

Emar

English Series

Text Book



9

حقوق الطباعة والتوزيع محفوظة للمؤسسة العامة للطباعة
حقوق التأليف والنشر محفوظة للمركز الوطني لتطوير المناهج التربوية
وزارة التربية - الجمهورية العربية السورية

الإشراف العام

وزير التربية: الأستاذ الدكتور دارم طباع

معاون وزير التربية: الدكتور عبد الحكيم الحماد

مشرف التقديم والتدقيق العلمي: الأستاذ الدكتور غيث بركات

مديرة المركز الوطني لتطوير المناهج التربوية: الدكتورة ناديا الغزولي

مدير التوجيه: المثنى خضور

التأليف

لينا الذيباب

سهام حاج عمر

إيمان العساودة

صلاح خبازة

لينا النحاس

لمى غانم حلوم

غادة كيزاوي

ياسر شاهين

مصطففي سلامه

الإشراف على التقديم و التدقيق العلمي

د. منيرة حمد

أ. د. علي اللحام

التقديم و التدقيق العلمي

د. أمانى فاخرة

هبة العوف

أ. ليدا باخو

أ. سالي الجريس

القراءة والمراجعة

باسل صادق شهرزاد الفراتي علا داود آغا عبد الماجد أوغرلي

كريم قصاب أميمة شربا

متابعة التصميم والإخراج الفني والرسومات

لينا الذيباب د. أحمد علي تغريد الأزروني

الإشراف الفني: م. عماد الدين بrama

الإخراج الفني: فراس حوش

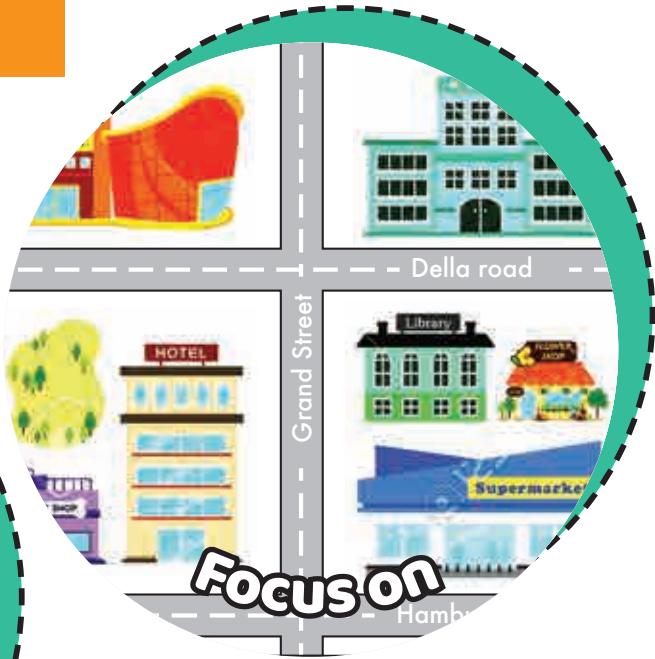
Scope & sequence for grade 9

Contents	Page	Vocabulary	Grammar	Reading	listening	listening and sounds	Speaking	Writing
Module 1: Make difference								
Work Together to Make it Better		Related to the topic	Revision of: Present simple & Present Progressive	A Different Class	talking about an experience with a Scout Group	/æ/	jobs	Order pieces of paragraphs
Creativity & Initiatives		Related to the topic	Revision of Present Perfect	'Light'	talking about individual initiatives		helping people	Steps for problem solving
Module 2: The future world								
A More Comfortable Life		Related to the topic	Will / going to	Life in the Future	Steve and Lisa talking about the future	/e/ /i:/	discussing pictures	My future house
Transport and Tourism		Related to the topic	Determiners	Autonomous Vehicles	Michael and Fatima talking about their ideas for the future		discussing questions about transport	Facts & opinions
Module 3: Decision Making								
Make Up Your Mind		Related to the topic	The Past Progressive Tense	Learn A Skill And Work with A Will	John's Decision That Changed His Life	/ʌ/	discussion about making decisions	Using first, second, finally... etc.
Exciting Challenge		Related to the topic	Imperatives	Mothers' Decisions Can Change The World	the decision of a group of students who help their village		discussing pictures	Describing a person
Module 4: On The Edge								
Critical Moments		Related to the topic	The Past perfect Tense	No one Had Believed It Was Possible	A story happened to Mrs. Tyler on the plane	/eɪ/ diphthongs:	discussing some photos.	Protecting species of animals
At Risk		Related to the topic	Wish Sentences	Between The ground And The sky	Between Reality & Imagination		A discussion in groups about dangerous sports	Cause & effect
Module 5: Values & Time								
Stay Positive		Related to the topic	Relative Pronouns and Relative Clauses	Who deserves the award	A story entitled "No good deed goes unrewarded"	/u/	pair work – quotes about values	Giving advice for problems
Time waits for no one		Related to the topic	Reported Questions.	Killing Time Is Not Murder!!!	A dialogue between two friends		Discussing a photo about time management	Writing a diary
Module 6: Keep In Touch								
Ready to Contact?		Related to the topic	passive voice	Touch hearts	Fred and Jamal talking about the changes technology added to their lives	/ɔ/ /ɒ:/	talking about someone who affected your life	Writing an email to a friend living abroad
Silent, yet Talking!		Related to the topic	Possessive Pronouns & Reflexive Pronouns	Let's Communicate in A Different Way	Adam leaving a message to his friend Peter		A discussion about facial expressions	Writing about an event or calibration



Module 1

Make a Difference



Work Together to Make it Better

Speaking

Discuss the following questions.

1. What would you like to be in the future?
2. How do you think your career will make a difference?
3. Name other careers that can positively change the world.

Unit plan

Speaking: jobs.

Reading: a text about a teacher and her different class.

Vocabulary: using key words in different contexts.

Grammar: revision of present simple and present progressive.

Pronunciation: short and long /a/

Listening: a boy talking about his experience with a scout group.

Writing: ordering parts of a paragraph about volunteering.



Reading

Read the following text then do the tasks below.

A Different Class

Hanan Al-Hroub was a poorly paid teacher in the West Bank. Then she won the 1\$ million Global Teacher Prize. The **committee praised** Mrs. Al-Hroub's "play and learn" method, which she still **employs**.

Besides her clown **outfit**, Mrs. Al-Hroub uses balloons, hula-hoops, toy cars and puppets to explain her lessons. Her aim is to make the classroom a calm and fun place where children can forget about the **struggles** of daily life, and open their minds.

"We play first, and when we play we learn," she said. "The kids don't even realise they are learning."

In addition to the toys and balloons, which she pays for with her own money, she uses videos and even PowerPoint in the classroom. For the first month of a new school year, her eight-year-old pupils may not even see an exercise book.

Parents often refuse the focus on play. That soon changes, Mrs. Al-Hroub says, when they realise that her methods improve behaviour – especially in troubled kids – and academic results. She also sees it as her duty to build their character. "No to **violence**" is a motto in her classes.

Mrs. Al-Hroub plans to establish her own foundation and use some of her winnings to train other teachers to follow her approach.

It is worth mentioning that Mrs. Al-Hroub's dream was to be a doctor but failing to do so did not prevent her from being a special person who could make a difference.

Key Words

committee: a group of people chosen to make decisions.

praise: to express approval, love, or admiration for something.

employ: to make use of something.

outfit: a set of clothes that you wear together.

struggle: trying hard to achieve something.

violence: the use of physical force to harm someone.

A. Answer the following questions.

1. What are Mrs. Al-Hroub's teaching tools?
2. How do parents usually react to Mrs. Al-Hroub's method?
3. What are Mrs. Al-Hroub's future plans?
4. What do you think of Mrs. Al-Hroub's way of teaching?

B. Decide if the following statements are True or False. Correct the false ones.

1. Mrs. Al-Hroub has always wanted to become a teacher.
2. She teaches in a secondary school.
3. Mrs. Al-Hroub's school provides her with all the materials.
4. She successfully deals with troubled-kids.

Vocabulary

Complete the following statements with words from the text.

1. The teacher began to the students for their excellent work.
2. An act of..... caused the window to be broken.
3. The artist had to a hammer to open his paint cans.
4. She was wearing a splendid
5. He has against cancer for two years.

Grammar

Revision of present simple and present progressive

A. Complete the sentences with the correct form of present simple from the text.

1. Mrs. Al-Hroub balloons, hula-hoops, toy cars and puppets.
2. Parents oftenthe focus on play.
3. Her methods behaviour.
4. We first and when we play we learn.
5. The kids even they are learning.

B. Write the verbs in brackets using the present progressive as in the following example.

e.g. They are building a new bridge nowadays.

1. She (talk) on the phone right now.
2. I (study) in the library at the moment.
3. It's good news to hear that John's health (improve).
4. Where are the children? There they are. They (play) tennis.

Pronunciation

Short vowel a /æ/

A. Listen to the following words and pay attention to the pronunciation of the short vowel a /æ/

cab – dad – bag – van – mat – hat – map – sad

Long vowel a /a:/

B. Listen to the following words and pay attention to the pronunciation of the long vowel /a:/

jar – father – car – class – arch – part

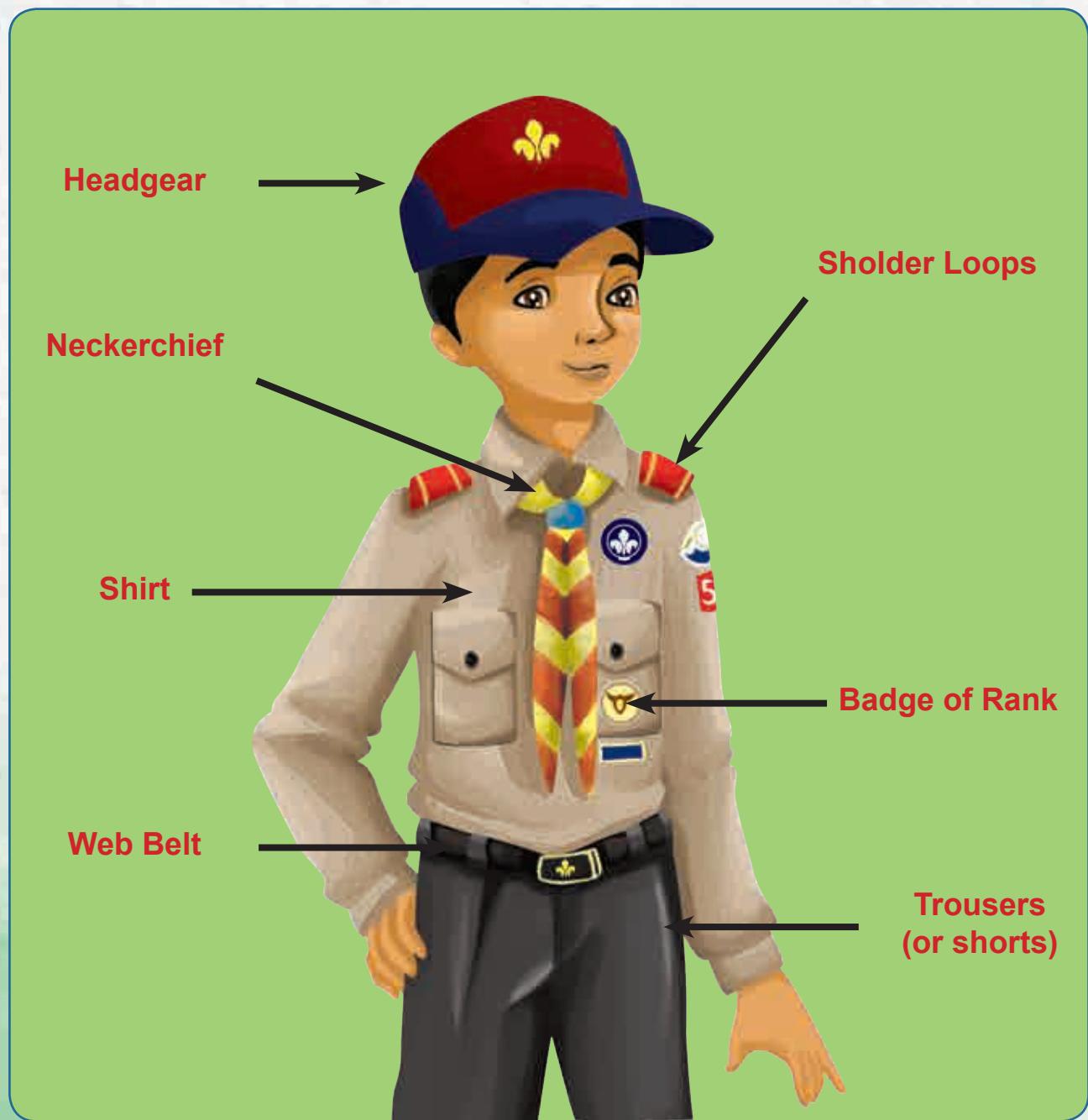
C. Classify the following words in the table

ant – flag – art – palm – glad – calm

/æ/	/a:/

Listening

Listen to Adam talking about his experience with a scout group.



