in the text to suit their definitions below:

- spectacular: ......................
- very old: .........................
Switzerland is a small country, with a population of about 7.5 million. It lies in the centre of Europe. It borders Germany to the North, France to the West, Italy to the South and Austria and Lichtenstein to the East. There are four official languages German, French, Italian and Romansch. Switzerland is famous for its magnificent mountains. In the centre are the Alps, and the Jura which is a smaller mountain range in the Northwest. The snow-covered mountains offer some of the best skiing in the world. In summer, the number of lakes and rivers make water sports very popular.
1 Write true (✓) or false (✗):
   - Switzerland lies in the middle of Europe. (…)
   - There are two mountain ranges in Switzerland. (…)

2 Answer the following questions:
   - Name four countries that border Switzerland?
     
   - What sport do people practice in summer?
     
3 Read the following sentences and choose the correct words between brackets:
   - First of all, I spoke to Zahra, 14, (of – from) France.
   - She was very (excited – exciting).
   - She told me that her family were going to see (there – their) relatives in Damascus, Syria for (a – the) summer holidays.
   - She said that she wanted to visit Tal Shihab waterfalls (and–because) see the water mills.
4 Complete each item in column (A) with the correct choice from column (B):

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The world-famous waterfall, Niagara falls</td>
<td>will mean more traffic jams</td>
</tr>
<tr>
<td>In the future, more cars</td>
<td>loved the beach</td>
</tr>
<tr>
<td>She told me that Australians</td>
<td>I spoke to Zahra</td>
</tr>
<tr>
<td>He said that there were areas of tundra</td>
<td>is in both the USA and Canada</td>
</tr>
<tr>
<td></td>
<td>that were frozen for most of the year</td>
</tr>
</tbody>
</table>

5 Choose the correct tense between brackets:

- ‘I want to go skiing this winter’. Fatima said she (wants / wanted) to go skiing that winter.
- ‘We are having a picnic on Friday’. Ali said that he (was / is) having a picnic on Friday.
- ‘I come from Canada.’ He said that he (comes / came) from Canada.
- **Alia**: ‘I really like your camera.’ Alia told Tareq that she really (likes / liked) his camera.
- **Tareq**: ‘You can borrow it any time.’ Tareq said that he (can / could) borrow it any time.
- **Hamad**: ‘I’m going too, Ibrahim.’ Hamed told Ibrahim that he (is going / was going), too.

- **Samira**: ‘I hope it will be the same for me!’ Samira said she hoped it (would / will) be the same for her.

6 **Complete the following dialogues:**

> Write the questions:

A: ............................................................ ... ...............  

B: I lived in Montreal in Canada.

A: ............................................................  

B: The capital city of Canada is Ottawa.

A: ............................................................  

B: The main languages are English and French.

A: ............................................................  

B: The weather is cold. It’s freezing.

A: ............................................................  

B: Yes, I like Canada very much.
Write the answers:

A: Would you like to visit Canada?
B: ..............................................................................................................................

A: Which country would you like to visit?
B: ..............................................................................................................................

A: Why do you like to visit it?
B: ..............................................................................................................................
In the centre of Damascus, there is a busy place called Souk Al–Hamedeya. It opens most of the time. It is a very old market, covered from the top to keep out the sunshine and rain. A lot of people visit it every day to shop, walk, have fun and take photos. I like it because it is a very special place.
DO

Answer the following questions:

- What is the most beautiful place to visit in your country?

- Write three sentences describing it.

- Look back at your composition notice how you used (a, an, the, ..)
SUMMATIVE EVALUATION

Write a 50–word composition about ONE of the following topics:

- Write a fact file about a tourist site in Syria
- Choose one tourist sight in your town or city and write a paragraph about it.

Write a composition.
LESSON 1: GET WELL

Dear student, we’re going to:

- talk about the simple past and present perfect.
- describe recent events.

PRE-LEARNING

Dear students, let’s remember:

ancient – archaeological – site – sand – dig up – explore – shade

TASK 1

LEARN

Let’s learn the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>Arabic</th>
<th>Arabic</th>
</tr>
</thead>
<tbody>
<tr>
<td>vaccination</td>
<td>لقاح</td>
<td>مسرح روماني</td>
</tr>
<tr>
<td>regular</td>
<td>نظامي</td>
<td>مرميّ</td>
</tr>
<tr>
<td>site</td>
<td>موقع</td>
<td></td>
</tr>
</tbody>
</table>
Tareq went with Hussein, Nadia and their parents to visit the site of an ancient city. Most of the city was still covered by sand. But a palace, houses, roads and other buildings were visible. They stopped in the shade of a high wall. Hussein was explaining about the archaeological site.

Hussein: They have already dug up about half the site. But lots of the buildings are still underground.

Tareq: That’s very interesting.

Nadia: It’s getting late. Have we seen it all yet?

Hussein: No, we haven’t. we haven’t explored that building yet.

Tareq: It’s an amphitheater, Hussein. It’s beautiful.
**PRACTICE**

Write true (✓) or false (✗):

**EX:** The city was still covered by sand (✓)

- The two boys were explaining about the archaeological site (…)
- They haven’t explored the amphitheatre yet (…)

**DO**

1. **Answer the questions:**
   - Where did the family go?
     
     ........................................................................................................................................
   - Where did they stop?
     
     ........................................................................................................................................

2. **Classify these sentences from the text:**
   - Present perfect: They have already dug up about half the site.
     
     ........................................................................................................................................
   - Past simple: They went to visit the site.

3. Underline other sentences in the text (Present perfect).

4. Circle other sentences in the text (Past simple).
LEARN

We are going to talk about the present perfect and the simple past:

- We use the present perfect tense to express an action that happened in the past, but the results of this action still exist:
  - We use: just / already / yet / with present perfect tense.

Examples:

- I have just done my homework.
- They have already finished their work.
- I haven’t seen her yet.

- We use the simple past to express actions that happened in the past:
  - We use yesterday / last / ago with the simple past.

- She went to Aleppo last week.
- She saw her friend yesterday.

PRACTICE

Choose the correct words between brackets:

- Asma (has already invited / was already inviting) her friends.
- I (have met / met) him yesterday.
- I (had / have not had) hunch yet.
- I have just (ate / eaten) an ice cream.
- I (just bought / have just bought) these shoes.
I (have known / knew) my best friend all my life.

I (haven’t ridden / am riding) my new bike yet.

She (visited / have visited) Lattakia last week.

**TASK 3**

**LEARN**

Write about one of the following topics:

1. A healthy diary for a week.

2. I want to be fitter and healthier. What should I do?
The following composition can be used as an example

Keeping fit is something easy. First of all, you should do regular exercise. You have to do at least 30-minute of exercise three times a week. In addition, you should eat more fruit and vegetables and less meat and sweets. It’s also a good idea to go to bed early to get enough sleep.
Now write a composition about (how to keep fit):

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LESSON 2: ILLNESSES

Dear student, we’re going to:

- describe illnesses.
- talk about the past using simple past.
- use the present perfect.

PRE-LEARNING

Dear student, let’s remember these words:

illness, headache, cold, broken leg, temperature.

TASK 1

LEARN

Let’s learn the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>مصطلحات جديدة</th>
<th>مصطلحات جديدة</th>
<th>مصطلحات جديدة</th>
</tr>
</thead>
<tbody>
<tr>
<td>antibiotic</td>
<td>مضاد حيوي</td>
<td>المضاد الحيوي</td>
<td>المضاد الحيوي</td>
</tr>
<tr>
<td>stomachache</td>
<td>ألم بطن</td>
<td>البطن الألم</td>
<td>البطن الألم</td>
</tr>
<tr>
<td>cough</td>
<td>سعال</td>
<td>السعال</td>
<td>السعال</td>
</tr>
<tr>
<td>sprained ankle</td>
<td>التواء كاحل (تمزق كاحل)</td>
<td>التواء كاحل (تمزق كاحل)</td>
<td>التواء كاحل (تمزق كاحل)</td>
</tr>
</tbody>
</table>
PRACTICE

1 Talking about present problems: discuss this problem.
- What’s the matter? .................................................................
- I’ve got a broken leg. ..............................................................
- When did you break it? .........................................................
- I broke it last week in a football match. ..................................
- You should rest your leg.

2 Fill in the spaces: (sore throat – temperature – Saturday – week – matter)

Doctor: Hello, Saleh, please sit down. What’s the………?
Saleh: Well doctor. I’ve got a terrible …………….
Doctor: How long have you had it?
Saleh: For a ………., it started last ……….
Doctor: Have you got a …………….? 
Saleh: Yes, I have.

DO

Complete the following dialogue:

A: What ………..the matter?

B: I’ve ………………a toothache.

A: When did you …………..it?

