

Unit 1

الإحصاءات
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1 Look, find and write.

Look at the times below. Find the words and numbers that give the same time and write the numbers in the correct place. The first one has been done for you.

1. nine o'clock	_____ 9:00 _____
2. a quarter to twelve	_____ 11:45 _____
3. twenty five past two	_____ 2:25 _____
4. a quarter past one	_____ 1:15 _____
5. ten to five	_____ 4:50 _____
6. half past seven	_____ 7:30 _____

2 Look and write.

Look at the IKC conference programme on page 3 and write the questions and answers.

1. What time / start / Tariq?

Q What time does Tariq start?

A He starts at 9.25.

2. What time / finish / Tariq?

Q What time **does** Tariq **finish**?

A He **finishes** at ten past ten.

3. When / start / Vicky and Maha?

Q When **do** Vicky and Maha **start**?

A They **start** at half past three.

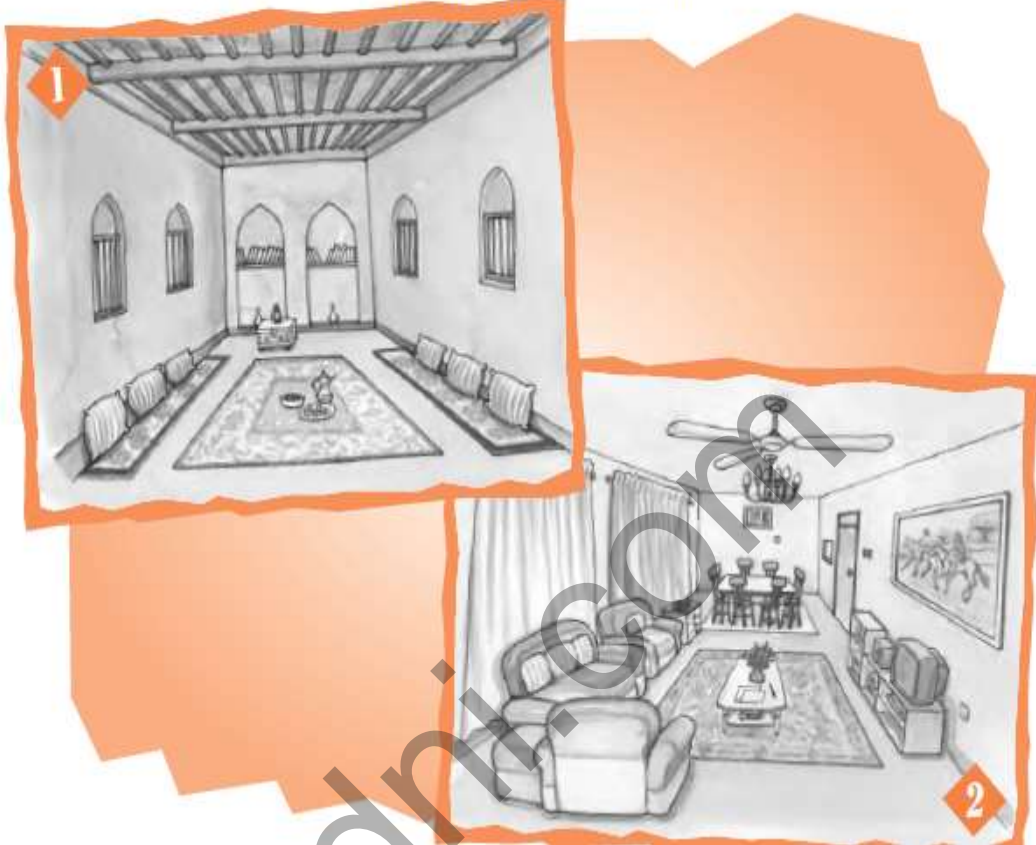
4. When / finish / Vicky and Maha?

Q When **do** Vicky and Maha **finish**?

A They **finish** at four o'clock.

1 Look and talk.

Years ago, the insides of houses were very different. Look at the two pictures below. One is a picture of Ahmed's granddad's living room when he was a boy, and one is a picture of Ahmed's living room now. Talk about the differences between the traditional room and the modern room.