A. Choose the correct answer.

1. Adam is a member in scout group.
a. Sanad b. Watad c. Sa'ed (help)
2. He joined the group when he was
a. 10 b. 11 c. 12
3. The neckerchief is
a. blue b. navy-blue c. yellow
4. Adam and his group members usually meet on
a. Fridays b. Saturdays c. Sundays

B. Decide if the following sentences are True /T/ or False /F/.

1. Members in the scout group have to wear the uniform in all the meetings.
2. Nowadays they are learning sign language.
3. Some of their activities are about child protection.
4. They helped old people last week.

Writing

Order the following three parts of a paragraph to compose a well-organized one.

- Volunteering can help you make friends, learn new skills, advance your career, and even feel happier and healthier. Researchers also say that nearly half of volunteers enjoy improved health and fitness, and a quarter lose weight - especially those working with children. Two-thirds feel less stressed. So, it seems that volunteering may improve your life.....
- The benefits of volunteering can be enormous.
- To sum up, by volunteering you can make a huge difference.

Creativity & Initiatives

Speaking

Discuss the following questions.

1. Did you come across a/an
 - a. blind person who needs to cross the street?
 - b. elderly who needs help walking or going up the stairs?
 - c. person who needs blood because of an accident?
2. What did you do to help them?
3. Did anyone ask you to do that?
4. Why did / didn't you offer help?

Unit plan

Speaking: helping people

Reading: a text about "Light Initiative"

"Initiative"

Vocabulary: using certain expressions in different contexts

Grammar: revision of present perfect

Listening: three people talking about their personal initiatives

Writing: a process paragraph about helping a disabled boy



Reading

Read the following text then do the tasks below.

Light Initiative

What is ‘Light Initiative’?

Light Initiative started with two people and now it includes more than 350 volunteers. They voluntarily record school and college books for the benefit of the **visually impaired** people. They started recording the books of the 9th and the 12th grades; they also record university books and **references**. Their aim is to meet the visually impaired people’s actual needs whatever they are.

How do they work?

Usually, the visually impaired person who has the desire to study a curriculum or a reference, contacts the initiative administration and **provides** them with the books needed. Then, the book is divided into tasks for a number of volunteers to record them.

Social Media

They use a Facebook page and a YouTube channel. On the Facebook page they **announce** that they finished this book or this curriculum, and they use the YouTube channel to publish the recordings. These records are saved in mp3 format.

Service Cost

Their services are **absolutely** free; i.e. the volunteer is not paid, and it doesn’t cost the visually impaired person anything. Anyone with a network can have access to their records.

Tools

Volunteers need very simple things. They use mobiles for recording and laptops to do the montage. No professional tools are needed.

What’s New?

Light Initiative’s new project is turning the Syrian curriculum into **Braille**. This will help Syrian students who suffer from sight problems.

Light Initiative’s Target

Light Initiative is trying to bring some light into the visually impaired people’s lives.

Key Words

initiative: a new plan for dealing with a particular problem.

visually impaired: people with sight problems.

reference: source of information like books or articles.

provide: to give somebody something or to supply.

announce: to tell people something officially.

absolutely: completely true.

Braille: a system of printing for blind people in which the letters and the numbers are printed as raised dots.

A. Answer the following questions.

1. Who is Light Initiative targeted for?
2. Where are the recorded books published?
3. What do volunteers use to record books?
4. How much does it cost to have the recorded books?
5. What do you think of such initiatives?

B. Match (A) with (B) to make full sentences.

A

1. Volunteers record the book



a. if you have a network.

2. Mp3 is the form



b. the syllabus into Braille.

3. You can listen to the recordings



c. after it is divided into several tasks.

4. Nowadays, volunteers are turning



d. of the recordings.

B

Vocabulary

Fill in the blanks with suitable expressions from the text.

1. This party was done the poor.
2. A lift was put to the disabled
3. Some people in Africa do not to safe drinking water.

Grammar

Revision of present perfect.

A. Select the correct answer to complete each sentence using the present perfect tense.

1. She's very experienced now. She (has – hasn't) been a volunteer for two years.
2. Good news! They (have raised – haven't raised) enough money for the charity this year.
3. While I've been a volunteer, we (have – haven't) helped a lot of young people to graduate from high school.
4. He's hungry. He hasn't (eaten – eat) for four days.
5. She misses him! She (hasn't – haven't) seen him for a long time.

B. Match (A) with (B) to make full sentences in the present perfect tense.

A

B

1. Have you done your homework?

a. She will speak to you in a minute.

2. She has just arrived.

b. for two months.

3. We have known her

c. to Paris before.

4. He has worked here

d. Yes, I have.

5. I haven't been

e. since she arrived to our city.

Listening

Listen to Shaza, Daniel, and Ahmad talking about their individual initiatives, then do the tasks below.

A. Decide if the following sentences are True or False.

1. Shaza tried to provide the girls with money.
2. Daniel wanted to repair the house.
3. Ahmad's project was to help the old people in crossing the street.

B. Choose the correct answer.

1. Shaza wanted to help her friends.
a. neighbours' b. daughters' c. sisters'
2. Daniel felt responsible for repairing the house because it is
a. his parents' house. b. next to his house. c. on his way to work.
3. Ahmad is boy.
a. a school b. a scout c. an office

Writing

Ahmed is your neighbour. He has a problem with his legs, so he can't walk. You always see him watching you sadly playing with your friends.

Think of an idea to help him and write the steps you will follow to solve his problem.





Focus on

Social Studies

Map skills

Reading a map: Please around town



Write north, south, east, and west in the spaces to complete each sentence.

1. The pet shop is of the park.
2. The flower shop is of the library.
3. The school is of the police station.
4. The hospital is of the police station.
5. The bakery is of the police station.
6. The library is of the supermarket.
7. The hospital is of the restaurant.
8. The police station is of the school.

Project

Draw a map entitled:

"Me on the Map"

- ➊ My house
- ➋ My town/ city
- ➌ My school
- ➍ Show the map to your classmates.





Module 2

The Future World



A More Comfortable Life

Speaking

Look at these pictures and discuss with your partner the following questions.



Unit plan

Speaking: discussing pictures.

Reading: for gist and detailed understanding.

Vocabulary: related to the text.

Grammar: "be going to" and "will".

Listening: listening to two people talking about the future.

Pronunciation: short and long /e/.

Writing: a paragraph about one's life in 20 years' time.



1. Do you think there will be robots everywhere?
2. What will these robots be able to do?
3. Are e-books better than traditional ones? Why?
4. Do you think there will be flying cars in the future?
5. What will their advantages be?

Reading

Read the following text, then do the tasks below.

Life in the Future

Life in the future will be very different. **Futurologists predict** that life will probably be very different in all the (fields of activity), from entertainment to technology. Some people have imagined that life in the future would be so easy and relaxing, while others have seen that it would be worse and more difficult. I think that in the future we will have a more comfortable life. This will be obvious in all **aspects** of life.

First, as for education, people will have better education because of technology.

E-books will **replace** traditional books, robots will replace teachers, and students will not have to go to schools every day as they will study at home through on-line teaching. So even absent students will learn.

Second, health will **improve**. Technology will also play a very important role in that. New medicines will help people get better. Robots will help doctors and sometimes replace them. Add to that, scientists and researchers are going to find cure to many diseases like Aids and cancer. So people will live longer.

Third, housing problems will end. People will build houses everywhere. So everyone will have a place to live in.

Fourth, hunger will stop all over the world. People will grow new types of **crops** everywhere even on the top of buildings.

Fifth and last, world peace is going to spread because of all the previous aspects. The world will have nothing to fight for. Everyone will have education, health, home and food. So everyone will be happier and love will be everywhere.



Key Words

futurologist: someone who forecasts the future based on existing conditions.

predict: to say that something will happen in the future.

aspects: areas, fields.

replace: take the place of.

improve: make something better.

crops: plants grown by farmers as food.

A. Answer the following questions.

1. How does the writer see the future?
2. Mention two things that will make education better.
3. Will people live longer in the future? Why?
4. How will hunger stop all over the world?
5. Will people live peacefully? Why?
6. Think of one more aspect about life in the future.

B. Match the following words with their meanings.

Word

Meaning

1. obvious

a. the opposite of war.

2. absent

b. clear.

3. peace

c. old.

4. traditional

d. not present.

Vocabulary

Complete the following statements with the words in the box.

disease

peace

improved

predict

replaces

obvious

1. It is difficult to what the long-term effects of the accident will be.
2. The weather towards the evening.
3. His father suffers from a heart
4. The way of reducing pollution is to use cars less.
5. The country is at with its neighbours for the first time in years.
6. The new software package the old one.

Grammar

"(be) going to" or "will".

A. Complete the following sentences with the correct form of "(be) going to" or "will".

1. Futurologists predict that life probably be very different in all the fields of life.
2. Scientists and researchers find cure to many diseases like Aids and cancer.
3. I think that life in the future be easy and comfortable.
4. World peace spread everywhere.

B. Match the beginnings in column A with the ends in column B.

A

1. I'd love to go out,

2. It is freezing today.

3. I think our team

4. Tonight we are going to have

5. It is a heavy box.

B

a. will win the match.

b. a birthday party for my mother.

c. I will lift it for you.

d. but I think it will continue raining.

e. It is going to snow soon.

Listening

Listen to Steve and Lisa talking about the future, and then do the tasks.

A. Decide if the following sentences are True /T/ or False /F/.

1. In the future, India will be the first largest economy in the world.
2. China will have many problems with its demographics.
3. The world population will be more than nine billion people.
4. Different countries will have nuclear weapons.

B. Choose the correct answer.

1. The world will have a lot of problems with
a. pollution b. energy c. infection
2. People will need to find other in the future.
a. medicines b. resources c. languages
3. In the future, people will live
a. peacefully b. fearfully c. sadly
4. People will explore the space to find new
a. energy b. planets c. creatures

Pronunciation

/e/ /i:/

A. Read the pairs of words below. Listen to the difference between the sounds /e/ and /i:/.

/e/	/i:/
men	mean
red	read
met	meet
led	lead
set	seat
fell	feel
wet	wheat
hell	heal
ten	teen
peck	peek

B. Listen to the following words and put them in the right place in the table.

egg, deal, seal, vent, lend, need, tell, bed, feet, beef, end, weak, net, meat, evil, check

/e/	/i:/

Writing

Complete the following paragraph with the appropriate conjunctions from the box.

because²

but

so

and

My life in twenty years' time

In twenty years' time I will be over thirty years old. I will be married we will have two children. I will have a good job. I will be an English teacher it's my favourite subject. We will have a nice house it will not be very big. We will spend a lot of time playing with our children. I'm interested in music, I will have a wonderful music collection. We will only get our music from the Internet. I will play traditional folksongs very well I'm learning them now.

Transport and Tourism



Speaking

Discuss with your partner the following questions.

1. What form of transport do you usually use?
2. Do you like the transport system in your country? Why?
3. How does transportation affect tourism?
4. Do you think that driverless cars will make journeys quicker?

Reading

Read the following text about autonomous vehicles, and then do the tasks below.

Autonomous Vehicles

Some people think that autonomous vehicles will change our lives for the better. They think that they will be safer and transportation will be more **efficient**. However, others believe that autonomous vehicles will cause many problems that need to be solved before they are

Unit plan

Speaking: discussing questions about transport.

Reading: for gist and detailed understanding.

Vocabulary: related to the text.

Grammar: Determiners.

Listening: listening to two people expressing their ideas about the future.

Writing: a paragraph about one's dream means of transport.



allowed to become a part of our daily lives. First, driverless cars will increase unemployment. Thousands of drivers will lose their jobs if autonomous vehicles are **allowed** to take over the roads. Truck drivers, **delivery** drivers, taxi drivers and many other kinds of drivers will lose their jobs. This increase in unemployment could cause serious social problems.

Second, companies and governments will lose money. For example, **insurance** companies now get about fifty percent of their income from car insurance. Governments and cities, too, will lose much money from parking, speeding **fines** and petrol taxes. Finally, there is no planning. Dramatic change is coming, but governments haven't begun thinking about it. Only some American cities have done long-term planning. Driverless cars could arrive by 2030, but most government **officials** and transport ministers are only worried about short-term problems. In conclusion, it is possible that autonomous vehicles will not benefit society if they are introduced too quickly. They may cause social chaos through unemployment, **financial** loss and lack of planning. It is important that these issues are addressed before autonomous vehicles are allowed on our roads.

Key Words

efficient: working well without wasting time or energy

allow: to let someone do something/ to permit

delivery: the act of bringing goods, letters etc. to a particular person or place

insurance: protection against future loss

fine: money that you have to pay as a punishment

official: a worker who holds an office

financial: relating to money

A. Answer the following questions.

1. What are some benefits of autonomous vehicles?
2. Who will be affected by driverless forms of transportation?
3. What causes the government to lose money?
4. Would you like to have an autonomous car? Why?

