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Target English

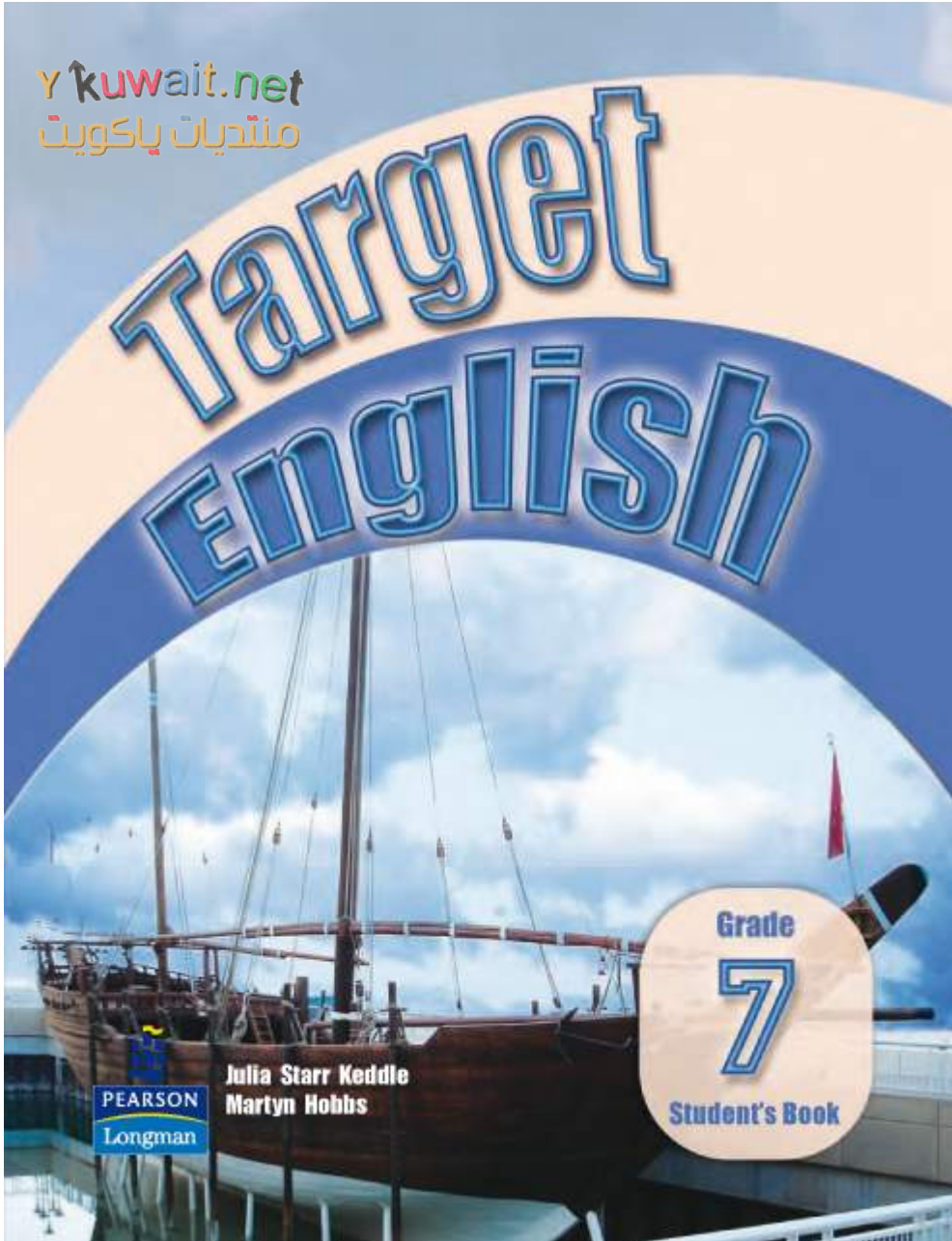
Grade

7

Student's Book

PEARSON
Longman

Julia Starr Keddie
Martyn Hobbs



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The Amir of the State of Kuwait



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Contents

Module 1	My family and I	7
Unit 1	World friends	8
Unit 2	Sport and activities	14
Module 2	School days	21
Unit 3	Planning for the week	22
Unit 4	School life	28
Module 3	Free time and festivals	35
Unit 5	Camping	36
Unit 6	Celebrations and food	42
Module 4	Journey to the past	49
Unit 7	Explorers and inventors	50
Unit 8	How people lived	56
Module 5	World of work	63
Unit 9	The work we do	64
Unit 10	Work and personality	70
Module 6	Energy consumption	77
Unit 11	Energy and recycling	78
Unit 12	The weather	84
Literature time		91
Glossary		104

Scope and Sequence

	Language	Skills
Module 1	My family and I	
Unit 1 World friends page 8	<p>Grammar <i>be, have got, I am, I like, Have you got...?, I've got / I haven't got, Possessive 's, My home is...;</i> short answers</p> <p>Functions talking about oneself; talking about favourite possessions; talking about preferences</p> <p>Vocabulary adventure, break, car accident, wheelchair, operation, handicapped, chess set, delicious, webcam, DVD player, sweet, wooden, igloo, temporary, traditional, decoration, goat-hair tent</p>	<p>Reading e-mail letters; an article about types of houses; a poem</p> <p>Listening people discussing their favourite things; names of parts of the house; people describing their houses; a poem</p> <p>Speaking discuss problems handicapped people face; talk about homes; talk about possessions</p> <p>Writing reply to an e-mail; respond to the content of an e-mail; describe an ideal house; respond to the content of an article</p>
Unit 2 Sports and activities page 14	<p>Grammar Noun + verb (simple present); Modal verb <i>Can you? I can / I can't, What / where + verb to be; Short answers; Pronouns I / me; He / him; Contractions I'm, you're, it's</i></p> <p>Functions talking about adventures and new experiences; talking about abilities; talking about nationalities</p> <p>Vocabulary cave diving, quiet, pitch, referee, argue, control, javelin, quad bike, drum, snorkel, waterski, trampoline, fan, vote, admire, athlete, believe, hero</p>	<p>Reading a story; a fact file about a famous person</p> <p>Listening a story; people talking about their activities; a text; people saying where they are from</p> <p>Speaking discuss facts in a story; ask about people's abilities; converse referring to names and nationalities; talk about interest in sports</p> <p>Writing about a famous sports star</p>
	Project My family and I	
Module 2	School days	
Unit 3 Planning for the week page 22	<p>Grammar Adverbs <i>always, usually, often, sometimes;</i> questions with <i>do and does, Do / Don't + verb (verb as imperative); Do you? Yes, I do. / No, I don't;</i> present simple negative</p> <p>Functions planning; giving instructions; talking about time; advising and warning; giving directions</p> <p>Vocabulary plan, pack, assignment, weekly, laundry, stay up, organised, altogether, a device, direction, cross, glad, straight, opposite, lab, tidy, push, reduce, trick, clay, liquid, lid, hammer, nail</p>	<p>Reading a plan for a week; a text and follow the route on a map; an experiment and short text; a poem</p> <p>Listening information about planning; a short text; safety rules</p> <p>Speaking discuss routines; interpret maps; ask and give directions</p> <p>Writing about routines; rules using the imperative</p>
Unit 4 School life page 28	<p>Grammar Present continuous; (Noun + be + verb -ing); Adverbs <i>Quickly, slowly;</i> Demonstrative pronouns <i>This is / These are; That is / Those are; I like / I'd like; It's got</i></p> <p>Functions making suggestions; accepting or refusing; describing things; giving an opinion</p> <p>Vocabulary hat, quickly, confused, rehearsal, trouble, silly, juggle, balance, circus, physical, pony, tightrope, clown, project, garden, model, chat, chess club, journalist</p>	<p>Reading a story; an article about Circus School; messages</p> <p>Listening a story; an article; numbers; a short text</p> <p>Speaking about familiar people; describe things in the classroom; about likes and dislikes</p> <p>Writing numbers between 20 and 1,000; about the best things at school</p>
	Project My ideal school	

	Language	Skills
Module 3	Free time and festivals	
Unit 5 Camping page 36	<p>Grammar <i>There is / There are</i>; <i>I like, I enjoy, Can I? Have you got?</i>; quantifiers: <i>Some / any</i>; indefinite articles: <i>a, an</i>; countable / uncountable; question tags; negation</p> <p>Functions discussing a story; describing places; agreeing / disagreeing; giving advice; suggesting; guessing; giving reason; asking for help; giving opinions; taking decisions and experiencing preferences</p> <p>Vocabulary camping trip, campsite, put up, campfire, insect repellent, matches, tent, bin opener, torch, stove, compass, sun cream, fuel, impressive, bargain, certificate, cost, hall, statue, queue</p>	<p>Reading a story; a paragraph; a text about shopping</p> <p>Listening a story; words related to equipment and shopping</p> <p>Writing about the classroom; decisions; a favourite shop; take notes; complete a dialogue related to shopping</p> <p>Speaking discuss issues related to a story; discuss equipment for camping; respond to the context of a story</p>
Unit 6 Celebrations and food page 42	<p>Grammar Personal pronouns: <i>I, my, me, mine</i>; <i>I'd like; How much? / How many?</i> quantifiers (<i>a lot / any</i>)</p> <p>Functions requesting politely; expressing preferences; talking about quantity; describing celebration events</p> <p>Vocabulary pour, chop, stir, bake, heat, cinnamon, flour, oats, mall, spicy, leaflet, feast, assistant, customer, happiness, religious, receive, sweets, festival, route, argument</p>	<p>Reading a recipe; restaurant menus; texts about festivals</p> <p>Listening a dialogue; people talking about festivals</p> <p>Speaking talk about food; discuss restaurants and food; about preparing a menu from a set of ingredients</p> <p>Writing a questionnaire about food; what happens at a festival; a menu</p> <p>Project My favourite recipe</p>
Module 4	Journey to the past	
Unit 7 Explorers and inventors page 50	<p>Grammar Past simple; regular verb, <i>be</i>; <i>When / When's? Where did you ...? Whom did you ...? Which / Who? How long? Did you? What was? Yes, I did; No, I didn't</i></p> <p>Functions talking about the past; asking and answering questions about holidays; expressing pleasure / displeasure; starting conversations; expressing surprise</p> <p>Vocabulary engine, inventor, flight, invitation, astronaut, designer, probably, issue, film, cultural, quite, relative, palace, mausoleum, concert, wonder, ruin, declare, familiar, e-card</p>	<p>Reading a text about great inventors; a text about holidays; e-cards</p> <p>Listening interviews; people talk about things they did</p> <p>Speaking ask and answer questions about people; take part in an interview; talk about the past</p> <p>Writing about people; a diary; answer questions related to e-cards</p>
Unit 8 How people lived page 56	<p>Grammar <i>I didn't + verb, but I + verb</i> (past simple); past simple negative: <i>There were / weren't, They did / didn't; Yes, I did / No, I didn't</i>; passive voice / <i>used to</i>; past simple: regular / irregular verbs</p> <p>Functions asking and answering questions about holidays; asking and answering questions about past events</p> <p>Vocabulary governor, golden, bow, tailor, stuck, tear, daily, astronomy, philosophy, gladiator, chariot, race, baths, medieval, dynasty, rule, introduce, manuscript, calligraphy, glassmaking</p>	<p>Reading a story; a text about ancient Jerash; a text about Medieval Spain</p> <p>Listening a story; people talking about a famous person; a text</p> <p>Speaking discuss issues related to a story; talk about protecting animals; discuss questions related to a text; talk about the past; discuss issues related to the topic</p> <p>Writing sentences using certain words related to inventions</p> <p>Project A famous person in the past</p>

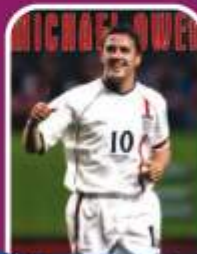
	Language	Skills
Module 5	World of work	
Unit 9 The work we do page 64	<p>Grammar Modals <i>mustn't, have to / don't have to, should / shouldn't, had to / didn't have to</i>; First conditional</p> <p>Functions making rules; describing jobs; learning, intention and preference; learning about advice / obligation</p> <p>Vocabulary reward, lazy, warn, throw, coin, complain, animal trainer, park ranger, zookeeper, marine biologist, energetic, enthusiastic, flexible, runway, gate, controller, staff, plane, luggage, destination</p>	<p>Reading a story; a text; a monologue about a person's job; post signs at an airport</p> <p>Listening a story; announcements</p> <p>Speaking discuss issues related to a story; talk about school rules; interact with a text; talk about jobs</p> <p>Writing rules; about jobs; about things done at home</p>
Unit 10 Work and personality page 70	<p>Grammar <i>They should / shouldn't + verb; Why don't you + verb?</i>; Short answer questions; <i>How did...? / How long...? / Did you...? / had to / didn't have to; I would like to choose; I think he / she</i></p> <p>Functions describing personality; discussing obligations; talking about likes and dislikes; discussing free time; giving opinions / reasons</p> <p>Vocabulary profile, design, research, pot, industry, composer, ambition, interview, lay, spend, farm, competition, electric, average, mind, Nobel Prize, reaction, award, theory, citizen, judge, refugee, peaceful, contribute</p>	<p>Reading profiles; responses to interviews; paragraphs about 'Great Minds'</p> <p>Listening questions; a paragraph; specific information</p> <p>Speaking respond to profiles; describe oneself; talk about chores, free time, last week; prize winners</p> <p>Writing a guided paragraph; reasons for nominating someone for a prize</p> <p>Project A Nobel Prize Winner</p>
Module 6	Energy consumption	
Unit 11 Energy and recycling page 78	<p>Grammar <i>be going to, I think, I agree / don't agree</i>; Prepositions; Question tags; First conditional; Modals (<i>will, may, could</i>); future expressions (<i>this afternoon / evening</i>)</p> <p>Functions discussing a story; expressing opinion about the future; predicting future developments; agreeing / disagreeing</p> <p>Vocabulary brilliant, steep, hill, water pump, ferry, operate, mayor, reuse, recycle, aside, container, store, crush, tidy up, source, renewable, non-renewable, trap, coal, deposit, turbine, windmill, pipeline</p>	<p>Reading a story; a quiz; a text</p> <p>Listening a story; people talking about weekend plans; people talking about the future</p> <p>Speaking answer questions about a story; talk about the future; respond to a reading text; respond to the context of a story / a quiz</p> <p>Writing a paragraph; about future kinds of energy</p>
Unit 12 The weather page 84	<p>Grammar <i>will/won't</i>; Infinitive form; <i>I think there will be... / I think, I would like</i>; negation and conjunctions: <i>and, so, but</i>; modals: <i>will / may / could</i></p> <p>Functions following instructions; analysing a text; predicting the future; talking about certainty and possibility</p> <p>Vocabulary weather, sunny, cloudy, rainy, sunny, stormy, degree, thermometer, rise, predict, turn into, pollution, polar, ice cap, sea level, flood, environment, well, coast, glacier, robot, command, obey, e-book, download, useful, tiny, virtual reality</p>	<p>Reading a table; a text; short paragraphs</p> <p>Listening a weather forecast; an interview</p> <p>Speaking talk about the weather; discuss a text; discuss ideas in a reading text</p> <p>Writing sentences about the weather; about problems caused by climate changes; about the future</p> <p>Project My time capsule</p>

Module 1

My family and I



Find out about these young people.



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



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



Read *Cave Diving*.

MY FAMILY AND I



Project

MY FAMILY AND I

OUTCOMES

You will be able to:

- talk about the handicapped
- discuss your family and your home
- talk about favourites and preferences
- describe possessions
- ask about age and nationality
- talk about ability

1

World friends

Grammar

be; have got/haven't got; short answers; pronouns *my, me, him, his, her, their, it, them*; possessive *'s*; present simple; *can*

Before you read

- 1 Talking about favourites Work in pairs.

music: classical pop folk jazz

films: adventure historical romantic comedy

My favourite music is pop music.

My favourite song is ...


My favourite films are comedy films.

My favourite film is ...

Comprehension

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


name	from	age	family	favourite
Ahmed	Kuwait	13	two sisters	Kuwaiti national football team



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


I'm Ahmed. I'm from Al-Jahra, Kuwait. We've got a beautiful villa. I'm thirteen and I've got two sisters. Their names are Eman and Noura. Eman is eight and Noura is fourteen. Noura is the clever one. I like school and I love sport. My favourite football team is the Kuwaiti national team. I've got a personal stereo. Have you got brothers or sisters?

Ahmed




Hi, I'm Dan. I'm twelve. I'm from Melbourne, Australia. I had a car accident when I was seven. I was with my parents, my older brother and my baby sister. I broke my left hip, and I had three operations. I still can't walk. I use a wheelchair. People sometimes look at me in a strange way. This is difficult for me because I am just like them in most ways. I have many hobbies; my favourite is listening to jazz.

Dan



Hi, I'm Lucy. I'm from Kansas in the USA. I'm twelve. I've got two brothers and a sister. My brothers' names are Alan and Richard. Alan is fifteen and Richard is only little - he's five. My sister, Noreen, is twenty. I love animals. I've got a pet goldfish! My favourite music is folk music.