B: I ……………..it last week.

A: You…………..go to a dentist.

B: Well done thank you.
SUMMATIVE EVALUATION

- Write the sentences of the dialogue above on pieces of paper and read them again.
- Try with your friend to write a similar dialogue / someone around you using the questions in the dialogue above.
Dear student, we’re going to:

- read about famous doctors and about their inventions.
- use since and for.
- learn how to make questions.

**PRE-LEARNING**

Dear student, let’s remember the following vocabulary:


Hippocrates was born in 460 BCE, on the island of Cos, Greece. He is known as the ‘father of medicine’. He based his work on observation and the description of symptoms, the study of the human body and talking to patients. He treated the body as a whole, and believed in the importance of rest, a good diet, fresh air and hygiene. He was the first doctor to say that thought and feeling came from the brain. Medical students today take the Hippocratic Oath and promise to treat the sick, keep patients’ secrets and teach medicine to the next generation.
Al Razi, doctor, philosopher and scholar, born 865 CE.

He made many important medical discoveries and wrote over 50 books and articles. He travelled to many lands and worked for princes and rulers; he was the director of two hospitals and was very kind to his patients. He based his studies on accurate observation of illnesses, and was the first to describe allergies. He believed doctors should keep up with new knowledge. He even wrote a medical manual for the ordinary person.

**PRACTICE**

Choose the right answer (a, b or c) to complete the following:

- Hippocrates believes that the brain is responsible for:
  
  (a) heart break  (b) breath  (c) feelings

- ........still repeat the Hippocratic oath up till now.
  
  (a). Teachers  (b) Nurses  (c) Doctors

**DO**

Choose two of the underlined words in the text to suit their definitions

- Sign of illness, such as temperature.

- A piece of land surrounded by water.
Brian is a surgical nurse. He did this specialized course after he qualified as a nurse. First, he had to get some experience working in a surgical department, such as in general or day surgery.

But what does a surgical nurse do? ‘Basically, we assist the surgeons. A very important part of the job is getting the patient ready for the operation. We explain to the patient what is going to happen during the surgery and also check that he is healthy enough to have the operation. We also help to prepare the operating room, making sure that it is clean and that all the things the surgeon needs for the operation are there.’

‘During the surgery, we help the surgeon by passing him/her the surgical tools needed for the operation. We also keep an eye on the patient to make sure that he is in a stable condition, keeping a constant check on the patient’s heart rate, blood pressure and breathing. When the surgery is over we count the surgical tools so that none go missing during the operation.’
‘Our role doesn’t end after the operation. We have to change the patients’ bandages and make sure we give the right painkillers and care in the ward, while they are recovering. So really, we are there at the beginning and at the end of their hospital treatment.’

PRACTICE

Write true (✓) or false (✗):

- A surgical nurse helps the surgeons (…)
- A surgical nurse works only in the surgery room (…)

DO

1. When did Brian become a surgical nurse?

2. What is the role of a surgical nurse after the operation?
TASK 3

LEARN

Let’s differentiate between since / for

- **Since**: we use since to talk about an action that starts at a definite period.
  (yesterday / last…)

  **Example**: I haven’t seen her since last week.

- **For**: we use for to express an indefinite period (for two years..)

  **Example**: she hasn’t come for many days.

PRACTICE

Choose the correct answer:

**EX**: (Since/For ) the last few days, uncle Robert has been teaching me to milk cows.

- Hurry up! you have been talking on the phone ( since/ for ) an hour.

- I have lived here (for / since) fourteen years.

- I have done gymnastics (for / since) 1989.
Reorder the following dialogue:

- I am from Syria
  
  Where are you from?

- I live in a big city
  
  Where do you live?

- My mum works at school.
  
  Where does your mum work?

- My father can speak English.
  
  What languages can your father speak?
1. Answer:
   - What was Hippocrates’s work based on?
   - What do surgical nurse anesthetists do?
   - Who is Brian?

2. Complete the following dialogue:
   - Write questions:
     A: ………………………………………….?
     B: Ibn Sina is a Muslim doctor and scientist.
     A: ………………………………………….?
     B: He was born in Bukhara in 980 CE.
     A: ………………………………………….?
     B: He studied medicine and treated the sick.
     A: ………………………………………….?
     B: He wrote about the human body.
Write answers.

A: Would you like to be a doctor?

B: ......................................................

A: What do doctors do?

B: ......................................................

3 Give two sentences using ‘since’ / ‘for’

..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................
..........................................................................................................................

REMEMBER

To make questions:

- When there is an auxiliary verb (can / will / should …) or verb to be (am / is / are …) we substitute the position of the verb for the position of the subject in the sentence when there is no auxiliary, we use do for V1, does for V1+s, did for V2 then we put the verb in zero form (V0)

  - We can play now.
  - We didn’t play yesterday.
SUMMATIVE EVALUATION

Write a paragraph about a medical discovery.

Enrich your English:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>symptoms</td>
<td>أعراض</td>
<td>heart care</td>
<td>عناءة قلبية</td>
</tr>
<tr>
<td>hygiene</td>
<td>نظافة عامة</td>
<td>assist</td>
<td>يساعد</td>
</tr>
<tr>
<td>oath</td>
<td>قسم / عهد</td>
<td>operation</td>
<td>عملية</td>
</tr>
<tr>
<td>keep secret</td>
<td>يحفظ السر</td>
<td>needle</td>
<td>إبירה</td>
</tr>
<tr>
<td>promise</td>
<td>يعهد / وعد</td>
<td>breathing</td>
<td>تنفس</td>
</tr>
<tr>
<td>generation</td>
<td>جيل</td>
<td>supply</td>
<td>يزود</td>
</tr>
<tr>
<td>anaesthetist</td>
<td>ممرّض تخدير</td>
<td>experience</td>
<td>خبرة / تجربة</td>
</tr>
<tr>
<td>qualified</td>
<td>مؤهل</td>
<td>specialized</td>
<td>مختص</td>
</tr>
<tr>
<td>Critical care unit</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dear student, we’re going to learn:

- Past perfect tense.
- Giving explanations.
- Relative pronouns.

**PRE-LEARNING**

Dear students, let’s remember:

basic needs – dig – well – hygiene – disease – sale – supply – rain fall – energy
Let's learn the following vocabulary to understand the texts:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>ألمانية</th>
<th>عربي</th>
</tr>
</thead>
<tbody>
<tr>
<td>charity</td>
<td>جمعية خيرية</td>
<td>مورد / توفير</td>
</tr>
<tr>
<td>essential</td>
<td>ضروري</td>
<td>مسؤول عن</td>
</tr>
<tr>
<td>community</td>
<td>مجتمع</td>
<td>متوسط</td>
</tr>
<tr>
<td>bucket</td>
<td>سطل</td>
<td>يعاني</td>
</tr>
<tr>
<td>install</td>
<td>يركب</td>
<td>حامل</td>
</tr>
<tr>
<td>hygiene</td>
<td>نظافة صحيّة</td>
<td>أطفال لم يولدوا</td>
</tr>
<tr>
<td>aid</td>
<td>مساعدة</td>
<td>يحسن</td>
</tr>
<tr>
<td>pump</td>
<td>مضخّة</td>
<td>يعرّض للخطر</td>
</tr>
<tr>
<td>Developing Countries</td>
<td>البلدان النامية</td>
<td></td>
</tr>
</tbody>
</table>
Read the following report and do the tasks below:

Clean water is essential for healthy living, but millions of people around the world don’t have water for their basic needs. WaterAid is a charity that helps people in Africa get safe, clean water, dig wells, install pumps and learn about hygiene.

Before I visited a village in Sudan, I had only seen life in the big African cities. In villages, the biggest problem is water. There, I met Ibrahim and his family. They showed me how ‘Water for Africa’ and ‘The Water Project in Sudan’ had changed their lives. The charities had helped the community to dig a well, and now they had a supply of drinking water. Ibrahim said, ‘Rainfall is very low here, so having a well is important.’

His 14 year old daughter is called Nahla. She was carrying two buckets of water. She had got it from the well. Because the well is only 300 meters from her home, she now has time to collect the water with her brothers and sisters and attend school, too.
I talked to Ibrahim’s nine-year-old son, Ziad, outside the village school after he had finished a lesson on hygiene. He was very enthusiastic. He said: ‘it’s very important to use soap and wash your hands.’

I also met Ibrahims’s wife, Hiba. She was emptying a bucket of water on the vegetables in the garden. She had just cleaned the house. Ibrahim explained that before the well, the villagers had suffered from various diseases, including cholera.

Now they had clean water for cooking, washing and cleaning. Their lives were completely transformed!