B. Decide if the following statements are True /T/ or False /F/ and correct the false ones.

1. Driverless cars will increase the employment.
2. Insurance companies get a lot of money from car insurance.
3. Only some American cities have done short-term planning.
4. Autonomous vehicles may cause social disorder through financial loss.

Vocabulary

A. Complete the following sentences with the words from the box.

allow insurance fined income long-term benefit

1. Do you have on your house and its contents?
2. The effects of smoking are serious.
3. He was for parking on the wrong side of the street.
4. They are working together to the whole society.
5. My parents wouldn't me to go abroad.
6. She took on extra work to increase her

Grammar

Determiners

A. Complete the following sentences with the determiners in the box.

these much many their

1. Some people believe that autonomous vehicles will cause problems.
2. Thousands of drivers will lose jobs.
3. Governments and cities won't get money from parking.
4. It is important that issues are addressed before autonomous vehicles are allowed on our roads.

B. Select the correct answer in brackets.

1. I would like to ask (a few, any) questions.
2. She doesn't have (much, many) friends.
3. There are (a lot, some) birds on the tree.
4. He doesn't have (much, many) money.
5. (A, The) sun rises from the East.
6. (These, This) flowers aren't for sale.

Listening

Listen to Michael and Fatima talking about their ideas for the future; then do the tasks.

A. Choose the correct answer.

1. In Michael's opinion, the weather in the cities will be
a. warm b. cool c. cold
2. There will be national above the ground.
a. schools b. zoos c. parks
3. People will travel around on small flying
a. cars b. trains c. planes
4. In Fatima's opinion, schools will have for all students.
a. books b. computers c. bags
5. Her city will be inside very buildings.
a. big b. small c. tall

B. Decide if the following statements are True /T/ or False /F/.

1. In Michael's opinion, people will live in underground cities.
2. His city will have polluted air.
3. In Fatima's opinion, restaurants will have robot waiters.
4. In the future, all people will live in space.

Writing

Complete the following paragraph with the suitable adjectives from the box.

great extended open minded unique happy

I have a family. All the members of my family are flexible and They always promote me to do well in every field. They never pull me back. I am very to get birth in this family. My family is an family where my uncles, aunts, grandparents, cousins, etc. live together. I have time with my family because we celebrate each festival together. I help other kids in family in doing their home works daily.

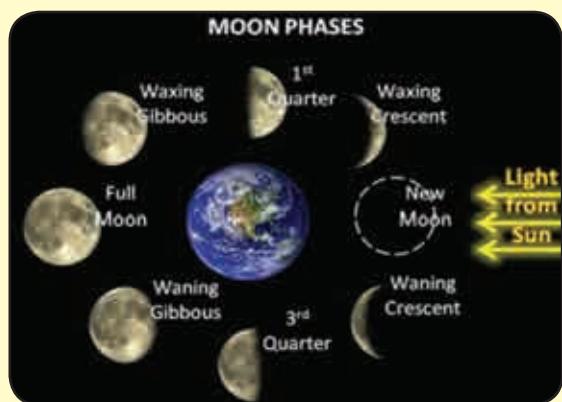
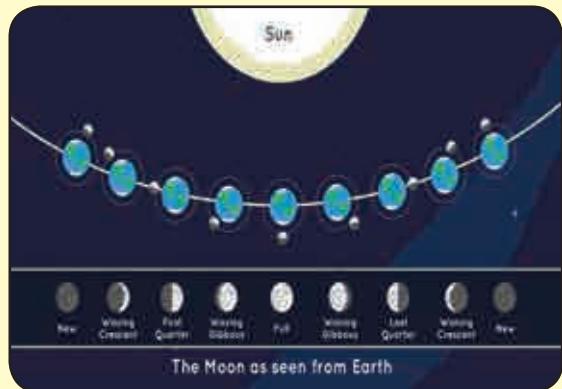


Focus on

Science

If you have looked into the night sky, you may have noticed the Moon appears to change shape each night. Some nights, the Moon might look like a narrow crescent. Other nights, the Moon might look like a bright circle. On other nights, you might not be able to see the Moon at all. The different shapes of the Moon that we see at different times of the month are called the Moon's **phases**.

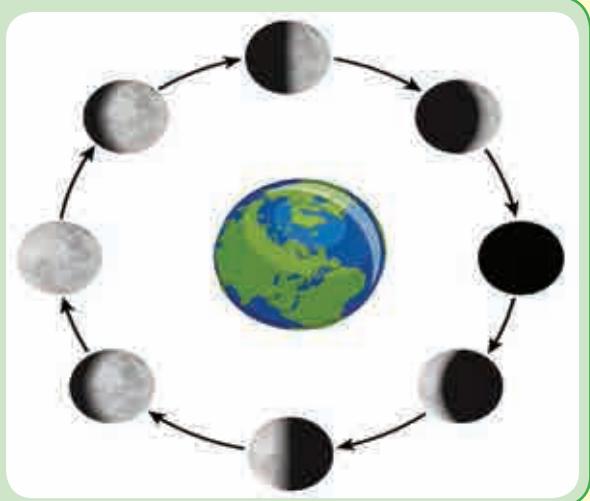
Why does this happen? The shape of the Moon isn't changing throughout the month. However, our view of the Moon does change. The Moon does not produce its own light. The source of light is the Sun. Without the Sun, our Moon would be completely dark. What you may have heard referred to as "moonlight" is actually just sunlight reflecting off of the Moon's surface. The Sun's light comes from one direction, and it always lights up one half of the Moon which is the side of the Moon that is facing the Sun and the other side of the Moon becomes dark.



The Moon Phase "3rd Quarter" has another name which is "Last Quarter"

Match the names of the Moon Phases with their correct pictures.

- a- full Moon.
- b- waning gibbous Moon
- c- last quarter Moon
- d- new Moon.
- e- waxing gibbous Moon.
- f- waxing crescent Moon.
- g- waning crescent Moon
- h- first quarter Moon.



Project

In groups answer the questions. Check your answers; then use a piece of cardboard to draw the map on and colour it. Hang the best one on your school magazine.

Continents and Oceans

From space, the Earth looks blue. This is because the surface of the Earth is mostly water. The surface is about 70% ocean and only 30% land. People have given the land and ocean names. The land divided into seven continents. They are (in order by size): Asia, Africa, North America, South America, Europe, and Australia. The five oceans are (in order by size): the Pacific, Atlantic, Indian, Southern, and Arctic.

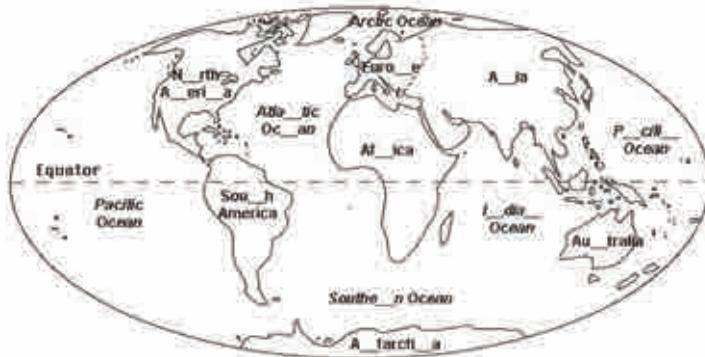
Label the continents and oceans.

Color the land green.

Color the water blue.



This is a _____



1. How many continents are there?
2. How many oceans are there?
3. Which continent is also an island?
4. Which continent covers the South Pole?
5. Which ocean surrounds Antarctica?
6. Which ocean covers the North Pole?
7. Which ocean is east of Africa and west of Australia?
8. Which ocean is west of Americas and east of Asia?
9. Which percent of the Earth is covered by water?
10. Which percent of the Earth is covered by land?

Stories from around the world

The Happy Fisherman

Once upon a time there was a king and a queen who had only one son. Their kingdom was very large with fruitful gardens, fountains, swings and many interesting things. They need few days to go round it. But the King's son, the prince, was always unhappy. Nothing made him happy although the king and the queen did their best, but in vain.

The king and the queen showed the prince to most of the doctors and professors in the country but also they failed to make the prince happy.

One day, a wise man heard about the prince's problem and knew that the king and the queen were worried about their son. So he went to the king and told him that he had a solution which might solve the problem. He told them that they had to find a truly happy man in the kingdom and the prince should wear the happy man's shirt for a night and a day.

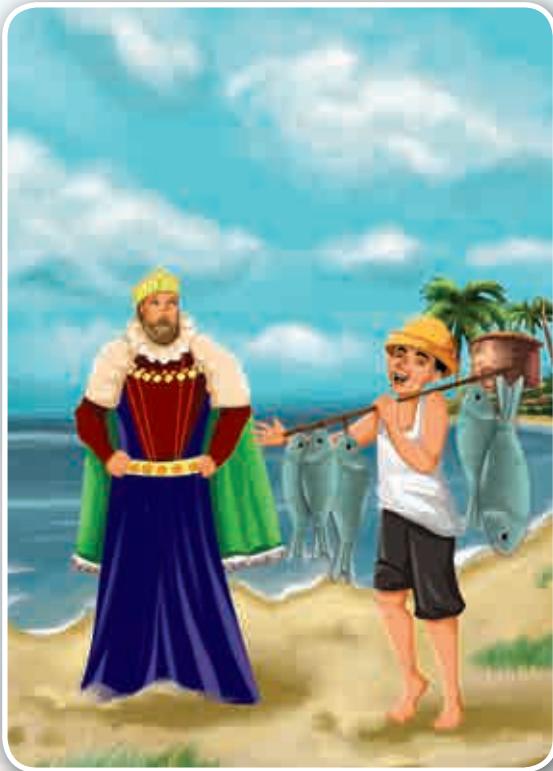
The king asked his servants and guards to search for a truly happy man in the kingdom but nonsense, there was no single happy man in the kingdom.

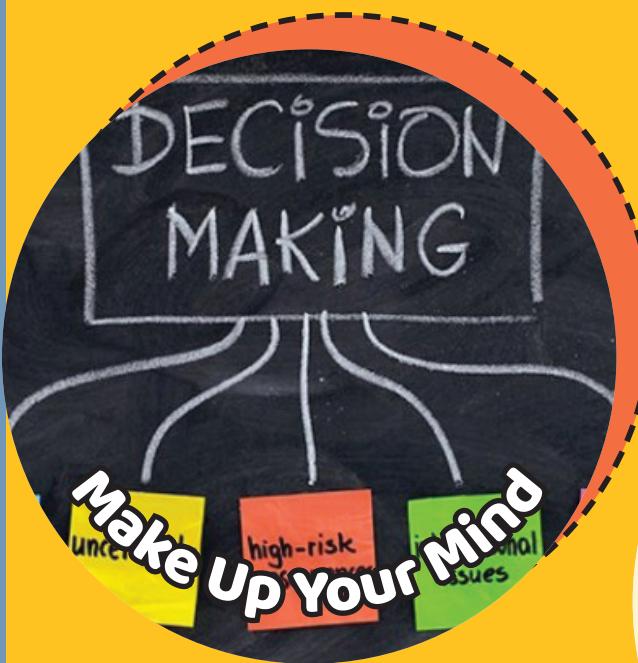
One day, the king decided to go fishing. While he was on the shore he heard a fisherman singing. He approached him and asked him if he were happy. The fisherman told him that he felt always that he was the happiest man in the whole world and he was pleased with everything throughout his life.

Then, the king was very happy because he thought he had found the man who could lend him his shirt for his son to wear. So the king asked the happy fisherman if he could do him a favour and lend him his shirt for his son. The fisherman laughed and told the king willingly he could, but he continued unfortunately he didn't have any shirt all his life.

The king realized it is not necessary for wealthy people to be happy.

- Summarise the story. Then tell the summary to your classmates.





Module 3

Decision Making



Make up Your Mind



Speaking

Unit plan

Speaking: discussion about making decisions.

Reading: a text about how to make a decision.

Vocabulary: related to the text.

Grammar: past simple and past progressive.

Listening: to a story about a decision that changed John's life.

Pronunciation: /ʌ/.

Writing: a paragraph about a visit.

Discuss with your partner the following questions.

1. Is it easy for you to make a decision ?
2. What steps do you usually follow when making important decisions?
3. Whom do you ask before you make important decisions?
4. Have you ever changed your decision?



Reading

Read the text and do the tasks below.

Learn a Skill and Work with a Will

"Wisdom is knowing what to do next, skill is knowing how to do it and virtue is doing it" (David Star Jordan).

We make thousands of decisions a day. Making a choice is easy. Choosing well takes knowledge and skill. You have many decision-making examples in daily life such as: deciding what to wear, what to eat for lunch, what task to do next, choosing which book to read, etc. Decision making is an on-going process in every aspect of life, large or small.