2 Think and write.

Write some sentences comparing what traditional Arabic living rooms looked like years ago and what they look like today. Start: *Years ago,*

Years ago, people used oil lamps for lighting. Now, people use electricity.

1. *Years ago, houses didn't have electricity. Now, houses have electricity.*
2. *Years ago, the houses were made of stones and mud. Now, they are made of bricks and cement.*
3. *Years ago, the houses had small windows. Now, houses have large windows.*
4. *Years ago, the houses were cool in summer. Now, the houses are hot in summer.*

past	present
Years ago, people used oil lamps for lighting.	Now, people use electricity lights for lighting.
Years ago, people didn't use ACs to cool their rooms.	Now, people use ACs to cool their rooms.
Years ago, the schools were made of palm branches.	Now, schools are made of cement bricks.
Years ago, students walked to schools.	Now, students go to school by buses.
Years ago, people went to bed early.	Now, people go to bed late.
Years ago, people used traditional medicines.	Now, people use modern medicines from hospitals.
Years ago, people washed their clothes by hand.	Now, people wash their clothes by washing machines.
Years ago, people rode animals to work.	Now,

2 Read and write.

Read the description which Ahmed wrote about one of the houses. Write the name of the house it describes.

This type of house was made of large stones and had thick walls. It had a flat roof made of wood and soil. The house didn't have any windows and only had small doors. This made the house cool in summer and warm in winter. Many years ago, this type of house was traditional in Musandam.

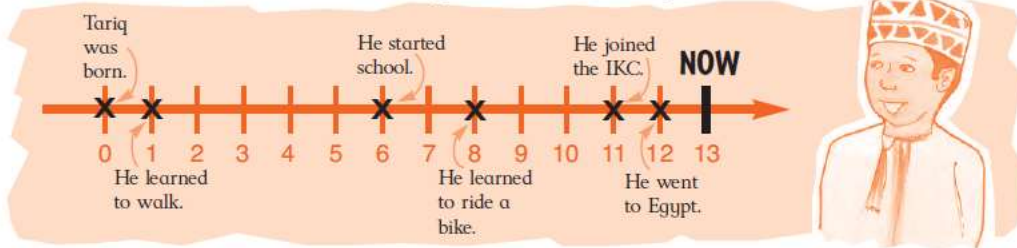
Now write a description about one of the other houses using the information in the table.

Barasti house **was** built with palm branches. This type of house **was** special because it **was** small and quiet. Some of barasti houses **had** two floors. The sea air **could** come through the walls, so it **was** cool in summer. This type of house **was** famous in Batinah coast.

The round house **was** built in Jabal Qara in Dhofar. It **was** **made** of stone and the roof **was** **made** of wood and grass. This type of house **was** special because it **didn't have** any windows. This **made** the house cool when the weather **was** hot and warm when it **was** cool.

2 Read, think and answer.

Look at this time line for Tariq and answer these questions.



1. How long ago did he learn to ride a bike? 5 years ago
How old was he? He was 8.



2. How many years ago did he first go to school? 7 years ago
How old was he? He was 6.

3. How long ago did he go to Egypt? 1 year ago
How old was he? He was 12.



4. How many years ago did he learn to walk? 12 years ago
How old was he? He was 1.

5. How long ago did he join the IKC? 2 years ago
How old was he? He was 11.



4 Read, think and answer.

Look at these two sentences.



a. Many years ago, people didn't have electricity. Nowadays, most people have electricity.



b. 50 years ago, there weren't many government schools in Oman. Nowadays, there are over 1000.

Which sentence gives us an **exact** time in the past in relation to the present?

Which sentence gives us a **general** time in the past in relation to the present?

Exact time	General time
In 2015	In the past
Last year	Years ago,
Two weeks ago,	once upon a time,

Unit 2

UNIT

2

Health and illness

1

Read and complete.

Read the questions and complete the answers using the words below.



1. What's the matter?

I've got a temperature.

2. What's the matter?

I've got a headache.



3. What's wrong?

I've got a boil.

4. What's the matter with Muna?

She's got a cold.



5. What's wrong with Ahmed?

He's got earache.

6. What's the matter with Salma?

She's got toothache.



7. What's the matter with Saif?

He's got a sore throat.