PRACTICE

Choose the correct answer (a, b, or c) to complete the following:

EX: Water aid helps people to get (c)

(a) money (b) food (c) water

Villages in Sudan didn’t have a supply of drinking water ………… Wateraid dug a well in the village

(a) before (b) after (c) until
Choose two of the underlined words in the text to suit the definitions below:

- A deep hole in the ground from which people take water. ........................................
- Important....................................................................................................................

Choose other words from the list (not mentioned in the text).
........................................................................................................................................

Read them again.

Write the first letter of each on a paper.

Try to remember the word.
ALL ABOUT WATER

TASK 2

LEARN

Who, Which and That are relative pronouns

Who for: people,

Which for: things

That for: people and things

Read the following text then do the tasks:

In developing countries, women and girls, who are usually responsible for water, waste time and energy carrying water six kilometers each day, which takes three hours, and they carry 20 litres of water home. If water is nearer to their homes, girls will have time to go to school. Women also suffer, because they need clean water, they are pregnant or looking after young babies. Diseases carried in water kill up to ten million children a year, putting mothers and their unborn children at risk.
PRACTICE

1. Write true (√) or false (X)

EX: In developing countries, girls can’t go to school because they have to get water (√)

- Diseases are not carried in water. (…)
- In developing countries, boys, and girls, bring water from far places (…)

2. Fill in the spaces:

- Notice ‘who’ in the first line
- Notice ‘which’ in the third line
- This is my brother, ………… likes Arabic.
- Damascus, ………… has old buildings, is the oldest last capital in the world.

DO

Answer the following question:

- Why is clean water important for women?

- What is responsible for killing up to ten million children a year?
LEARN

If two actions happen in the past, the first one should be in the past perfect, and the one which happened next in simple past no matter how we write them is a sentence.

Some indicators and linking words are (already / by the time / before / after / until)

Example: I had cleaned my teeth before I went to bed.

OR

Before I went to bed, I had cleaned my teeth.

Which happened before: cleaning the teeth or going to bed? ..................................

Photo by: William Warby
Source: https://www.flickr.com/photos/wwarby/11693757123/
PRACTICE

1 Choose the correct answer:

- He said he had never (feel / felt) so satisfied with a job before.
- He (sees / had seen) big African cities before he wrote his report.
- I had already cooked dinner by the time my mother (had come / came) home.

2 Choose the correct answer

- When we (had arrived / arrived) at the theatre, the concert had already started.
- A tourist stopped to ask me for directions. He (has lost / had lost) his map.
- Hussein had a stomachache. He (has eaten / had eaten) too many sweets.
- They weren’t at home when I rang them. They (have already gone / had already gone) out.
- Before she (had gone / went) to school, Carol had learnt to speak three languages.
- After the lesson had ended, I (had spoken / spoke) to the teacher.

LEARN

Now you will begin to use:

Who: for people.

Which: for animals and things.

Examples:

I like my friends who help me at school.

I saw the cat which drank the milk.
DO

Now let’s do this exercise:

Choose the correct answer

- Tourists (who / which) come to Jordan enjoy their time.
- I did very well this term, (which / who) made my parents proud.
- The charity, (which / who) is based in France, has several projects in Africa too.
- Mr. Hamaad, (who / which) is here on business, came for dinner last night.
- Damascus, (which / who) has lovely traditional houses, is the capital of Syria.

SUMMATIVE EVALUATION

1. What had you done before you started working this unit?

2. Why is water important?

3. Cut a paper into small pieces and write with your friend some words and play a game to use ‘who’ or ‘which’
LESSON 1 : FINDING ANSWERS
VIDEO GAMES ADDICTION

Dear student, we’re going to learn:

- How to make offers and suggestions
- How to differ between will and be going to
- How to use the first conditional
- Video Games Addiction

PRE-LEARNING

Dear student, let’s remember the following words:

bucket / mirror / whistle / emergency / matches / rope / engineer / explore / aeroplane / test / movement / have a bath / shower / phone line.

TASK 1

LEARN

Read the following text and do the task below:
Helping video games addicts

1. Many teenagers play video games from time to time. This activity can be entertaining as well as social; friends can have an enjoyable time gathering around the game. Playing video games may have additional benefits such as promoting one’s decision-making skills and improving one’s general well-being. However, some game players may separate from reality and get addicted to playing games.

2. You can tell who an addicted gamer is by observing his/her behaviour. Look out for signs that the person didn’t show before getting hooked to playing games such as wasting school time in order to play, becoming distant from friends and family, lacking enough hours of sleep and losing interest in other hobbies. Addicts can even become violent if they are unable to play. Other signs include physical illness such as
as numbness in the hands and wrists, dryness in the eyes, headaches and change in weight.

3. As soon as you notice signs of addiction on a relative or a friend, seek professional help to guide the person for proper treatment. When an expert talks to the game addict, he helps him to notice the addictive behaviour, which may only be a reflection of stress or anxiety. After identifying the reason for video game addiction, he can help the person to gain back self-control. You can also help by setting a time schedule for playing games or replacing gaming with another activity.

4. Until a video game playing addict receives attention and emotional support, they won’t be free from their abusive behaviour. With patience and care they can succeed in solving their personal problems and enjoy playing a game moderately.

**PRACTICE**

Read the article on the previous page. Find the words which mean the following.

- to make “something” better pleasant
- capable of giving pleasure
- indicators
- unable to stop doing something
- a continuous feeling of worry that prevents you from relaxing
- very rude and using unpleasant language to upset people
- fairly but not very
1 Fill in each blank with a word from the list.

Waste – separate – violent – numbness – moderately

- Game players may …………………. t hemselves from the real world.
- A game addict usually shows …………………. behaviour.
- To avoid video games addiction, it’s better to play …………………
- Playing computer games for a long time may cause ………………… in hands.
- Teenagers shouldn’t ………………… a lot of time playing video games.

2 Read the article again then answer these questions.

- Why do teenagers like to play computer games?
- How could you know that a teenager has become a computer games addict?
- What can we do to help a game addict to be cured?
3. Match the beginnings and ends of the sentences

1. Ahmad can’t play computer games.

   a. Salma had a terrible headache

2. As soon as you notice signs of addiction on a relative or a friend,

   b. He helps him to notice the addictive behaviour.

3. When an expert talks to the game addict,

   c. Before I became hooked to them.

4. After spending too much time playing computer games,

   d. Until he finishes his homework.

5. Luckily, I stopped playing computer games,

   e. Seek professional help.

**TASK 2**

**LEARN**

Let’s learn the following vocabulary to understand the text:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>storm</td>
</tr>
<tr>
<td>charge</td>
</tr>
<tr>
<td>strike</td>
</tr>
<tr>
<td>lightning</td>
</tr>
</tbody>
</table>
Can lightning strike you when you are indoors? Yes it can, and every year, over 1000 people will get hit by lightning this way. When lightning strikes a phone line, it will reach you. So if there is a lighting storm, you should not use the phone. You should not be in the bath or shower, either, because lighting can strike metal pipes and cause an electric shock. It’s best to stay away from computers too, anything that can carry an electrical charge from the lightning to your body.

**PRACTICE**

1. Write true (√) or false (X)

   - It isn’t dangerous to use the phone during a light storm. (…)
   - Many people are struck by lightning in their homes every year. (…)

Photo by: John Fowler
Source: https://www.flickr.com/photos/snowpeak/14629877115/
Answer the following questions:

- How can lightning strike you inside the bath?
- Why is it better to stay away from computers during the lightning?

Choose the correct answer:

- (Many / Much) doctors say a trip to the sea is good for you. Breezes that comes from the sea are full (of / off) minerals.
- The Earth is getting warmer, which will cause (a / the) icebergs to crack.
- Sea air is (also / too) fairly unpolluted.
- And sea–salt crystals in the air (help/ don’t help) clean the atmosphere.
- (Before / After) the match started, the team had already warmed up.
- (After / While ) I was travelling back home on the bus, I dropped the glass bowl, and it broke.

**TASK 3**

**LEARN**

Now you will learn how to make suggestions (we make suggestions in one of these ways):

- Let’s + verb (infinitive)  
  Example: let’s play.
- Why + don’t we + verb (infinitive)  
  Example: why don’t we buy cola?
- Shall I + verb (infinitive)  
  Example: shall I open the windows?
Choose the correct answer (a, b, or c) to complete the dialogue:

EX: Henry, Tom and Richard are preparing things for their trip tomorrow.

- **Henry:** let’s ……the emergency blanket
  (a) take   (b) took   (c) taken

- **Tom:** I disagree. It isn’t the ……..important thing.
  (a) more   (b) most   (c) many

- **Richard:** If we take it, we’ll be warm ….night
  (a) on   (b) at   (c) in

- **Tom:** Yes that’s true,………..agree
  (a) my   (b) me   (c) I

- **Henry:** Ok, so we’re going to take the emergency blanket, ……..I write it down ?
  (a) will   (b) shall   (c)am

- **Tom:** Yes write it. I ……………think the matches are necessary .
  (a) am not   (b) don’t   (c) doesn’t

- **Richard:** Why not?