Lucy



- 3 Close your books. Work in pairs. Test your partner.
- 1 Where's (Lucy / Dan) from? 3 Has she / he got brothers or sisters?
 - 2 How old is she / he? 4 What's her / his favourite hobby?

Vocabulary handicapped

- 4 1.1 Listen and complete the sentences with the words from the list.

operation car accident wheelchairs handicapped

- 1 My father had a on his way back from work.
- 2 They are putting in ramps for in the shopping mall.
- 3 My mother had an on her back last week.
- 4 This organisation aims at helping people.

Comprehension

- 5 Read Dan's e-mail and answer the questions.

- 1 What happened to Dan?
- 2 In what ways is Dan just like other people?
- 3 Do you think Dan is brave? Why?

Grammar in context be

- 6 Complete Jamal's e-mail with 'm, 's or 're.

Hi Rob,

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

Write soon
Jamal

- 7 **Talking about handicapped people** Work in pairs. Think about someone who is handicapped. Do you think they have an easy life? How would you help them in their daily routine?
- 8 **OVER TO YOU** Choose your favourite person from the World Friends Club on page 8 and write a reply to him or her about yourself.

Did you know?

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

Words to remember
adventure, break, car accident, wheelchair, operation, handicapped

Favourite things

Comprehension

- 1 Look at Ahmed's project and match the sentences with the things.
- | | |
|--|---|
| a It's for her work. But I play games on it. | e It's delicious. Mmmm! |
| b He's fantastic. He's my best singer. | f I love my phone. It is really important. |
| c I love my team! | g They are new and I love their style. |
| d It's a very exciting book. I love this book. | h They are rare animals from the Middle East. |

My favourite things by Ahmed

1 my chocolate

2 my favourite singer

3 my mobile phone

4 a poster of the Arabian Oryx

5 Mum's computer

6 my favourite book

7 my trainers

8 my football team

10

Vocabulary possessions

- 2 Match the words with the pictures.

a camera a mobile phone a chess set a webcam
a computer game a personal stereo a DVD player



- 3 Talking about possessions Work in pairs.

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

- 4 1.2 Listen to Omar and Ghada. Complete the table.

adventure films computer shish kebab fish tennis comedy films mobile phone football

My favourite	Omar	Ghada
thing	computer	
sport		
food		
type of film		



- 5 Talking about favourite things Work in pairs.

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

Grammar in context short answers; my, his, her, their

- 6 Complete the table.

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

- 7 Use words from Ahmed's project and complete the list.

I my he she they



Skills: Focus on home

Vocabulary parts of the house

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

1 attic

Listening and speaking

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

Amal's home has got:

It hasn't got:

Amal's favourite place is:

Jaber's home has got:

It hasn't got:

Jaber's favourite place is:

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

Our home has got two bedrooms, a living room ...

We haven't got a garden. My favourite room is the kitchen.

Pronunciation ship / sheep

- 4 1.5 Listen to these words. Then add the words to the table.

think DVD give sleep him she kitchen thirteen

ship	
sheep	

- 5 1.6 **READING ALOUD** Listen to the poem. Then work in pairs.

Practise reading aloud.

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

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



Reading and speaking

Home Sweet Home

1 Wood

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



2 Ice

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



3 Straw

In the USA, there are many new straw homes. Straw homes are cheap and easy to build. They are warm in the winter and cool in the summer. They are safe during bad weather.



4 Earth

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



5 Cloth

The traditional black goat-hair tents of the Bedouin are very comfortable. They are safe in desert storms and they are also easy to carry. They have got two rooms – one for visitors and one for the family.



6 Read the article again. Match the sentences with the type of home.

- | | | |
|----------------------------|------|-------------------------------------|
| a They're in Poland. | Wood | d They've got a fire in the middle. |
| b They've got decorations. | | e They're in the USA. |
| c They're in the desert. | | |

7 OVER TO YOU Which home do you like best? Why?

comfortable uncomfortable dirty clean beautiful ugly big small

I prefer the straw house. It is comfortable.

.....

.....

.....



Writing

- 8 Choose one of the houses in 'Home Sweet Home' that you would like to live in. Write a paragraph about it in your exercise book.

Did you know?

There is an ancient underground city in Cappadocia in Turkey.

2

Sport and activities

Grammar

present simple; pronouns *me, him, it, them*;
contractions *I'm, you're, it's*; modal verb
can/can't; short answers

Cave Diving



Ahmed loves all kinds of sports. He plays in the school football team. His best friend, Yaser, plays in the team, too. Both of them can play tennis. Ahmed is also very good at swimming.

One day, Ahmed and Yaser see a programme on TV. It is about a new sport called cave diving.

Ahmed I want to try that!

Yaser It looks dangerous to me.

Ahmed I need good equipment and a good teacher, that's all.

It is the day of Ahmed's first cave dive. His diving equipment is very heavy. He holds a coloured blue line to show him where to swim. He follows his teacher. He dives down into a very big cave.



The water is warm. The cave is dark and quiet. He can see his teacher's light in front of him. Then, suddenly, he can't see the light. Ahmed is afraid!


Does he follow the teacher? No! He holds the blue line and waits. He waits for five minutes, but it feels like a long time. He remembers two important things. One: don't leave the line. Two: don't follow, think!

His teacher comes back. Ahmed is very happy. Together they swim out of the cave to safety.

Before you read

- 1 Look at pictures on page 14. What kind of sport is this? What sports and games can you play? What are you good at?

Comprehension

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

- 1 Yaser plays tennis, but Ahmed does not.
- 2 Yaser wants to try cave diving.
- 3 Ahmed's equipment is very heavy.
- 4 Ahmed goes cave diving with Yaser.
- 5 The water in the cave is warm.
- 6 Ahmed follows his teacher.



- 3 **OVER TO YOU** Can you swim? What do you think of cave diving? Do you want to try it?

Grammar in context present simple; *me, him, it, them*

- 4 Write the missing words, using the present simple tense.

A footballer (1) **plays** (play) in a team of eleven players. Footballers (2) (not use) their hands to move the ball across the pitch. They (3) (kick) it with their feet. If a footballer kicks the ball into the goal, his team (4) (score) one point. The team with the most points (5) (win). The referee (6) (control) the game. Players (7) (not argue) with the referee. If they do, the referee (8) (send) them off the football pitch.

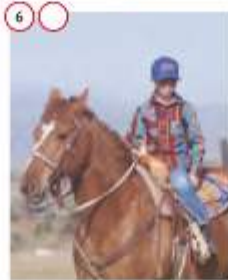
- 5 Use words from the story on page 14 and complete the list.

I me he it they

What can you do?

Vocabulary activities

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



- 2 2.2 Listen to Paul and Emma and tick (✓) the activities they can do.

Can you:	Paul	Emma
a) throw the javelin?		
b) ride a quad bike?		
c) play the drums?		
d) snorkel?		
e) waterski?		
f) jump on a trampoline?		
g) ride a horse?		



Paul



Emma

- 3 Work in pairs. Check your answers with your partner.
A: Paul can throw a javelin. B: Yes, that's right.
- 4 Work in pairs. Ask and answer questions.
A: Do you enjoy snorkelling? B: Yes, I do. / No, I don't.

Grammar in context *can*

- 5 Talking about ability** Look at the table again. Say eight sentences about Paul and Emma.
Emma can't ride a horse.
- 6 Talking about ability** Work in pairs. Ask about sports and activities.
- | | |
|----------------------------------|--|
| A: Can you play football? | B: No, I can't. / Yes, I can. |
| A: Are you good at it? | B: Yes, I am. I'm quite good at it. / No, I'm not. I'm terrible at it. |
| A: Can your brother rollerblade? | B: Yes, he can. / No, he can't. |
- 7 a** Guess! Complete the sentences with *can* or *can't*.

Animal Activities

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





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

Did you know?

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

Words to remember
 javelin,
 quad bike, drum,
 snorkel, waterski,
 trampoline



Skills: Focus on sporting heroes

Vocabulary countries and nationalities

- 1 Can you name these countries? Match the names with the pictures.

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

- 1 China
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____



Listening and speaking

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

①



②



③



④



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

Leo, Russia, Russian

A: What's your name?

B: It's Leo.

A: Where are you from?

B: I'm from Russia.

A: So you're Russian.

B: Yes, I am.


Pronunciation the 'b' and 'p' sounds

- 4 2.5 Listen and underline the 'b' and 'p' sounds.

1 brother 2 mobile 3 sport 4 number 5 play 6 people

Reading and speaking

- 5** Look at the fact file and answer the questions about Michael Owen.
- When was he born?
 - Where is he from?
 - How tall is he?
 - How much does he weigh?
- 6** Read the article and fact file and decide if the sentences are true (T) or false (F).
- Michael Owen is from England.
 - He wins a lot of medals.
 - You can read about him in the daily newspapers.
 - He played his first match when he was nineteen.
 - He didn't score a goal in his first match.
 - He doesn't believe in young people.



Fact file
 Date of birth:
14th December 1979
 Place of birth:
Chester, England
 Nationality: British
 Height: 1.72 m
 Weight: 67 kg

Football Hero!

Michael Owen is one of the most famous sports stars in Britain. He is one of the world's best athletes. Every week he receives sacks full of letters from his fans and his name is never out of the sports pages of the daily newspapers.

He signed for Liverpool Football Club in 1996, when he was seventeen. He played his first match for the club in 1997, and scored a goal. Since then, he has broken records at every level.

In 2001, sports journalists voted him the European Footballer of the Year. He has played for his country over thirty times and has won lots of medals.

Young people admire him and he thinks young people are the future. He believes that everyone can help his/her country and change it for the better.

- 7 OVER TO YOU** Do you like sports? Do you want to be a sports star?
-
-

8 Writing

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

Ronaldinho

My favourite sports star is Ronaldinho. He's a footballer. He is from Brazil. He is a Brazilian national hero. He always scores goals when he plays. I admire him because he works hard, and plays very good football.

Words to remember
 fan, vote, admire,
 athlete, believe, hero

Project

MY FAMILY AND I



My name is Noura and I'm twelve. I live in a nice home in the city centre with my family. I've got one brother and one sister.



My sister's name is Reem and she's ten. She's my best friend. Our home is really nice. I share a big room with my sister, Ahmed has got his own room.



My brother's name is Ahmed and he's fifteen.



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

Now you try!

- In your exercise book, write a paragraph about your family.
- Collect together some photos of your family and your home.
- Use the model above to write a description.
- Use your photos to illustrate your project.

Module 2

School days



Read *The Wrong Hat*.



Focus on an unusual school
What type of school is this?



Read about Khalid's week.
How does he plan his week?



Focus on science
Why does water go up a straw?



Project

MY IDEAL SCHOOL

OUTCOMES

You will be able to:

- tell the time
- talk about planning
- give instructions
- give directions
- discuss school
- talk about the present
- make suggestions

3

Planning for the week

Grammar

present simple negative *don't*; adverbs, *always, usually, often, sometimes, never*; questions with *do, does*; *Do* (verb as imperative) / *Don't* + verb; *what, where*

Khalid plans well. Read about his plan for the week.

Khalid's week



Sunday I always wake up at six o'clock to get ready to go to school. In the afternoon, I do my homework and then I often meet my friends to play football.



Monday After school, I do my homework in my room. If I have enough time, I sometimes surf the Internet to collect information for my school projects.

Tuesday In the afternoon, my classmate Jassim usually visits me at quarter to six. We work on our assignments or school projects together.



Wednesday After I do my homework, I always go to my weekly art class at half past five. Painting is my favourite hobby.

Thursday After school, I don't have to do any homework because it's the beginning of the weekend. I usually visit my uncle and aunt at six o'clock. I spend some time playing games with my cousin Saif.



Friday In the morning, I always go with my father to the mosque. Then we visit my grandparents. In the evening, I often meet some of my friends in the shopping mall.



Saturday I always do my homework in the morning. I sometimes help my mother do the laundry. In the afternoon, I may watch TV for a short while but I never stay up late. I pack my school bag and prepare my school clothes in the evening. I like being organised!

Vocabulary the time

Planning for a week 3

1 Talking about the time Say the times.



1 It's half past seven.

2 3.1 Listen and read about Khalid. Write one activity Khalid does on these days.

- | | |
|---------------------------------------|--|
| 1 Sunday <u>He does his homework.</u> | 4 Wednesday <u>He goes to his weekly art lesson.</u> |
| 2 Monday _____ | 5 Thursday _____ |
| 3 Tuesday _____ | 6 Friday _____ |
| | 7 Saturday _____ |

Grammar in context present simple negative; *always, usually, often, sometimes, never*

3 Look at Khalid's week again. Find these verbs:

work, wake up, get ready, do, go, play, surf, visit, meet,
pack, stay up, have, collect, spend, help, watch, prepare

4 Correct the sentences about Khalid's week.

- Khalid visits his uncle and aunt on Friday.
1 Khalid doesn't visit his uncle and aunt on Friday. He visits them on Thursday.
- Khalid plays football on Wednesday. _____
- Khalid has an art class on Friday. _____
- Khalid visits his grandparents on Thursday. _____
- Khalid surfs the Internet on Sunday. _____
- Khalid works on his school projects on Monday. _____

5 Complete the sentences. Use:

never often usually always sometimes

- Khalid never stays up late on Saturday.
- Khalid _____ goes to the art class on Wednesday.
- He _____ surfs the Internet on Monday.
- Khalid's classmate _____ visits him on Tuesday to work on their school projects.
- Khalid _____ meets some friends on Friday evening.



6 In your exercise book, write six sentences about what you do at the weekend.

I usually visit my friends on Saturday.


7 Talking about planning Work in pairs. Tell your partner about your plans for the week.

I always play football on Tuesday.

8 OVER TO YOU Khalid plans his weekly activities. Discuss how.

He visits his grandparents every Friday.

Giving instructions

- 1  3.2 Listen to Khalid's mother. Complete the advice she gives him.



Khalid's mother says

(1) late when you have school the next day. Always
(2) to bed early.
(3) your bag and
(4) your clothes for school. (5) your art class on Wednesday. (6) your friends to come and work altogether on the school project.

- 2 Work in pairs. Ask and answer the questions about your weekly plan.

Your weekly plan

- | | |
|---|--|
| 1 Do you wake up early on Sunday? | 5 Does your family stay at home on Friday? |
| 2 Does your mother wake you up? | 6 Do you stay up late on Saturday? |
| 3 Do you work on your school project on Monday? | |
| 4 Do you visit your cousins during the week? | |

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

- 3 a In your exercise book, write four more questions for exercise 2. Choose from these activities.

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

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

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

What time does your sister get up on Friday?

What time does your friend visit you on the weekend?

- 5 Complete the instructions about school rules. Use these verbs:

remember do eat ~~run~~ talk listen

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

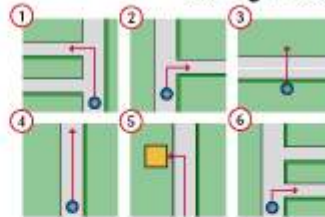
Did you know?

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

Vocabulary directions

6 Match the phrases with the pictures.

- a take the first right 6
- b turn right
- c it's on the left
- d take the second left
- e go straight on
- f cross the road



7 Read the e-mail and follow the route on the map below. Point to Lorenzo Café.

Hi Sahwa
I'm glad you are comfortable at the J W Marriott Hotel. Let's meet for dinner at Lorenzo Café at 7.00 p.m. It's easy to walk there from the hotel. Come out onto Al Hilali Street and turn left. Take the first left along Fahad Al-Salem Street. At the end, keep to the right. Turn right along Al-Soor Street. The restaurant is about 200 metres along, on the right.
See you later
Lamia

8 Work in pairs. Look at the map of part of the City of Kuwait and describe the positions of places. Use these words:

behind near opposite in front of restaurant café gallery
laundry hotel road street souq supermarket post office



PLACES TO STAY
4 J W Marriott
6 Kuwait Plaza
13 Kuwait Sheraton

OTHER
1 Dar Al-Fanoon Gallery
2 Kuwait Airways
5 Al-Muthanna Centre
7 Stop & Shop Supermarket
8 Post Office
10 Souq Al-Watliya (Shopping Centre)
14 Fajr Kuwait Laundry

PLACES TO EAT
4 Village Inn Restaurant
9 Golden Lucky Restaurant
11 Caesar's Restaurant
12 Lorenzo Café
15 Restaurant 99

9 Giving directions Work in pairs. Ask and give directions.

A: Excuse me, how do I get to... ?

B: Go down this road and ...





Skills: Focus on science

Speaking school subjects

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

A: Do you like Maths?

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

A: Why? / Why not?

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

Listening

- 2 **3.3** Listen and complete the safety rules with these words:


face clean drink wear games work

SAFETY

IN THE SCIENCE LAB

- Always _____ a lab coat and goggles.
- Never _____ alone.
- Don't play _____ or play tricks.

- Don't eat or _____.
- Keep the lab _____ and tidy.
- Don't touch your _____.



Pronunciation the final 's' sound

- 3 a **3.4** Listen to the words. What happens to the final 's'?

1 drinks 2 says 3 watches

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

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

- c **3.5** Now listen and check.

- 4 **3.6 READING ALOUD** Listen and repeat the poem. Then work in pairs. Practise reading aloud.