The ability to make a decision and **stick** to it is the cornerstone of good leadership skills. Having critical thinking skills allows one to **ascertain** the problem and come up with a suitable and **beneficial** solution. Before taking a step, we must try to see where possible **potholes** are. This won't just make us stronger moving forward. It will also give us more determination and awareness about what we are deciding.

The decision-making tools help you to **map out** all the possible **alternatives** to your decision, its chances of success or failure. So to make a decision, you must first **identify** the problem you need to solve or the question you need to answer.

What also prevents effective decision-making is when you do not have enough information about your decision. In this case you are making a decision without any **basis**.

Teamwork helps you to make the right decision. You must collaborate with your family members and classmates, at some point, to make a sound decision. Time management is very important; since decisions need to be made quickly sometimes, you have to outline the amount of time you have to make your decision. Also, organization is vital in your making a final decision. You should use this skill to find out what results you're looking for and if it's a top priority.

Key Words

stick: to continue doing something in a determined way.

ascertain: to find out something.

beneficial: having a good effect

potholes: large holes.

map out: to plan carefully how something will happen.

alternative: something that can be used instead of something else.

identify: to recognize someone or something.

basis: the facts, ideas, or things from which something can be developed.

A. Answer the following questions.

1. What is the difference between wisdom and skill?
2. What is the cornerstone of good leadership skills?
3. Why is time management very necessary in making decisions?
4. Who helps you to make the right decision?

B. Match column A with column B.

A

1. Choosing your decision will

B

a. when you don't have enough information about your decision.

2. What prevents decision making is

b. we must try to see where potholes are.

3. After taking a step,

c. in your making a final decision.

4. Organization is vital

d. needs skill.

Vocabulary

Complete the statements with the following words.

allow

awareness

collaborate

outline

priority

1. Health officials have tried to raise
2. My parents wouldn't me to go to the party.
3. The club's is to win the League.
4. Always write an for your essays.
5. Elephants to look after their young.

Grammar

Past simple and past progressive

A. Read the paragraph, then fill in the gaps with words from the box.

cycling

were

rang

waiting

was

visited

1. I decided to spend my holidays in Wales last year. I travelled around by bike. I the villages on the way and talked to people.
2. My friends decided to spend their holidays by the sea. So, while I was....., my friends sitting on the beach.
3. But during my holiday, when I talking to someone in the street, my mobile My friends were calling to tell me that they were at a bus stop because it was raining so heavily at the seaside.

B. Complete the following statements using verbs from exercise A above.

1. I to spend my holiday in Wales last year.
2. I visited the villages on the way and to people.
3. My friends were to tell me that they waiting at the bus stop.
4. It raining so heavily at the seaside.

Listening



Listen to the story of John about (The Decision that Changed His Life) and do the tasks .

A. Decide if the Following statements are True /T/ or False /F/.

1. John gave up soda about a month and a half ago.
2. After the first two weeks John was thinking about soda.
3. John made a suggestion that has changed his study.
4. By cutting out soda John lost five kg.

B. Select the correct answer between brackets.

1. John's decision seems to him like a (tiny – big) one.
2. After giving up soda, John doesn't (regret – like) his decision.
3. John gave some (advice – money) to those who were in the same situation.
4. (John's friends – John's father) helped him to give up soda.

Pronunciation

/ʌ/

A. Listen to the following words and pay attention to the /ʌ/ sound.

bun	bum	bus	bud	bug	but
hut	cut	cup	dug	fun	gun

B. Classify the words that have /ʌ/ vowel sound in the following table .

rag	truck	bud	trouble	track
cat	summer	bird	shirt	bungee-jumping

Writing

My group decided to visit a village because we wanted to get away from the noise of the city. We wanted to get an insight into the lifestyle of the local people there.

Fill in the gaps with words from the box to complete this paragraph.

then

first

finally

after that

We set out for a day trip quite early at 5 a.m., I was over the moon shortly after starting the trip to the village. After a long drive, we got to the village; we rented some bikes to cycle around the village., we visited some 400-year-old ancient houses and had a look at communal houses where the local people gathered for festival celebrations or public meetings., we had lunch and the food was wonderful. In the afternoon, we joined a cooking class with the villagers who were friendly and clever at making traditional cakes. We enjoyed everything in the village., we hoped that we can have a longer trip to the countryside down the road if we had more time.

Exciting Challenge



Bill Gates



Mary Curie



Charlie Chaplin

Speaking

Look at the pictures. Then, work in pairs and ask your partner which character s/he prefers and what s/he knows about him or her.

Reading

Read the text and do the tasks below.

Mothers' Decisions can Change the World

One day Thomas Edison came home and gave his mother a letter from his teacher. As she read the letter, his mother's eyes were tearful. Thomas Edison's teacher wrote that Edison was mentally ill and wouldn't be allowed in school anymore. When Edison asked his mother what this letter said, she **pretended** to read it aloud, saying your son couldn't go to school because he was a **genius** and the school is too small for him. "Please teach him yourself." Edison's mother hid the letter and decided to educate young Thomas at home.



Unit plan

Speaking: discussing favourite characters.

Reading: a text about Thomas Edison.

Vocabulary: related to the text.

Grammar: Imperative.

Listening: to a decision on how to help a village.

Writing: about a solution to a definite situation.

Edison was homeschooled by his mother's decision; he wasn't able to memorize lessons and needed hands-on experience to understand and learn things. Edison's mother wasn't **frustrated**; she wanted Edison to be a scientist. He grew up and set up a laboratory at home and began his own experiments. He also set up his own telegraph station and sent out messages by using a train whistle.

At the age of 30, Edison invented the phonograph. His work in a number of fields created the basis for many technologies that we enjoy today. However, like anyone else, he suffered through failure numerous times, but where others **quit**, he persisted. After his mother's death, one day Edison found the hidden school letter, cried for hours and then he wrote in his diary, "Thomas Alva Edison was a mentally ill child that, by a hero mother, became a genius. Edison said: "My mother was a great woman, she believed in me and made me one of the greatest inventors".

Key Words

pretend: behave in a way to make people believe something that is not true

a genius: someone who is unusually intelligent or very smart

frustrate: to make somebody feel annoyed

quit: stop doing something

A. Decide if these sentences are True/T or False /F and correct the wrong ones.

1. Edison's mother fell happy as soon as she read the letter.
2. Thomas Edison's teacher wrote that Edison was mentally ill.
3. Edison's mother decided to teach Edison abroad.
4. Edison wasn't able to invent anything when he grew up.

B. Answer the following questions.

1. What did the teacher give Edison?
2. Where did he begin his experiments?
3. Did Edison quit when he failed?
4. How old was he when he invented the phonograph?
5. What would you do if you were Edison's mother?

Vocabulary

Complete the statements with the following words.

genius

frustrates

experiments

persisted

1. My father was a at storytelling.
2. His showed that lightning was a kind of electricity.
3. She with her studies in spite of financial problems
4. Failing more than once students.

The Imperative



Imperative

Uses of Imperatives

- Write your name

Give Order

Give Instruction

- Take a deep breath

- Have some tea

Offer Something

Make A Request

- Be quiet, please

Negative

We use do not (don't).

We use the **imperative** to give orders.



Don't eat in the class!



A. Underline the imperative verbs.

1. Passenger: Stop! Could you take me to the station, please?
2. Taxi driver: Of course. Get in and fasten your seatbelt!
3. Passenger: Don't drive too fast, please! I get sick easily.
4. Taxi driver: I cannot drive fast in the rush hour traffic! And please don't be sick in my taxi!

B. Complete the following statements with words from the box.

turn

Please

Don't

quiet

wake

smoke

1. Be ! This is a library. People are studying.
2. When you get to the corner, right.
3. wear a helmet when you ride your bike.
4. The bus leaves on time every day. be late.
5. If you want to smoke, go outside. Don't in your room.
6. Where's mum? She's taking a nap. Please don't her up.

Listening

Listen to the decision of a group of students on how they help their village and do the tasks.

A. Decide if these sentences are True /T/ or False

/F/.

1. There was a small wildfire in our village.
2. The students brought the trees to sell them.
3. They made a schedule about how to take care of trees.
4. The students have to water the trees at any time.



B. Choose the right answer to complete the following sentences.

1. There was in our village.
a. a wildfire b. famine c. poverty
2. They brought trees.
a. one hundred b. two hundred c. one thousand
3. We went to the forest with our and we were so excited.
a. teacher b. friends c. manager

Writing

- It's important to think carefully and ask yourself some questions to decide if a choice you're making is good or bad.

Let's say you're at school and you hear people making fun of someone in your class.

Write what you would do.

Choose one of the following solutions and write about it:

- to be kind.
- to defend your colleague who is being bullied.



Focus on

Chemistry

Read the text, then do the following tasks.

We know soap is used to wash the dirt off our hands and bodies. We also know soap is used to wash other things such as the dishes we eat off, the clothes we wear, the dog (when he runs through the mud) and even your mom and dad's car. But have you ever stopped to think about what soap is?

Soap is made from water, ashes and fat from either animals or plants. When the three are mixed together, a chemical reaction takes place. This means the water, ashes and fat turn into something different. They turn into what we call soap.

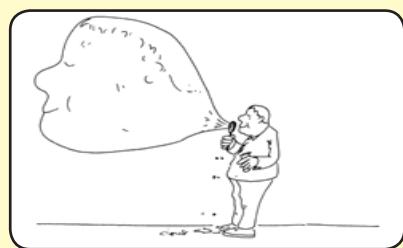
When the chemical change takes place to make soap, two types of molecules are created, hydrophobic and hydrophilic.

The hydrophobic molecules grab hold of the dirt and oil on your hands or body. The hydrophilic molecules like to mix with water to make bubbles. By working together, the two types of molecules remove the dirt from your body and take it away.

But guess what else happens? The chemical change is so powerful that when soap comes near more fat, the soap acts like a magnet and pulls the fat toward it.

Making bubbles

Try the following experiment.



Bubbles and soap films are made of a thin layer of water, sandwiched between two layers of soap molecules. You can make giant bubbles by mixing these ingredients together:

- 1 litter of water (distilled is preferable, but tap water will do),
- 15 ml good quality washing-up liquid,
- 10 ml glycerol/glycerine (from your supermarket's cake-baking section).

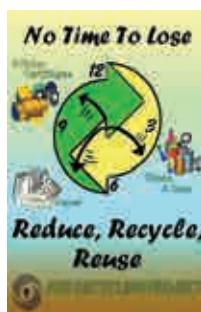
Use your hands to make a hoop-shape. Dip them in the bubble solution and blow gently but firmly. Using this method you should be able to blow bubbles up to about 60 cm in diameter!

Project

Decide to recycle your town's waste materials and objects.

Work in groups of four and distribute the turns.

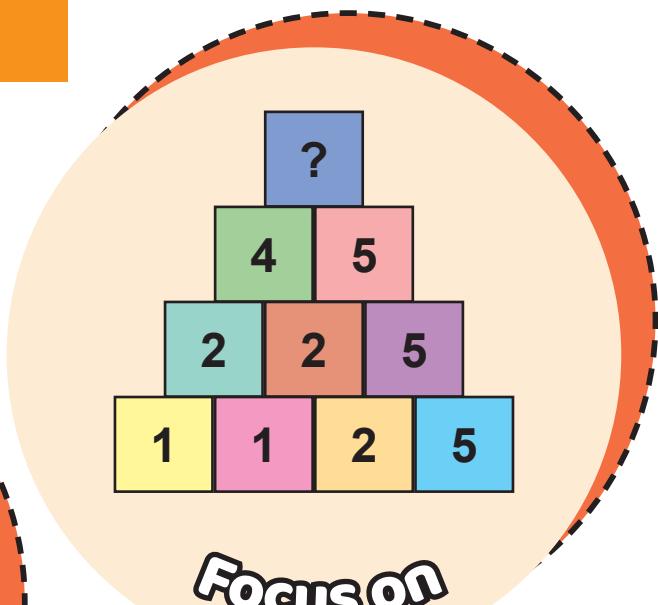
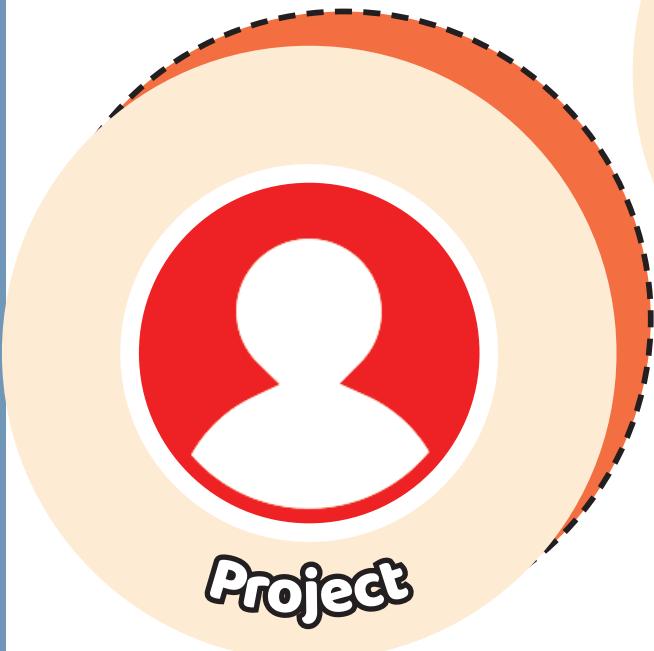
- One of your friends collects the materials which can be recycled as glass, paper, metal and plastic.
- Another one buys four containers and puts them in the town centre.
- A third one takes these materials to the recycling plant.
- A fourth one starts distributing brochures in town to shed the light on how recycling is important to save our environment.