- **Tom:** Because if we take the torch and batteries, we ……. need matches.
  (a) dont   (b) won’t   (c)went

- **Henry:** That’s true, I’ll cross ………off our list
  (a) them   (b) they   (c)their.
LEARN

Now you will learn the difference between ‘will’ and ‘going to’:

- We use ‘will’ to predict the future.

  Example: The sky is cloudy. I think it will rain.

  We use will for actions that we decide now

  Example: I will answer the phone.

- We use going to for actions that we have decided before

  Example: I’m going to watch TV tonight.

DO

Now let’s do this activity:

Choose the correct words between brackets:

EX: Amal is good at science. I think she (will / is going to) be famous doctor one day.

- What (will you / are you going to) study next year?
- If we don’t hurry up, we (won’t / aren’t going to) catch the train on time.
LEARN

Now you will learn the first conditional:

If + simple present + will / won’t + verb (infinitive)

Example:

If we go now, we will arrive soon.

If it rains, I won’t come.

DO

1. Choose the correct words between brackets:
EX: If the tickets were too expensive, we (wouldn’t / wont) be able to go.

- If he (doesn’t feel / won’t feel) well, he won’t go to school.
- If I (went / go) to London will learn English properly.
- If you worked hard, you (would / will) pass the exam easily.

2 Write the missing word in each space.

EX: If we don’t hurry up we …will… not get to school on time.

- I’m sure it …………. rain, the sky looks clearer now.
- ………….you help me. I will be thankful.
- If you ………….water plants, they’ll die.
1 Write instructions. How do you make tea?

2 Complete the following sentences:
   - If you ............... you will .................
   - If she ............... he will .................

- CRITICAL THINKING
Dear student, we’re going to learn:

- how to solve problems
- how to use: ‘If I were you’, ‘Why don’t you’, ‘you should’ to express advice

PRE-LEARNING

Dear student, let’s remember the following:


TASK 1

LEARN

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>counselor</td>
</tr>
<tr>
<td>argument</td>
</tr>
<tr>
<td>environment</td>
</tr>
</tbody>
</table>
THE PROBLEM:

Dear counselor,

I’m worried because I’m going to start a new school. All my friends are going to a different school, and I won’t know anyone.

What would I do?

Asma, UAE

THE ANSWER:

Dear …………………

It’s natural to worry when you start something new. But don’t forget that students will be new, too. You’ll soon make friends if you smile and talk to people. And don’t forget to keep in touch with your old friends – you’ll have lots to tell them.

THE PROBLEM:

Dear counselor:

It is the school holiday. I have nothing to do and my friend lives long a way from here. Can you advise me?

Asma.

THE ANSWER:

Dear Asma:

Why don’t you see what is going on in your town? There are usually special summer schools with really interesting activities. You could learn a new sport, such as canoeing, or a new hobby, such as drama. You are sure to make new friends.
Write true (✓) or false (✗):

**EX:** Asma has a lot of things to do on holiday (✗)
- She asks a counsellor for advise because she doesn’t know what to do (…)
- Summer school is a good way to enjoy holidays (…)

**DO**

Answer the following questions:

- What does Asma ask the counselor for?

- What does the counselor answer?

**TASK 2**

**LEARN**

To give advice, we use these expressions:

- If I were you...
- Why don’t you?
- You should...
EX: Write advice for this problem:

I am on a diet, and I find it really difficult when we eat in a restaurant

- If I were you, I would stay at home
- Why don’t you eat healthy food even in a restaurant?
- You shouldn’t eat too much.

DO

Write an advice for each of these problems:

- I’m not fit, I would like to be able to run a kilometer.
- I would like to do something to help the environment.
- I moved to a new school. I want to make new friends.
SUMMATIVE EVALUATION

1. Write a 50 word composition about the following topics:

   - How can you keep in touch with your old friend?

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   - Your friend spends too much time on computer, how can you advise him / her?

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2 Write some sentences giving advice to your friend who is going to start a new school.

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LESSON 2 : SOLVING PROBLEMS

Dear student, we’re going to learn:

■ the fourth episode of the story of the Buried City today.
■ second conditional (If + past simple + would / wouldn’t) and present.
■ how to use conditions.

PRE-LEARNING

Dear student, let’s remember the following vocabulary:


TASK 1

LEARN

Let’s learn the following vocabulary to understand the text:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>مصطلح</th>
<th>مضحة</th>
<th>حزمة من أشعة الشمس</th>
<th>لوحة</th>
<th>يزحف</th>
</tr>
</thead>
<tbody>
<tr>
<td>buried</td>
<td>مدفونة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>properly</td>
<td>بشكل مناسب</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>glittering</td>
<td>يلمع</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>shadows</td>
<td>ظلال</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pump</td>
<td>سخّة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>beam of sunshine</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>painting</td>
<td>لوحة</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>craw</td>
<td>يزحف</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
One moment Tareq and Hussein were exploring a narrow alley behind the theatre, the next they were falling through space. They landed with a bump. Above them, a thin beam of sunlight shone through the hole in the ceiling.

They could see that they were sitting in an underground room – a part of the buried city. Tareq saw something on one of the walls.

Tareq: Look, it’s a beautiful painting. If it wasn’t so dark, I could study it properly.

Hussein: And if it wasn’t so dark, we could find a way out.

Tareq started to walk towards the painting, but Hussein stopped him. He pointed at the ground. A long, glittering shape was crawling into the shadows. It was a snake!

Hussein found a large stick. He said he would use it if the snake came back.

**Practice**

Write true (✓) or false (✗)

EX: Hussein and Tareq were in an underground room in the Buried City (✓)

- Although it was so dark, Tareq could see a beautiful painting(…)
- Hussein killed the snake with a stick (…)

Read the following text then do the task below:

CRITICAL THINKING
Answer the following questions:

- What were Tareq and Hussein doing behind the theatre?

- How did they get into the Buried City?
Did you know that coffee was first used and grown in Yemen, as long ago as the 10th century? The Yemenis used to boil the beans, and in this way they created the drink ‘al-qahwa’, coffee. One of the most important of the early Arab writers on coffee was Abd al-Qadir al-Jaziri. In his writings of 1587, he tells how one Sheikh, Jamal–al–Din al–Dahbani, Mufti of Aden, used coffee as a medicine to cure his illness. He recovered, and at the same time, discovered that coffee made him feel more energetic, cleared his headaches and kept him awake.
PRACTICE

Choose the right answer (a, b or c) to complete the following

EX: If you drink a cup of coffee, you may feel more (b) ...

(a) sleepy (b) energetic (c) tired

Sheikh Jamal-al-Din al-Dabani was ...........

(a) a writer (b) an ordinary man (c) a religious man

The Yemenis made coffee by ............ coffee beans

(a) freezing (b) cutting (c) boiling

DO

1 Choose two of the underlined words in the text to suit the definitions below:

- one hundred years
- continuous pains in the head

2 Complete the following dialogues:

▷ Write the question:

A. ........................................?

B. Coffee was first used and grown in Yemen.

A. ........................................?

B. The Yemenis started it in the 10th century

A. ........................................?

B. The Yemenis created the drink alqahwa by boiling the coffee beans.
CRITICAL THINKING

Write the answers:

A. Who is Abd al-Qadir al-Jaziri?

B. ........................................

A. How did Al–Dahbani feel after drinking coffee?

B. ........................................

TASK 3

LEARN

Let’s learn the following vocabulary to understand the text:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>تتخیل</th>
<th>الذاكرة</th>
<th>الربط</th>
<th>صورة</th>
</tr>
</thead>
<tbody>
<tr>
<td>visualize</td>
<td>تتخیل</td>
<td>memory</td>
<td>الربط</td>
<td>image</td>
</tr>
<tr>
<td>embarrassed</td>
<td>أحرج</td>
<td>association</td>
<td>تحرج</td>
<td>image</td>
</tr>
<tr>
<td>grow old</td>
<td>يكبر بالسن</td>
<td>image</td>
<td>صورة</td>
<td>image</td>
</tr>
</tbody>
</table>
Read the following text then do the tasks:

We all forget things, and it’s true that as we grow older, it becomes harder to remember things as quickly as we used to. But just like any other part of the body, the brain, and the power of memory, can be exercised and improved. Association can be a helpful way to remember names for example. Try to associate the name of someone with another image, something that reminds you of that name. Imagine meeting someone called Mike, for example try to visualise a microphone to remember his name. The next time you meet Mike, you will immediately think of a microphone and you won’t need to be embarrassed by forgetting his name.