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

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



Reading and speaking

- 5 **OVER TO YOU** Why does the liquid go up the straw into your mouth?
- 6 Read the experiment and match the instructions with the pictures. What do you think happens?

Thirsty work experiment

You need:

- a drinking straw
- a large nail
- a glass jar with a lid
- some water
- a hammer
- some clay

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

- 7 Read the explanation and see if you are right.

What do you think happens?

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

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

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

Writing

- 8 In your exercise book, write six of your school rules.
Walk on the left of the corridor.
Don't chew gum.

Did you know?

People used paper straws for the first time in 1888.



4

School life

Grammar

present continuous; adverbs *slowly, quickly*;
demonstrative pronouns *this is / these are*,
that is / those are

The Wrong Hat

Bobby and George are practising for their school play. Their teacher, Mrs Russell, is helping them to learn their lines.

- Bobby:** I am Robin Hood. Give me your money!
George: Mrs Russell! Bobby is wearing my red hat. Robin Hood always wears a green hat.
Mrs Russell: It doesn't matter, George. Just say your lines.
George: But Robin Hood always wears a green hat. Everybody knows that!
Mrs Russell: Oh, all right, then. Bobby, give George his red hat, and you put on the green one. Quickly, now!
Bobby: It isn't George's red hat. It's Alan's.
Mrs Russell: I am confused. And this is going so slowly!



The head teacher walks quickly into the hall.

- Head teacher:** Hello, Mrs Russell. How is this rehearsal going?
Mrs Russell: Very well, thank you.
Head teacher: Good. Robin Hood is wearing the wrong colour hat. He always wears a green hat.
Mrs Russell: Yes, yes.
Head teacher: These things are important, you know.



At break time, Mrs Russell is talking to another teacher, Mrs Smith.

- Mrs Smith:** Hello, Janet. How is the school play going?
Mrs Russell: Very slowly. Those boys, Bobby and George, are so much trouble.

Later that day, the children are rehearsing again.

- Bobby:** Choo-choo. Choo-choo. Choo-choo.
Mrs Russell: Bobby, why are you making that silly noise? In the story, you are riding a horse.
Bobby: Yes, but I don't know how to make a horse noise, so I'm making a train noise instead.

Before you read

- Look at the pictures on page 28. Also look at the title of the story.
 - Where does the story take place?
 - What do you think the story will be about?

Comprehension

- 4.1** Listen and read the story. Answer the questions.
 - Look at the people's names on the left side of page 28. How many people speak in the story?
 - What are their names?
 - Find a word at the beginning of the story that means *rehearsing*.
.....
 - What is Mrs Russell's first name?
 - Why does Bobby make a noise like a train?

- OVER TO YOU** Work in pairs.
 With your partner, imagine what the school play is about. Who is Robin Hood? What does he do? Where does he live? Who are his friends? Make up a short spoken story about him based on these questions.

Grammar in context present continuous

- Complete the sentences from the story.
 - Bobby *is wearing* my red hat.
 - Bobby and George for their school play.
 - And this so slowly!
 - Bobby, why that silly noise?
 - In the story, you a horse.
 - At break time, Mrs Russell to another teacher.
- Talking about the present** Work in pairs. Ask and answer questions about people you know.
 A: What's your brother doing at the moment? B: He's working in an office.



Vocabulary colours

- Work in pairs. Look at the pictures and complete the table.

	Your name:	Partner's name:
the hat Bobby is wearing		
the hat George is wearing		
George's shirt		
Bobby's shoes		
Mrs Russell's hair		
Mrs Smith's shirt		

- Making suggestions** Work in pairs. Make and accept or refuse suggestions.
 go swimming go to the shopping mall play tennis surf the Net
 do our homework play a computer game play basketball play chess
 A: Let's go swimming!
 B: Good idea. / I can't. I help my dad in the afternoon.

An unusual school

Circus School

- 1 The circus is coming to town! The students at this school are learning circus skills. They do it once a week after school. And they all think it's fantastic. We visited the school last week and asked them about their experiences.



- 4 **What are you doing, Jenny?**
I'm riding a pony. And he's going really quickly! It's hard at first. This is a small pony. My older brother rides that horse over there. That horse is very big!
- Why are you here?**
I love animals and I want to learn circus skills, too. And this school is great fun.



2



- 3 **What are you doing, Nick?**

I'm learning to walk on a tightrope. The rope is pulled very tight so that it is straight. I step carefully on to it and try to walk slowly along it.

Why are you here?
It's really exciting. It's teaching me balance. I'm never scared. However, I'm glad that the rope is only just above the ground!

- What are you doing, Rachel?**


I'm juggling. It's very hard and I'm learning slowly, but it's really relaxing when you learn how. I'm practising with these soft bags.

Why are you here?
I'm not very good at sports, but I want to do something physical. My parents are very surprised I'm at circus school.



- What are you doing, Ian?**
I'm learning to be a clown. Those clowns over there are jumping through hoops. And my friend Paul is walking on his hands. He's doing it badly!
- Why are you here?**
I'd like to be a clown at children's parties. Normally I'm very shy but when I'm a clown I'm relaxed.

Comprehension

- 1 Read the article on page 30 quickly and match these activities with the pictures.
riding a pony walking on a tightrope clowning walking on your hands juggling
- 2  4.2 Listen and read the article again. Decide if the sentences are true (T) or false (F).

1 Rachel isn't very good at sports. _____	5 Jenny is riding a very big horse. _____
2 Rachel is learning very quickly. _____	6 Jenny thinks the school is boring. _____
3 Nick is learning to be a clown. _____	7 Ian is walking on his hands. _____
4 Nick isn't scared on the tightrope. _____	8 Ian is very shy. _____

Grammar in context quickly, slowly; Present continuous; this / that / these / those

- 3 Complete the words.

1 slow <u>slowly</u>	5 shy _____
2 quick _____	6 careful _____
3 stupid _____	7 _____ happily
4 bad _____	8 _____ nervously
- 4 Read the article again and complete these phrases.

1 The circus <u>is coming</u> to town.	4 I _____ a pony.
2 I _____ with these soft bags.	5 Paul _____ on his hands.
3 I _____ to walk on a tightrope.	
- 5 When do we use *this / that / these / those*? Complete the rules.

1 close to the speaker: one thing <u>this</u> ; two or more things _____
2 far from the speaker: one thing _____; two or more things _____
- 6 Describe different things in the classroom.
This is my pencil case. I like that poster. These are our chairs.



Vocabulary numbers 20 - 1,000


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





Skills: Focus on my school

The best thing about my school

- 1 Our school is running an interesting project. We've got a garden where we grow fruit and vegetables. I enjoy gardening and watching things grow.
Boushra, Kuwait
- 2 My school's got a brilliant new art studio. I love doing art in the classes after school. I'm making a model at the moment.
Sam, England
- 3 We make our own school magazine. I'm a journalist and my friend, Fauziya, is the editor. It comes out once a month.
Nadia, Kuwait
- 4 There's a breakfast club. You go there before class for breakfast. I usually have cereal and orange juice. I chat with my friends. I don't have time for breakfast at home, so it's great.
Jamie, Scotland
- 5 The teachers are really nice. They teach us really well and they always help if we have problems.
Shaikha, United Arab Emirates
- 6 I love the chess club. It's in the break and I usually go there twice a week. Sometimes I win!
Emily, Australia

A 

B 

C 

Reading

- 1 Read the messages and match them with the pictures. Which messages don't have pictures?
- 2 Read the messages again and answer the questions.
Who:
1 plays a game twice a week? 4 is making an object?
2 doesn't have breakfast at home? 5 likes her teachers?
3 writes for a magazine? 6 likes plants and nature?

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

I'd like to meet Nadia because she's a journalist.
I like Sam's school because I like art.

Listening

- 4** **4.3** Listen and circle the things that Jaber Al Ahmed School has.



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

After school: orchestra Homework Club Science Club Art Class
Drama Class Sports Club school magazine Outdoor Survival Class

Writing

- 5** In your exercise book, write five sentences to the chatroom about the best things in your school.
The best thing about my school is the library. It's got really good books.

Pronunciation -ing

- 6** **4.4** Listen to the sentences and underline the *ing* sound.
- I'm sitting by the swimming pool but I'm not going in the water.
 - The Jaber Al Ahmed School has got some great things.
 - They sing every evening.

Did you know?

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



Project

MY IDEAL SCHOOL

My ideal school would be:

- a modern school with computers for all the students.
- a school with a garden and animals.
- a school that's good for sports with a swimming pool.
- a beautiful school with brightly coloured walls.
- a comfortable school with sofas in a quiet room for relaxing in.
- an exciting school with interesting lessons and trips to museums.



Now you try!

- In your exercise book, write eight sentences about your ideal school.
- Use the model above to write your sentences.
- Use the Internet to collect some information and photos to illustrate your project.
Here are two websites you could try:
 - www.english-schools.org/Kuwait
 - www.kuwaitiah.net/schools1.html

Module 3

Free time and festivals



Focus on Celebrations

What are these people celebrating?



Read *The Camping Trip*.



Go with Danielle and Amal for a meal.

Read about festivals and food. What is Nadia making?



Focus on shopping

Where is this store? What does it sell?



Project

MY FAVOURITE RECIPE

OUTCOMES

You will be able to:

- describe your classroom
- say what is and isn't there
- give opinions about shops
- buy things
- talk about food
- order food

5

Camping

Grammar

there is / there isn't; there are / there aren't;
indefinite articles; countable and uncountable nouns;
quantifiers some / any; tag questions; I like, I enjoy

The Camping Trip



Ahmed, Hassan, Salma and Hiba are going on a camping trip with their mother and father, Nawwaf and Mariam. They are checking their list of equipment.

- Mariam:** There's a torch, there are some matches...
Salma: There are dates, aren't there?
Hassan: No, there aren't any. But there's some hummous.
Nawwaf: We can't take hummous into the desert. It's too hot!
Ahmed: Ok, let's eat it now!



They drive into the desert. There are beautiful mountains in the distance. Tourists come from all over the world to look at the wildlife here.

- Hassan:** I'm hungry. We are near the campsite, aren't we?
Ahmed: There's a map in the bag.
Hassan: No, there isn't.
Ahmed: Yes, there is!



Salma and Hiba are putting up their tent very quickly. The boys are having problems.

- Ahmed:** Ouch! There are insects everywhere! There is an insect repellent, isn't there?
Salma: Yes, there is.



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



Ahmed starts to tell a story, but soon he stops talking and listens. They can hear a noise. What's out there in the desert? Then suddenly they see a shape in the darkness...

Before you read

- 1 a Work in pairs. Give advice for camping in the desert.
Wear sun cream.
- b Read this list. Which points did you mention?

Comprehension

- 2 a  5.1 Listen and read the story. Answer the questions yes (Y), no (N) or don't know (DK).
- Are there any matches?
 - Is there a First Aid kit?
 - Is there any sun cream?
 - Is there hummous in the bag?
 - Are there any dates?
 - Is there a map?
 - Is there any insect repellent?
 - Is there any tinned food?
- b Work in pairs. Ask and answer the questions.

A: Are there any matches? B: Yes, there are. / No, there aren't.

- 3 **OVER TO YOU** Work in pair. Answer the questions.
What do you think happens next? How does the story end?

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

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

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

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

- 5 Complete the sentences with *some*, *any* or *a/an*.
- Is there orange juice left?
 - We sleep in tent when we go camping.
 - There are amazing campsites in Kuwait.
- 6 Write six sentences about your classroom.
There are some maps in my classroom.


Desert Camping

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


Words to remember
camping trip,
campsite, put up,
campfire, insect
repellent, matches,
tent.

Getting ready for a trip

Vocabulary camping equipment

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



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

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

Grammar in context countable and uncountable nouns; some / any

- 3 Complete the table with words from exercise 1.

countable nouns	uncountable nouns
batteries	water
a compass	fuel
_____	_____
_____	_____
_____	_____
_____	_____

- 4 a Write the missing words: *a, any or some*.



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

- b Work in pairs. Talk about the picture.

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

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

A: I think we need things to cook with.
B: I don't agree. We can eat from the tins.
C: I think we need a camping stove.
B: We don't need a camping stove. It's heavy.
A: Why don't we take a tin opener?
C: That's a good idea.

Words to remember
tin opener, torch,
stove, compass, sun
cream, fuel

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

We are taking a tin opener to open the tins of food.

Did you know?

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



Skills: Focus on shopping

Reading

Harrods

Shopping in London?

Well, make sure you visit Harrods – and join the 30,000 people who visit it every day. Harrods is the world's most famous department store and it sells 'all things for all people'.

Facts and figures

There are over 300 departments on seven floors, and 5,000 staff from over 50 different countries. Departments include the Egyptian Hall, the Jewellery Room and the impressive Food Halls. All year round 11,500 light bulbs light up Harrods at night to make it one of the most famous sights in London.

It's amazing!

The most expensive shoes in the world are in Harrods. They cost £1 million and they have a full-time security guard. You can even go to the hairdresser's in Harrods. And if it is your first haircut there, you get a certificate.



Winter sale

Harrods has a very famous winter sale. More than 300,000 shoppers come on the first day of the sale. Some people queue all night outside in the cold to get the best bargains!



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

- 1 Thirty thousand people buy something in Harrods every day.
- 2 The owner of Harrods is Egyptian.
- 3 Harrods has got 300 staff.
- 4 There is a Harrods store in over 50 countries.
- 5 You get a certificate every time you have your hair cut.
- 6 Harrods is a famous sight at night because it is lit up.

2 Match the words from the article with their definitions.

- | | | |
|------------------|-------|---|
| a security guard | | 1 when a shop reduces its prices |
| b sale | | 2 a line of people |
| c queue | | 3 glass objects we use for electric light |
| d light bulbs | | 4 a person who protects a place |

Vocabulary and speaking shops

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

clothes shop music shop supermarket traditional market sports shop
computer games shop department store bookshop shoe shop

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

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

Words to remember
impressive, bargain,
certificate, cost, hall,
statue, queue

Listening

- 4 **5.4** Listen and tick (✓) the things that the people buy in the gift shop.



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

please excuse me thankful advise thank you think

Rania: (1) _____, could you (2) _____
direct me to the fridge? I need fresh milk.

Assistant: Yes, sure. Walk down the aisle. It's
on your left.

Rania: Oh, (3) _____.

Assistant: I (4) _____ you need to look at

the expiry date. I'm afraid some of the
bottles are old. Sorry about this!

Rania: I'm so (5) _____. I'll look closely.

Assistant: Oh, one more thing. I (6) _____
you to take one of the blue bottles.

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

Writing

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

Pronunciation paper, colour

- 8 a **5.6** Listen to the words.

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

- b **5.7** Listen to the words and underline the sound.

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

6

Celebrations and food

Grammar

personal pronouns *I, my, me, mine; I'd like*;
How much / How many; quantifiers *a lot / any*

Vocabulary food

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

to pour to chop to stir to bake to heat



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

1 cinnamon

APPLE CRUMBLE

Ingredients

- a) 4 cooking apples
- b) 80 grams of butter
- c) 200 grams of sugar
- d) half a teaspoon of cinnamon
- e) 70 grams of plain flour
- f) 40 grams of oats

- 3 Match the instructions for the recipe with the pictures.

1 e

YOU NEED: saucepan dish bowl

Instructions

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

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

- 1 What is Nadia making? 3 How many dishes is she making?

- 2 Who is she making it for?

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

her my it theirs us ours them me (x3)

I my

Nadia and Waleed are brother and sister. Nadia is cooking and Waleed comes into the kitchen.

Waleed: What are you doing, Nadia?

Nadia: I'm making an apple crumble. It's for (1) _____ friend Maha and (2) _____ family. I'm going to give it to (3) _____.

Waleed: Fantastic! Aren't you making some for (4) _____, too?

Nadia: Of course. I'm making two dishes. One is for (5) _____ and one is for Maha's family.

Waleed: This is making (6) _____ hungry! How long does (7) _____ take to be cooked?

Nadia: Half an hour.

Waleed: Oh, that's too long for (8) _____!

6 **Grammar in context** *I, my, me, mine; I'd like*

Choose the correct word.

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

7 **I'd like** Work in pairs. Make dialogues about this party food:

ice cream cake sandwiches pizza orange juice

A: I'd like some ice cream.

B: Here you are.

A: Would you like some cake?

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

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



Marina Shopping Mall - Where to eat

The Garden Café

Healthy fast food

Salads

- mixed
- green
- chicken

Sandwiches

- tuna
- cheese
- egg mayonnaise
- salmon



Eat-a-Pizza

30 different pizzas including:

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



Indian Feast

Spicy and hot

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



The Falafel House

Lots of Middle Eastern classics

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



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

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

Amal: Let's eat here.

Danielle: (1)

Amal: A lot! Do you like Italian food?

Danielle: (2)

Amal: What about Indian?

Danielle: Yes, great idea! I love curries!

Amal: (3)

They are at the counter in the restaurant.

Assistant: What would you like?

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

Amal: (4)

Salwa: And I'd like the Tandoori Chicken.

Assistant: (5)

Danielle: That's enough rice, thanks.

Assistant: (6)

Salwa: Three orange juices, please.