8. What's wrong with Amna?

She's got a stomach ache.



9. What's the matter?

He's got a cough.

toothache cold earache
sore throat stomach ache
cough temperature
headache boil

1 Read and match.



Read the fact files below. Can you match each one to one of the famous people you heard about in activity 1 on page 15 of your Classbook?



Name **Ibn Nafees**

Job **doctor**

Place of birth **Syria/Damascus**

Year of birth **1210** Year of death **1288**

Famous because ...
wrote about the movement of blood and wrote many books

1

Name **William Morton**

Job **dentist**

Place of birth **USA/Charlton**

Year of birth **1819** Year of death **1868**

Famous because ...
used anaesthetics with his patients to stop pain

2

Ibn Nafis **was born** in Damascus, Syria in 1210. He was a doctor. He wrote about the movement of blood and wrote many books. He **died** in 1288.

William Morton **was born** in 1819 in Carlton, USA. He was a dentist. He was the first dentist to use anaesthetics with his patients. He **died** in 1868.



Name Ibn Sina
Job physician
Place of birth Bokhara
Year of birth 980 **Year of death** 1037
Famous because ...
wrote many books about medicine translated into many languages **3**

Name Marie Curie
Job scientist
Place of birth Poland
Year of birth 1867 **Year of death** 1934
Famous because ...
discovered radium to treat serious illnesses **4**

Ibn Sina **was born** in Bokhara in 980. He was a physician. He wrote many books about medicine which were translated into many languages. He died in 1037.

Marie Curie **was born** in Warsaw in 1867. She was a scientist. She discovered radium to treat serious illnesses. She died in 1934.

1 Read and think.

Sometimes when we speak, or when we write informally, there are some words in English that we naturally make shorter and we leave letters out. These words are called **contractions**. We use an **apostrophe** to show where letters are missing.



I've got a cold.
I have got a cold.

Amna's got a headache.
Amna has got a headache.



Saif isn't feeling well.
Saif is not feeling well.

2 Rewrite.

Read these sentences. Then rewrite them with contractions and apostrophes.

1. I have got toothache.

I've got toothache.

2. Saif has got a painful boil.

Saif's got a painful boil.

3. Amna cannot come to school tomorrow.

Amna **can't** come to school

4. They are not ill.

They're not ill. They **aren't** ill.

5. My brother is not going to play today because he is ill.

My **brother's** not going ... / My brother **isn't**

3 Think and complete.

Write in the missing apostrophes.

1 hasn't

2 we've

3 what's

4 I'd

5 don't

6 it's

7 where's

8 doesn't

9 were

10 weren't

1 Read and think.

We use **should** and **shouldn't** to give advice.
We give advice to people when we want to suggest something which we think will help them.



You **should** wear glasses.

You **shouldn't** play football today.



2 Look and write.

What advice would you give the people in these pictures?
Complete the sentences using **should** or **shouldn't**.



1. You **shouldn't** eat so much.



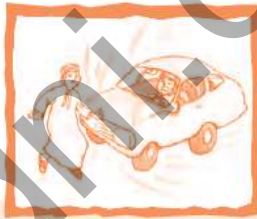
2. You **shouldn't** smoke.



3. You **should** go to the dentist.



4. You **shouldn't** play football in the road.



5. You **should** cross the road at the traffic lights.



6. You **should** go to hospital.

3 Think and write.

Look at these phrases. Use them to give good advice using **should** or **shouldn't**.

1. go for a walk You **should** go for a walk.
2. watch TV all day You **shouldn't** watch TV all day.
3. put your feet on the table You **shouldn't** put your feet on the table.
4. respect older people You **should** respect older people.

1 Read and match.

Read the story, then match these titles to the paragraphs.

- a. The start of the ride
- b. The accident
- c. Laila's illness
- d. The invitation
- e. The new girl
- f. The injuries
- g. The visit to the hospital
- h. Lunch

2 Find the opposite.

Read these words and then find their opposites in the story.

