

Action Pack 11

Eleventh Grade Activity Book

Edwina Johnson

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

This level is for Grade 11 students.

The Action Pack series offers learners:

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

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



Educational
Research
Center

www.EducationalRC.org

Cover Photograph: Yarmouk River



9 786144 066737

Action Pack 11

Eleventh Grade Activity Book



إدارة المناهج والكتب المدرسية

Edwina Johnson



إدارة المناهج والكتب المدرسية

Action Pack 11

Activity Book Eleventh Grade



Educational
Research
Center

Edwina Johnson

Acknowledgements

The publishers and the writers would like to acknowledge the contribution made by the Review and Adaptation Committee appointed by the Ministry of Education of the Hashemite Kingdom of Jordan, through their guidance and valued assessment of the materials, to the development of the *New Action Pack 11* course.

Evaluation and Adaptation Committee

- Dr Hamza Ali Al-Omary
- Dr Hussein Mohammad Yagi
- Isam Radwan Al-Kasasbeh
- Haifa Hafez Takroui
- Oba Talal Abu Hamdeh
- Arwa Hamad Al-Zurqan

قررت وزارة التربية والتعليم تدریس هذا الكتاب في مدارس المملكة الأردنية الهاشمية بموجب قرار مجلس التربية والتعليم رقم ٣٧/٢٠١٤ في جلسته رقم ٣/٢٠١٤ بتاريخ ١/٦/٢٠١٤ بدءًا من العام الدراسي ٢٠١٤/٢٠١٥ م.

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Board of Education decision No. 37/2014 in its meeting No. 3/2014 on 1/6/2014 for the 2014/2015 academic year.

التدقيق: منال فاهد أبورمان
المراجعة: ملك محمد المسّاد

The authors and publishers are grateful to all those who have given permission to reproduce copyright material.

© Dar Al Tarbawiyoun House of Education Ltd and Pearson Education Ltd 2014
All rights reserved; no part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the copyright holders.

ISBN: 978-614-406-673-7

Printed 2014

Reprinted 2015–2019

York Press
322 Old Brompton Road,
London SW5 9JH, England

Pearson Education Ltd
Edinburgh Gate, Harlow,
Essex CM20 2JE, England
and associated companies throughout the world.

House of Education Ltd
Woodbourne Hall,
P.O. Box 916,
Road Town,
Tortola,
British Virgin Islands

Contents

Initial test		page 4
FIRST SEMESTER		
Module 1	Starting out	page 6
Module 2	Celebrations	page 11
Module 3	Sport	page 20
Revision A		page 29
SECOND SEMESTER		
Module 4	Earth's resources	page 31
Module 5	The written word	page 40
Module 6	World cultures	page 49
Revision B		page 58
Tests A & B		page 60
Grammar notes		page 64
Glossary		page 70
Irregular verbs		page 76
Assessment tools		page 77

Initial test

1 Match the sentences, then rewrite them using the correct defining relative clause. (2 marks each)

1 Leonardo Da Vinci was the artist	where	the swimmer Martin Strel swam the entire length of the Amazon River.
2 Emeralds are precious stones	when	it rarely rains.
3 Australia is a country	who	were first found in Egypt.
4 2007 CE was the year	whose	great discovery, penicillin, is a very important medicine today.
5 Sir Alexander Fleming was the doctor	which	painted the Mona Lisa.

- 1 _____

- 2 _____

- 3 _____

- 4 _____

- 5 _____

10

2 Complete the following dialogue using the phrases in the box. (1 mark each)

How about Let's Why don't shall

Ahmad: What (1) _____ we do this weekend?

Jamal: (2) _____ staying in and watching a film?

Salah: I would rather go out.
(3) _____ we go to the beach instead?

Jamal: That is a great idea!
(4) _____ go!

4

3 Put the following words in the correct category. (1 mark each word)

Wollemi pines astronomy tropical
marble polar pearl botany ruby

Climate	
Science	
Materials	
Trees	
Precious stones	

8

4 Combine each sentence a with sentence b, using the Second Conditional.
(2 marks each)

1 a My company (ask) me to move to another country.

b I (refuse).

2 a I (have) more money.

b I (buy) a new car.

3 a Rainforests (do/not) exist.

b It (be) difficult to breathe.

4 a I (go) to Spain on holiday.

b I (visit) Alhambra Palace.