Assistant: Here you are.

Before you read

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

Comprehension

- 2 Read the leaflet and answer the questions.

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

- 3 **6.3** Put these lines of dialogue in the right places on page 44. Then listen and check.

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

I d

Words to remember
mall, spicy, leaflet,
feast, assistant,
customer

Grammar in context How much / How many

- 4 Complete the questionnaire with *much* or *many*.

How healthy are you?		A lot Quite a lot Not a lot Not any			
In a week:					
1	How <u>much</u> fruit juice do you drink?				
2	How _____ biscuits and cakes do you eat?				
3	How _____ lentils and beans do you eat?				
4	How _____ fish do you eat?				
5	How _____ vegetables do you eat?				
6	How _____ packets of crisps do you eat?				

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

A: How much fruit juice do you drink?

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

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

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

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

Did you know?

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



Eid Al-Fitr

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

In the morning, people go to prayers. They wear new clothes and young people receive gifts. It is a time when Muslims think about the poor and help them, and a time for forgetting old arguments.

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

Said Hussein



Chinese New Year

The Chinese New Year happens in late January or early February and follows the calendar of the new moon. It celebrates spring and lasts fifteen days.

People clean their homes and decorate them with red decorations, flowers, fruit and sweets. People wear new clothes and visit their family and friends. Red is a lucky colour and young people receive gifts of money in red envelopes.

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

Yi Lina



The Helston 'Furry Dance'

The Helston 'Furry (Floral) Dance' is one of the oldest festivals in England. It takes place in Helston, an old Cornish town. It celebrates the coming of spring. The 'dance' is a procession through the narrow streets of the town. The streets are decorated with flowers. People follow an old route through the town and even pass through people's houses, shops and gardens!

Marcus Trevithick



Before you read

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

Reading and writing

- 2 Read the article about three festivals on page 46. In your exercise book, write what happens in each festival.
- decorate streets with flowers
 - sing or dance
 - clean the house
 - have a parade
 - see friends and family
 - give money to poor people
 - pass through people's houses, shops and gardens
 - dance through the streets of the town
 - wear special or new clothes
 - give presents, money or cards
 - say special prayers
 - forget old arguments

Listening

- 3 **6.4** Listen to four young people. Which festivals are they talking about?

1 The Helston 'Furry Dance'

Speaking

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



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

Pronunciation *pizza, bread*

- 5 a **6.5** Listen to the words and underline the sounds.

p: 1 pizza 2 parsley 3 pastry 4 pasta
b: 5 bread 6 bake 7 burger 8 biscuit

- b **6.6** What sound do you hear? Listen and write (p) or (b).

1 p 3 _____ 5 _____
2 _____ 4 _____ 6 _____



Project

MY FAVOURITE RECIPE

Spaghetti Bolognese

This is a famous Italian recipe. It's easy to make, and it's delicious.

Ingredients

some olive oil
a small onion
a small carrot
400 grams of beef
a tin of tomatoes
herbs
salt and pepper
a packet of spaghetti
grated cheese



You need:



Instructions

Chop the onion and carrot.
Heat the oil in a frying pan.
Add the vegetables and cook them.
Add the beef and cook it.
Add the tin of tomatoes.
Add the herbs and cook for an hour.
Add salt and pepper.
Cook the spaghetti in a saucepan of water.
Serve the sauce on the spaghetti with the cheese on top.

Now you try!

- Think of a dish you like.
- Find a recipe or ask your parents how to make it.
- Do some research on the internet. There are two websites you could try:
 - www.mealsforyou.com
 - www.free-gourmet-recipes.org
- In your exercise book, write a list of ingredients.
- Write the instructions.

Module 4

Journey to the past



Read *Mr Chang and the Golden Robe*.



Focus on an Islamic cultural centre
Where is this building?



Great inventors
Who invented this machine?



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

A FAMOUS PERSON IN THE PAST

Galilei
Galileo:
a famous
astronomer



Project

A FAMOUS PERSON IN THE PAST

OUTCOMES

You will be able to:

- say numbers and dates
- describe places
- talk about holidays
- talk about life in the past

7

Explorers and inventors

Grammar

past simple: regular verbs; *be*; past simple: questions using *who/what/where/whom*; negative and irregular verbs; Yes, I did/No, I didn't

Great Inventors

Al-Idrisi

Al-Idrisi was born in Morocco in 1099. He was a scientist and geographer. He travelled a lot in Europe, Asia and Africa. In 1139, Al-Idrisi accepted an invitation from the King of Sicily, Roger II, to go



to Palermo. There he collected information about different places, and in 1154 he completed an important book, Roger's Book. It had a beautiful map made of silver. He also collected and studied plants to make medicine.

Leonardo da Vinci

Leonardo da Vinci was born in Italy in 1452. He was a great artist and inventor. He wanted to understand how things worked. He invented many strange machines such as an aeroplane, a submarine and a helicopter. He also painted the Mona Lisa, probably the most famous painting in the world, in 1504.



Wilbur and Orville Wright

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



Comprehension

- 1 Read the article. Write notes like this:

Leonardo da Vinci
born: 1452
from: Italy
occupation: artist and inventor
achievements: invented machines, painted the Mona Lisa

- 2 Close your books. Work in pairs. Ask and answer questions about the people.
Where was Al-Idrisi from? When was he born? What was he?

Grammar in context past simple: regular verbs; be

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

want complete study collect invent accept travel decide paint

- 4 Write the missing words. Use the past simple of these verbs:

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

Mr World Wide Web

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

computer language and electronic addresses (URL).

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



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

Sir Isaac Newton was a scientist. He was born on 25th December, 1642.
Sir Isaac Newton, scientist → 25th December, 1642
Yuri Gagarin, astronaut → 9th March, 1934
Giorgio Armani, fashion designer → 11th July, 1936
Michelangelo, artist → 6th March, 1475
Diana, Princess of Wales → 1st July, 1961

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

A: When were you born? B: 1994.
A: When's your birthday? B: The thirteenth of May.

- 7 OVER TO YOU Choose three people. Write a sentence about each one.
Leonardo da Vinci is interesting because he invented wonderful machines.

Did you know?

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



Our last holidays



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





First we asked Rakan. He had a cultural holiday.

	<p>Dalia Where did you travel? Whom did you travel with? Where did you stay? How long did you stay? What did you visit? What was your favourite moment?</p>	<p>Rakan To Spain. My family. In a hotel. For a week. The Alhambra in Granada. It was fun. When we were in the palace!</p>
--	--	---

Then we asked Eman. She had a beach holiday.

	<p>Dalia Where did you travel? Whom did you travel with? Where did you stay? How long did you stay? Did you enjoy it? What was your favourite moment?</p>	<p>Eman Thailand. With my family and my cousins. In my uncle's house by the sea. For two weeks. Yes, I did. It was brilliant. When we played beach volleyball.</p>
---	--	---

Finally, we asked Faris. He had a holiday at home.

	<p>Dalia Did you go on holiday? Did you have a nice time? What did you do? Did you visit new places? What was your favourite moment?</p>	<p>Faris No, I didn't. I (1) at home. Yes, I did. It was quite nice. I played with my friends and I (2) to music. Yes, I did. I (3) museums and a castle. When we (4) a football match.</p>
---	---	--

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

- | | |
|---------------------------------------|-----------------------------|
| 1 Who watched a football match? Faris | 4 Who visited the Alhambra? |
| 2 Who stayed in a hotel? | 5 Who listened to music? |
| 3 Who played beach volleyball? | 6 Who stayed for two weeks? |

- 2 7.1 Listen to Faris's interview again. Write the missing words.

I stayed

Grammar in context past simple: questions and short answers

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

- | | |
|-----------------------------------|---------------------------------|
| a Where did you travel? | 1 My family. |
| b Whom did you travel with? | 2 Yes, I did. It was brilliant. |
| c Where did you stay? | 3 To Kuwait. |
| d How long did you stay? | 4 With my uncle and aunt. |
| e Did you enjoy it? | 5 When we visited the towers. |
| f What was your favourite moment? | 6 For one week. |

Vocabulary holidays

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

- | | |
|-----------------------------|----------------------------------|
| A: Did you stay by the sea? | B: No, I didn't. |
| A: Did you visit a city? | B: Yes, I did. I visited London. |

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

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

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


- A: Guess where I went yesterday?
B: Where?
A: To the zoo.
B: Really? Did you enjoy it?
A: Yes, I did. / No, not much.






Skills: Focus on holidays

Reading e-cards from around the world



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



Hi Nours,
We're here in Peru. We visited Machu Picchu, which was declared one of the seven wonders of the world this year, along with Christ Redeemer in Brazil, Petra in Jordan, the Colosseum in Italy, the Taj Mahal in India, the Great Wall of China and Chichen Itza in Mexico. Machu Picchu ruins are the most familiar symbol of the Inca Empire. It was amazing! My father promised me that one day we would visit them all. I am very excited about seeing the others. However, I won't forget Machu Picchu.
Lucy

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

- 1 Issa is writing from the Taj Mahal. F
- 2 He is staying on a boat at the moment.
- 3 He loves the food in India.
- 4 Lucy is in Machu Picchu, Peru.
- 5 She visited the seven wonders of the world.
- 6 She wasn't interested in Machu Picchu.

Listening and speaking

- 2 7.2 Listen to Rick and Katy and tick (✓) the things they did.



Rick



Katy

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

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

A: Last Monday did you listen to any music? B: Yes, I did.

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

Writing

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

listen play watch visit phone study

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

Words to remember
mausoleum, concert,
wonder, ruin, declare,
familiar, e-card

Pronunciation -ed endings

- 5 7.3 Listen to the sentences and underline -ed sound.

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

- 6 7.4 Listen and write these verbs in the correct column:

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

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

8

How people lived

Grammar

past simple; negative *didn't* / *weren't*; regular / irregular verbs; short answers; asking yes / no questions; *used to*, simple past passive

Mr Chang and the Golden Robe

Mr Chang's clothes weren't very interesting. One day, Mr Chang saw the governor. The governor owned a wonderful golden robe, and everybody bowed to him.

Mr Chang loved the yellow robe. He decided he didn't like looking like everyone else. He wanted bright, beautiful clothes to wear. He visited the tailor.

Mr Chang: Do you have a golden robe?

The tailor: Yes, I do.

Mr Chang: Can I buy it?

The tailor: No, you can't. Only important people wear robes like this.

But Mr Chang didn't take no for an answer. He bought the beautiful yellow robe. The tailor warned him not to wear it in public.

One day, Mr Chang went to the forest. He took the tailor's advice and hid his beautiful robe under his clothes. Suddenly, he heard some girls shouting. Their ball was stuck in a tree. Mr Chang climbed the tree and returned it to them. But a long branch tore his shirt and revealed his beautiful robe. A policeman saw this and arrested Mr Chang. He took Mr Chang to the governor to be punished.

The governor was very angry. Suddenly, the girls from the forest ran into the room. They were the governor's daughters. They weren't happy with Mr Chang's treatment.

The two girls: Please, father. Mr Chang helped us. Will you let him wear the yellow robe for one night?

The governor: Yes, I will.

But Mr Chang didn't wear the robe again. Every night, he looked at the stars.

Mr Chang: I don't need a golden robe. I'm not as bright as the sun or moon, but I'm special, like each of the stars.



Before you read

- 1 Work in pairs. Look at the pictures on page 56. Also look at the title of the story. Guess what the story will be about.

Comprehension

- 2 **8.1** Listen and read the story. Match the beginnings and endings of the sentences. Then number the sentences in the correct order.

- | | |
|--------------------------------------|------------------------------|
| ___ A policeman saw this and | a very interesting |
| ___ But Mr Chang didn't | b wonderful golden robe |
| ___ He didn't like | c take no for an answer |
| ___ Mr Chang's clothes weren't | d arrested Mr Chang |
| ___ The governor owned a | e wear robes like this |
| ___ Only important people | f looking like everyone else |



- 3 Answer the questions

- 1 Did Mr Chang own interesting clothes?
- 2 Who gave advice to Mr Chang about the golden robe?
- 3 Where was Mr Chang when he heard two girls shouting?
- 4 What did the two girls ask their father to do?
- 5 How did Mr Chang hide the beautiful robe?
- 6 Why didn't Mr Chang wear the robe again?

Grammar in context past simple: negative and irregular verbs

- 4 What did / didn't Ayoub do yesterday? Write sentences in your exercise book.

watch TV ☒ walk to school ☒ listen to music ☒
 play football ☒ phone a friend ☒ surf the Net ☒

He didn't watch TV.

- 5 Talking about yesterday Work in pairs.

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

- 6 Find the past simple of these verbs in the story on page 56.

own see buy love hear run take tear go look

- 7 Write the missing words. Use the past simple of the verbs in brackets.

A visit to a nature reserve

Last year, we went to a beautiful nature reserve in Kuwait called Sabah Al Ahmed Reserve.

In March 2004, His Highness the Amir Sabah Al Ahmed (1) opened (open) a new wildlife reserve. During the opening ceremony, he (2) (release) some endangered animals and birds into the wild. The reserve (3) (promote) the cultivation of many plants, and (4) (help) restore the local ecosystem. The opening of the Sabah Al Ahmed Wildlife Reserve (5) (be) the latest in a long line of steps Kuwait (6) (take) to preserve the environment.



DAILY LIFE IN ANCIENT JERASH

ANTONIUS AND JULIA lived with their family in Jerash in Jordan, in 75AD. Jerash was an important ancient Roman town.



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



Antonius was 14. He studied a lot of subjects, including history, geography, astronomy and philosophy. Julia was 12. She studied reading, writing and mathematics and how to look after a home. People in Jerash often went to the South Theatre. It held 3,000 people. Gladiators fought wild animals. There were chariot races too at the Hippodrome. Antonius loved the races but he didn't like the fights.



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



Before you read

1 Match the words with the definitions.

- | | |
|--------------------|--------------------------------------|
| a astronomy | 1 trained fighting men |
| b philosophy | 2 a vehicle pulled by horses |
| c gladiators | 3 the study of the stars and planets |
| d chariot | 4 a building where you can wash |
| e baths | 5 the study of ideas |

Comprehension

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

- 1 What did the people in Jerash use for furniture?
- 2 What did Antonius and Julia study?
- 3 What did gladiators do?
- 4 What did Antonius do in the afternoon with his father?
- 5 What did Julia do in the afternoon?

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

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

Grammar in context past simple: irregular verbs; short answers

4 Write the missing words. Use the past simple of these verbs:

take sleep go eat buy ~~get-up~~

Claudius, the father of Antonius and Julia, was a businessman. He usually (1) got up at six o'clock in the morning. He (2) breakfast at home. He (3) to his office on foot. In the afternoon he usually (4) Antonius to the baths. Sometimes he (5) a new game for Antonius and Julia at the shops. After that he (6) until dinner time.

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

- | | |
|--------------------------------------|------------------|
| A: Did you live in ancient times? | B: No, I didn't. |
| A: Did you live in the 20th century? | B: Yes, I did. |
| A: Were you an inventor? | B: Yes, I was. |
| A: Were you Marconi? | B: Yes, I was. |

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



Did you know?

Gladiators had special names like *Tigris* (Tiger) or *Columbus* (Dove).



Skills: Focus on an Islamic cultural centre

MEDIEVAL SPAIN

IN THE MEDIEVAL PERIOD, most of Spain was under Islamic rule. The Umayyad dynasty ruled for over 300 years. They made Spain the cultural centre of Europe.

- ① Cordoba was an important city with a population of over one million. The great library of Cordoba had 500,000 manuscripts. There were many gardens too. Students from all over Europe came to Islamic Spain to study.



- ④ The arts included beautiful calligraphy and painting. Arabs made glass objects and taught glassmaking to Europe. They also taught Europeans new techniques for working with wool, silk and cotton.



- ② Muslims introduced many new farming techniques to Europe. They brought plants including bananas, lemons, oranges, apricots, rice, sugar and dates.



- ③ The musical instruments played in medieval Europe came from the Arab world. These included the flute and the 'oud (the lute).



- ⑤ Scholars in Islamic Spain studied science. They studied ancient texts and made new discoveries. Many astronomical words came from the work of Arab scholars. Muslim astronomers such as Al-Farghani and Al-Battani built observatories and studied the stars.



- ⑥ Arab mathematicians brought numbers from India. With these numbers they could do difficult calculations. Muslims in Europe were very advanced in medicine. They knew a lot about how the body works.

Before you read

- 1 What does 'medieval' mean?
- a evil, but not very evil c a kind of fruit used in medicine
b the 'Middle' Ages (500AD - 1500AD)

Reading and vocabulary culture and learning

- 2 Match the headings with the paragraphs on page 60.
- a Science and Astronomy c The Arts e City Life
b Agriculture d Music f Mathematics and Medicine

- 3 Read the article and find these things:

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

Listening

- 4 **8.2** Listen and write if these words were originally:

European Middle Eastern Ancient Egyptian Chinese ~~Indian~~ American

INVENTIONS AND DISCOVERIES

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

Writing

- 5 In your exercise book, write sentences about each thing.

Originally pyjamas and cotton sheets came from India.