Module 4

On the Edge



Critical Moments

Speaking

1. In groups of three, discuss what you can see in the photos.
2. Speak about a dangerous experience that happened to you, you heard about, or watched in a film.

Unit plan

Speaking: Discussing some photos

Reading: A text about “Titanic”

Grammar: Past Perfect

Pronunciation: Diphthongs /ei/

Listening: A story of Mrs. Tyler on the plane

Writing: Correcting sentences (word order)



Reading

Read the text about “Titanic Ship” and do the tasks below.

No One Had Believed it was Possible

In 1912, the “Titanic” hit an iceberg on its first trip across the Atlantic. The Titanic was the largest ship that had ever travelled on the sea. It was carrying 2207 people, but it had taken on enough lifeboats for only 1178 people. Not more than 651 of the passengers were able to get into lifeboats.

Some of the survivors had been in the icy water for hours when they were saved. Most of the passengers hadn’t lived long; 1502 people had lost their lives. But why was there such a great loss of life and so few survivors who were on the edge of death?

Nobody had prepared for such a tragedy. Nobody had believed that the Titanic could sink. The steamship company had thought that its ship would be completely safe in all situations. They had followed an old rule for the number of lifeboats, so they had supplied lifeboats for only half the people. The passengers had not yet received their lifeboats numbers, nor had they practiced lifeboat drill before the accident. Many of them had not even dressed warmly, for the ship had hit the iceberg late at night, and they did not believe they were in danger.

The ship had already received 6 ice warnings on its radio when it struck the iceberg. Nevertheless, it had not changed its direction or its speed. A tragedy like the sinking of the Titanic should never happen again.



A. Answer the following questions.

1. What happened to the Titanic ship in 1912?
2. Why were the survivors so cold?
3. Why hadn't the steamship company prepared for the tragedy?
4. How many people survived this horrible accident?

B. Match column A and B to give the words their correct definitions.

A

B

1. iceberg

a. a small boat to save people on board if the ship sinks

2. lifeboat

b. a person who continues to live after danger

3. to sink

c. to provide

4. survivor

d. to go down

5. to supply

e. a large mass of ice floating in the sea

Past Perfect

A. Complete the statements with information from the text above.

1. The Titanic was the largest ship that on the sea.
2. When some of the survivors were saved, they for hours.
3. The passengers their lifeboats numbers before the accident.

B. Match A with B to complete the sentences.

A

1. The Titanic was carrying 2207 people, but

B

a. the ship had hit the iceberg late at night.

2. Many passengers had not dressed warmly, for

b. it had taken lifeboats enough for only 1178 people.

3. The ship had received 6 warnings when

c. its speed after 6 warnings.

4. It had not changed its direction or

d. it struck the iceberg.

Pronunciation

/ei/ diphthongs

A. Listen and repeat the /ei/ sound.

fail bake wait weight sake sane cape wake

B. Circle the words which have /ei/ sound.

gaze	hate	day	key
sheep	shape	bate	sail
James	bet	shake	ape

Listening

Listen to the following story that happened to Mrs. Tyler on the plane, then do the tasks below.

A. Decide whether the following statements are True /T/ or False /F/.

1. There were 50 doctors on the plane.
2. The doctors thought Mr. Tyler had died on the plane.
3. Mrs. Tyler had been at hospital for one month.
4. she was able to go to her daughter's wedding.



B. Choose the correct answer a, b or c.

1. The cabin crew broadcast a desperate call to
a. Mrs. Tayler b. the passengers c. the emergency
2. There was to find a doctor on the plane.
a. great confidence b. much success c. little hope
3. All the doctors on the plane were
a. cardiologists b. dentists c. vets
4. The doctors on the plane were
a. going for a journey b. returning back home c. travelling for a medical conference

Writing

A. Rewrite the following sentences after selecting one choice given in brackets.

1. (Yesterday he / He yesterday) found (in his garden a ring / a ring in his garden).
2. I received (from my uncle an invitation to a party / an invitation to a party from my uncle)



B. Correct the following sentences paying special attention to the word order, then write similar alternative ones.

1. You will have to write twice this drill.
2. It is pleasant to spend sometimes an hour in a library.
3. The teacher gave to the boy some good advice.
4. On my way to school happened something very funny.
5. They both again reached home.
6. Used to live two doctors opposite our house.
7. I used very often to visit in the country my cousin.

At Risk



Unit plan

Speaking: A discussion in groups about dangerous sports

Reading: "Sky Walkers"

A story of an amputee

Grammar: verb forms following "wish"

Pronunciation: /e/ vowel sound

Listening: a text entitled "Between Reality and Imagination"

Writing: Sentences about different situations

Speaking

Look at the pictures. In groups, discuss the following questions.

1. Which sports do people in your country/city practise?
2. Do you think these sports are safe or dangerous? Why?
3. How would you feel if you tried one of these sports?



hang gliding



Skydiving



Mountain biking



water skiing



bungee jumping



54



Scuba diving



Skateboarding



Free climbing

Reading

Read the following text and do the tasks below.

Sky Walkers

A selfie is a self-portrait photograph, typically taken with a digital camera or a smart phone, which may be held in the hand or supported by a selfie stick. Selfies are often shared on social media services such as Facebook, Twitter, Snapchat, and Instagram.

When Marat Dupri bought his camera, he decided he would **shoot** nice landscape pictures. Feeling it might not have been the most original idea ever, he started to **spice things up** by climbing up higher and higher structures, using no safety equipment at all. Marat Dupri earned the name of “The sky walker”; and quickly, dozens of people followed his footsteps, trying to get the most **incredible** views.

Then most people began to take dangerous selfies while travelling. They began **scaling skyscrapers**, cliffs and bridges to capture a photo to remember. Almost everyone has taken out their smart phones to snap a photo of themselves. But many studies showed that when taken in dangerous circumstances, selfies can cause death.



This Instagram shot was taken by Angela Nikolau, from Tianjin, China. Some might even say "It's too dangerous". How did she even get there?!



This is also one of many pictures snapped by Daniel Lau, one of the world's most well-known photographers. In this photo, the skyscrapers of Hong Kong set the shocking scene.

At last, we can say that this kind of art seems to have been lost somewhere between the ground and the sky. Be careful not to spoil this art and use it for lovely memories and beneficial issues. Take care of yourselves and other people around you. Putting yourselves at risk is useless; it sounds to be a crazy idea. Our lives are very precious and valuable. We shouldn't lose them by irresponsible behaviours.

Key Words

to shoot: to take a photograph of something
to spice up: to add interest or excitement to something
incredible: impossible or very difficult to believe
scaling: climbing to the top of something very high and steep
skyscrapers: very tall buildings in a city
beneficial: having a good effect

A. Answer the following questions.

1. What do people use to take selfies?
2. What did Marat Dupri decide when he bought his camera?
3. When are selfies dangerous?
4. In your opinion, what does the writer mean by "art seems to have been lost somewhere between the ground and the sky"?

B. Complete the sentences in A with their suitable endings in B.

A	B
1. "The sky walker" is a name that was given	a. to shoot a selfie.
2. "How did Angela Nikolau get to Tianjin, China?" is a question that occurred	b. to lose their lives.
3. Daniel Lau scaled the skyscrapers of Hong Kong	c. to Marat because he climbed up very high places.
4. Irresponsible behaviour may cause people	d. to be a crazy idea.
	e. to people who saw the shocking scene.

Vocabulary

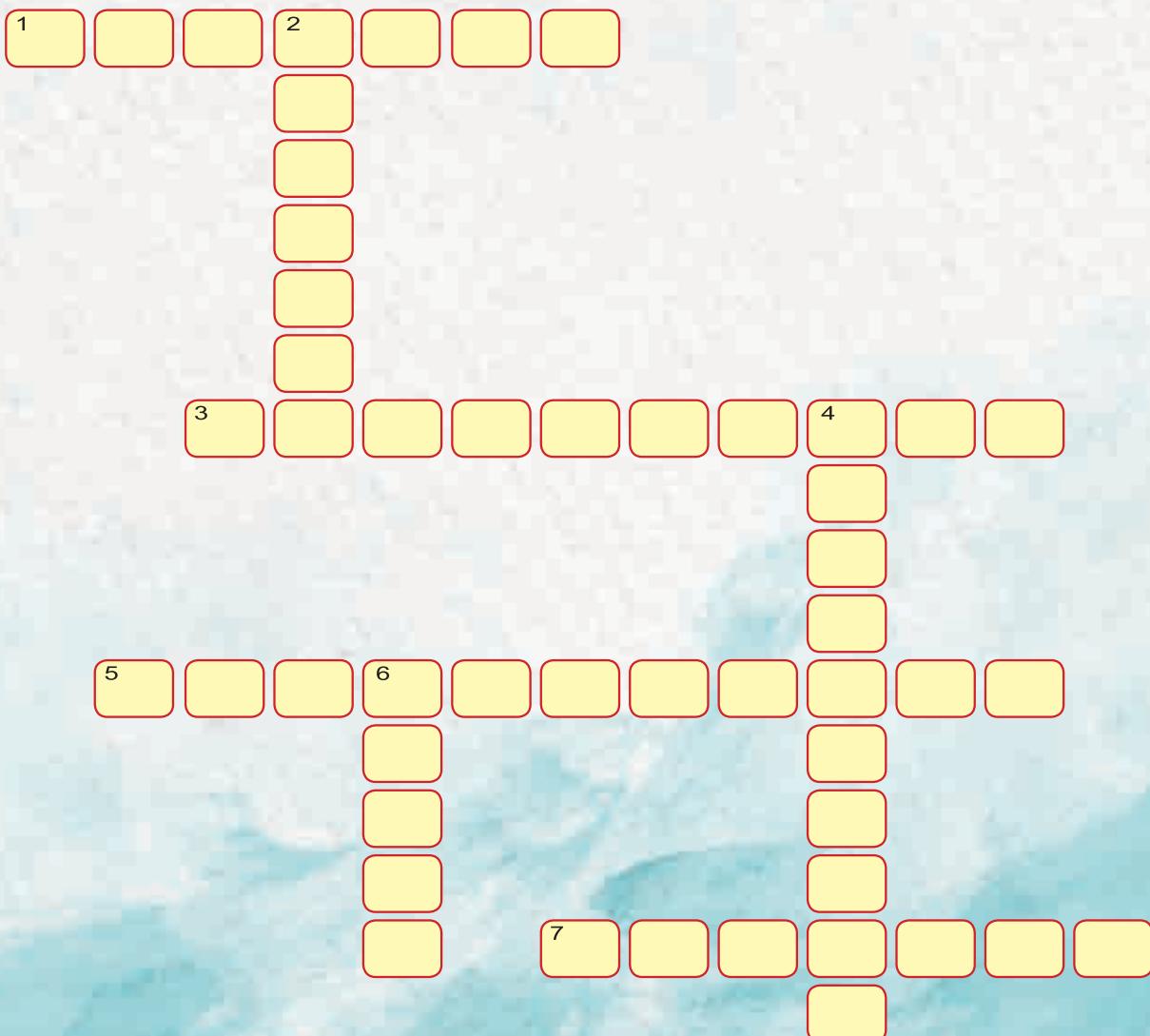
Complete the following crossword.

DOWN

2. to take a photograph of something
4. impossible or very difficult to believe
6. take a photograph of something

ACROSS

1. add interest or excitement to something
3. having a good effect
5. very tall buildings in a city
7. climbing to the top of something very high and steep



Match regrets in A with wishes in B.

A
Jack's regrets

B
Jack's wish list

1. I didn't graduate from university.

a. I wish I **had learnt** languages.

2. I wasted too much time watching TV.

b. I wish I **hadn't wasted** too much time watching TV.

3. I didn't visit Australia when I was younger.

c. I wish **had had** enough time for sport.

4. I didn't learn languages.

d. I wish I **had visited** Australia when I was younger.

5. I had a boring desk job.

e. I wish I **had graduated** from university.

6. I didn't have enough time for sport.

f. I wish I **hadn't had** a boring desk job.

Listening

Listen to Kate's story and do the tasks.



A. Decide if the Following statements are True / T/ or False / F /.

1. Kate and her family skied for two or three hours before lunch.
2. Kate saw a boy with a blue hat.
3. The boy wasn't wearing shoes.
4. Kate hit the boy on purpose.