- 1. thoughtless (paragraph 1) thoughtful
- 2. unkind (paragraph 1) kind
- 3. happy (paragraph 2) sad
- 4. fast (paragraph 3) slow
- 5. open (paragraph 6) closed
- 6. old (paragraph 7) young
- 7. unlucky (paragraph 10) lucky
- 8. worse (paragraph 11) better

1 Look and match.

All the people in these pictures have had accidents. They have different kinds of injuries. Match each picture to one of the injuries in the first aid box.



a burn



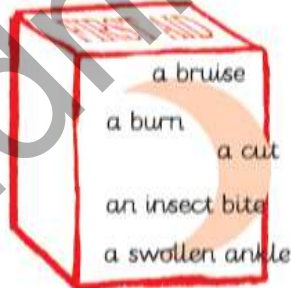
a swollen ankle



an insect bite



a cut



a bruise

2 Write.

Look at the injuries in activity 1 and write a short sentence about each one.

- a. I burned my hand.
- b. I've got a swollen ankle.
- c. I've got an insect bite.
- d. I cut my finger.
- e. I've got a bruise.

1 Read and sort.

Decide if these words are good or bad for you. If you think they are good for you, write them under the heading **Healthy**. If you think they are bad for you, write them under the heading **Unhealthy**.



Healthy	Unhealthy
carrots	ice-cream
rice	beefburger
chicken	cake
lettuce	chips
yoghurt	crisps
bananas	sweets
fish	chocolate
cheese	fizzy drinks

2 Read and complete.

Choose the best adjective from the box to go with each of these nouns. Write the adjectives in the space provided.

- (a) a painful boil (e) a hot cup of tea
- (b) a terrible bruise (f) a small baby
- (c) a swollen ankle (g) a tall man
- (d) an old woman (h) an aching tooth

- terrible
hot
~~painful~~
small
swollen
tall
aching
old

3 Read and match.

Match up pairs of adjectives with similar meanings. Write the pairs in the table.

scared	scared	afraid	closed
small	small	tiny	incorrect
sad	sad	unhappy	tiny
shut	shut	closed	difficult
wrong	wrong	incorrect	unhappy
hard	hard	difficult	afraid

Unit 3

2 Look, label and write.

Use the words in the tree to label each picture. Then write a sentence explaining why each became extinct. The first one has been done as an example.



mammoth

Men hunted the mammoth for its meat and skin.



dodo

Men hunted the dodo for its meat.



quagga

Men hunted the quagga for its meat and skins.

Passenger pigeon



Men hunted the pigeon for sport.



loss of habitat

pollution

over-hunting

getting trapped

2 Read and complete.

Here is some information about the Arabian oryx from a ranger's manual. Use the words in the rock below to write in the missing words.

1. If an oryx loses its herd, it will look for them.
2. If it finds fresh footprints, it will follow them.
3. If you see fresh footprints like these, you will know that oryx are nearby.
4. Also, if an oryx is lost, it will stand high up where other oryx will see it.
5. If you go to the Jiddat Al Harasees, you will understand why the oryx is so special.



Do you know ... ?
animal makes

~~loses~~

see

is

understand

~~look for~~

know

go

finds

follow

stand

2 Think and write.

Read the information from the Animal Watch leaflet about how we can help endangered animals. Complete the sentences using the words in brackets.

Animal Watch
HOW YOU CAN HELP

1. More people will know about endangered animals if you write letters to newspapers.

write letters / newspapers / you / to

2. If lots of people send letters to governments,

they'll protect animals more carefully.

they'll / animals / protect / more carefully

3. You'll help endangered animals if

you regularly give money.

you / regularly / money / give

4. If you become a volunteer,

you'll work on international project.

work / you'll / on / international projects

1 Read and think.

We use the first conditional to talk about what we think will happen in the future.
Look at these examples:

If we lose the forests, animals will have nowhere to live.

The animals will starve if they cannot find enough food.

These are possible situations that could happen in the future.



2 Think and match.

Look at the sentence below. It has been divided into two parts – part 1 and part 2.

part 1

If the forests disappear,

part 2

there will be more deserts.



3 Think and underline.

Think carefully about the sentences below.

- Underline with a straight line the part that describes something that could happen in the future.
- Underline with a wavy line the part that describes what the result will be.

The first one has been done for you.