Words to remember
medieval, dynasty, rule,
introduce, manuscript,
calligraphy, glassmaking

Pronunciation *cook, rule*

- 6 **8.3** Listen and put the words into the correct column.

1 cook look	2 fruit rule
	flute

Did you know?

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

Project

A FAMOUS PERSON IN THE PAST

Galilei Galileo: a famous astronomer

Galilei Galileo is an Italian physicist and astronomer. He was born in Pisa, Italy, on 15th February, 1564. He died on 8th January, 1642. His father was a musician and wool trader and wanted him to study medicine.



In 1581, at the age of 17, he entered the University of Pisa to study medicine, as his father wished.

He is remembered for some very important contributions to astronomy and physics. Galilei is famous because he formulated the basic law of falling bodies, which he proved by careful measurements. He also built a telescope with which he studied lunar craters, and he discovered four moons revolving around Jupiter. In 1613 he published a book about sunspots.

Now you try!

- Write a biography of a famous person in the past.
- Look in books or use the Internet to find out facts. Use the model to help you write your project. Here are two websites you could try:
- www.s9.com
- www.libraryspot.com/biographies/

Date and country of birth

_____ was born on _____ in _____.

General information

He / She came from _____.

He / She lived in _____.

Career

He / She invented / discovered / wrote / painted / made _____.

He / She died in _____.

Conclusion

I admire _____ because _____.

Module 5

World of work



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



Focus on jobs
at an airport



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



Project

A NOBEL PRIZE WINNER



Read *The Rewards of Work*.

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



OUTCOMES

You will be able to:

- talk about rules
- describe jobs
- talk about home
- describe personality
- talk about ambitions
- talk about free time

9

The work we do

Grammar

must / mustn't; first conditional if you don't...you won't; have to / don't have to; should / shouldn't; why don't you...?; had to / didn't have to

The Rewards of Work

A rich businessman had a lazy son.

Father Today you must earn some money. If you don't, you won't have any food this evening.

Son Yes, father.

The boy didn't want to work. He went crying to his mother.

Mother You mustn't cry. Here, take this coin.

Son Thank you, mother.

Later, his father called him.

Father What did you earn today, my son?

Son This coin, father.

Father You must throw it in the well.

Son Yes, father.



The father guessed that his wife gave money to the boy. The next day, he spoke to his son again.

Father Today you must earn more money. If you don't, you won't have anything to eat this evening.

Son Yes, father.

This time, there was no one to help him. He had to go to the market and look for work.



Man in market Carry this big bag of wood to my home. You mustn't be late.

Son No, sir.

The bag was very heavy. Afterwards, the man gave him a coin. The boy went home.



Father Throw the money in the well.

Son But father! I worked hard. My body hurts! Why must I throw my money away?


Father You mustn't complain. Yesterday, you did no work. The money meant nothing to you. Today you had to work, so now it hurts you to throw the money away.

The son understood. He promised to change. After that day, he worked hard to help his father.

Before you read

- 1 Work in pairs. Look at the pictures on page 64. Guess what the story will be about.

Comprehension

- 2  9.1 Listen and read the story. Answer the questions.

- | | |
|---|---|
| 1 Why was the father unhappy with his son? | 4 How did the son get money on the second day? |
| 2 What did he tell his son to do? | 5 Did the son like working? |
| 3 How did the son get money on the first day? | 6 What did the son learn at the end of the story? |

- 3 **OVER TO YOU** Work in pairs. Answer the questions.

- 1 Why did the father tell his son to throw the money in the well?
2 This story and the one on page 56 are both about lazy people. Which one do you like? Why?

Grammar in context *must / mustn't; if you don't ... you won't*

- 4 Complete the sentences from the story with *must* or *mustn't*.

- | | |
|------------------------------------|-----------------------------------|
| 1 You be late. | 4 You throw it in the well. |
| 2 Why I throw my money away? | 5 You complain. |
| 3 Today you earn some money. | 6 You cry. |

- 5 Match the beginning and ending of the sentences.

- | | |
|--------------------------------------|---------------------------------------|
| 1 If you don't eat properly, | a you won't learn English. |
| 2 If you don't like chickpeas, | b you won't feel well in the morning. |
| 3 If you don't catch the bus, | c you won't be healthy |
| 4 If you don't practise, | d you won't get to school on time. |
| 5 If you don't sleep enough, | e you won't like falafel. |

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

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

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

Did you know?

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



Working with nature

My Job



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

- I have to be patient and understand animal behaviour.
- I have to work with actors, the police and members of the public.
- My work is different every day. I never get bored.
- I have to be physically strong and fit.
- I don't have to use a computer or work in an office.



Zookeeper *works with animals in a zoo*

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



Park ranger *works in national parks*

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



Marine biologist *studies marine plants and animals*

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

Comprehension

- 1 Read the article on page 66 and write two sentences about each job. Use *has to* / *doesn't have to*.

has to: work outside work with animals work with the public
wear a uniform be physically strong

doesn't have to: use a computer work in an office
do the same thing every day be physically strong

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

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

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

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

- 3 Complete the sentences with the correct option.

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

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

use wear play enjoy ~~be~~ work

Footballers (1) **have to be** physically fit. They (2) a match or do training every day. They (3) in an office and they (4) a computer at work. But they (5) a uniform. And, of course, they (6) playing football!

Vocabulary work

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

be: independent enthusiastic energetic flexible patient creative
physically strong a good communicator

work: in a team from 9 to 5 outside in an office in a hospital
with computers with the phone

wear: a uniform

do: the same thing every day research

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

B: Are they nurses?

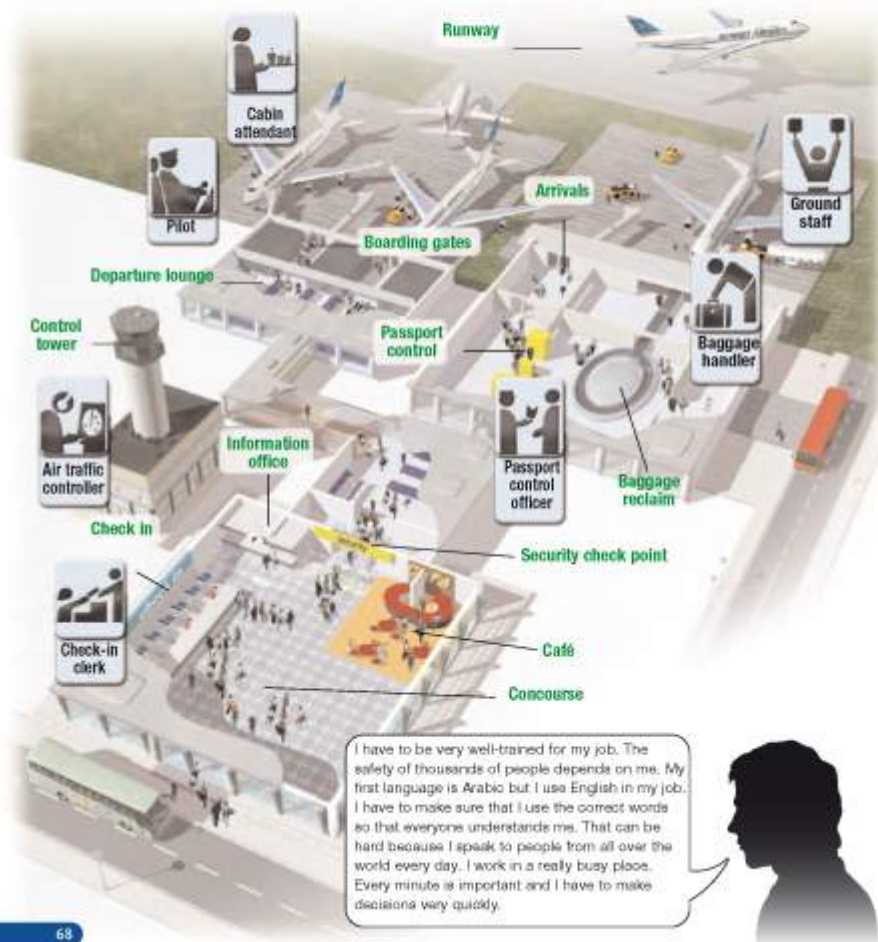




Skills: Focus on jobs at an airport

Working at an airport

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



Reading and vocabulary airports

- 1 a Look at the picture on page 68. Where do you:
- show your passport?
 - wait for your plane?
 - arrive?
 - ask for information?
 - collect your luggage?
 - get a drink?
- b Read what the person says about his job. Which job does he do?

Listening

- 2 9.2 Listen to the announcements. Write the missing information.

FLIGHT NUMBER	DESTINATION	TIME	DATE	
(1) BA634	LONDON	(2) _____	(3) _____	ON TIME
DLH810	(4) _____	(5) _____	STAY IN LOUNGE	DELAYED UNTIL (6) _____
(7) _____	DUBAI	(8) _____	(9) _____	ON TIME
(10) _____	(11) _____	15.35	(12) _____	ON TIME

Speaking

- 3 Talking about home Work in pairs. Talk about what you have to do / mustn't do.

A: I have to help my mother prepare dinner.
 B: Yes, I have to do that, too. I mustn't surf the Net on my own.
 A: I mustn't do that either. Sometimes I have to look after my sister.
 B: I don't have to do that. I haven't got a sister.

Writing

- 4 Write six sentences about things you have to / mustn't do at home.

Pronunciation the 'h' sound, silent 'h'

- 5 9.3 Listen to the words. Which two words are different?

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

READING ALOUD

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

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

- b 9.4 Listen to the poem and check your answer to exercise 6 a.
 Then work in pairs. Practise reading aloud.



Did you know?

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

10

Work and personality

Grammar

should / shouldn't; Why don't you + verb; short answer questions; How did ...? How long ...? Did you ...?

QUIZ

Personality profile

What kind of person are you?

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

Job profile

What kind of job is right for you?

You should:

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



Before you read

- 1 **Talking about ambitions** Work in groups. Discuss the questions.
 - 1 What are your interests and hobbies?
 - 2 What do you want to be when you grow up?

Comprehension

- 2 a Work in pairs. Do the *Personality profile* on page 70.
 b Match each question in the *Personality profile* with a job area in the *Job profile* on page 70.
 1 e
- 3 Look at your answers to the *Personality profile* again. Match the questions with your job profile. Work in pairs. Tell your partner.
 I'm good at maths and science so I should work in science or do research.
 I'm also good at sport so I should do an active job.

Vocabulary personal qualities

- 4 Choose the best word to describe each person.
 generous **friendly** imaginative shy selfish impatient
 1 Anwar likes being with people. **friendly** 4 Ali likes giving people things.
 2 Jamal doesn't like sharing things. 5 Nader is nervous with new people.
 3 Nisreen can't wait for things. 6 Zahra has a lot of ideas.
- 5 **Talking about personality** Work in pairs. Talk about yourself. You can use *quite*, *a bit* or *very*.
 A: I'm quite imaginative. I love writing stories. But I'm a bit lazy sometimes.
 B: No, you're not lazy! I think you work hard.

Grammar in context should / shouldn't, Why don't you ...?

- 6 Complete the sentences with *should*, *shouldn't* or *Why don't you*.
 1 They shouldn't smoke. ✗ 4 I _____ watch TV all day. ✗
 2 You _____ work in business. ✓ 5 I _____ eat too much. ✗
 3 _____ learn to cook? 6 _____ have a haircut?
- 7 Complete the sentences with **a** or **b**.
 1 You don't sleep enough; _____
 a you should go to bed earlier.
 b you shouldn't go to bed earlier.
 2 You are unfit; _____
 a why don't you sit at home all day?
 b why don't you do more exercise?
 3 Chocolate tastes nice, but you _____
 a shouldn't eat a lot of it. b should eat a lot of it.



Free time and helping at home



Your Free Time

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



Fauzia
from Kuwait

How did you spend your free time?

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

Did you help your parents?

Yes, I did. Both my mum and dad work so all the family help in the home.
I've got two sisters. We take it in turns to do jobs. Last week, I had to do the washing up and lay the table for dinner every night.



Kerry
from Australia

How did you spend your free time?

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

Did you help your parents?

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



Nawwaf
from Kuwait

How did you spend your free time?

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

Did you help your parents?

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

Vocabulary household jobs

- 1 Work in pairs. What jobs do you do?
 - help my family in their business
 - do the washing up
 - tidy my room
 - help with the cooking
 - look after my younger brothers or sisters
 - lay the table
- 2 Look at the interviews on page 72. Read the answers to the question *How did you spend your free time?*

Who:

 - 1 played the guitar?
 - 2 sent e-mails to friends?
 - 3 listened to music?
 - 4 surfed the Net?
 - 5 played basketball?
 - 6 painted a picture?

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

writing, drawing and doing projects
playing a musical instrument
playing sports
watching TV, videos and DVDs

reading
playing computer games
surfing the Net
sending e-mails



A: How long do you spend writing, drawing or doing projects?
B: I spend more than 30 minutes. I think I spend about two hours a week.

Grammar in context had to / didn't have to

- 4 Look at the interviews again. Read the answers to the question *Did you help your parents?* Complete the sentences.
 - 1 Nawwaf didn't have to help his parents.
 - 2 _____ had to help _____ parents.
 - 3 _____ had to help with the sheep.
 - 4 _____ had to do the washing up.
 - 5 _____ had to swim every day.
 - 6 _____ had to lay the table after the dinner.

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

A: Did you have to help your parents last week?
B: Yes, I did. I had to do the washing up and clean my room.

Did you know?

On average, people spend 25 years of their lives sleeping, six years eating food and four years doing jobs around the home.





Skills: Focus on the Nobel Prize



Great Minds

① The Nobel Prize in Chemistry 1999

Ahmed Zuwail

Ahmed Zuwail (1) _____ in 1946 in Egypt. He (2) _____ an Egyptian scientist. He (3) _____ his first degree from the University of Alexandria before moving from Egypt to the United States to complete his PhD at the University of Pennsylvania. In 1999, he (4) _____ a Nobel Prize in chemistry. He contributed to the understanding of chemical reactions at the atomic level. After he won the award, he (5) _____ to serve as a faculty member at the California Institute of Technology. He also (6) _____ a book called *Voyage Through Time: Walks of Life to the Nobel Prize*.



② The Nobel Prize in Physics 1921

Albert Einstein

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



③ The Nobel Peace Prize 2003

Shirin Ebadi

The lawyer Shirin Ebadi was born in 1947 in Iran. She was one of the first female judges in Iran. She promotes peaceful solutions to serious problems in society. She works for refugee rights as well as for women and children. She has written several books.


Did you know?

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

Before you read

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

Listening and reading

- 2  **10.1** Listen to paragraph 1 on page 74 about Ahmed Zuwail. In your exercise book, write the missing words.

1 was born

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

- 1 Where did Ahmed Zuwail get his first degree from?
- 2 What did he win a Nobel Prize for?
- 3 Where did Einstein develop his Theory of Relativity?
- 4 What did Einstein do in 1940?
- 5 Where was Shirin Ebadi born?
- 6 When did she win the Nobel Peace Prize?



Speaking

- 4 **OVER TO YOU** Work in pairs. In your opinion, which Prize winner:


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

Writing

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

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

Pronunciation *the, three*

- 6  **10.2** Complete the table. Put the words in the correct column. Then listen and check.

those think they thirty birthday this other maths there Thursday

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

A NOBEL PRIZE WINNER

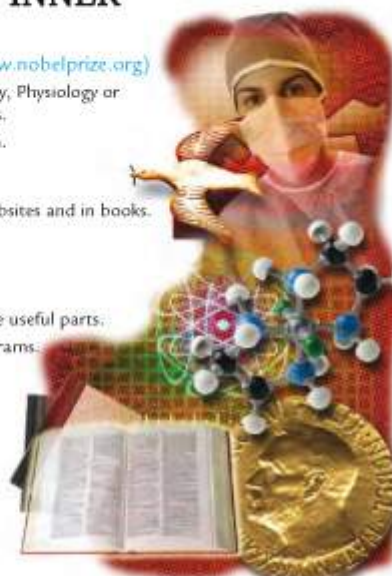
How to begin

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

How to prepare your project

- Do research about the person on other websites and in books.
- Here is a website you could try:
www.almaz.com
- Copy useful texts into a Word document.
- Print and read the document and underline useful parts.
- Print a photo of the person and draw diagrams.
- Make notes like this:

Born:
Algeria 1913
Nationality:
French
Lived in:
Algeria and France
(at age 25)
Studied at:
Algiers University
Short description of main
achievement:
novels and plays
Date of Prize:
1957
Married / Children:
married, no children
Interests:
football
Died (if appropriate):
1960



- Use your notes to write a paragraph.

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

Module 6

Energy consumption

Read *A Brilliant Idea*.



Focus on Energy

In what ways do we use energy in our daily life?



Do a quiz and find out how good you are at reusing materials and recycling!



What is this piece of ice called?



Project

A TIME CAPSULE

This is a CD. You p...
on a special machine
has music on it.

OUTCOMES

You will be able to:

- talk about energy consumption
- talk about recycling
- give opinions
- describe the weather
- make future predictions

11

Energy and recycling

Grammar

be going to; prepositions, *in, into, on, out of, from*, first conditional; modals *will, may, could*; future time expressions *this afternoon / evening*; tag questions

A Brilliant Idea!