B. Choose the correct answer a, b, or c.

1. Kate saw the boy for the first time
a. while she was skiing b. in the nearby street c. around some places in France
2. After Kate hit the boy, he
a. stood in front of her b. fell down and was hurt c. unexpectedly disappeared
3. While Kate was looking for the boy, her Dad
a. left b. stood up c. arrived
4. Kate's Dad was the matter.
a. pleased at b. worried about c. comfortable with

Writing

- Write as many sentences as you can in each circle; then organize your ideas in a paragraph.

Something happy you passed by.

Something sad happened to you.

Moments you felt you lived on the edge.

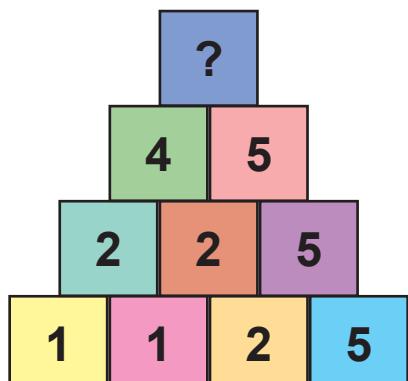


Focus on

Algebra

- Algebra is a branch of mathematics dealing with symbols and the rules for manipulating those symbols.
- Basics of Algebra cover the simple operation of mathematics like addition, subtraction, multiplication, and division involving both constant and variables. For example, $x+10 = 20$. This introduces an important algebraic concept known as equations.
- Learning algebra helps to develop your critical thinking skills. That includes problem solving, logic, patterns, and reasoning.

Find the missing number!



Common Symbols Used in Algebra

Symbols save time and space when writing. Here are the most common algebraic symbols:

Symbol	Meaning	Example
+	Add	$3+7 = 10$
-	Subtract	$5-2 = 3$
\times	Multiply	$4 \times 3 = 12$
/ or \div	Divide	$20/5 = 4$ or $20 \div 5 = 4$
=	Equals	$1+1 = 2$
\neq	not equal to	$\pi \neq 2$
$< \leq$	less than, less than or equal to	$2 < 3$
$> \geq$	greater than, greater than or equal to	$5 > 1$
\Rightarrow	implies (if ... then)	a and b are odd $\Rightarrow a + b$ is even
\therefore	Therefore	$a=b \therefore b=a$
	equations	$x+10 = 20$

Project



My personal profile

Name:

Date of Birth:

Grade:

Province:

City/Town:

Life and Family:

.....

Interests:

.....

Friends:

.....

Achievements:

.....

Ambitions:

.....

Stories from around the world

The Boastful Turtle

Once upon a time there was a turtle who had a dream. His dream was that he wanted to fly. He always complained about the matter. He was ready to do anything that could make him fly. The turtle was always unsatisfied and angry because his flippers weren't wings and his shell made him too heavy to fly. He was annoyed that other turtles were happy with swimming, and aren't jealous of the birds who could do the thing he could only dream of. The turtle, finally, asked a goose if she could help him to try flying. She told the other geese about the turtle's demand. The geese wanted to help the turtle and began to think of a way that could make his dream true. Finally, they came up with an idea. They decided that two of the geese would hold a stick which the turtle could hold with his strong mouth.

While the geese were flying, the selfish turtle couldn't help keeping silent. He looked at all the turtles who were swimming in the river below. He opened his mouth boasting about how wonderful flying was and that they would never fly like him. But he forgot that the moment he opened his mouth he would fall down and never fly or even swim again.



A. Answer the following questions.

1. what was the dream of the turtle?
2. Why couldn't he fulfill his dream?
3. How did the geese help the turtle?
4. Think of another end for the story.
5. what is the moral of the story?

B. Combine the answers to summarize the story/



Module 5

Values & Time



Stay Positive



Speaking

The Sky Has No Limit

Keep Going

The sky is not the limit.
Your mind is.

Unit plan

Speaking: pair work – statements about values

Reading: a text about morals

Vocabulary: words related to values, derivatives

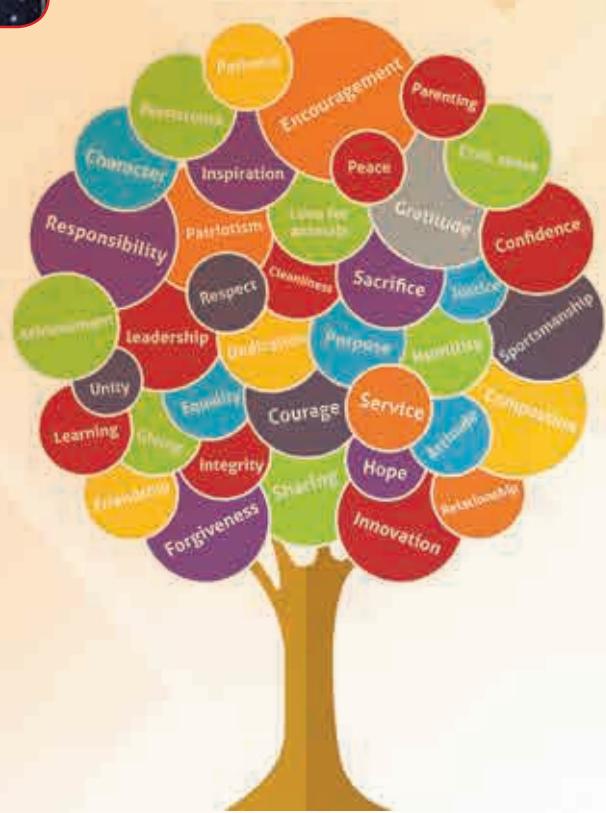
Grammar: relative pronouns and relative clauses

Listening: no good deed goes unrewarded, the song of peace

Writing: giving advice to change a bad behaviour

With a partner, discuss the following statements.

- It is better to give than to take.
- I'm a friend to the end.
- I think this belongs to you.
- The sky has no limit.
- What value does each statement refer to?
(ambition – honesty – loyalty – selflessness)
- Name other values and morals.
- Are values important for the society? How?
- Talk about an experience where you showed any value. How did it affect you and others?



Reading

Read the text and do the tasks below.

Who Deserves the Award?

Mary was a teacher who wanted to motivate her students and make them do their best in the exam. So, she told them that she will give a simple and symbolic gift, which is a new pair of shoes, to the one whose marks are excellent. Children **rejoiced** over this **challenge** and they all started writing **diligently**. After collecting the papers, the teacher was surprised to find that everyone had a full mark.

"To whom will I give the gift?!" she thought. The teacher thanked everyone for their effort but she was confused about who would deserve the award as everyone has received the full mark.

The teacher thought of a suitable solution with her students. The students' opinion was that each of them writes his/her name on a **folded** paper and puts it in a box from which the teacher picks one. So, the paper will **reveal** the name of the award's winner.

Indeed, the teacher pulled a paper in front of all students and read the child's name [Nada], and said: "you are the owner of the award". With joy and tears in her eyes, Nada came forward where the shoes were. She thanked everyone for this wonderful gift which came on time. Her parents couldn't **afford** to buy her new shoes because of their extreme poverty. The teacher returned home crying and told her husband what had happened. He was surprised and wanted to know the reason of her tears. She said: "When I opened the rest of the papers, I found that all the students had written the same name [Nada]".

Key Words

deserve: to be worthy of something

rejoiced: expressed great happiness about something/ celebrated

challenge: a difficult task that tests somebody's ability and skill

diligently: showing care and effort in your work or duties

to fold: to lay one part of a paper on the other part/ to bend

reveal: make something known/ show something hidden

afford: to have enough money to buy something

A. Answer the following questions.

1. Why did the teacher decide to give her students a present?
2. When was the teacher astonished?
3. What did the teacher discover when she unfolded the papers?
4. If you were one of the students, what would you do? Why?

B. Correct the following statements.

1. Mary was the headmaster of the school.
2. She decided to give a gift to the politest student.
3. The gift was a series of stories.
4. The students suggested an idea for choosing the winner.
5. Each student wrote his/her name on the paper to get the prize.

Vocabulary

A. Find words in the text that mean.

1. to make someone want to do something (Paragraph 1)
2. lack of money (Paragraph 3)
3. prize (Paragraph 3)

B. Complete the sentences with suitable words from exercise 1.

1. Millions of people in the world live in
2. She was nominated for the best actor
3. The plan is designed to workers to work efficiently

Relative Pronoun and Relative clauses

A. Complete the sentences with words from the reading text.

1. Mary was a teacher wanted to motivate her students.
2. She thought of a simple and symbolic gift, is a new pair of shoes.
3. The gift was for the student marks are excellent.
4. The teacher thought “To I will give the gift!!”
5. Nada came forward the shoes were.
6. She thanked everyone for this wonderful gift came on time.

B. Complete the sentences in (A) with the suitable relative clause in (B).

A

B

1. This is the bank a. is my neighbour

2. My parents bought a new house b. where we all studied

3. The woman whose car was broken c. when it was nearly dark

4. My sister teaches in a school d. which was robbed yesterday

5. He arrived at seven e. that was very expensive

Listening

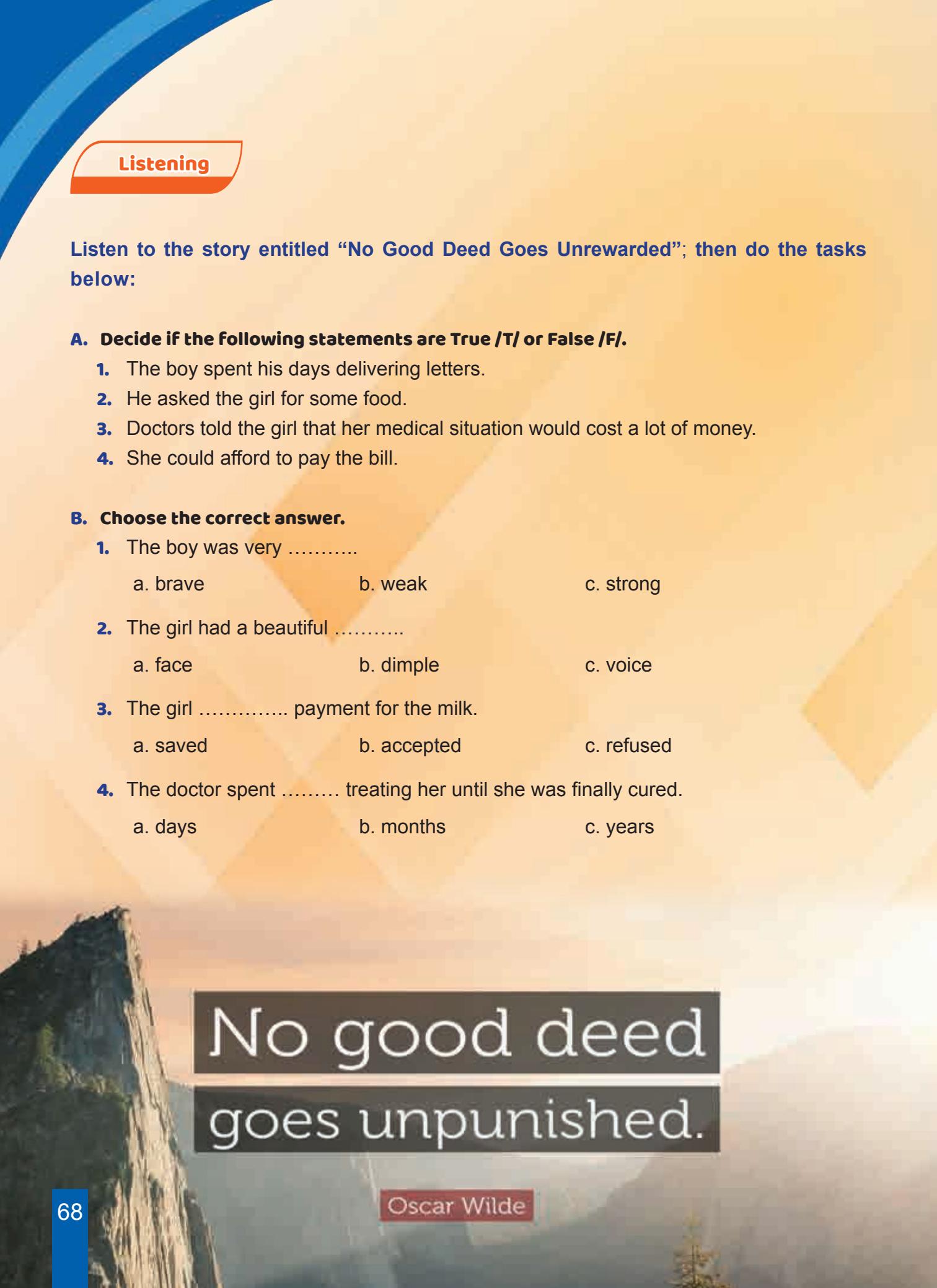
Listen to the story entitled “No Good Deed Goes Unrewarded”; then do the tasks below:

A. Decide if the following statements are True /T/ or False /F/.

1. The boy spent his days delivering letters.
2. He asked the girl for some food.
3. Doctors told the girl that her medical situation would cost a lot of money.
4. She could afford to pay the bill.