8

5 Find five words that are related to global warming, then write them down.
(2 marks each)

e	x	t	i	n	c	t	i	o	n	a	c	o
l	s	h	n	r	e	c	y	c	l	e	a	r
b	a	d	x	a	s	o	d	x	s	b	l	g
h	s	s	n	h	v	n	w	s	l	h	a	a
d	e	f	o	r	e	s	t	a	t	i	o	n
t	g	t	t	t	t	e	n	w	n	s	v	i
a	s	c	s	a	y	r	l	c	v	n	s	c
s	a	w	x	s	h	v	s	b	t	a	t	t
g	h	v	g	v	w	e	v	l	w	v	n	l

1 _____

2 _____

3 _____

4 _____

5 _____

10

6 Read the dialogue between Nada and Fatima about Antarctica. Then, put the words in bold in a sentence of your own.
(2 marks each)

Nada: Did you know that the coldest temperature ever **recorded** on Earth was -89.2 degrees Celsius, in Antarctica?

Fatima: It must be the coldest **continent** on Earth!

Nada: It is. People don't **inhabit** Antarctica, but sometimes scientists live there for a few months to do research.

Fatima: What about animals?

Nada: Whales, seals, and penguins are the most **common** animals in Antarctica. However, most species can never survive in such conditions.

Fatima: I heard that only about 4 per cent of Antarctica is not covered with ice.

Nada: That's true. The ice on Antarctica is 90 per cent of all the ice on the planet! If that melted, it could **flood** about a quarter of the Earth's land surface!

1 _____

2 _____

3 _____

4 _____

5 _____

10

Total **50**

A healthy and active brain

Vocabulary

1 Match the words with their meanings. Then, write a sentence of your own using these words.

- | | |
|---|--------------------|
| 1 This makes you feel very worried. | a eyelids: _____ |
| 2 These help you move parts of your body. | b muscles: _____ |
| 3 You're like this when you're asleep. | c stress: _____ |
| 4 These cover your eyes. | d heartbeat: _____ |
| 5 This describes one beat of your heart. | e relaxed: _____ |

Grammar

2 Complete Eman's email using the correct verb form from the box.

will have might want must be hasn't woken up
is always working Why don't we meet has already gone

Hi Hanan,

I'm writing a quick email because my mum is having a nap at the moment, so I can use her laptop. She (1) _____ a bit stressed because she (2) _____ under pressure at work.

How are your parents? Your dad (3) _____ to Germany, right?

How's school? My favourite subject at the moment is biology. We are learning about the heart and the immune system. Did you know that when you are resting, your heart beats between 50 and 100 times a minute? However, when you are doing exercise, your heartbeat can go up to about 200!

My mum (4) _____, but she (5) _____ to use the laptop when she's awake, so my email (6) _____ to be short. (7) _____ soon?

Best wishes,
Eman

Vocabulary

3 Complete the sentences with adjectives from the box. One adjective is not needed.

worried confident great grateful
upset stressed happy

- 1 Mariam was upset when her best friend went to a different school.
- 2 I'm so _____ for my sister. She won the reading competition!
- 3 I'm really _____ about my dad. He's very ill.
- 4 I felt very _____ on the day of the exam because I had studied very hard.
- 5 Jogging is a great way to stop feeling _____.
- 6 Patients are always _____ to hospital staff.

4 Complete the sentences with your own ideas.

- 1 I feel stressed when _____
_____.
- 2 _____
_____ helps me to relax.
- 3 My friend gets upset when _____
_____.
- 4 I'm always grateful when people
_____.
- 5 _____
_____ makes me confident.

Reading

5 Read what Nadia says about how she relaxes and answer the questions.

I am studying Civil Engineering at university. I love the course and I've studied hard, but my final exams begin tomorrow, and I'm very nervous. When I revise for the exams, I work long hours in the evenings, but I think it would be better if I studied more in the morning rather than late at night. Staying awake at night makes me very tired. To give myself a break from studying, I go for a run in the evenings. Doing sport makes me feel much better and less stressed. I also play the piano, which is a great way to relax. It makes me more able to concentrate when I'm studying.

1 How does Nadia feel at the moment?

She feels nervous.

2 What does she do in the evenings when she's revising?

3 What does she do to take a break from studying?

4 What makes her feel better?

5 How else does she relax?

Grammar

6 Write three sentences about the text in exercise 5 using the Second Conditional. Then, write two other sentences about you when you are studying for your exams. Use the Second Conditional.