PRACTICE

Write true (✓) or false (✗)

EX: As we grow older, we lose our memory. (✓)

- Association is not a good way to remember names (…)
- Memory can be improved through exercises. (…)

DO

1 Answer the following questions:

- How would you feel if you forgot your friend’s name?
- What do you have to think of to remember someone called Mike?
2. Complete each item in the column (A) with the correct choice from column (B)

<table>
<thead>
<tr>
<th>(A)</th>
<th>(B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>If I were you I’d apologize</td>
<td>I got tired of playing video games</td>
</tr>
<tr>
<td>I always brush my teeth</td>
<td>tell her I said hello</td>
</tr>
<tr>
<td>After a few hours,</td>
<td>to the teacher for being so impolite</td>
</tr>
<tr>
<td>When you see Hind next time,</td>
<td>before I go to bed</td>
</tr>
</tbody>
</table>

3. Choose the correct answer (a, b or c):

Nadia: Got .................., mom?

(a) boring  (b) boredom  (c) bored

Mom: If I were you I ................. do something new.

(a) will  (b) would  (c) am going to

Nadia: It .................a great idea like what?

(a) was  (b) is  (c) has

Mom: Join a club. It’s a good way to ................. new friends.

(a) making  (b) make  (c) made

Nadia: Tomorrow, I’ll look ................. a sport clube to join.

(a) at  (b) after  (c) for

Mom: If you started something new it would ................. you from feeling bored.

(a) stopped  (b) stopping  (c) stop
LEARN

Let’s talk about conditions using: ‘wouldn’t’, ‘if I were you.’

If + past simple + would / wouldn’t + present

Example: If it rained, I would stay at home.

Choose the correct words between brackets:

EX: If I left my homework at home, I (would / will) get into trouble.

- If the football match didn’t end so late, I (would / will) go and watch it.
- If the weather (is / was) bad, we won’t go to the beach.
- If he (studies / studied) hard, he will pass his exams.
- If she (ate / eats) too much, she wouldn’t be fit.
- If you were tired, you (wouldn’t / won’t) be able to go to the party.
- If you told me a secret, I (won’t / wouldn’t) tell anyone.
Write 4 sentences about your plan for next Friday.
Dear student, we’re going to learn:

- identifying and discussing natural events.
- talking about processes and facts in the past using the past passive.

PRE-LEARNING

HELP BOX

We use the passive to talk about processes and facts in the past:

- when the focus is on the action, not on who does it.
- when it is important to say who did the action, use ‘by’.
- The City of New Orleans was badly damaged by Hurricane Katrina in 2015.
- The climbers were rescued on the top of the mountain.
A volcano is a hole in the Earth’s surface which pushes out hot, liquid rock. There are about 800 active volcanoes in the world. A volcanic eruption is very powerful, as hot ash and gases are blown into the air. The liquid rock flows out of the volcano towards towns and villages. The gas and ash can blow all over the globe, causing changes to the weather. After a volcano erupts, sunlight can be reduced and crops can die. Volcano eruptions can be predicted by scientists, which helps save lives.
NEW VOCABULARY

<table>
<thead>
<tr>
<th>active volcano</th>
<th>بركان نشط</th>
<th>towards</th>
<th>نحو</th>
</tr>
</thead>
<tbody>
<tr>
<td>hole</td>
<td>حفرة</td>
<td>ash</td>
<td>رماد</td>
</tr>
<tr>
<td>surface</td>
<td>سطح</td>
<td>globe</td>
<td>الكرة الأرضية</td>
</tr>
<tr>
<td>push out</td>
<td>يدفع</td>
<td>causing</td>
<td>مسببًا</td>
</tr>
<tr>
<td>liquid rock</td>
<td>صخر سائل</td>
<td>reduce</td>
<td>يُخفِّض / يقلل</td>
</tr>
<tr>
<td>erupt</td>
<td>يثور / يندلع</td>
<td>crops</td>
<td>محاصيل</td>
</tr>
<tr>
<td>powerful</td>
<td>قوي / فعال</td>
<td>predict</td>
<td>ينبئًا</td>
</tr>
</tbody>
</table>

**DO**

1. How many active volcanoes are there in the world?

2. Why are hot ash and gases blown in the air?
3 What can be reduced after a volcanic eruption?

4 Can volcanic eruptions be predicted?
Dear student, we’re going to learn:

Talking about processes using the passive voice.

PRE-LEARNING

Let’s remember tenses in active voice: (المبني للمعلوم)

- Present simple

  People recycle paper and make new products.

- Past simple

  The Egyptians built the ancient pyramids.

- Present continuous

  They are building walls to keep the sea from flooding the village.

- Can + verb

  Scientists can predict volcanic eruption.
You are going to learn to change a sentence from active voice into passive voice in the different forms:

**PASSIVE VOICE المبني للمجهول**

يُستخدم المبني للمجهول عندما لا نعرف أو لا يوجد حاجة لأن نعرف من قام بالعمل. أو عندما يكون الفعل أكثر أهميَّة من الفاعل.

<table>
<thead>
<tr>
<th>active</th>
<th>هذه الجملة مبنيَّة للمعلوم (</th>
<th>The sun</th>
<th>heats</th>
<th>the water</th>
<th>in the ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>فاعل</td>
<td>فعل</td>
<td>مفعول به</td>
<td>بقية الجملة</td>
<td>2</td>
</tr>
</tbody>
</table>

The sun heats the water in the ocean

subject verb object rest of sentence
The water

The water is

The water is heated

The water is heated (by the sun)

The water is heated (by the sun) in the ocean

<table>
<thead>
<tr>
<th>The water</th>
<th>is</th>
<th>heated</th>
<th>by the sun</th>
<th>in the ocean</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

**PRACTICE**

<table>
<thead>
<tr>
<th>فعل في الحاضر البسيط في صيغة المبني للمجهول</th>
<th>فعل في الحاضر البسيط في صيغة المبني للمجهول</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper is recycled.</td>
<td>We recycle paper.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>المفعول به</th>
<th>is / are / am</th>
<th>التصريف الثالث للفعل</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Read the choose the correct verbs between brackets:

- Special stations detect an earthquake.
  An earthquake (is detect, is detected) by special stations.

- A machine breaks them into tiny pieces.
  Tiny pieces (are broken, are broke) into tiny pieces by a machine.

- People take food and drink into the theatre.
  Food and drink are (taking, taken) into the theatre.

Read the choose the correct verbs into brackets:

- The Egyptians built the ancient pyramids.
  The ancient pyramids (was built, were built) by the Egyptians.

- Alexander Fleming discovered penicillin.
  Penicillin (was, were) discovered by Alexander Fleming.
- They sent a text message to a friend in France.

A text message was (send, sent) to a friend in France.

### How to change a sentence from the present tense to passive form

<table>
<thead>
<tr>
<th>فعل في الحاضر المستمر في صيغة المبني للمجهول</th>
<th>للمعلول به</th>
<th>are/is/am + being</th>
<th>التصريف الثالث للفعل</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walls are being built.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

### Read then change into passive:

- They are building new walls around the village.

  New walls (are been, are being) built around the village.

- People are using computers for letters.

  Computers (are being used, are using) for letters.

- This helicopter is rescuing people.

  People (are being rescued, rescued) by this helicopter.
Read the choose the correct verbs between brackets:

- Scientists can predict natural disasters.
  
  Natural disasters (can predict, can be predicted).

- You can buy snacks at the shop.
  
  Snacks (can being bought, can be bought) at the shop.

- Police can’t find the missing boy.
  
  The missing boy (can’t be found, is found).

DO

1 Rewrite these sentences in the passive:

- If you get hungry, you can buy snacks at the shop.
  
  If you get hungry, snacks can be bought at the shop.

- Every year, thousands of tourists visit the islands.
  
  Every year, ..................................................
- We recycle paper and make new products.
  Paper .................................................................

- Scientists can predict natural disasters more accurately these days.
  Natural disasters ....................................................

- They are building new walls around the village to stop floods.
  New walls .............................................................

2 **Look at the picture and complete the text. Use the correct passive form of the verbs in brackets.**

**HOW RAIN IS FORMED**

**THE WATER CYCLE**

The water in the ocean (1) .......... (heat) by the sun. The water (2) .......... (turn) into tiny droplets in clouds. At the same time, plants and trees lose water from their leaves, too.
This water (3) ............ (carry) into the air too. And clouds (4) ............ (also form) this way. When the clouds move over cool air on the land, rain (5) ............ (form). The rain falls back into the sea and the land, and the whole water cycle starts again.

**SUMMATIVE EVALUATION**

Choose the best verb in brackets:

- Paper (is, was) first produced as early as 3000 BCE in Egypt, Ancient Greece and Rome.