B. Choose the correct answer.

1. The boy was very
a. brave b. weak c. strong
2. The girl had a beautiful
a. face b. dimple c. voice
3. The girl payment for the milk.
a. saved b. accepted c. refused
4. The doctor spent treating her until she was finally cured.
a. days b. months c. years



No good deed
goes unpunished.

Writing

Read the paragraph and write suitable pieces of advice below.

My friend complained about her teenage son's behaviour and his struggle with the family about studying and academic failure, wasting time with things that are not useful, rebelling against the authority of his parents and showing a desire for complete independence from the family. She told me that he began to show negative feelings towards others and his relationship with his community has no longer become based on mutual understanding and giving.

I advised her to

She is supposed to

It is better to

I added that

She should

She shouldn't

Time Waits for No One



Unit plan

Speaking: talking about time management

Reading: a text about the importance of time

Vocabulary: related to time

Grammar: reported questions

Pronunciation: short and long /u/
/u:/

Listening: a dialogue about leisure time

Writing: punctuation and capitalization

Speaking

Look at the picture. Discuss with your partner the following questions.

1. What is the man doing?
2. Is this possible? Why?
3. How can we use time correctly?

Reading

Read the following text then do the tasks below.

Killing Time is not a Murder!!!

Time is precious! We should never waste it in any way. People can spend a lot of time doing various things, but they can never get back the time they had spent. That is why most of successful people consider time as more important and valuable than money. We all should use our time in **productive** ways. If you master the technique of managing time **efficiently**, you can achieve anything in your life. Time management helps you to **attain** more with less effort.

In the beginning, it will feel like a boring task, but when you do it regularly, you realize that it only helps you to increase your productivity. Eventually, this will encourage you to achieve more in life. Being productive doesn't mean that we have to be involved in multiple tasks at the same time.

The proverb, "killing time is not a **murder**; it's a **suicide**" is **applicable** for those who don't understand the value of time and don't respect it. People who say that they don't have enough time to complete their work, don't really know how to manage time. For those, here is an easy way to help them apply the "**Do It Now**" **principle**:

D = Divide what you have to do.

O = Organize your materials.

I = Ignore interruption.

T = Take the time to learn how to do things yourself.

N = Now, not tomorrow.

O = Opportunity is knocking. Take advantage of opportunities.

W = Watch out for time stealers. Control how much time you spend on the Internet, reading and sending emails, watching TV, or talking on the phone.

Time is the greatest gift of God. Therefore, we should know how to invest it.

Key Words

productive: fruitful

efficiently: getting good results without wasting time or energy

attain: gain

eventually: in the end

murder: illegal killing of a person

suicide: self-murder

applicable: concerns or related to

principle: moral rule

A. Explain the following phrases using your own words.

1. Time is precious.
2. We should use our time in productive ways.
3. Killing time is not a murder.
4. Managing time efficiently enables us to achieve our goals.

B. Complete the following sentences from the text.

1. People can't get back the time
2. Time for successful people is considered
3. You can achieve anything in your life when
4. When you do a task regularly

Vocabulary

Fill the space with words from the box.

efficiently

productive

attain

principle

applicable

1. Is that rule in this case?
2. It's against my to lie.
3. She is a successful person. She knows how to use her time
4. Most of our students high grades in the final exam.
5. I had a very day; I finished the whole work.

Grammar

Reported Questions

You have been away for a while. On your way back, you met Adam. He asked you many questions.



1. How are you?

2. Where Have You Been?

3. What do you want to do now?

4. Where did you stay?

5. Are you happy to be back?

6. Do you plan to go back?

7. Where are your parents?

8. Can you help me to go there?

A. Now tell your mother what Adam asked you.

1. Adam asked me how I was.
2. He asked me where I had been.
3. He asked me what I wanted to do.
4. He asked me where I had stayed.
5. He asked me if I was happy to be back.
6. He asked me if I planned to go back.
7. He asked me where my parents were.
8. He asked me if I could help him to go there.

B. Choose the correct verbs between brackets.

1. He asked her if she (spoke - speak) English.
2. He asked me if I (was - am) British or American.
3. They wanted to know whether we (have - had) a computer.
4. She asked if he (can - could) type.
5. He asked how old her mother (is - was).

Pronunciation

Short /u/ and long /u:/

A. Listen to the two sounds /u/ and /u:/.

/u/	/u:/
put	shoot
look	juice
full	fool
butcher	school
push	soup

B. Read the following words. Put one line under short /u/ and 2 lines under long /u:/.

rude	pull	cruel	took	fruit	would
true	blue	group	bush	cook	foot

Listening

Listen to the dialogue between two friends, then do the tasks.

A. Choose the correct answer.

1. The two friends are talking about -----.
a. studying b. sport c. leisure time
2. Rita likes reading -----.
a. science fiction b. poetry c. history
3. Tom spends his time -----.
a. reading b. gardening c. roaming
4. Tom has planted ----- kinds of trees.
a. similar b. the same c. different

B. Decide if the following statements are True /T/ or False /F/.

1. She likes reading because books give her pleasure only.
2. Tom loves watching TV.
3. Rita likes to roam in her leisure time.
4. Planting trees gives much money.

Writing

Rewrite the following paragraph using correct punctuation and capitalization.

it was Dania's 15th birthday. she didn't expect us, but her mother was in business. she helped us organize this day. dania did not guess anything

First her mother sent dania to the store. At the same time, we were preparing her room for her arrival. there were a lot of balls and gifts For 15 minutes we managed to arrange everything just fine.

But our plan failed. While we were preparing her room she saw us through the window. she was impressed by our preparations.

she remembers this birthday as the most positive and enjoyable one



Focus on

Social Studies The History of Time Measurement

Ancient humans used simple observation to dictate the time. They used the stars to guide them through the change of day and seasons.



Stars

Then, the sundial was developed. It was the first solar-powered clock.



The Sundial

Egyptians then created four-sided obelisks that throw away a shadow on the ground to show what time of day it was.



The Obelisk

The water clock was created by the ancient Greeks.



The Water Clock

It was used to keep track of the hours of night time, but could be used in the day as well.

The hourglass is yet another piece which was made from two separate glass bulbs that had been rounded. They were connected with a narrow neck made of glass between the two bulbs.



The Hourglass

Write the time in each clock.



..... :



..... :



..... :



..... :



..... :



..... :

Project

A Fact File

Write a Fact file about an ancient invention that helped in developing human life.

A fact file is a short report of all the most important information on one subject. This subject can be a thing, a place, an animal or even a person. Fact files are a great resource. They help us to learn or teach lessons about particular topics and they are also quick ways to give information.

- You can use the Internet to get help.

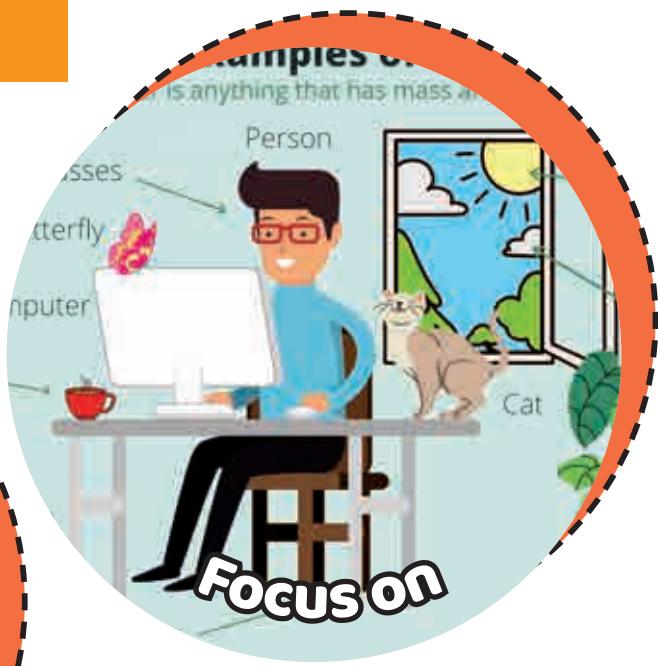
Example:





Module 6

Keep in Touch



Ready to Contact?

Speaking

With your partner do the following tasks

1. Name a person who affected your life positively
2. How did s/he help you?

Unit plan

Speaking: talking about someone who affected your life.

Reading: a text about inspiring people.

Grammar: passive voice / past simple.

Pronunciation: /ɔ:/ + /ɔ:/

Listening: a dialogue about changing technology.

Writing: completing a paragraph with suitable words.



Reading

Read the following text and do the tasks below.

Touch People's Hearts

Has anyone ever **inspired** you to change your life in a **significant** way that made you healthier, happier, or more **fulfilled**? If so, then you understand how inspiration can create a positive difference in a person's life. Inspiration is powerful. If you want to be positive and capable of inspiring others, here are some tips to follow.

- Show people you care. Remember how many times your day was changed by questions like "How are you today?" or "Is everything going well with you?" said by a friend. Your actions are very important too. Many people's lives were inspired by small acts of kindness.
- Earn trust. If a person you know tells you a secret, it stays between you and him/her. Trust takes a long time to be built, but in many cases it can be destroyed in no time.
- Keep your promises. If you **volunteer** to help someone you need to keep your word. Life has many examples of promises that are kept to save many people's lives. Therefore, you should be wise enough to keep your word no matter what it takes.
- It is easy to **criticize** people, but that doesn't mean it's the right thing to do. Think about it: "How did you react when your intelligence was once insulted by someone? Or, if someone made fun of your clothing, or criticized your performance in a negative way?" Whether the criticism was **justified** or not, sure you would get upset. No one likes to be criticized, so if you don't have anything positive to say, don't say it at all.
- Be an active listener. Everyone can hear the words other people say, but not many people can actively listen to and comprehend those words to fully understand the meaning behind them. Make an eye contact if someone talks to you about their problems, and ask follow-up questions to show them you care.

Key Words

inspired: motivated

significant: important enough to be noticed

fulfilled: happy and satisfied

volunteer: a person who does a job without being paid for it

criticize: to talk about someone's faults

justified: having an acceptable reason

A. Answer the following questions.

1. How can inspiration affect people's lives?
2. What should you do to make people trust you?
3. Why shouldn't we criticize other people negatively?

B. Complete the following sentences with information from the text.

1. You need to keep your word
2. If you don't have anything positive to say
3. Make if someone talks to you.
4. Listen to and comprehend people's words to

Vocabulary

Complete the following statements with suitable prepositions from the box.

to

of ⁽²⁾

about

in

1. You should be positive and capable inspiring others.
2. Trust can be destroyed no time.
3. You should be honest earn people's trust.
4. Don't make fun people.
5. Show your family that you care them.

Grammar

Passive Voice / Past Simple Tense

Complete the following sentences with the correct information from the text.

1. Remember how many times your day
2. Many people's lives by small acts of kindness.
3. How did you react when your intelligence (was insulted, insulted) by someone?

Pronunciation

/C/ and /C:/

/C/	/C:/
Not	Naught
Cock	Cork
Fox	Forks
Pot	Port
Shot	Short

Listen to the following words and complete the table

box	dock	torn	torch
spot	cord	rob	born
clock	bought	lost	horn
lock			

/C/	/C:/

Listening

Listen to Fred and Jamal talking about the changes technology added to their lives and do the tasks.

A. Choose the correct answer a, b or c.

1. Fred comes from
a. London b. Nigeria c. Egypt

2. Fred's children speak to their every week on Skype
a. friends b. mother c. grandparents

3. Many years later Jamal could send letters through his work email.
a. mother's b. sister's c. father's

4. Jamal went to school in
a. France b. Nigeria c. Egypt

B. Decide if the following sentences are True /T/ or False /F/.

1. The letters Jamal received and read were full of out-of-date news.
2. Fred believes that the cost of mobile phones is still high as in the past.
3. Jamal's father has got a new job in France.

Writing

Complete the following paragraph with words from the box.

Keeping in Touch as an Emigrant

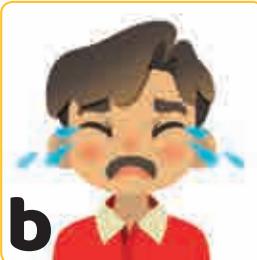
friends presents gifts attend button daughter photographs

My sister and her little 1) used to live close to us. They have moved abroad now; yet today, I was able to 2) my niece's birthday on Skype and give her 3) I chose from the internet. Facebook and email mean that grandparents, family and 4) can see the most up- to- date family 5) and events and stay in touch with them. We can send flowers and 6) to our family by just pressing a 7) What a wonderful world we live in these days!

Silent, yet Talking!

Speaking

With a partner look at the following pictures and do the tasks below.



1. Describe the boy's feeling in each picture.
2. How did you know the boy's feeling?
3. Is there any way we can understand people without talking? Explain.