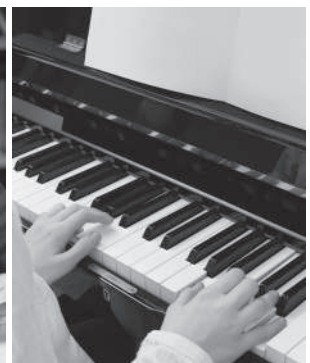
1 If Nadia didn't have exams, she wouldn't feel nervous.

2 _____

3 _____

4 _____

5 _____



Reading

7 Read the following text about sleeping difficulties. Match the headings with the paragraphs. You do not need one of the headings.

- 1 How can insomnia be treated?
- 2 What effects does insomnia have?
- 3 What are the causes of insomnia?
- 4 What is insomnia?

A

Many people around the world (1) suffer from insomnia. For many, the problem is getting to sleep; others have no difficulty falling asleep, but they then (2) _____ in the early hours and cannot get back to sleep.

B

The most common cause of insomnia is (3) _____. Other common causes include illness, caffeine intake and noise. Insomnia is more common in older people.

C

It is important to treat the causes of insomnia instead of using medicine. If you suffer from insomnia, you need to deal with the issues and anxieties that (4) _____ you stressed. You need to establish a set routine, so that you regularly (5) _____ and get up at the same time. Recent research (6) _____ that taking a bath can help you go to sleep. Also, doing more exercise during the day and having a warm milky drink before bed (7) _____ help you relax, too.



8 Read the text again. Use the words in the box to complete the text. One word is not needed.

has shown wake up **suffer** apnea
are making go to bed can stress

Grammar

9 Complete the following sentences with a defining or non-defining relative clause. Remember to add commas where necessary.

- 1 People who _____
_____ suffer from insomnia.
- 2 Besides stress, insomnia can be caused by many factors which _____.

10 Write two sentences suggesting ways to treat insomnia. Use the ideas from the text in exercise 7 or your own ideas. Start your sentences with expressions like **How about**, **What about** and **Why don't you**.

- 1 _____

- 2 _____

Writing: A night-time story

11 Write about a dream you have had.

1 Think about the setting of your dream. Is it a real or imaginary place? What can you hear, see and smell? Note down some descriptive adjectives. You can use these ideas:

- the biggest
- the most unusual
- the most wonderful
- the most beautiful
- the ugliest
- really frightening

2 What people, animals and/or objects are in your dream? Make notes about their appearance and characteristics. Do you appear in the dream?

3 What happens in the dream? Use adverbs and linking words:

- Suddenly
- To my surprise
- First / Next
- Then
- In the end / At last / Finally

12 Now write your dream.

13 Give your dream a title. Read it to the class. Which is the nicest dream? Which is the scariest?

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to sleep and stress.			
I can complete an email using various verb tenses.			
I can use the vocabulary related to positive and negative adjectives.			
I can write sentences about myself using positive and negative adjectives.			
I can extract information from a text to answer questions.			
I can write Second Conditional sentences about someone.			
I can match headings to paragraphs.			
I can complete sentences containing defining and non-defining clauses.			
I can write suggestions using <i>How about</i> , <i>What about</i> and <i>Why don't you</i> .			
I can write a night-time story.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 1 Celebrations around the world

Vocabulary

1 Choose the best alternative to complete the advertisements.

- 1 Set off on the cruise of your lifetime with the **world-renowned** / **host** ferry company, Seatours. Choose your own special route to make a **dazzling** / **one-of-a-kind** journey which is made only for you!
- 2 Come to Jerash circus, a **dazzling** / **embellished** performance including **troupes** / **strolls** of incredible dancers and performers, and an atmospheric **scorched** / **floodlit** stage.
- 3 Book a holiday in Aqaba! You'll **cherish** / **honour** your memories of its perfect beaches and clear blue sea. You can **stroll** / **herald** along the seafront and relax, enjoy the **charm** / **stage** of this delightful city ...
- 4 Come to our school fair this Saturday. We'll **embellish** / **stage** a concert with our most talented singers. Art students will be there, selling their skilfully created **hosts** / **wares**.