- Wheat straw and sugar cane (are, can) be used to make paper.

- The trees in the forest (can, are) chopped down.

- Studies are (be, being) developed to help people know about tsunamis.
Dear student, we’re going to learn about:

travelling through the Silk Road.

**PRE-LEARNING**

Dear student, let’s remember the meanings of the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>ARABIC</th>
<th>MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>trade (v)</td>
<td>تجارة</td>
<td>lead</td>
</tr>
<tr>
<td>ancient</td>
<td>قديم</td>
<td>loaded with</td>
</tr>
<tr>
<td>route</td>
<td>طريق / درب</td>
<td>goods</td>
</tr>
<tr>
<td>connect</td>
<td>يوصل - يربط</td>
<td>experience (v)</td>
</tr>
<tr>
<td>continent</td>
<td>قارة</td>
<td>linked</td>
</tr>
<tr>
<td>pass through</td>
<td>يمرُ بـ - يعبر</td>
<td>dangers</td>
</tr>
<tr>
<td>Silk Road</td>
<td>طريق الحرير</td>
<td>mountain ranges</td>
</tr>
<tr>
<td>incredible</td>
<td>لا يُصادّق</td>
<td>destination</td>
</tr>
</tbody>
</table>

**UNIT 10**
You are going to read about the Silk Road, which is an ancient trading route which connected Europe and Asia.

Imagine going on a dangerous 7000 kilometre journey on foot, leading your camels loaded with goods. You will experience cold, heat, hunger and thirst, pass through deserts and climb mountain ranges. When you get to your destination, you will trade your goods. Then you will be ready for the long journey home again.

The Silk Road was an ancient route which connected the continents of Asia and Europe. The route linked China, Central Asia, Northern India and then the Persian and Roman Empires. It was used between about 500 and 1300 CE. It is incredible that people used these routes, because they went into dangerous places such as the Taklamakan Desert and the Himalayan mountain ranges. Why did they do it?

Well, at that time only China produced silk. And it was the demand for silk that created this link between East and West. Merchants of the Chinese Empire traded their silk and spices with India, Europe and the Eastern Mediterranean. They exchanged them for silver, precious stones, gold and horses.
The journeys took many months. Merchants had to go into the boiling desert, and in the mountains they faced freezing temperatures. They used anything between 100 and 1000 camels to carry the goods – each one could carry about 200 kilos. It was safer to travel in a group called a ‘caravan’ because there were thieves. Caravanserai (early hotels) were built 30–40 kilometres from each other, which was about eight or ten hours on foot. They provided food and a bed, and fed the animals for free for three days. Around 1300 CE, as the old empires declined, the Silk Road was used less. Travel by sea became less dangerous than a long land route and Europeans were making their own silk. Soon, the old towns and monuments along the route were buried under the sand. But nowadays there are paved roads and train tracks that follow the Silk Road.

**PRACTICE**

**Decide if these sentences are ✓ or ✗:**

**EX:**

The Silk Road is a modern route which connected the continents of Asia and Europe. (✗)

- The Silk Road was not safe. (…)
- Between 500 – 1300 CE only Europe produced silk. (…)

**DO**

**Read the article then answer these questions:**

1. How long is the Silk Road?

   ……………………………………………………………………………………………………………………………………………………………………………………………

2. What regions did the Silk Road cross?

   ……………………………………………………………………………………………………………………………………………………………………………………………
3. What were the dangers of travelling along the Silk Road?

4. Why did people start using the Silk Road?

5. What goods were exchanged?

6. What was the caravan like?
Dear student: we’re going to learn:
talking about journeys.

PRE-LEARNING

Dear student, let’s remember the meanings of the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>Arabic</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>expedition</td>
<td>بعثة استكشافية</td>
<td>desire</td>
</tr>
<tr>
<td>experienced</td>
<td>خبير - ذو خبرة</td>
<td>reach</td>
</tr>
<tr>
<td>Arctic</td>
<td>قطب شمالى</td>
<td>sailor</td>
</tr>
<tr>
<td>set off</td>
<td>ينطلق</td>
<td>polar</td>
</tr>
<tr>
<td>scientist</td>
<td>عالم</td>
<td>leader</td>
</tr>
<tr>
<td>balloon</td>
<td>منطاد</td>
<td>exploration</td>
</tr>
<tr>
<td>exploration</td>
<td>استكشاف</td>
<td></td>
</tr>
</tbody>
</table>
The desire to reach the North or South Pole has always attracted sailors and explorers. Many ships have been lost in the ice during these polar expeditions.

One Swedish exploration team had the idea of flying to the North Pole in a hydrogen balloon. The leader was Andree, an experienced Arctic explorer. He took with him two other men, Strindberg, a scientist, and Fraenkel, an engineer. They set off on 11th July, 1897, from Danes Island, in the Arctic. The balloon was called Ornen, which is the Swedish word for ‘eagle’. In the basket with the three men, was food, fuel for cooking, tents, guns, a boat and sledges, in case they landed on the ice. They would then be able to make their way on foot across the ice to the North Pole.
A crowd of spectators watched and cheered as the balloon took off. But that was the last time the men were ever seen alive. The balloon started leaking hydrogen gas, and began to drop lower and lower. On 14th July, the balloon got caught in freezing fog. The weight of the ice meant the balloon became too heavy to continue flying. The men tried to save themselves from crashing by throwing everything out of the basket. It didn’t work – but they survived the crash into the ice. They travelled across the ice for two months, before they died. It wasn’t until more than thirty years later that their skeletons were found near White Island, east of Spitsbergen Island, by two Norwegian sailors. The sailors also found Andree’s diary and camera. The diary, along with the photos, when they were developed, told the story of their long and difficult journey across the ice.

**PRACTICE**

- What nationality was the exploration team?
  
  They were Swedish.

- How many people were in the team?

  There are three people.

**DO**

Read the article and answer the questions:

1. Why did the explorers choose the name ‘Eagle’ for their balloon?

   
   ……………………………………………………………………………………………………………………………

2. Why did they take sledges and tents with them in the basket?

   ……………………………………………………………………………………………………………………………

3. What was the first serious problem with the balloon?

   ……………………………………………………………………………………………………………………………
4 What happened three days after taking off?

5 Why did they throw all their food and equipment out of the basket?

6 How do we know the details of the balloonists’ journey?

7 Find words in the text that mean:
   - a long and difficult journey to discover a new area
   - a gas that is lighter than air
   - a type of ‘ski’ for transporting people or goods across ice or snow
   - people watching an event
   - stayed alive, despite the crash
   - only the bones of the body

SUMMATIVE EVALUATION

Write about a journey you have made:
Dear student, we’re going to learn:

- how to ask for information and checking information using question tags.
- how to use question tags to make a question sound more politely.

**PRE-LEARNING**

Dear student, let’s remember the following vocabulary:

<table>
<thead>
<tr>
<th>negative article</th>
<th>أدآة النفي</th>
<th>negative form</th>
<th>صيغة النفي</th>
</tr>
</thead>
<tbody>
<tr>
<td>add</td>
<td>أضف</td>
<td>followed by</td>
<td>متبوعاً</td>
</tr>
<tr>
<td>helping verb</td>
<td>فعل ساعد</td>
<td>in case</td>
<td>في حال</td>
</tr>
</tbody>
</table>

**TASK 1**

- To make a sentence negative, add the negative article (not) to the helping verb found in the sentence: (helping verbs like: am / is / are / was / were / can / could / will / would / shall / should)

  - I am not English.
  - She won’t help me.
  - It isn’t a lovely day.
  - I can’t drive yet.
When have / has / had is followed by V3 (perfect form), we can use it in the negative form.

- I haven’t been to Kuwait.
- She hasn’t finished her meal.

However, when (have / has / had) isn’t followed by V3, we have to use don’t / doesn’t / didn’t + have:

- I don’t have a car.
- She doesn’t have a piano.
- They didn’t have to come.

In case the sentence doesn’t have a helping verb, use don’t / doesn’t / didn’t + the zero form of the verb:

- I don’t live in Jerusalem.
- She didn’t travel to Palestine.
- He doesn’t work in Hebron.

We use question tags at the end of the sentence, between a comma and a question mark, to ask for information or to check information.

To make a question tag, we use the same helping verb found in the first part of the sentence but in its opposite case: positive / negative. Then we put the subject as a pronoun after the helping verb.

- You are English, aren’t you?
- You will help me, won’t you?
- It’s a lovely day, isn’t it?
- They didn’t do their homework, did they?
- He can’t drive yet, can he?
In case the sentence doesn’t have a helping verb, use don’t / doesn’t / didn’t + the subject as a pronoun)

➤ The children left the door open, didn’t they?
➤ It takes five hours to get there, doesn’t it?
➤ We have dinner at 6 o’clock, don’t we?