Reading

Read the following text and do the tasks below.

Let's Communicate in a Different Way!

Body language refers to the nonverbal **signals** that we use to communicate. According to experts, these nonverbal signals make up a huge part of our daily communication. From our facial expressions to our body movements, the things we don't say can still **convey** volumes of information.

Unit plan

Speaking: A discussion about facial expressions

Reading: a text about communicating in different ways

Vocabulary: words related to communication

Grammar: possessive and reflexive pronouns

Listening: a letter from Adam to his friend

Writing: completing a paragraph using the students' ideas

It was suggested that body language itself may account for between 60 to 65% of all communication. A smile can **indicate** approval or happiness. A frown can signal disapproval or unhappiness. In some cases, our facial expressions may reveal our true feelings about a particular situation. While you say that you are yourself feeling fine, the look on your face may tell people otherwise. Happiness, sadness, anger, surprise, disgust and fear are just a few examples of emotions that can be expressed through facial expressions. The expression on a person's face himself can even help **determine** if we trust or believe what he/she is saying.

Facial expressions are also among the universal forms of body language. The expressions used to convey fear, anger, sadness, and happiness are similar throughout the world. The arms and legs can also themselves be useful in conveying nonverbal information. Crossing legs away from another person may indicate dislike or discomfort with that individual. Crossing the arms can indicate defence, being self-protective. **Clasping** the hands behind the back might indicate that a person is feeling bored, **anxious**, or even angry. Rapidly tapping his/her fingers can be a sign that a person is bored, impatient, or **frustrated**. Crossed legs can indicate that a person is feeling in need of privacy. So when you are evaluating somebody, pay attention to the body language, which could tell many unspoken words.

Some research suggest that **deaf** people may be especially skilful at picking up visual traits in the actions of others through their body language because they are trained on using sign and body language.



Key Words

signal: an action that shows what someone feels.

convey: to make ideas, feelings known to somebody.

indicate: to show something is true.

determine: to find out the facts about something.

clasping: holding something tight in your hand.

anxious: worried about something.

frustrated: feeling annoyed, upset.

deaf: physically unable to hear.

A. Answer the following questions.

1. What does body language mean?
2. Mention three emotions which can be expressed through facial expressions.
3. What do cross arms refer to?
4. Why are deaf people good in understanding body language?

B. Complete the following sentences from the text.

1. Nonverbal signals make up a
2. Our facial expressions and body movements can
3. Crossed legs can indicate that a person

Vocabulary

Complete the following table with the correct words from the reading text.

verb	noun
.....	communication
express
.....	movement
suggest
determine
defend

Grammar

Possessive pronouns and reflexive pronouns

Complete the following statements with suitable words from the text.

1. Signals make up a huge part of daily communication.
2. It was suggested that body language may account for between 60 to 65% of all communication.
3. Expressions may reveal true feelings about a particular situation.
4. While you say that, you are feeling fine, the look on your face may tell people otherwise
5. Arms and legs can also be useful in conveying nonverbal information.
6. Rapidly tapping fingers, can be a sign that a person is bored,

Listening

Listen to Adam leaving a message to his friend Peter, then do the tasks.

A. Decide if the following sentences are True /T/ or False /F/.

1. Adam is thanking Peter for his birthday card.
2. Peter could be at school now.
3. Adam is having a big birthday party.
4. The party will be at Adam's house .
5. Peter knows the way to Adam's cousin's house.

B. Choose the correct answer a, b or c.

1. Adam received the birthday card ----- that day.
a. in the evening b. at noon c. in the morning
2. Adam invited ----- to his birthday party.
a. all his friends b. some of his friends c. his close friends
3. Adam's cousin's house is -----
a. in the countryside b. near his house c. in the city
4. The party will be on -----
a. Tuesday b. Saturday c. Friday

Writing

Complete the following paragraph by adding your own ideas.

When I started travelling, one of my favourite things to do in order to stay connected with friends and family was

It was an exciting experience when I was able to talk to my family through

I was even able to use the

When I missed my mother's voice, I used to use

To send birthday cards or invitations I used to

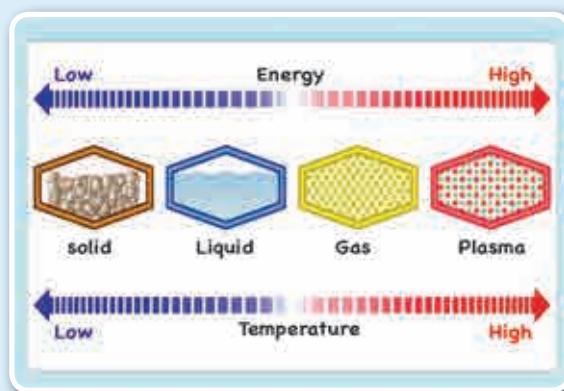
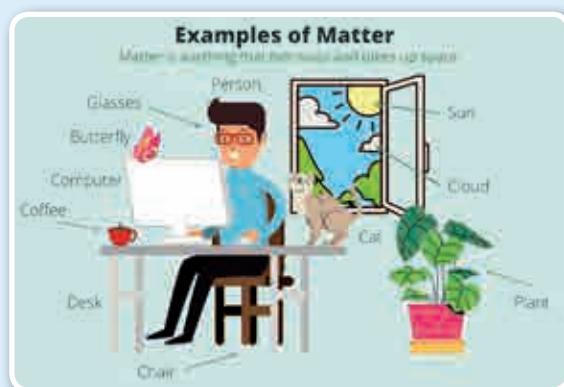


Focus on

Chemistry

What is Matter?

Matter is the "stuff" that makes up the universe. Everything that takes up space and has mass is matter. Matter is made up of atoms, which are in turn made up of protons, neutrons and electrons. There are four natural states of matter: solids, liquids, gases and plasma. Solids have a definite shape, as well as mass and volume, and do not take the shape of the container in which they are placed. In a liquid, the particles are more loose and are able to flow around each other. Therefore, the liquid will take the shape of its container. In a gas, the particles have a great deal of space between them and have high moving energy. A gas has no definite shape or volume. Plasma is not a common state of matter here on Earth, but it may be the most common state of matter in the universe. Stars are essentially superheated balls of plasma.



Complete the paragraph with words from the following cloud.

All materials are either solid, 1..... , gas or plasma. A brick, chocolate and glass are all 2 They can be 3..... . They have a definite 4..... . The molecules that make up a solid are packed 5..... together.

Water, milk and syrup are all 6..... . They can be 7..... and take the shape of the 8..... they are in.

Steam, helium and carbon dioxide are all 9..... . They are mostly 10..... . They fill empty 11..... .

Steam is a 12..... , water is a 13..... and ice is a 14..... .

poured shape held
gases invisible liquid
 tightly spaces
gas solid liquid
container solid
 liquids

Project

Imagine you're going on a journey. Plan for it

The Plan

1. When is your journey?
2. Where would you go?
3. How would you prepare for it?
4. What would you take with you?
5. What is the purpose of your journey?



Stories from around the World

Three Wishes

Once there lived a woodcutter with his wife. He used to cut wood in the forest and sell them in the market. This was the only means of his livelihood.

One day, he went to cut wood in the forest. There he saw a very big tree in front of him. He thought of cutting the whole tree to get more wood.

As the woodcutter picked up his axe to cut the tree, he heard a voice, "Please do not cut this tree." The woodcutter stopped and looked here and there, but he found no one. He thought it to be an illusion. Then a fairy spoke from the tree, "I am a fairy and I live in this tree. If you cut it, I will be homeless, the winter is approaching fast and I will die of cold. Do not destroy my home. I will fulfill your three desires instead."

The woodcutter was very happy. Now he could be rich without doing any work. He accepted the fairy's offer and ran to his house to tell his wife about this. His wife was waiting for him as usual. She was surprised to see the woodcutter back so early and said, "You look very happy. What is the matter?"

The woodcutter replied, "I got a big treasure today. I will get a treasure soon." And he started dancing.

The woodcutter narrated the whole incident to his wife. His wife jumped out of joy. The woodcutter said, "I am hungry. Give me something to eat." His wife said, "I have not prepared anything till now. Wait, I will just prepare something for you." The woodcutter said, "No, do not cook anything. I can fulfill any three desires. Now as the first one, I want sweets and hot pudding." As soon as he uttered these words, a plate of hot pudding came before him. He ate to his satisfaction and the plate continued to fill again and again. Then he asked his wife also to eat the tasty pudding. But she was very angry and said, "You have wasted one chance, and now I wish that the pudding should be pasted on your nose!" The pudding immediately stuck to his nose. The woodcutter got annoyed and said, "Oh, what a fool you are!" He tried to clear the pudding from his nose, but the pudding remained stuck. He scolded his wife and said, "You have wasted the second chance why we can ask for lots of money." The woodcutter got irritated and continued screaming: "I wish that the pudding of my nose should vanish immediately!" The pudding vanished. This way, the woodcutter and his wife failed to avail the golden opportunity and remained poor as before.

A. Answer the following questions

1. What did the man do for a living?
2. What did the fairy offer him?
3. Why did his wife become angry after dinner?
4. How did they lose the golden opportunity?

B. Connect the answers to summarize the story.

Review 2

Read the following text and do the tasks below.

How to be a Good Son or Daughter?

It's not always easy to be a good son. Sometimes, you make a mistake and can't find a way to fix it. Other times, you disagree with your parents and don't know how to talk to them without starting a fight. What shall you do?

Show your love

Tell your parents what's going on in your life. Your parents love you and want to know what's going on in your life. They may not need to know all of the daily details, but they would love to know what's on your mind, from your struggles with your studies to any big problems you're having with your friends. They really do care, and even if they can't always help, they would just like to know what's happening. Don't be afraid to ask for their advice. Believe it or not, your parents were once your age, and they've gone through the same struggles that you're going through. They'll appreciate that you value their opinion.

Be kind to your siblings

It's sometimes difficult to get along with your siblings, whether they are older or younger, but you should try to develop relationships with them. You can help your siblings do their schoolwork, or clean up. This will not only help you be a good example to your siblings, but it will also help your parents.

Do as well in school as you can

Your parents will be happy if you respect your teachers, do your homework, and keep your grades up to the best of your ability. If you need help in school, ask your teachers or your parents for help. This will put you on a path to succeed in your future, and it will also make life much easier for your parents.

At the end of the day, the thing that will please your parents the most is to see their son/daughter growing into a happy, responsible adult.

A. Answer the following questions.

1. How will asking your parents for advice show your love to them?
2. How could you be a good example to your siblings?
3. What should you do at school to be a good student?
4. Mention one more way to be a good son/daughter.

B. Match the words with their meanings.

Word	Meaning
1- to appreciate	a- a brother or a sister
2- value	b- to have a friendly relationship with someone
3- sibling	c- to know the good qualities of somebody/something
4- to get along with	d- how much something is worth

C. Fill in the gaps with suitable words.

1. I don't have a car. I wish I a car.
2. I can't play the piano. I wish I the piano.
3. I'm at work. I wish I at work.
4. It's winter. I wish it winter.
5. I'm ill. I wish I ill.
6. I don't have new shoes. I wish I new shoes.
7. I can't afford to go on holiday. I wish I to go on holiday.
8. I don't have time to read lots of books. I wish I time to read lots of books.

D. Change the following sentences into reported speech.

1. Mandy: "Are the boys reading the book?"
Yesterday Mandy asked me
2. Robert: "Is Tim leaving on Friday?"
Yesterday Robert asked me

3. Daniel: "Will it rain tomorrow?"
Yesterday Daniel asked me
4. Jennifer: "Where do you play football today?"
Yesterday Jennifer wanted to know
5. Nancy: "Why didn't Nick go to New York last summer?"
Yesterday Nancy wanted to know
6. Linda: "Did Max fly to London two weeks ago?"
Yesterday Linda wanted to know

E. Change the following statements into passive voice.

1. The children knocked the door a few minutes ago.
.....

2. The kids forgot the whole story in a few days.
.....

3. The police didn't arrest him.
.....

4. The wild animals killed two men yesterday.
.....

F. Complete the sentences with the correct question tag. The first one is an example.

1. Mr. O'Connor is from Ireland, isn't he?
2. The car isn't in the garage,.....?
3. You are John,.....?
4. She went to the library yesterday,.....?
5. He didn't recognize me,.....?
6. Cars pollute the environment,.....?
7. Mr. Pritchard has been to Scotland recently,.....?
8. The trip is very expensive,.....?
9. He won't tell her,.....?
10. Hugh had a red car,?

G. Complete the sentences with the suitable relative pronoun.

1. He wore a mask made him look like Mickey Mouse.
2. He came with a friend waited outside in the car.
3. The woman gave him the money was young.
4. The bag contained the money was yellow.
5. The woman bag was stolen went to the police station.

Writing

Write about a person who positively affected your personality and your life.

- Name this person.
- What did this person do?
- How did s/he inspire you to do something good?