Grammar

2 Correct the future form of the six verbs in the following dialogue, and write the correct form on the lines.

- Amina:** Hi Khawla! What (1) *do you do* tomorrow? Are you busy?
- Khawla:** Oh hi, Amina. I (2) *am not going to do* much tomorrow.
- Amina:** That's good! Would you like to go with me and Salwa to the Newtown's Firework display?
- Khawla:** Yes, I'd love to – it sounds fun! What time is it?
- Amina:** Gates (3) *are opening* at 6 pm, and the display (4) *is going to start* at 6.30 pm.
- Khawla:** Great! (5) *Will* we all *meet* at your house?

Amina: Yes, but you should tell your parents that we're going to be a bit late. The fireworks (6) *are finishing* at 9 pm.

Khawla: OK, thanks. See you tomorrow!

1 are you doing

2 _____

3 _____

4 _____

5 _____

6 _____

3 Complete the email with **will** or **won't**, **be going to** or **be not going to** or the Present Simple.

Hi Natasha,

(1) Are you going to come to the "school leavers" party? It (2) _____ next week. I hope so! I (3) _____ be glad to see you there, if you're coming. It sounds as if it's going to be a really good party, and for once, we (4) _____ have to wear the school uniform!

I (5) _____ wear my new Eid clothes because I think they're too formal. What (6) _____ you _____ wear?

According to Mrs Najjar, we (7) _____ have to pay for our food, or anything else. It will be lots of fun, I think.

Love,
Sara

Vocabulary

4 Choose the correct answer to complete the following sentences.

1 The festival will include a _____ of elephants and camels.

- a ceremony **b** procession c mask
d celebration

2 At the procession, a _____ is going to play some nice music.

- a group of authors b donation
c fireworks d band

3 The festival will open its doors to _____ for the poor.

- a processions b gifts c donations
d costumes

4 There will be plenty of fun _____.

- a competitions b costumes
c fireworks d processions

5 The festival will end with a display of _____.

- a masks b fireworks c authors
d costumes

Grammar

5 Read the dialogues and circle the correct alternatives.

1 **Ahmad:** What (is your brother doing) / will your brother do this Monday?

Jamal: Well, he usually goes swimming on Mondays, but he *isn't going / doesn't go* this Monday because he's got a cold.

2 **Muna:** *I'm going to / I will* play tennis with Rana now, Mum.

Mum: When *do you finish / are you going to finish* your homework?

Muna: *I'll do / I do* it when I get back.

3 **Sami:** *Is Ashraf coming / Does Ashraf come* with us to the theatre today?

Salah: I don't know. *I'll call / I call* him now and ask him.

Sami: Quick! The play *starts / is going to start* in two hours.

6 Write the questions and then answer them about you. Use the future forms in brackets.

1 What / do / if it rains tomorrow (will)

What will you do if it rains tomorrow?

I will stay at home and spend some time with my brothers and sisters.

2 What / not / do / in the holidays (going to)

3 What time / get up / on Saturday (going to)

4 What job / have / in ten years' time (will)

5 What / do / on Friday (Present Continuous)

6 When / the summer term / start / at your school (Present Simple)

7 Complete the paragraph with verbs in the following future forms: Present Simple, Present Continuous, *going to* and *will*.

Tomorrow is a holiday. My day

(1) _____ at 7.30 in the morning.

I (2) _____ to the park with my friends. We (3) _____ volleyball.

Then, we (4) _____ lunch at the restaurant by the lake. We

(5) _____ not _____ there

all day because we (6) _____ school the following day. We

(7) _____ so much fun!

Reading

- 8 Read the following article that Ahmad has written for his school magazine. How is he going to celebrate Eid al-Adha?

My favourite time of year!

Eid al-Adha is a celebration that begins on the 10th of Thu al-Hijjah, according to the Islamic calendar. Muslims celebrate this event for four days. They wear their best clothes for Eid prayer and then greet one another after prayer is over. Families visit each other, and children receive gifts. Family members usually gather together for a celebration of delicious Jordanian foods, such as the special dish called *mansaf*.

This year, I am spending Eid al-Adha with the whole family at Aqaba. We are going to visit Aqaba Museum and Aqaba Castle. All the family members of all ages will join in.

What's most important about Eid al-Adha is its spiritual significance. Muslims slaughter lambs and give them to the poor and to relatives as an act of kindness. Eid al-Adha is a time when people remember the importance of sacrifice, prayer and obedience to Allah.

- 9 Read the article again and answer the questions.