**PRACTICE**

Choose the correct words in between brackets:

- You’ve got the map, (haven’t you / have you)?
- We’re stopping in this town, (don’t we / aren’t we)?
- They can’t contact us, (can they / can you)?
- She isn’t at home, (is she / isn’t she)?
- We saw amazing things, (aren’t we / didn’t we)?
1. Match the questions and the question tags.

<table>
<thead>
<tr>
<th>The children left the door open</th>
<th>can’t you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>It takes five hours to get there</td>
<td>don’t we?</td>
</tr>
<tr>
<td>You can speak English</td>
<td>didn’t they?</td>
</tr>
<tr>
<td>We wear sport shoes</td>
<td>doesn’t it?</td>
</tr>
<tr>
<td>I should say sorry to him</td>
<td>will he?</td>
</tr>
<tr>
<td>He won’t be late</td>
<td>shouldn’t I?</td>
</tr>
<tr>
<td>Anne couldn’t answer the question</td>
<td>isn’t it?</td>
</tr>
<tr>
<td>It’s too dark to see properly</td>
<td>is it?</td>
</tr>
<tr>
<td>I’m not responsible for it</td>
<td>am I?</td>
</tr>
<tr>
<td>It’s not time to go home yet</td>
<td>could she?</td>
</tr>
</tbody>
</table>
Add question tags to these sentences:

- They’ve already been to Kuwait, …………?
- You’re the new teacher, ……………?
- You don’t think someone stole your new bike, …………?
- You don’t bring your coat, ……………?
- Your little sister has eaten all the biscuits, ……………?
- This weather is awful, ……………?
- I can’t do everything, ……………?
- He’s Syrian, ……………?
Dear student, we’re going to learn:

- when to use present perfect tense.
- when to use present perfect continuous.

**PRE-LEARNING**

Dear student, let’s remember the following vocabulary:

<table>
<thead>
<tr>
<th>present perfect</th>
<th>حاضر تام</th>
<th>in progress</th>
<th>في حالة استمرار</th>
</tr>
</thead>
<tbody>
<tr>
<td>situations</td>
<td>موقف</td>
<td>recently</td>
<td>مؤخراً</td>
</tr>
<tr>
<td>started</td>
<td>بدأ</td>
<td>continuous</td>
<td>مستمر</td>
</tr>
<tr>
<td>continue</td>
<td>يستمر</td>
<td>actions</td>
<td>أعمال</td>
</tr>
</tbody>
</table>

**LEARN**

- We use the present perfect to talk about actions and situations that started in the past and continue up to the present:

- We use the present perfect to talk about actions and situations that happened in the past, but we think of their results now.

- Keywords that are used with this tense are: (since – for – already – just – yet – ever – never)

**Example**

- I have already tidied my room.
- She hasn’t drunk her tea yet.
LEARN

- You are going to learn to talk about the recent past using the present perfect continuous:
  
  have / has + been + v + ing

- Use the present perfect continuous to talk about actions that were in progress at a time in the past and are continuing in the present or have just recently finished:

- Keywords that are used with this tense are: (since – for – all my life – all the afternoon – how long)

  I have been looking after my neighbour’s son all afternoon.

  You have been talking on the phone for an hour.

**Note:** Verbs like know and arrive cannot be used in the present perfect continuous tense.

  I have known my best friend all my life.

  The post has just arrived.
Choose the correct verb between brackets:

- I (have been waiting / am waiting) for you all morning.
- You (have been talking / are talking) on the phone for an hour.
- I (haven’t visited / didn’t visit) Europe yet.
- I (have known / have been knowing) my best friend all my life.
Dear student, we’re going to learn:

how to report what others said.

**TASK 1**

**LEARN**

لتحويل الجملة من الكلام المباشر إلى الكلام المقول نتبع الخطوات التالية:

أولاً، نردّ ضمائر المتحكِّم والمُخاطب الموجودة في الجملة إلى ضمائر الغائب على الشكل التالي:

<table>
<thead>
<tr>
<th>I</th>
<th>he / she</th>
</tr>
</thead>
<tbody>
<tr>
<td>we</td>
<td>they</td>
</tr>
<tr>
<td>you</td>
<td>I, he, she, they, we</td>
</tr>
<tr>
<td>your</td>
<td>his, her, our, thier</td>
</tr>
<tr>
<td>my</td>
<td>his, her</td>
</tr>
<tr>
<td>me</td>
<td>him, her</td>
</tr>
<tr>
<td>our</td>
<td>thier</td>
</tr>
<tr>
<td>us</td>
<td>them</td>
</tr>
</tbody>
</table>
 ثانياً: نراعي التشابه في الأزمنة بين فعل النقل (الفعل المعلق) والفعل الموجود في الجملة الرئيسي على الشكل التالي:

 Helm: If the verb given in the sentence (said) is in the past tense, then the verb in the sentence to be translated to the past tense is in the past tense.

 مثل (1):

 I like orange juice. (said)

 He said he liked orange juice.

 مثل (2):

 We came early. (said)

 They said they had come early.
### Present vs. Past

<table>
<thead>
<tr>
<th>Present</th>
<th>Past</th>
</tr>
</thead>
<tbody>
<tr>
<td>work</td>
<td>worked</td>
</tr>
<tr>
<td>go</td>
<td>went</td>
</tr>
<tr>
<td>can make</td>
<td>could make</td>
</tr>
<tr>
<td>will do</td>
<td>would do</td>
</tr>
<tr>
<td>has written</td>
<td>had written</td>
</tr>
<tr>
<td>don’t like</td>
<td>didn’t like</td>
</tr>
<tr>
<td>is / are</td>
<td>was / were</td>
</tr>
</tbody>
</table>

### Past vs. Past perfect (had+V3)

<table>
<thead>
<tr>
<th>Past</th>
<th>Past perfect (had+V3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>worked</td>
<td>had worked</td>
</tr>
<tr>
<td>went</td>
<td>had gone</td>
</tr>
<tr>
<td>had</td>
<td>had had</td>
</tr>
<tr>
<td>didn’t like</td>
<td>hadn’t liked</td>
</tr>
<tr>
<td>was</td>
<td>had been</td>
</tr>
<tr>
<td>were</td>
<td>had been</td>
</tr>
</tbody>
</table>
1. I don’t finish my homework on time.
   He said he didn’t finish his homework on time.
   She said she didn’t finish her homework on time.

2. I didn’t finish my homework on time.
   He said he hadn’t finished his homework on time.
   She said she hadn’t finished her homework on time.

3. We want to help our friends.
   They said they wanted to help their friends.

4. We wanted to help our friends.
   They said they …………………… wanted to help their friends.

5. My father is going to work in Paris.
   She said her father ……………….. going to work in Paris.

6. My father was working in Paris.
   He said his father ………………… working in Paris.

7. Our school gave us great help.
   They said their school had ……………….them great help.
Dear student, let’s remember the meanings of the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>breathe</td>
<td>يتنفس</td>
</tr>
<tr>
<td>underground</td>
<td>تحت الأرض</td>
</tr>
<tr>
<td>sandstorm</td>
<td>عاصفة رمليّة</td>
</tr>
<tr>
<td>passage</td>
<td>ممر</td>
</tr>
<tr>
<td>security guard</td>
<td>حارس أمني</td>
</tr>
<tr>
<td>noise</td>
<td>ضجة</td>
</tr>
<tr>
<td>ancient</td>
<td>قديم</td>
</tr>
<tr>
<td>creaking</td>
<td>صرير</td>
</tr>
<tr>
<td>shapes</td>
<td>أشكال</td>
</tr>
<tr>
<td>fall</td>
<td>يسقط</td>
</tr>
<tr>
<td>in the distance</td>
<td>من بعيد – عن بعد</td>
</tr>
<tr>
<td>crash</td>
<td>انكسار – تحطّم</td>
</tr>
<tr>
<td>wall painting</td>
<td>لوحة جداريّة</td>
</tr>
<tr>
<td>collapse</td>
<td>ينهار</td>
</tr>
</tbody>
</table>
LEARN

Hussein said that they had heard a strange noise. Then a part of the roof had collapsed with the weight of the sand. Tareq said they had seen a hole in the roof. They had climbed onto the sand and then they had escaped through the hole.

When we were in the jeep, Dad said we could have a delicious lunch together. Tareq said that after lunch, he wanted to take the Director of the site to the underground chamber. Hussein said that they had discovered some beautiful wall paintings. Later, the Director of the site saw the wall paintings. He said that Hussein and Tareq were great explorers. He added that they would be given a special award for archaeology!

PRACTICE

Tell what had happened [had + past participle]

- Hussein said that they had heard a strange noise.
- A part of the roof had collapsed.