1. If animals swallow plastic bags, they will die in pain. It could happen What the result will be
2. If we take our rubbish home, animals won't die so painfully.
3. I will help wild animals if I support a wildlife charity.
4. Children will help animals if they have the opportunity.

Look at the sentences again. Can you find two different ways we can write sentences using the first conditional?

Now complete the rules.

 We form the first conditional in two parts. We form one part using

If + the present tense.

 We form the other part using will or won't + an infinitive.

 We only use a comma when the sentence begins with if.

If you **study** hard for the exams, you will get high marks.

You will get high marks if you **study** hard for the exams.

If people cut down trees, birds won't find places to build their nests.

Birds won't find places to build their nests if people cut down trees.



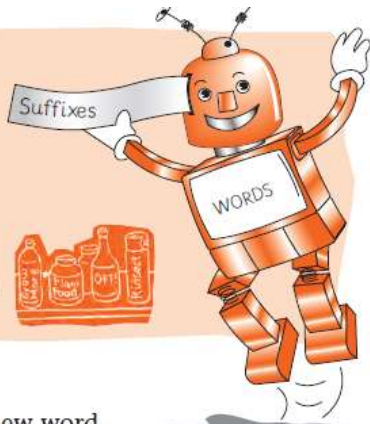
1 Look and think.

We can change the meaning of some words by adding a group of letters to the end of the word to make a new word. This group of letters is called a **suffix**. Look at these words.



hunt \Rightarrow hunter

pollute \Rightarrow pollution



2 Think and complete.

Add the suffix **-er** or **-or** to each word to make a new word which describes a person. The first one has been done as an example.

1. hunt **er**

2. farm **er**

3. poach **er**

4. sail **or**

5. direct **or**

6. range **r**

Now complete the rules.



We can form some nouns which describe a person by adding **er** or **or** to a word.



When the word ends in **-e**, we usually just add **r**.

3 Look and match.

Match each word in column **B** to a word in column **A** which was the original word. The first one is done as an example.

A		B
1. pollute	6	a. starva tion
2. conserve	5	b. extinc tion
3. inform	7	e. dona tion
4. prevent	4	d. preven tion
5. extinct	3	e. inform ation
6. starve	8	f. protec tion
7. donate	1	g. pollu tion
8. protect	2	h. conserva tion

Now underline the suffix of each word in column **B**. Look at the original word in column **A** and think about how the word has changed.

Now complete the rules.



We can form some nouns which describe an idea or concept by adding the suffix **ion** or **ation** to the original word.



When the original word ends in **-e**, we take away the **e** and add **ion** or **ation**.

2

Think and tick.

Look at these words. Say them to yourself and decide if the letter **r** is pronounced or if it is silent. Put a tick ✓ if you think the letter **r** is pronounced and a cross ✗ if you think the letter **r** is silent.

	✓ or ✗		✓ or ✗
1. bird	✗	6. natural	✓
2. other	✗	7. destroy	✓
3. probably	✓	8. garden	✗
4. protect	✓	9. turtle	✗
5. survive	✗	10. rubbish	✓



Now listen to the words and check your work.

3

Think and decide.

Look again at the words in activity 2. Think carefully and write each word in one of these three boxes.

Letter r + vowel	Letter r + consonant	Letter r at end of word
probably protect natural destroy rubbish	bird survive garden turtle	other teacher farmer tailor

Now read and complete the rules.



We usually pronounce the letter **r** when it is followed by a vowel .



The **r** is usually silent when it is followed by a consonant or when it comes at the end of a word.

1

Read, think and talk.

How much do you know about writing a leaflet? Read these questions and possible answers. Which do you think are correct? Put a tick ✓ or a cross ✗. Be careful! There may be more than one correct answer for each question.



1

What is a leaflet?

A leaflet ...

- a. contains factual information
- b. doesn't usually have pictures
- c. doesn't usually cost money

2

Where have you seen leaflets?

I've seen them ...

- a. in shops and restaurants
- b. at the doctors and dentists
- c. in rubbish bins

3

Why produce a leaflet?

Leaflets are used to ...

- a. advertise
- b. educate or inform
- c. amuse and entertain

What should you remember when designing a leaflet?

A leaflet should be ...