There was a small village on top of a mountain that didn't have any water. The closest river was in the valley below. The people had to walk up the steep hill from the river, with heavy buckets of water for the vegetable fields. They were tired from such difficult work.

One day, the mayor telephoned Jim Gibb, an engineer. 'Hello Jim,' the mayor said, 'can I meet you at three o'clock this afternoon? I want to talk to you about the water supply to the village. If we don't find a solution soon, we are going to be in trouble.'

At the meeting, the mayor looked worried. 'I am going to solve the problem,' Jim said. 'We are going to build a pump that takes water out of the river and brings it up to the village. If we build this pump, people's lives will be better.' The mayor smiled and thanked Jim for his brilliant idea. 'I am going to come back this evening with a plan for the machine,' Jim told the mayor.

Jim needed three things to make the pump: pipes to carry the water from the river and some old lorry parts to make the pump itself. But Jim had a problem with the third thing. 'How am I going to make energy to operate the pump?' he thought. Then his wife Emma had a brilliant idea. 'Attach a bicycle to the pump,' she said. 'If someone rides it, they will make energy for the pump.'


Jim built the pump and it worked! People from the village rode the bicycle on the pump and water flowed up into the village. The vegetable fields were full of delicious food and everyone was very happy.



Before you read

- 1 Work in pairs. Look at the title of the story and the two pictures on page 78. Discuss the questions.
- 1 What is the problem in the first picture?
 - 2 How does the object in the second picture solve the problem?
 - 3 What do you think will happen in the story?

Comprehension

- 2  11.1 Listen and read the story. Answer the questions.
- 1 How did people get water to the village at the start of the story?
 - 2 Why was the mayor worried?
 - 3 What were three things Jim needed to build the pump?
 - 4 When did Jim meet the mayor?
 - 5 What are the two brilliant ideas in the story? Who has them?

Grammar in context prepositions: *in, into, on, from, out of*; first conditional

- 3 Complete the sentences with words from the story.
- 1 There is no water this village.
 - 2 So they built their pump wood, lorry parts and a bicycle.
 - 3 If we want water, we have to carry it up the hills the river below.
 - 4 There was a village top of a mountain.
 - 5 The water flowed up the village.
 - 6 The pump takes water river.
- 4 Complete the sentences with words from the story.
- 1 If we a water pump, our lives will be better.
 - 2 If I use old lorry parts, it work well.
 - 3 If the pump, the people in the village be healthier.
 - 4 If we can find a better way to lift the water, our lives become easier.
 - 5 If we don't find a solution soon, we be in trouble.

Words to remember
brilliant, steep, hill,
water pump, lorry,
operate, mayor

- 5 **OVER TO YOU** Work in pairs. Tell your partner three things that you are going to do tomorrow.

Writing

- 6 Write five sentences explaining how life in the village is better with Jim's invention. Use *be going to*.
- 1 The vegetables are going to be bigger because they will have more water.

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

QUIZ: Are you good at reusing materials and recycling?



- 1 You use one side of a sheet of paper. What are you going to do?
- a Write on the other side.
 - b Send it for recycling.
 - c Throw it away.



- 2 You pour juice from a glass bottle. Now the bottle is empty. What are you going to do?
- a Clean it and fill it with more juice, or water.
 - b Put it aside for glass recycling.
 - c Throw it away.



- 3 You find an empty plastic container in the kitchen. What are you going to do?
- a Wash it and keep it for storing food.
 - b Paint it to make a work of art.
 - c Throw it away.

- 4 You drink a tin of cool drink. What are you going to do?

- a Remove the top and use the tin to keep your pens and pencils in.
- b First crush it and then put it aside for metal recycling.
- c Throw it away.



- 5 You are tidying up at home and you find a pile of old newspapers. What are you going to do?

- a Use them to line a cupboard to keep the shelves clean.
- b Put them aside for recycling.
- c Make a fire and burn them.



- 6 You buy a radio. It is in a small cardboard box. What are you going to do with the box?

- a Use it to keep your gadgets in.
- b Crush it and put it aside for recycling.
- c Throw it away.



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

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

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

A: What are you going to do this afternoon?

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

- 3 **11.2** Listen and write what the students are going to do at the weekend.

I He's going to play his computer game.

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

- 4 Answer the questions.

1 What homework are you going to do today?

.....

2 What time are you going to go home?

.....

3 What are you going to watch on TV?

.....

4 What are you going to do during your next holiday?

.....



Vocabulary computers and technology

- 5 **11.3** Match the words with the parts of the picture. Then listen and check.

screen keyboard mouse cable port
icon folder file menu





Skills: Focus on Energy

Sources of Energy

There are several different kinds of energy. Some are renewable. This means that we can go on using these sources of energy again and again. Other kinds of energy are non-renewable. This means that the supply of energy is limited, and when we have used it all up, there is no more.



Coal is a non-renewable source of energy. We find coal under the ground. It is made of very old trees. Coal is easy to transport from one place to another. It gives a lot of energy when we burn it. Coal can be used to provide heating, or to make electricity.

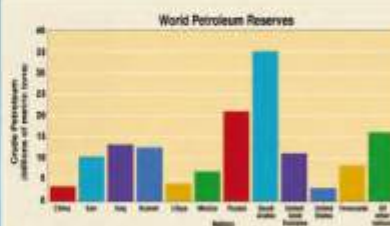
Oil is another non-renewable source of energy. Oil is a thick, black liquid. It is made of tiny pieces of very old dead animals and plants. We usually find oil deep under the ground. It fills the holes between rocks, just as water is trapped in the holes of a sponge. We make fuels like petrol and diesel from oil. Kuwait is one of the biggest producers of oil in the world.

Natural gas is a third kind of non-renewable energy. We often find natural gas above deposits of oil. Pipelines transport the gas from its source to the places where it is used. We can also turn natural gas into a liquid and store it in tanks or use it as fuel for lorries and buses.

One example of renewable energy is the heat from the sun, or solar energy. We can collect solar energy using very big mirrors to make electricity. One problem with solar energy is that we cannot collect it at night time or when the sky is cloudy.

Wind power is also a renewable source of energy. We can use special windmills to make electricity. Wind energy is free and does not damage the air around us.

Water can also give us energy. Like solar energy and wind power, flowing water is another renewable source. Water flowing along a river can turn a big wheel, called a turbine, and make electricity, just like a windmill.



Reading and speaking

- 1 Read *Sources of Energy* on page 82 and say which of these sources are renewable and which are non-renewable.

- | | | |
|---------|---------------|---------------|
| 1 water | 3 solar power | 5 natural gas |
| 2 oil | 4 coal | 6 wind power |

Words to remember
source,
renewable, non-renewable,
trap, coal, deposit, turbine,
windmill, pipeline

- 2 **OVER TO YOU** Work in groups.

- 1 Give one example of the use of each of the sources of energy.
- 2 Which of these sources of energy will we use in the future?

Listening

- 3 **11.4** Listen to the experts talking about the sources of energy we are going to use in the future. Put the ideas in the order you hear them.

- | | |
|---|--|
| a getting energy from water | d making use of wind and solar power |
| b developing fuels from plants | e inventing a new source of energy |
| c finding cleaner energy and saving the environment | |

- 4 **Talking about possibility** Work in groups. Which prediction about the future of energy usage is most likely?

- A: I think finding cleaner energy and saving the environment is most likely.
B: I don't agree. I think we are going to invent a new source of energy.

Writing

- 5 **OVER TO YOU** In your exercise book, write a paragraph about the kinds of energy we are going to use twenty years from now.

In the next twenty years, a lot of changes are going to happen...

Pronunciation cup, car

- 6 **11.5** Listen to the words and underline the sounds.

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

1 *cup* 2 *car*

- 7 **11.6** Complete the table.

honey	guitar	London	clerk
bath	cousin		

Did you know?

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

Recycling

So how good are you at reusing materials and recycling?
If you answered mostly 'a's, you are aware of the importance of reusing materials, and you usually do so.
If you answered mostly 'b's, you care about recycling. In future, why not try to reuse more materials?
If you answered mostly 'c's, you need to become more aware of the importance of reusing and recycling materials.

12

The weather

Grammar

will / won't; modals will, may, could; infinitive form; negative and coordinating conjunctions and, so, but

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



- 1 It's snowy and cold.

Comprehension

- 2 12.1 Listen and write the missing information.

The weather around the world on 15th January

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

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

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

Grammar in context will / won't

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

It will be cloudy and it will rain in Kuwait.




- 5 Read the instructions. What is being made?
1 a thermometer 2 a clock 3 a picture 4 a fan

Experiment Corner

You need:
a pencil, a piece of card, a pen.

Instructions

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



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

Did you know?

Summer in Kuwait is very hot and temperatures can rise very high. The highest recorded temperature is 58 °C.

Words to remember
weather, snowy,
cloudy, rainy, sunny, stormy,
degree, thermometer

Climate change

The Future of the World



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

- ① The ice in the polar ice caps and in glaciers is turning into water. This will increase the sea level and it may go up by two metres. Glaciers in Switzerland, Italy and Austria are also melting and soon there won't be snow for skiing.
- ② When the sea gets warmer, the sea level gets higher. In the USA and India, parts of the coast will go under water, and many islands will flood. It also means that the river plains of the Nile Delta in Egypt will disappear.
- ③ Farmers won't grow the same things. Countries in the north will be able to grow grapes and olives. And without enough water, some hot countries won't be able to grow plants at all. World food levels will fall by about 20%.
- ④ In the world's drier nations, wells will empty, lakes will become polluted and it will rain less. And forest fires will happen more often as regions become drier.
- ⑤ Changes to the weather will affect the homes and food of animals in most regions. Unfortunately, the changes may be too fast for animals to adapt or move.
- ⑥ But it is not all bad news. If governments agree to slow down global warming, some of these predictions may not come true. And we can all help by thinking about the environment in our daily life. It's not too late to help!

Vocabulary environment

- 1 Match the words with the definitions.

glaciers coast ~~floods~~ wells wildlife crops

- 1 When large amounts of water cover a place and cause damage. **Floods**
- 2 Enormous pieces of ice in the mountains. _____
- 3 The part of a country where the land meets the sea. _____
- 4 Plants such as rice or wheat that people grow to eat. _____
- 5 Deep holes in the ground where people get drinking water. _____
- 6 Animals that live in the wild. _____

Comprehension

- 2 Read the article on page 86 and match the headings with the paragraphs.

- | | | |
|--------------------|---------------------|-------------------------------|
| a Sea levels _____ | c Wildlife _____ | e Glaciers and ice caps _____ |
| b Farming _____ | d We can help _____ | f Droughts _____ |

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

Glaciers will turn into water.

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

Grammar in context will, may, could

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

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



- 6 **Talking about future predictions** Work in pairs. Compare your ideas with your partner's.

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

Did you know?

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



Skills: Focus on the future world



Links predictions for Life in the Year 2050!



Cars without drivers

There will be computer-controlled electric cars without drivers. You will be able to get on and off, like using a lift. You won't have to wait and you will get home quickly!

Mohammed

Robots everywhere

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

Jumana



E-books

I like reading, so it will be great to be able to read all the time! You will be able to read from a hand-held computer, just like a book. But it will be an e-book. You will download books to read from the Internet.

Wafa



Mini-computers

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

Shaikha



Medicine

Doctors will send tiny machines the size of small insects into your body to repair it. Doctors will operate using virtual reality glasses. They won't even have to be in the same city as the patient!

Yousef



Reading and speaking

- 1 Read the ideas about the year 2050 on page 88. Do you think these things will be possible in the future: *yes (Y)* or *no (N)*?
- 1 Robots will be able to do lots of different jobs. *Y*
 - 2 Your car won't have a driver.
 - 3 You will only need one e-book.
 - 4 Computers will listen to people's voices and tell you their names.
 - 5 Doctors will be able to operate on you from kilometres away.
 - 6 Robots will be like people.

- 2 **OVER TO YOU** Work in groups. What do you think of the ideas? Choose the three ideas you like best.

Listening

- 3 a **12.2** Listen to the interview. Tick (✓) the predictions you hear, and cross (X) the ones you don't.

In 100 years:

- 1 One in four students won't have an education. *X*
- 2 People will do most of their shopping on the Internet.
- 3 Doctors will visit their patients at home.
- 4 There won't be a cure for cancer.
- 5 There will be enough water for everybody.
- 6 China will be the country with the biggest population.

- b **12.2** Listen again and correct the false sentences.

- 1 One in four students will have their lessons at home.



Writing

- 4 Write a paragraph about your ideas for the future.

LIFE IN THE FUTURE

I think the future world will be ... (Write a sentence introducing your ideas.)

Some things will be much better. (Write two of your ideas.)

I would like to live in my future world because ...

Pronunciation the 'k' sound

- 5 **12.3** Listen and underline the 'k' sounds. Work in pairs and practise saying the sentences.
- 1 I'd like a cup of coffee and a slice of cream cake.
 - 2 I took an e-book to school in my pocket.
 - 3 I booked two tickets to Kuwait on my computer.

Project

A TIME CAPSULE

A time capsule is a container with objects inside it. They represent your life today. Later generations can open the time capsule and learn about the way you lived.

- Here are two websites you could try:
 - www.en.wikipedia.org/wiki/Time_capsule
 - www.essortment.com/all/howtomakeatimecapsule.htm
- Plan a time capsule to open in the year 2200.
- Choose five objects that represent your life today.
- Write about the objects and explain why they are important.
- Write a letter to people in the future.
- Talk about your home and family, your interests and the things that you use in your life.

My time capsule



This is a CD. You play it on a special machine. It has music on it.



This is a mobile phone. It is a machine that uses radio waves so I can speak to my friends and family. I can send text messages and also take photos.



This is a photo of my family. I'm the one on the left. There's my mum and dad and my brother and sister.



This is a magazine with lots of information about sports people and film stars.

This is a schoolbook. We study English from this book. It contains lots of information.

My letter to the future

Dear future people

I would like to tell you about my life. I live in the 21st century, in Kuwait. I live with my mum and dad and two sisters in a villa.

In the 21st century people use a lot of technology. In my house there are a lot of machines. In my bedroom I've got a CD player. I use it to listen to music.

Literature time



Mansour and the Candle

One day Mansour and his rich neighbour, Malik, were talking about the weather. Malik pulled his heavy coat on him and said, "Brr- it's very cold today."

"Why, Malik," smiled Mansour, "it isn't cold at all."

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

"Of course," came Mansour's answer.

"What?" said Malik angrily.

"Perhaps you could sleep on the roof all night, but you would need some cover or a fire to keep you warm."

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

Now Malik knew that Mansour was a very wise man. So he said, "Mansour sleep on the roof tonight. Do not use any cover or fire."

If you do that, I will give you one thousand dinars."

Mansour did not get much sleep that night. It was really the coldest night for hundreds of years. He tried watching the stars, thinking they would shine down on him to keep him warm. But soon dark clouds covered them, and there was no more starlight. He watched the lights in houses across the city. But one by one, the house lights went out as people went to bed. Then far away on the other side of the city he saw a small candle in a window. He tried to think that it was near him to warm him. And in the morning he went inside and took a warm bath, thinking he would be a rich man.



Mansour and the Candle



"Good morning, Malik," said Mansour to his friend. "It's a nice day, isn't it?"

"It's still cold," said Malik. "I'm sure you found it cold at night."

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

"The whole night without any cover or even a small fire?" asked Malik surprised.

"How did you do it, Mansour".

"I saw a small candle burning in the window of a house far across the city. The sight of it warmed my heart," laughed Mansour.

"Ha! Then you did have something to keep you warm. You shall not receive the one thousand dinars," said Malik.

Mansour left Malik's house feeling quite sad, but one week after that, he invited his friend to a big dinner.

Malik knew that Mansour's food was the best in town, so he ate very little that day. He was so hungry by evening, that he arrived early. Malik waited and waited, but the dinner was not ready.

Mansour and the Candle

"Mansour, if we don't eat now, I'm going home," he shouted.

"Yes, kind Malik, but would you like to come with me?" Mansour said. And he took Malik out to the garden where a big piece of meat hung from the highest tree. Under it on the ground was the candle burning slowly.

"What's this?" shouted Malik.

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

Malik knew that he had been wrong. He gave Mansour one thousand dinars after all. He was just about to leave when Mansour brought out the best dinner ever prepared. They both ate until they could not even move. Malik was so happy that he gave Mansour another one thousand dinars.

Work is What You Make It



Work is What You Make It

"What a wonderful world!" thought Tom Sawyer as he lay in the tall, cool grass. "Look at the wide, blue sky with its little white clouds drawing pictures as they hurry by. See the green hills cut by fast-moving rivers. It's good to be alive," he decided, "on a day like this when there's no school and no work." Then he rolled over and went to sleep.

"Tom! Oh, Tom! Where are you, boy? There's work to be done!"

Tom's ears moved at the loud voice of his Aunt Polly, but his eyes did not open. Neither did his body move.

"Tom!" Her voice was getting closer and louder. "I'm coming after you, Tom. It is foolish to hide from me, because I'll find you."