DO

Read the text then write sentences that have (had + past participle.)

EX: Hussein said that they had heard a strange noise.

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Dear student, we’re going to learn:

- how to talk about an imaginary situation in the past using conditional sentence (types 1, 2).
- talking about people and social activities.

**TASK 1**

**LEARN**

(First Conditional) 

Form: V0 + will / won’t

- If the tickets are too expensive, we won’t be able to go.
- If we have time, we’ll go and see the counselor.
- If he doesn’t feel well, he won’t go to school.
- We won’t be able to go if the tickets are too expensive.
- We’ll go and see the counselor if we have time.
- He won’t go to school if he doesn’t feel well.
EX: I will go by bus if I (will miss, miss) the train.

- If he doesn’t feel well, he (goes, won’t go) to school.

- If my English gets better, I (will do, would do) well at school.
الشرط من النوع الثاني (Second Conditional): يعبر عن مواقف افتراضية وتخيليّة (غير ممكنة في الوقت الحاضر).

شكل الجملة الشرطية: تتألف من قسمين. قسم فيه would / will وقسم فيه If وقسم فيه الطرفين لكن:

ملاحظة:
• إذا بدأنا بجملة If نضع في نهاية جملة فاصلة.

If I wanted to get fit, I would do regular exercise.

• إذا لم نبدأ بجملة If لا نضع فاصلة

I would do regular exercise if I wanted to get fit.

• لايمكن أن يكون في نفس القسم would أو will If

I wouldn't tell anyone if you told me a secret.

I would save up for a new CD player if I got some money for my birthday.
If I were you, I’d apologise to the teacher for being so impolite.

If I were rich, I would buy my parents a new car.

If I were you, I would take a coat.

I would do it if you (would ask, asked) me.

I would go if I (have, had) some money.

If I (am, were) you, I wouldn’t come home too late.
Dear student, we’re going to learn about:

routine in schools

**PRE-LEARNING**

Dear student, let’s remember the meanings of the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th>جلسة</th>
<th>ضاحية</th>
<th>مدرسة ثانوية</th>
</tr>
</thead>
<tbody>
<tr>
<td>session</td>
<td>جلسة</td>
<td>هام</td>
<td>مدرسة ثانوية</td>
</tr>
<tr>
<td>important</td>
<td>هام</td>
<td>suburb</td>
<td>ضاحية</td>
</tr>
<tr>
<td>daily</td>
<td>يوميّ</td>
<td>quite</td>
<td>تماماً</td>
</tr>
<tr>
<td>quiet</td>
<td>هادئ</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
You are going to read about the daily routine of a school in China.

Yang Lei is fifteen years old. She is a student at a large secondary school in Beijing, China. Like many of the students, Yang Lei lives in a suburb quite a long way from the school, and travels there by bicycle. School starts at 7:00 a.m. and finishes at 5:00 p.m.

Because the students are at school for about ten hours, they start each day with an exercise session. This is a very important part of their daily routine.

Lunch is at noon in the canteen. It usually consists of rice, meat or fish and noodles. The students then have 30 minutes of sport – table tennis, football, basketball are the most popular – followed by 30 minutes of free time. Many students enjoy going to the library during their free time to read.

Chinese students take their studies very seriously. There is a lot of competition for places in colleges and universities, because there are so many students who want to study further.

Yang Lei’s favourite subjects are maths, the sciences, art, English and Chinese. Most students start learning English at primary school. They want to do well in English, because of its international value.
At the weekends, in between doing homework and surfing the internet, Yang Lei enjoys going shopping with her friends. She and her family often have picnics in the summer. Sport is a big part of most Chinese teenagers’ lives, too.

Yang Lei dreams of becoming an artist. When she was six years old, she began studying Chinese painting and calligraphy. She hopes to do fine art at university in Beijing one day. But first, she must pass the very difficult university entrance exam. It takes place every year in June, and it lasts three days.

**PRACTICE**

Read the article and decide if the sentences are true (√) or false (X).

**EX:** Yang Lei lives near the school. (X)

- The average school day is longer in China than in Syria. (...)
- Students usually bring a packed lunch to school. (...)
- Going to university after school is the hope of many students in China. (...)
- The ability to speak English is considered to be very important in China. (...)
- Yang Lei and her friends don’t have much time at the weekends to do the things they enjoy. (...)
- Yang Lei has always been interested in art. (...)
- Before she can go to university, Yang Lei has to pass a long and difficult exam. (...)

At what time does school start in China?

What do students have to do first?

How long is a school day in China?

Read the article and find words which mean:

- a residential area outside the city centre
- midday
- common dining room
- importance
- the art of beautiful writing
SUMMATIVE EVALUATION

1. If you wanted to change your school daily routine, what changes would you like to have?

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Dear student, we’re going to learn how to:

make a true friend.

**PRE-LEARNING**

Dear student, let’s remember the meanings of the following vocabulary:

<table>
<thead>
<tr>
<th>NEW VOCABULARY</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>trust</td>
<td>يثق</td>
<td>primary school</td>
<td>المدرسة الإبتدائية</td>
<td></td>
</tr>
<tr>
<td>value</td>
<td>يقيِّم - يَثِّمن</td>
<td>even though</td>
<td>على الرَّغم من</td>
<td></td>
</tr>
<tr>
<td>opinion</td>
<td>رأي</td>
<td>immediately</td>
<td>مباشرة - على الفور</td>
<td></td>
</tr>
<tr>
<td>point of view</td>
<td>وجهة نظر</td>
<td>forever</td>
<td>للأبد</td>
<td></td>
</tr>
<tr>
<td>solutions</td>
<td>حلول</td>
<td>secrets</td>
<td>أسرار</td>
<td></td>
</tr>
</tbody>
</table>
LEARN

Let’s read the following text:

I think a true friend is someone who is always there for you, someone who understands how you are feeling, without even having to ask. I met my best friend, Lynette, when we were both at primary school. Even though we were only children, we knew immediately that we would stay friends forever. She is the one I tell all my secrets to – I know I can trust her, and I value her opinion on things that are important to me. She doesn’t always see things the same way as I do, but that’s a good thing – she helps me to look at problems from a different point of view, and that often helps me to find solutions.

Katie, Chicago, USA
I agree with you, Katie, but to me, a true friend is not only someone who is sympathetic, of course that is essential. What I love best about my best friend is, he makes me laugh!

We share the same sense of humour. That’s what keeps us friends, even though we argue sometimes, we always end up laughing about it.

Daniel, Edinburgh, UK

I think a true friend is someone who forgives you. My best friend and I had a huge argument about something once, and we didn’t speak to each other for ages, but when we met up recently, it was as though nothing had ever happened. We both decided to forget about it.

Nick, Melbourne, Australia

My best friend is someone I don’t even see any more. She emigrated years ago. Our lives are completely different – we don’t share the same culture any more. We don’t have the same interests or friends, or ambitions ... but we are still very close. It sounds impossible, but what we have is a true friendship.

Majeda, Damascus, Syria
PRACTICE + DO

Read the web page. Write the correct name.

EX: …Katie… met her best friend a long time ago.

- .................. isn’t at all similar to his/her best friend.
- .................. believes that a true friend can forgive.
- .................. likes to have fun with his/her best friend.
- .................. can tell his/her best friend everything.
- .................. and .................. believe friends can be different.

SUMMATIVE EVALUATION

Write a 50 word composition about one of the following topics

1. Five qualities you think are important in a good friend. Write your reasons for your choices.

2. A description of a friend of yours include:
   - looks
   - personality
   - things you do together
   - Why you like each other
What makes you feel happy?
فريق العمل الفني:
[إعداد وتصميم] مجموعة من الخبراء المختصين في اللغة العربية واللغة الإنجليزية والرقمي والتسلسلي والتصميم الكاريكاتوري والإخراج التفاعلي وإدارة المشاريع الفنية.
[إنجاز] مركز بابل، شركة معروفة للإنتاج الفني، دمشق، الجمهورية العربية السورية.
wwwbabel.productions

فريق العمل العلمي:
[إعداد وتصوير] مجموعة من المختصين من وزارة التربية في الجمهورية العربية السورية ووكالة الأمم المتحدة للإغاثة وتشغيل الأجراء الفلسطيني في الشرق الأوسط الأول والمنظمة الأمم المتحدة للاطفاء الصغيرة في الشرق الأدنى الأونروا ومنظمة الأمم المتحدة للأعمال الصغرى في الطرودين، العربية، ومنظمة الأمم المتحدة للطفولة اليونيسف.
هذه الكتب مخصصة لتقدم مجاناً للطلاب وتُستَهلك، تُساعد على التعلم الذاتي، ليست للبيع.

لكنها لا تغني عن الكتاب المدرسي.