- a. very detailed
- b. easy to understand
- c. attractive to look at



Celebrations



3 Read, find and write.

Find the names of the capitals for the countries in your group. Write them next to the countries for your group in the space provided.

<p>Group 1</p> <p>Canada <u>Ottawa</u></p> <p>Libya <u>Tripoli</u></p> <p>The Philippines <u>Manila</u></p> <p>Sweden <u>Stockholm</u></p>	<p>Group 2</p> <p>Mauritania <u>Nouakchot</u></p> <p>Peru <u>Lima</u></p> <p>Norway <u>Oslo</u></p> <p>China <u>Beijing</u></p>	<p>Group 3</p> <p>Thailand <u>Bangkok</u></p> <p>Italy <u>Rome</u></p> <p>Mexico <u>Mexico City</u></p> <p>Algeria <u>Algiers</u></p>
<p>Group 4</p> <p>Malaysia _____</p> <p>Nigeria _____</p> <p>Argentina _____</p> <p>Poland _____</p>	<p>Group 5</p> <p>Finland _____</p> <p>Vietnam _____</p> <p>India _____</p> <p>Angola _____</p>	<p>Group 6</p> <p>Pakistan _____</p> <p>France _____</p> <p>Chile _____</p> <p>Egypt _____</p>

1 Think and write.

Look at the names of these capitals. Write the names of the countries.

Muscat <input type="checkbox"/>	Amman <input type="checkbox"/>	Damascus <input type="checkbox"/>
<u>Oman</u>	<u>Jordan</u>	_____
Sanaa <input type="checkbox"/>	Beirut <input type="checkbox"/>	Abu Dhabi <input type="checkbox"/>
_____	_____	_____
Kuwait City <input type="checkbox"/>	Baghdad <input type="checkbox"/>	Doha <input type="checkbox"/>
_____	_____	_____

2

Think and write.

Now rewrite these sentences using the correct punctuation.

1. the colours used to celebrate holi are green red blue and yellow

The colours used to celebrate Holi are green, red, blue and yellow.

2. the people at the carnival make costumes that look like birds lions and monkeys

The people at the carnival make costumes that look like birds, lions and monkeys.

3. picnics camel races and fireworks take place on oman national day

Picnics, camel races and fireworks take place on Oman National Day.

4. teachers doctors and drivers go to the carnival in rio de janeiro

Teachers, doctors and drivers go to the carnival in Rio De Janeiro.



Now complete these rules. Use the words in the firework to help you.

-  We use a capital letter at the beginning of a sentence.
-  We use a full stop at the end of a sentence.
-  We use a comma to take a little rest in a sentence.
-  We use a comma to separate all the things in a list.
-  We use a capital letter for names of people, places, book titles and festivals.
-  We use a capital letter for names of the days and months.
-  We use a capital letter when we write the word I.

a capital letter
a comma
a full stop

3

Think and complete.

Now look at these sentences and underline the correct words.

1. I/i like chocolate and i/I buy some every wednesday/Wednesday.
2. sindbad the sailor/Sindbad the Sailor is my favourite story.
3. nizwa/Nizwa and salalah/Salalah are the best towns for tourists to visit in July/july.

2

Read and sort.

Look at these pictures and sort the words into 'oa' or 'ow' groups. Write the words under the correct column.



oa

coat

boat

toast

cloak

goat

road

throat

ow

arrow

blow

elbow

slow

snow

throw

window



1 Read and think.

We use **like** to talk about things we like or like doing. Look at these sentences and read the rules.

I like **pizza**.Krishna likes **playing** the guitar.

The verb **like** can be followed by a **noun**.

To describe an **activity**, the verb **like** can be followed by a verb ending in **-ing**.

We use **would like** to talk about things we want to do or to have. Now look at these sentences and read the rules.

I'd like **an ice-cream**.Saeed would like **to invite** Krishna to go roller skating with him.

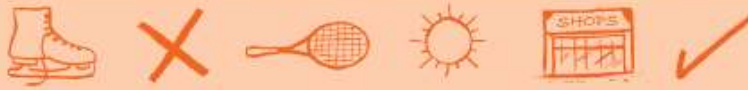
Would like can be followed by a **noun** or a **verb**.