In a moment the boy was face to face with his aunt, who was looking very angry, even behind her thick glasses. "I knew I'd find you, lazy boy," she said. "Now get up and try to do some work for a change.

This fence needs painting and the sun is bright. You can do it all



Work is What You Make It

today if you try really hard."

"But, Aunt Polly, I have other things to do," said Tom sadly. She turned her back and went away to the house. Suddenly Tom's sunny world had turned very dark indeed.

He looked at the fence that now seemed to climb higher and wider than the sky above him. Then he saw the pot of paint and decided that it was not so good to be alive after all. "It's no good," he cried. "I'll be here for the rest of my life! It would take ten people to paint this fence in one day."

He started to paint. Suddenly he thought of a plan to get his friends to help him do the work. "Aunt Polly told me to try very hard, and that is what I'm going to do." He smiled and began singing.

Just then his friend Ben came past. He laughed when he saw Tom painting. "What's the matter, Tom? Does your aunt want you to work on such a nice day?"



Work is What You Make It



Tom did not stop painting. "Work? Oh no, Ben. You see, painting is an art. First you must choose the right day, then you must get the best paint and brush. But most important of all, you must have the right person. Aunt Polly says that there isn't a boy in town who can paint this fence like me!"

Ben's eyes opened wider. "Really, Tom? Let me try a bit."

"Oh that isn't possible," said Tom. "My Aunt Polly is very certain of the way she wants her fence painted. Remember, she chose me."

"Come on, Tom. I'll give you half my apple if you let me paint," Ben promised. "Your aunt will never know the difference!"

"Oh, you're wrong about that, Ben," answered Tom. "She has very good eyes. And think how I would feel. After all, she asked ME to paint her fence."

"You may have my whole apple," Ben said. "Give me the paintbrush now."

"Well, if you really think you can do it – here, take the brush, but do be careful the way you paint." Tom took a bite into the red apple.

Half an hour later, when his friend had painted four boards of the fence, Tom said, "You're doing it quite well, Ben, but of course you need to do much more before you can really call yourself a painter."

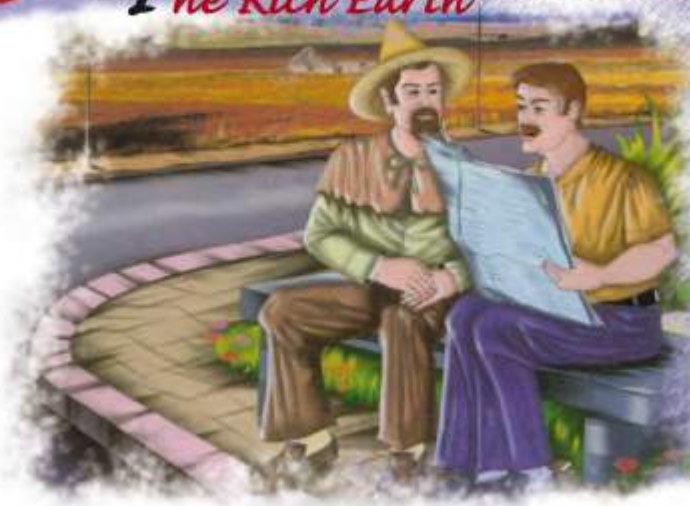
As each hour passed, Tom's painting became more complete. Each friend who happened to walk past took his turn at painting a few boards – all for a price, of course. "You have to make them think it's something wonderful," thought Tom. "They'd never want to do it without paying for it."

By the end of the day he had quite a business going. When a boy got tired of the new "art", Tom had other friends waiting to have a turn. They gave him objects like a ball, a bag of sand, a small coin, sugarbread and wooden soldiers – just to try the paintbrush.

"Work?" he wondered. "You can turn work into play if you only know how." And he ran to the house to show Aunt Polly his shining white fence.

The Rich Earth

The Rich Earth



There were more people in the village street than Malo could ever remember. But it was still the same place with its busy people, noisy children and bright food stands all up and down the street. "It's good to be back home," he said to himself. "I've been away for so long, though, that no one may know me."

He sat down to rest and watch all the people go by. Malo did not notice the man sitting next to him, for his head was hidden behind a newspaper. When he stopped reading, this man kindly offered his newspaper to Malo.

Looks of surprise and joy filled the two men's faces.

"Is it really you, Malo? Welcome home, my dear friend," said Beno, wiping tears from his eyes.

"Yes, I am Malo," came the reply. "I've come home to be with my friends in my old age. Well now, how has life treated you, Beno?"

"Oh, I am contented," he answered, "I make my living from the land left to me by my father. It isn't much – but enough to keep me happy. But what about you, Malo?"

The Rich Earth



You must be a rich man by now."

"I am not," Malo said angrily. "And I'm tired of the big city. When I left this village thirty years ago I dreamed of becoming rich. But I failed and lost all my money. Now I don't know what to do."

"First of all, you must come home with me," said Beno. "I am living all alone and would like a companion. I have little to eat, but we can share what I have. It seems we are both poor men." And he took him to his poor home.

Malo had eaten everything in sight. "You know, Beno," he began, "this land of yours could be worth a lot of money. You are using only one corner of it."

"You are right, Malo, but I am a very simple man, and I really wouldn't know how to grow more."

"Then I will teach you," said Malo. "You can plant a whole field of corn and sell it later for a good price in the market. I can make you a rich man!"

"Oh, will you do it, Malo? And of course I will give you half of the crops," Beno promised.



The Rich Earth

"You are very kind, my friend," said Malo. "Yes, we will divide the land into two equal parts. On one side I will take what grows under the earth and you will keep what grows above it. On the other half, you will get everything that is under the ground, and what is on top will be mine."

So Malo planted the seeds, but he was careful to plant potatoes in the first half and corn in the second. "Now I will get everything for myself," he planned, "and Beno will never know the difference until it is too late."

One day Beno went to the first piece of land, expecting to find tall corn or bean plants growing there. Instead he saw small, green leaves. At once he began digging in the earth and came across the nice, round potatoes. "What is this?" he cried. "I will get only these leaves and they are worth nothing."

Soon the corn fields in the other piece of land were a golden yellow colour with tall, healthy plants. It was then that Beno discovered that he had lost everything, because the corn was all above the ground.

He was very sad, for he just couldn't believe that his friend would do that to him. Again he dug into the earth. "There must be something for me here," he thought.

Just then his spade struck a hard object in the soil. Slowly he uncovered an old box. He lifted it out of the ground and opened it. To his surprise, the box contained hundreds of gold pieces. This time it was Malo who was sad.

Life that Kills



Today we can protect ourselves against many illnesses that once meant death to thousands of people. This is because of the work of a famous French scientist who suffered much in his own life so that others might live.

Louis Pasteur was a bright boy, although his teachers said he was slow and always behind the rest of his class. The reason for this was simple: Louis was very careful in everything he did. He wanted to understand all that he studied and he asked many questions. "Listen," shouted an angry teacher one day. "You're supposed to answer the questions, not ask them!"

But he never stopped asking questions. There was one special question he asked: What were illnesses caused by? In time, he discovered the answers that have helped people to live longer ever since. He worked very hard to keep life going on, both in animals and people.

When the silkworms began dying, and France's silk-makers were losing money, they turned to Pasteur for help. He found the trouble. Certain living germs, called bacteria, attacked the silkworm eggs. "These same germs, or ones like them, can attack food, animals and even people," he said. "We must learn how to fight them. We must kill the germs without killing the animals or people."

Pasteur found a way to kill the germs on silkworm eggs and the whole country was thankful. But during his years of work three of his own children died. Even in his sadness he believed that other children's lives could be saved if he could stop germs from spreading.

Next he helped farmers to fight germs that were killing their chickens. He also went one step further: he made the germs weak and fed the chickens with the weak germs. They did not become ill; their own bodies went to work against the germs. Then they were safe from any more attacks from the same germs.





Thus began Pasteur's plan of vaccinations to stop illness. It was a success with animals. "But what about people?" Pasteur wondered. While he was asking himself this question he had a chance to answer it.

A woman brought him her son, who had been bitten by a mad dog. In those days, such a bite meant slow and painful death. But the child's mother heard of Pasteur's work with such dogs; he took the germs from the dog's mouth and made a weaker form of the same germ. Pasteur put these weak germs into the boy's body fourteen times and he lived!

Doctors heard of Pasteur's work. They began to be more careful. They stopped putting people with different kinds of illnesses in the same room. Germs could be carried, they thought, from one person to the other. They also took more time to clean their hands, the beds and the rooms, to kill germs before they spread. There were fewer deaths after Pasteur's discoveries. He also studied different kinds of food and discovered new kinds of germs, so small they could only be seen through a microscope.



Pasteur's life was filled with working and waiting for answers. Because his answers were right, the world is a healthier place in which to live.

Glossary

A

achievement *noun* p.75
something important that you succeed in doing by your own efforts

admire *verb* p.19
to respect and like someone because they have done something that you think is good

adventure *noun* p.9
an unusual and exciting, typically hazardous, experience or activity

advice *noun* p.25
an opinion you give someone about what they should do

altogether *adverb* p.25
used to show everything or everyone is included

ambition *noun* p.71
a strong desire to achieve something

animal trainer *noun* p.67
someone who trains animals for sport or work

argue *verb* p.15
to disagree with someone in words, often in an angry way

argument *noun* p.47
a situation in which two or more people disagree, often angrily

aside *adverb* p.81
kept out of the way to be used later

assignment *noun* p.23
a piece of work that a student is asked to do

assistant *noun* p.45
someone whose job is just below the level of manager

astronaut *noun* p.51
someone who travels and works in a spacecraft

astronomy *noun* p.59
the scientific study of the stars and planets

athlete *noun* p.19
someone who is good at sports and who often does sports

average *noun* p.73
based on a calculation about how many times something usually happens, how much money someone usually gets, how often people usually do something

award *noun* p.75
a prize or other mark of recognition given in honour of an achievement

B

bake *verb* p.43
to cook something using dry heat, in an oven

balance *noun* p.31
a state in which all your weight is evenly spread so that you do not fall

bargain *noun* p.41
something you buy cheaply or for less than its usual price

bat *noun* p.17
a small animal like a mouse with wings that flies around at night

baths *noun* p.59
a public building where people in the past could go to wash themselves

believe *verb* p.19
to think that something is true or possible, although you are not completely sure

bow *verb* p.57
to bend the top part of your body forward in order to show respect for someone important

break *verb* p.9
sustain an injury involving the fracture of a bone or bones in a part of the body

brilliant *adjective* p.79
excellent

C

calligraphy *noun* p.61
the art of producing beautiful writing using special pens or brushes, or the writing produced this way

campfire *noun* p.37
a fire made outdoors by people who are camping

camping trip *noun* p.37
a visit to an area, especially the mountains or a forest, where people stay in tents

campsite *noun* p.37
an area where people can camp, often with a water supply and toilets

capsule *noun* p.90
a small case or container, especially a round or cylindrical one

car accident *noun* p.9
a crash involving cars

cave diving *noun* p.15
the sport of swimming under water through large natural holes using special equipment to help you breathe

celebration *noun* p.46
an occasion or party when you celebrate something

certificate *noun* p.41
an official document that confirms a fact or achievement

chariot *noun* p.59
a vehicle with two wheels pulled by a horse, used in ancient times in battles

and races	circus, and wears funny clothes, a red nose etc	control verb p.15 to supervise or organise the actions of something or someone
chat verb p.33 to talk in a friendly informal way, especially about things that are not important	coal noun p.83 a hard black mineral which is dug out of the ground and burnt to produce heat	controller noun p.69 someone who is in charge of a particular system or organisation
check in noun p.68 a place where you report your arrival at an airport, hotel etc	coast noun p.87 the area where the land meets the sea	cost verb p.41 to have a particular price
check verb p.37 to do something in order to find out whether something really is correct, true, or in good condition	coin noun p.65 a piece of metal, usually flat and round, that is used as money	creative adjective p.67 involving the use of imagination to produce new ideas or things
chess club noun p.33 an organisation for people who share an interest in the game of chess or who enjoy playing chess	command noun p.89 an instruction to a person or a computer to do something	cross verb p.25 to go or stretch from one side of something such as a road, river, room etc to the other
chess set noun p.11 a group of playing pieces for the game of chess, which is where two players move their pieces according to particular rules across a special board to try to trap their opponent's king	communicator noun p.67 someone who is able to express ideas or their feelings clearly to other people	crush verb p.81 to press something so hard that it breaks or is damaged
chop verb p.43 to cut something into smaller pieces	compass noun p.39 an instrument that shows directions and has a needle that always points north	cultural adjective p.53 belonging or relating to a particular society and its way of life
cinnamon noun p.43 a sweet-smelling brown substance used for giving a special taste to cakes and other sweet foods	competition noun p.73 an organised event in which people or teams compete against each other	cupboard noun p.47 a piece of furniture with doors, and sometimes shelves, used for storing clothes, plates, food etc
circus noun p.31 a group of people and animals who travel to different places performing skillful tricks as entertainment	complain verb p. 65 to say that you are annoyed, not satisfied or unhappy about something or someone	customer noun p.45 someone who buys goods or services from a shop, company etc
citizen noun p.75 someone who lives in a particular town, country or state	composer noun p.71 someone who writes music	D
clay noun p.27 a type of heavy sticky earth that can be used for making pots, bricks etc	concert noun p.55 a performance given by musicians or singers	daily adjective p.59 done, produced or occurring every day
clerk noun p.83 someone who keeps records or accounts in an office	confused adjective p. 29 unable to understand or think clearly what someone is saying or what is happening	damage noun p.82 to cause physical harm to something or to part of someone's body
cloudy adjective p.85 a cloudy sky, day etc is dark because there are lot of clouds	container noun p.81 an object such as a box or bowl that you use to keep things in	declare verb p.55 to state officially and publicly that a particular situation exists or that something is true
clown noun p.31 someone who does silly things to make people laugh, especially at a	contribute verb p.75 to give money, help, ideas etc to something that a lot of other people are also involved in	decoration noun p.13 something pretty that you put onto something else in order to make it more attractive
		degree noun p.85 unit in any of various scales of temperature, intensity, or hardness

delicious adjective p.11

very pleasant to taste or smell

deposit noun p.83

an amount or layer of a substance that gradually develops in a particular place, such as in soil or rocks

design verb p.71

to make a drawing or plan of something that will be made or built

designer noun p.51

someone whose job is to make plans or patterns for clothes, furniture, equipment etc

destination noun p.69

the place that someone or something is going to

dig verb p.100

to move earth, snow etc, or to make a hole in the ground, using a spade or your hands

direction noun p.25

instructions about how to get from one place to another

dive verb p.14

the act of going underwater to swim, using special equipment to help you breathe

download verb p.89

to move information or programs from a computer network to a small computer

drought noun p.87

a long period of dry weather when there is not enough water for plants and animals to live

drum noun p.17

a musical instrument made of skin stretched over a circular frame, played by hitting it with your hand or a stick

DVD player noun p.11

A machine that is used to play DVDs, which is a type of computer disc that can store a large amount of information, sound, pictures and video

dynasty noun p.61

a period of time when a particular family ruled a country or area

E

e-book noun p.89

electronic book: a book that you read on a computer screen or on a special small computer that you can hold in your hands, and that is not printed on paper

e-card noun p.55

electronic card: a card with pictures and information that is sent and read on a computer

earn verb p.65

to receive a particular amount of money for the work that you do

earthquake noun p.13

a sudden shaking of the earth's surface that often causes a lot of damage

electric adjective p.40

needing electricity to work, produced by electricity or used for carrying electricity

endangered adjective p.57

something endangered is something that is in danger and soon may no longer exist

energetic adjective p.67

having or needing a lot of energy or determination

engine noun p.51

the part of a vehicle that produces power to make it move

enthusiastic adjective p.67

feeling or showing a lot of interest and excitement about something

environment noun p.87

the air, water and land on Earth, which can be harmed by man's activities

F

faculty noun p.74

a department or a group of related departments within a university

familiar adjective p.55

someone or something that is familiar is well-known to you and easy to recognise

fan noun p.19

someone who likes a particular sport or performing art very much, or who admires a famous person

farm noun p.73

an area of land, used for growing crops or keeping animals

feast noun p.45

a large meal where a lot of people celebrate a special occasion

festival noun p.47

a day or period of celebration

field noun p.78

an area of land in the country, especially one where crops are grown or animals feed on grass

figure noun p.40

a number representing an amount, especially an official number

film verb p.53

to use a camera to record a story or real events so that it can be shown in the cinema or on television

firework noun p.46

a small container filled with powder that burns or explodes to produce coloured lights and noises in the sky

flexible adjective p.67

a person, plan etc that can change or be changed easily to suit any new situation

flight noun p.51

a journey in a plane or space vehicle, or the plane or vehicle that is making the journey

flood noun p.87

a very large amount of water that covers an area that is usually dry

flour noun p.43

a powder that is made by crushing wheat or other grain and is used for making bread, cakes etc

foolish adjective p.95

a foolish action, remark etc is stupid

and shows that someone is not thinking sensibly

fuel *noun* p.39

a substance such as coal, gas or oil that can be burned to produce heat or energy