1 Suggest a reason for wearing your best clothes for Eid prayer.

2 What does Ahmad think is most important in Eid al-Adha? Do you agree? Why / Why not?



3 What other acts of kindness might you do during Eid al-Adha? What do you think is the best way to remember the importance of sacrifice?

4 When will Eid al-Adha be celebrated this year?

5 How are you going to spend Eid al-Adha this year?

- 10 Answer the questions about you.

1 Where are you and your family going this summer?

2 What will you do there?

3 Where are you going to stay?

4 How long will you stay there?

Writing: A tourist brochure

11 Write a page for a tourist brochure about a celebration or festival in Jordan.

1 Decide on the kind of festival or celebration you want to write about. Is it a music, drama, literary or poetry festival, for example?

2 Where is the festival or celebration held? Indoors or outdoors? How long does it last?

3 What happens during the festival or celebration? What will tourists see if they come to the festival? Are there parades or processions? Is there music? Do people perform? Are there any special preparations for the ceremony?

4 Do people dress formally? Do people wear any special costumes or jewellery?

12 Now write your page for the tourist brochure.

Unit 2 Customs and traditions

Vocabulary

- 1 Complete the following questions about daily customs and traditions in Jordan using words from the box below. Then answer the questions. One word is not needed.

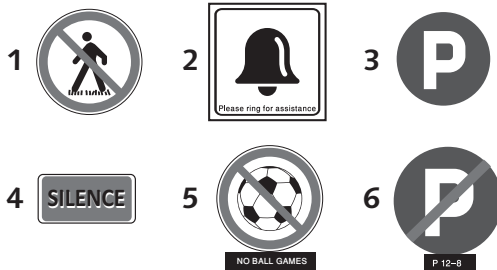
impolite bowl shake doorbell
offend host

Daily customs and traditions in Jordan

- Do you _____ hands when you want to greet each other?
- Do you enter a _____'s house with your shoes on?
- Is it _____ to arrive on time to a dinner party?
- Do you _____ people if you eat noisily?
- If someone doesn't have a _____, do you enter their house without knocking?

Grammar

- 2 Match the signs to the sentences.



- You can park here.
- You mustn't walk on the grass.
- You mustn't park here from 12 noon till 8 pm.
- You have to ring the bell.
- You must be quiet.
- You mustn't play ball games.

- 3 Complete the advice about driving in Jordan. Circle the correct alternative.

If you are visiting Jordan from abroad and you're planning to drive, you (1) **have to** / **mustn't** follow these basic rules of the road.

You (2) **must** / **don't have to** hold a valid driving licence from your own country. Foreign people can hold an international driving licence.

Remember that in Jordan you (3) **have to** / **mustn't** drive on the right side of the road. You (4) **mustn't** / **don't have to** overtake on the right.

All drivers and passengers (5) **must** / **mustn't** always wear a seatbelt in the car. It's the law. Teenagers and adults (6) **don't have to** / **have to** sit in the back seat; they can sit next to the driver.

When you get to a roundabout, you (7) **must** / **mustn't** give way to traffic that is coming from the left.

You (8) **mustn't** / **must** pay attention to road signs!

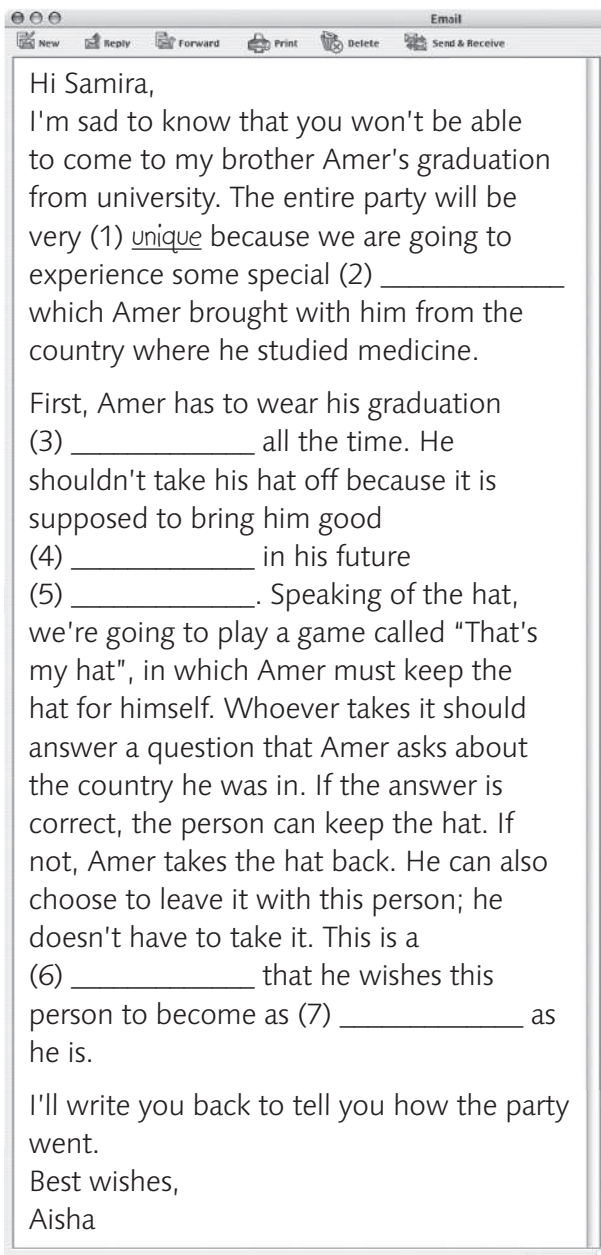
- 4 Complete the sentences so they are true for you.