If **would like** is followed by a verb, we use **to + the infinitive**.

I **like fishing**. (I usually enjoy this activity all time)I **would like to go** fishing. (I need to do this activity in the future)I **like** bananas. (I like bananas all time)I **would like to eat** a banana. (I want to eat it now)He **likes** swimming.He **would like to swim** tomorrow.

1 Look and practise.

Look at these picture cues and practise this conversation with a friend.



- Would you like to go ice skating?
- No, thank you, I don't know how to skate.
- How about tennis then?
- It's too hot for tennis.
- What about going shopping then?
- Yes, that's a good idea.

Now use these picture cues to practise further conversations.



...fishing? ... going to the cinema?



Would you like to go **swimming**?

No, thank you. I don't know how to swim.

How about **football** then?

It is too hot for football.

What about **watching TV**?

Yes, that is a good idea.



2

Order and write.

Put the words in the correct order.

- party / to / like / Would / you / come / to / my?

Would you like to come to my party? _____

- be / great / That / would! // When / it / is?

That would be great! When is it? _____

- Monday / It's / on / 7.00 / at.

It's on Monday at 7:00. _____

- friend / Can / bring / I / a?

Can I bring a friend? _____

- course / Yes, / of.

Yes, of course. _____

- you / Thank!

Thank you! _____



2

Read and complete.

Fill in the gaps in these sentences with **like** or **would like**.

- I **would like** to stay longer, but I have to go home now.

- Asad **likes** football. He plays every day.

- Shamsa **would like** to speak to you.

- They **like** playing volleyball at the weekends.

- My mother **likes** drinking tea in the afternoon.



3

Read, think and complete.

Complete these sentences using the verbs in brackets.

- Ahmed likes **swimming**. (swim)

- He would like **to swim** tomorrow. (swim)

- I don't like **going** to the cinema. (go)

- My friends would like **to visit** me at home. (visit)

- Would you like **to come** to my birthday party? (come)

1

Read and complete.

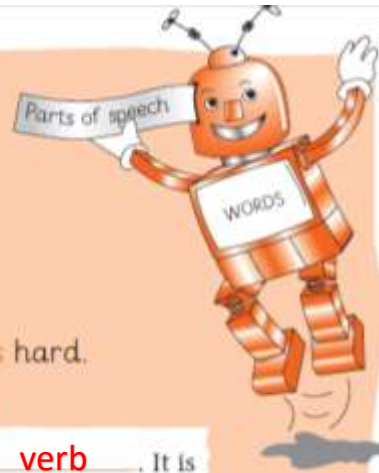
What can you remember about these different parts of speech – **nouns**, **verbs** and **adjectives**? Look at the sentence below. Complete the definitions with the correct parts of speech.

This is a noun.
It is a naming word

Sara is a beautiful girl who works hard.

This is an adjective. It is a describing word. It tells us more about the noun.

This is a verb. It is a word that describes action.



2

Think and decide.

Read these sentences. Tick the nouns, underline the verbs and circle the adjectives.

- The oranges were delicious.
- The girls slept in a small room.
- The relatives played the guitar and the banjo.
- Sara got blue jeans from her mother.
- Salma liked the story.



noun

verb

adjective

A hungry lion **chased** a fat zebra.

My father **cleaned** his new car.

Salim and Nasir **went** to Muscat to **buy** interesting games.

My sister **helped** her mother in the kitchen.

The film **was** boring.

My parents **gave** me a beautiful gift.

There **are** many good students in my class.

I **was cooking** a delicious meal when Sally **arrived**.

2**Read, draw and colour.**

Read these descriptions of the presents that Sara got from her relatives. Draw, colour and label each of the pictures in the space below.

- ☀ a red and blue striped jumper
- ☀ a yellow, pink flowery scarf
- ☀ a brown and yellow spotted blouse
- ☀ a black and white striped skirt

3**Think and write.**

Look at the descriptions of the clothes in activity 2 and complete the rule using these words.

clothes

pattern

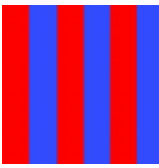
colour

When we describe the **colour** and **pattern** of clothes:

first we describe the colour,

then we describe the pattern,

finally we name the clothes.