G

garden *verb* p.33

to work in a garden, keeping it clean, growing plants etc

gate *noun* p.69

1 the part of a fence or outside wall that you can open and close so that you can enter or leave a place
2 an exit from an airport building to an aircraft

germ *noun* p.102

a very small living thing that can make you ill

glacier *noun* p.87

a large mass of ice which moves slowly down a mountain valley

glad *adjective* p.25

pleased and happy about something

gladiator *noun* p.59

a soldier who fought against other men or wild animals as an entertainment in Ancient Rome

glassmaking *noun* p.61

the process of making glass, which is a transparent solid substance used to make windows, bottles etc

goat-hair tent *noun* p.13

a tent that is made of the hair of a goat, which is an animal that has horns on top of its head and long hair under its chin, and can climb steep hills and rocks

golden *adjective* p.57

having a bright yellow colour like gold

governor *noun* p.57

the person with the power and authority to control a country, state or organisation

H

hall *noun* p.41

a large room used for public events or in a department store

hammer *noun* p.27

a tool with a heavy metal part on a long handle, used for hitting nails into wood

handicapped *adjective* p.9

if someone is handicapped, a part of their body or their mind has been permanently injured or damaged

hang *verb* p.94

to put something in a position so that the top part is fixed or supported, and the bottom part is free to move and does not touch the ground

happiness *noun* p.47

the state of being happy

hat *noun* p.29

a piece of clothing that you wear on your head

heat *verb* p.43

to make something become warm or hot

heavy *adjective* p.79

weighing a lot

hero *noun* p.19

a man who is admired for doing something extremely brave

hill *noun* p.79

an area of land that is higher than the land around it, like a mountain but smaller

horse-riding *noun* p.11

the activity of sitting on a horse and making it move along

I

ice cap *noun* p.87

an area of thick ice that permanently covers the North and South Poles

ideal *adjective* p.34

an ideal world, job, system etc is one that you imagine to be perfect

igloo *noun* p.13

a house made from blocks of hard ice

or snow

impatient *adjective* p.71

very eager for something to happen and not wanting to wait

impressive *adjective* p.41

something that you admire because it is very good, large, important etc

independent *adjective* p.67

confident and able to do things by yourself in your own way, without needing help or advice from other people

industry *noun* p.71

businesses that produce a particular type of thing or service

insect repellent *noun* p.37

a substance that keeps insects away

interview *verb* p.73

an occasion when a person is asked questions about their life, experiences, or opinions for a magazine, television programme etc

introduce *verb* p.61

to bring a plan, system or product into use for the first time

inventor *noun* p.51

someone who has invented something, or whose job is to invent things

invitation *noun* p.51

a written or spoken request to someone, requesting them to go somewhere or do something

issue *noun* p.53

magazine or newspaper printed for a particular day, week or month

J

jar *noun* p.26

a glass container with a wide top and a lid, especially used for storing food

javelin *noun* p.17

a long stick with a pointed end, thrown as a sport

journalist *noun* p.33

someone who writes news reports for newspapers, magazines, television or radio

judge noun p.75

the official in control of a court who decides how criminals should be punished

juggle verb p.31

to keep three or more objects moving through the air by throwing and catching them very quickly

L

lab noun p.27

laboratory: a special room or building in which a scientist tests or prepares substances

lantern noun p.46

a lamp that you can carry, consisting of a metal container with glass sides that holds a flame or light

laundry noun p.23

clothes, sheets etc that need to be washed or have just been washed

lay verb p.73

1 to put something or someone down carefully into a flat position
2 to set cutlery, plates and mats on (a table) in preparation for a meal

lazy adjective p.65

not liking work and physical activity, or not making any effort to do anything

leaflet noun p.45

a small book or piece of paper advertising something or giving information on a particular subject

lid noun p.27

a cover for the open part of a pot, box or other container

liquid noun p.27

a substance that is not a solid or a gas, for example water or milk

lorry noun p.79

a large vehicle for carrying heavy things

luggage noun p.69

the cases, bags etc that you carry when you are travelling

M

mall noun p.45

a large area where there are a lot of shops, usually a covered area where cars are not allowed

manuscript noun p.61

a book or document written by hand before printing was invented

marine biologist noun p.67

someone who studies the sea and the creatures that live there

matches noun p.37

small wooden or paper sticks with a special substance at the top, that you use to light a fire, cigarette etc

mausoleum noun p.55

stone building made specially to house a tomb or tombs, often of an important person or family

mayor noun p.79

the person who has been elected to lead the government of a town or city

medieval adjective p.61

connected with the Middle Ages (the period between about AD 1100 and 1500)

microscope noun p.103

a scientific instrument that makes extremely small things look larger

mind noun p.75

a person's thoughts or ability to think, feel and imagine things

model noun p.33

a three-dimensional copy of a building, vehicle, animal etc, especially one that can be put together from separate parts

musical instrument noun p.55

something that you use for playing music, such as piano or guitar

N

nail noun p.27

a thin pointed piece of metal with a flat top, which you hit into a surface with a hammer, for example to join

things together or to hang something on

newsagent noun p.41

1 someone who owns or works in a shop that sells newspapers, magazines, sweets and cigarettes
2 a shop which sells newspapers, magazines, sweets and cigarettes

Nobel Prize noun p.75

an international award given in memory of Alfred Nobel for great achievements in certain fields

non-renewable adjective p.83

non-renewable types of energy such as coal or gas cannot be replaced after they have been used

O

oats noun p.43

the grain from which flour or oatmeal is made and that is used in cooking, or in food for animals

obey verb p.89

to do what someone in authority tells you to do, or what a law or rule says you must do

operate verb p.79

to use and control a machine or equipment

operation noun p.9

the process of cutting into someone's body to repair or remove a part that is damaged

opposite adjective p.25

in a position on the other side of the same area

orchestra noun p.33

a large group of musicians playing many different kinds of instruments and led by a conductor

organised adjective p.23

arranged or ordered

P

pack verb p.23

to put things into cases, bags etc ready for a trip somewhere

paintbrush <i>noun</i> p.97 a brush for spreading paint on a surface	polar <i>adjective</i> p.87 close to or relating to the North Pole or the South Pole	go somewhere
palace <i>noun</i> p.53 the official home of a person of very high rank, especially a king or queen	pollution <i>noun</i> p.87 the process of making air, water, soil etc dangerously dirty and not suitable for people to use, or the state of being dangerously dirty	quickly <i>adverb</i> p.29 at a fast rate
parade <i>noun</i> p.46 a public celebration when musical bands, brightly decorated vehicles etc move down the street	pony <i>noun</i> p.31 a small horse	quiet <i>adjective</i> p.15 not making much noise, or making no noise at all
park ranger <i>noun</i> p.67 someone whose job is to look after a forest, area of countryside or national park	pot <i>noun</i> p.71 a dish, bowl, plate, or other container that is made by shaping clay and then baking it	quite <i>adverb</i> p.53 fairly or very, but not extremely
parsley <i>noun</i> p.47 a herb with curly leaves, used in cooking or as decoration on food	pour <i>verb</i> p.43 flow rapidly in a steady stream	R
party <i>noun</i> p.43 a social event when a lot of people meet together to enjoy themselves by eating, drinking, dancing etc	predict <i>verb</i> p.87 say or estimate that a thing will happen in the future or will be a sequence of something	race <i>noun</i> p.59 a competition between runners, horses, vehicles, boats etc to see which is the fastest in covering a set course
peaceful <i>adjective</i> p.75 not involving war or conflict	probably <i>adverb</i> p.51 used to say that something is likely to happen, likely to be true etc	rainy <i>adjective</i> p.85 a rainy period of time is one when it rains a lot
philosophy <i>noun</i> p.59 the study of the nature and meaning of existence, truth, good and evil, etc	profile <i>noun</i> p.71 a short description that gives important details about a person, a group of people, or a place	reaction <i>noun</i> p.75 <i>chemistry</i> a chemical change that happens when two or more substances are mixed together
physical <i>adjective</i> p.31 related to someone's body rather than their mind or emotions	project <i>noun</i> p.33 a planned piece of work to get information about something, build something, to improve something etc	receive <i>verb</i> p.47 to be given something
pipeline <i>noun</i> p.82 a line of connecting pipes, often under the ground, used for sending gas, oil etc over long distances	push <i>verb</i> p.27 to make someone or something move by pressing them with your hands, arms etc	recycle <i>verb</i> p.81 to put used objects or materials through a special process so that they can be used again
pitch <i>noun</i> p.15 a marked out area of ground on which a sport is played	put up <i>phrasal verb</i> p.37 to build or erect something such as a wall, fence, building etc	reduce <i>verb</i> p.27 to make something smaller or less in size, amount or price
plan <i>noun</i> p.23 a set of actions for achieving something in the future	Q	referee <i>noun</i> p.15 someone who makes sure that the rules of a sport such as football, basketball or boxing are followed
plan <i>verb</i> p.23 to think carefully about something you want to do, and decide how and when you will do it	quad bike <i>noun</i> p.17 a small vehicle, similar to a motorcycle but with four wide wheels, usually ridden on rough paths or fields	refugee <i>noun</i> p.75 someone who has been forced to leave their country
plane <i>noun</i> p.69 a vehicle that flies in the air and has wings and at least one engine	queue <i>verb</i> p.41 to form or join a line of people or vehicles waiting to do something or	rehearsal <i>noun</i> p.29 a time when all the people in a play, concert etc practise before a public performance
		relative <i>noun</i> p.53 a member of your family
		religious <i>adjective</i> p.47 relating to religion in general or to a particular religion

renewable adjective p.83
renewable energy replaces itself naturally, or is easily replaced because there is a large supply of it

research noun p.71
serious study of a subject, in order to discover new facts or test new ideas

reuse verb p.81
to use something again

reward noun p.65
something that you get because you have done something good or helpful or have worked hard

rise verb p.87
to increase in number, amount or value

robot noun p.89
a machine that can move and do some of the work of a person, and is usually controlled by a computer

route noun p.47
a way between two places that buses, people, planes, etc regularly travel

royal palace noun p.55
a house relating to or belonging to a king or queen

ruin noun p.55
the part of a building that is left after the rest has been destroyed

rule noun p.61
the government of a country or area by a particular group of people or using a particular system

runway noun p.69
a long specially prepared hard surface like a road on which aircraft land and take off

S

sea level noun p.87
the average height of the sea, used as a standard for measuring other heights and depths, such as the height of a mountain

selfish adjective p.71
caring only about yourself and not about other people

sharp adjective p.37
having a very thin edge or point so that you can cut things easily

sight noun p.93
something you can see

silkworm noun p.102
a type of caterpillar which produces silk thread

silly adjective p.29
stupid in a childish or embarrassing way

snorkel verb p.17
when you swim under water using a snorkel

snowy adjective p.85
with a lot of snow

source noun p.83
a thing, place, activity etc that you get something from

spade noun p.100
a tool for digging that has a long handle and a broad metal blade that you push into the ground

spend verb p.73
to pass time doing a particular thing or in a particular place

spicy adjective p.45
food that has a pleasantly strong taste, and gives you a pleasant burning feeling in your mouth

staff noun p.67
the people who work for an organisation or company

starlight noun p.92
the light that comes from the stars in the night sky

statue noun p.41
an image of a person or animal that is made in solid material such as stone or metal and is usually large

stay up phrasal verb p.23
to not go to bed at the time you would normally go to bed

steep adjective p.79
a road, hill etc that slopes at a high angle

stir verb p.43
to move a liquid or substance around with a spoon or stick in order to mix it together

store verb p.81
to put things away and keep them until you need them

stormy adjective p.85
with strong winds, heavy rain and dark clouds

stove noun p.39
a thing used for heating a room or for cooking, which works by burning wood, coal, oil or gas

straight adjective p.25
in a line or direction that is not curved or bent

straw noun p.27
a thin tube of paper or plastic for sucking up liquid from a bottle or a cup

stuck adjective p.57
impossible or unable to move from a particular position

sun cream noun p.39
a cream or oil that you rub into your skin to stop the sun from burning you too much

sunny adjective p.85
having a lot of light from the sun

sunspot noun p.62
a small dark area on the sun's surface

survive verb p.39
to continue to live, especially in difficult and dangerous circumstances

sweet adjective p.13
making you feel pleased, happy and satisfied

sweets noun p.47
small pieces of sweet food made of sugar or candy

T

tailor noun p.57
someone whose job it is to make men's clothes, that are measured to fit each customer perfectly

tear <i>verb</i> p.57	trader <i>noun</i> p.62	to the person experiencing it
to damage something such as paper or cloth by pulling it hard, ripping it or letting it touch something sharp	someone who buys and sells goods or stocks	vote <i>verb</i> p.19
telescope <i>noun</i> p.62	traditional <i>adjective</i> p.13	to choose someone or something for a particular prize or position by voting
a piece of equipment shaped like a tube, used for making distant objects look larger and closer	being part of the traditions of a country or group of people	W
temporary <i>adjective</i> p.13	trampoline <i>noun</i> p.17	water pump <i>noun</i> p.79
continuing for only a limited period of time	a piece of equipment that you jump up and down on as a sport, it consists of a metal frame with a piece of strong cloth stretched tightly over it	a machine for forcing water into or out of something
tent <i>noun</i> p.37	trap <i>verb</i> p.83	waterski <i>verb</i> p.17
a shelter consisting of a sheet of cloth supported by poles and ropes, used especially for camping	to prevent something such as gas or water from getting away	to ski over water while being pulled by a boat
theory <i>noun</i> p.75	trick <i>noun</i> p.27	weather <i>noun</i> p.85
an idea or set of ideas that is intended to explain something about life or the world, especially an idea that has not yet been proved to be true	something you do to surprise someone and to make other people laugh	the temperature and other conditions such as sun, rain and wind
thermometer <i>noun</i> p.85	trip <i>noun</i> p.37	webcam <i>noun</i> p.11
a piece of equipment that measures the temperature of the air, of your body etc	a visit to a place that involves a journey, for pleasure or a particular purpose	a video camera that broadcasts what it is filming on the internet
throw <i>phrasal verb</i> p.65	trouble <i>noun</i> p.29	weekly <i>adjective</i> p.23
to get rid of something that you don't want or need	problem or difficulty	happening or done every week
tidy <i>adjective</i> p.27	turbine <i>noun</i> p.83	well <i>noun</i> p.87
a room, house, desk etc that is tidy is neatly arranged with everything in the right place	an engineer or motor in which the pressure of a liquid or gas moves a special wheel around	a deep hole in the ground from which people take water
tidy up <i>phrasal verb</i> p.81	turn into <i>phrasal verb</i> p.87	whale <i>noun</i> p.17
to make a place look tidy	to become something different, or to make someone or something do this	a very large animal that lives in the sea and looks like a fish, but is actually a mammal
tightrope <i>noun</i> p.31	U	wheelchair <i>noun</i> p.9
a rope or wire high above the ground that someone walks along in a circus	useful <i>adjective</i> p.89	a wheel with chairs, used by people who cannot walk
tin opener <i>noun</i> p.39	helping you to do or get what you want	windmill <i>noun</i> p.83
a tool for opening tins of food	V	a building or structure with parts that turn around in the wind, used for producing electrical power or crushing grain
tiny <i>adjective</i> p.89	vaccination <i>noun</i> p.103	wonder <i>noun</i> p.55
extremely small	a substance which contains a weak form of the bacteria or virus that causes a disease and is used to protect people from that disease	something that makes you feel surprise and admiration
torch <i>noun</i> p.39	virtual reality <i>noun</i> p.89	wooden <i>adjective</i> p.13
a small electric lamp that you can carry in your hand	an environment produced by a computer that looks and seems real	made of wood, which is the material that trees are made of
		Z
		zookeeper <i>noun</i> p.67
		a person who looks after animals in a zoo

List of websites to use through the course:

- www.english-schools.org/Kuwait
- www.Kuwaitiah.net/schools1.html
- www.amideast.org/offices/Kuwait/saud/recipes.html
- www.worldfamousrecipes.org
- www.s9.com
- www.life.com/Life/millennium/people/01/html
- www.nobelprize.org
- www.almaz.com
- www.en.wikipedia.org/wiki/Time_capsule
- www.essortment.com/all/howtomakeatirisi.htm
- www.kuwaitinfo.org.uk/government_and_people_of_kuwait_.html
- www.freewebs.com/richbonser/kuwaitapril2007.htm
- www.en.wikipedia.org/wiki/Category:kuwaiti_singers
- www.Arabsart.com/art/search/kuwait/Artists

Target English

Target English Grade 7 is part of the English for Kuwait series, a carefully graded course in English specifically written and designed for the Kuwait school system for primary, intermediate and secondary grades.

Target English teaches English through cross-curricular topics, using prose, stories, listening tasks, games, puzzles and other varied activities.

Target English encourages learners to practise communicating in English at every available opportunity.

Target English adopts an integrated approach to language teaching.

Target English follows the Kuwait Ministry of Education syllabus.

At each level, the course consists of:

- a **Student's Book** which presents new language for class activities, including pair and group work,
- a **Workbook** which utilises a variety of activities to practise the language presented in the Student's Book,
- the **Teacher's Guide** with clear, step-by-step lesson plans, as well as a full explanation of the teaching methodology,
- the **Cassette** with all the listening activities.

Target
English