- When I'm at school I have to _____.
- At home I don't have to _____.
- Our teacher says that we mustn't _____.
- At weekends I don't have to _____.

Vocabulary

5 Read Aisha's email about her brother's graduation party and put the words from the box in the correct places. One word is not needed.

invitation costume career ~~unique~~
luck successful sign traditions



Grammar

6 Write the questions about Aisha's email. Then answer them with complete sentences. Use modal verbs of obligation and prohibition.

1 Amer / wear / graduation costume all the time

Does Amer have to wear his graduation costume all the time?

Yes, he has to wear his graduation costume all the time.

2 Why / Amer / take his hat off

3 What / a person / do / if / take the hat from Amer

4 Amer / choose / leave the hat with this person

7 Write sentences about graduation celebrations in Jordan using modal verbs of obligation and prohibition.

1 wear special costumes and hats

2 have a graduation celebration at school

3 hold a party with friends and family

4 prepare special food for this occasion

Vocabulary

8 Complete the phrasal verbs to match the meanings in brackets. One word is not needed.

forward to in up with up
place up in up one

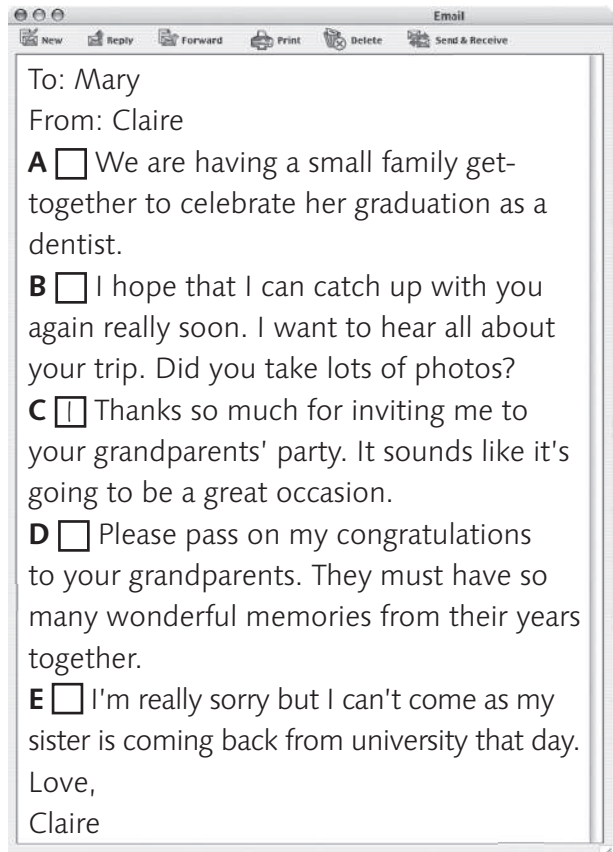
- 1 (happen) take place
- 2 (put on formal clothes) dress _____
- 3 (be excited about) look _____
- 4 (see someone you haven't seen for a long time) catch _____
- 5 (participate) join _____
- 6 (enter the house) come _____
- 7 (put things away) tidy _____
- 8 (make contact with someone) look (someone) _____

Reading

9 Read this invitation and complete it with the correct form of the phrasal verbs in exercise 8. Not all the verbs are needed.