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The future

1 Read, think and complete.

Look at the chant. Some of the words are missing.
Use the words in the flying car below to help you complete the chant.



I'm going to the cinema this evening.

I'm going to the cinema this evening.
I'll cheer and laugh when the good guys win,
When the bad guys lose I'll laugh and grin.

I'm going to the cinema this evening.

I'm going to a party tomorrow,

I'm going to a _____ tomorrow,

I'll eat great food, I'll dance and I'll _____,
I'll wear new clothes and a golden ring.

I'm going to a _____ tomorrow.



I'm going away for the weekend,
I'm going away for the weekend,

I'll _____ and shop, I'll play all day,
I'll have lots of fun in my own sweet way,
I'm going away for the weekend.

I'm going back to _____ on Saturday,

I'm going back to _____ on Saturday,
I'll beg and I'll say, 'Please teacher, be kind,'

To finish my _____, I need more time!

I'm going back to _____ on Saturday.



2 Listen and check.

Now listen to the
chant and check
your answers.



1

Think and write.

My life 20 years from now

Think about what your life will be like 20 years from now. Write your answers to the following questions. For example:



1. I'll live in a modern house. It'll have lots of hi-tech gadgets.

1. What kind of house will you live in?

I will live in a big house in the desert.

2. What job will you do?

I will be a famous doctor.

3. What country will you live in ?

I will live in France.

4. What kind of car will you have?

I will have a driverless car.

5. What kind of computer will you have?

I will have a Dell computer.

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3 Read, think and underline.

Read this text and underline the contractions for will and will not.

In the future, we'll use computers to help doctors diagnose illnesses. When we go to the doctor, we'll describe our symptoms and they'll be put into a computer. It'll then diagnose your illness. Computers won't replace doctors, but they'll help diagnose illnesses more quickly.

Now complete the rules.

The contraction for will is 'll. The contraction for will not is won't.

When we want to make a prediction about the future, we use will + the infinitive of the main verb.

1 Read and underline.

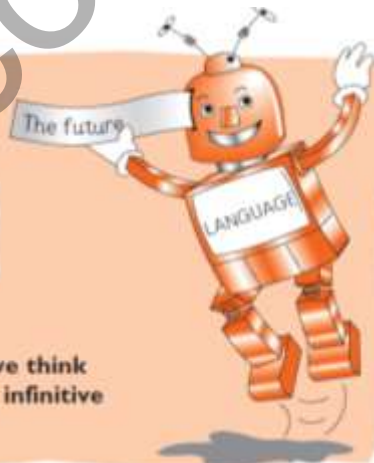
Read the sentence below and underline:

will the verb that follows will

Scientists will produce mini-robot doctors that will swim inside our bodies.

Now read the rule.

We use will to predict what will happen or what we think will happen in the future. It is usually followed the infinitive of the main verb.



2 Read and match.

Read and match these sentences about life in the future.

- | | | |
|---|----------------------------|---|
| 1. We <u>will not use</u> keyboards. | <input type="checkbox"/> c | a. they <u>will use</u> solar energy instead. |
| 2. Cars <u>will not use</u> petrol. | <input type="checkbox"/> a | b. but we <u>will not find</u> life there. |
| 3. Some animals <u>will disappear</u> . | <input type="checkbox"/> d | c. we <u>will tell</u> computers what to do. |
| 4. We <u>will travel</u> to Pluto. | <input type="checkbox"/> b | d. they <u>will not survive</u> . |



3**Think, check and write.**

Look carefully at the prefix at the beginning of each word in activity 2 and guess the meaning of the word using the prefix to help you. Now write three sentences using a word from each column.

1. **video**screen / **video**phone / **video**cassette / **video**player
2. **tele**phone / **tele**vision / **tele**scope / **tele**viewer / **tele**graphy
3. **audi**ocassette / **audi**otronic / **audi**ometric / **audi**ovisual

Now complete the rules.

Sometimes if we know the meaning of a prefix it can help us guess the meaning of a word we haven't seen before.



Words beginning with **video** usually have a meaning related to seeing.



Words beginning with **tele** usually have a meaning related to distance.



Words beginning with **audi** or **audio** usually have a meaning related to hearing.

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