Dear Claire,
Next Saturday, my grandparents are celebrating their sixtieth wedding anniversary, and my parents are organising a party for them. It's going to (1) take place at our house from 7 to 10 pm, and lots of my grandparents' friends are going to come, so they are really excited about it.
I (2) _____ to it a lot, too, as there is going to be a live band and folk dancing. It's going to be quite a formal occasion so I'll have to (3) _____. I will have to help my mum to (4) _____ the house, put up decorations and prepare the food. I can invite a friend to the party, so maybe you can (5) _____. I hope you can come! It will be a chance for us to (6) _____ each other as I haven't seen you for so long.
Please let me know what you think.
Love,
Mary

10 Put the sentences in the correct order to write a reply to the invitation in exercise 9.



11 Write an invitation to a birthday party you are having.

Include the following: date, time, location, any special clothes, entertainment, food and drink.

Writing: A description

12 Write a description of a celebration that takes place in Jordan.

1 Choose a celebration. It could be a traditional celebration such as a festival or a family occasion like a birthday or anniversary.

2 Think about the following questions:

When does your celebration take place, and where?

Are there any particular customs and traditions that take place during the celebration? Is there anything you should or shouldn't do?

Do people have to wear special clothes for the occasion?

What kind of entertainment is there? (music, games, parades, etc.)

What food and drink is there? Is there anything you can't eat?

Are there any special preparations people make before the event?

13 Now write your description.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use persuasive vocabulary in advertisements.			
I can write correct verb forms in the future.			
I can complete an email using the correct future forms.			
I can write questions and answers using future forms.			
I can extract information from a text to answer questions.			
I can write a tourist brochure about a festival or celebration in Jordan.			
I can use vocabulary related to customs and traditions in Jordan.			
I can match road signs with their meanings.			
I can use modal verbs of obligation and prohibition to give advice about driving in Jordan.			
I can write about myself using modal verbs of obligation and prohibition.			
I can complete an email using vocabulary related to customs and traditions.			
I can ask and answer questions about an email using modal verbs of obligation and prohibition.			
I can write sentences about graduation celebrations in Jordan using modal verbs of obligation and prohibition.			
I can use phrasal verbs in an invitation to a party.			
I can order paragraphs to make a reply to an invitation.			
I can write an invitation to a birthday party.			
I can write a description of a celebration in Jordan.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 3 The Olympic Games

Vocabulary

1 Write the name of the sport. Choose from the sports in the box. One word is not needed.

eyel~~ing~~ tennis basketball
rugby athletics sailing

- 1 This sport is practised on a bicycle: eyel~~ing~~
- 2 This sport takes place on water:

- 3 This team sport uses a ball, but there is no net and the ball is oval:

- 4 This sport uses racquets, a small ball and a net: _____
- 5 This is a team sport with a round ball and a net: _____

Grammar

2 Complete the following paragraph, which is written by a student, with the correct form of the verbs in the passive.

My classmates and I (1) _____ (tell) to research some information about Paralympic athletes. I looked up Jordanian athletes who took part in the Paralympics, and I found out that 12 athletes from Jordan (2) _____ (involve) in the 2012 Paralympic Games. What impressed me even more was that many medals (3) _____ (give) to some of the Jordanian athletes. I think that the next Paralympic Games will be even greater, and more medals (4) _____ (win) by Jordanian athletes because they are practising very hard.

3 The following sentences have a mistake in their verb form. Underline the verbs and rewrite the sentences in their correct form.

1 The first athletic event for disabled athletes is organised in 1948 CE.

2 The Winter Paralympic Games were first host by Sweden.

3 People with visual disabilities will now be included among the six categories of the Paralympics.

4 The next Paralympic Games are held four years from the last time they took place.

4 Write sentences in the passive for the following situations.

1 You are telling your friend that your teacher gave you homework for the weekend.

I was given homework for the weekend (by my teacher).

2 You are asking your classmate if he finished the article for the school magazine.

3 You are announcing to your friends that the football team will celebrate their victory tomorrow.

4 You are stating to your classmates that our bodies need a big amount of water daily.

5 You are telling your parents that you and your classmates donated a small amount of money to the homeless.

Reading

5 Read the text below and then complete it with the words from the box. One word is not needed.

increase aerobic achieved relaxed
take part cycling exercise warm-up

Do you know how much (1) exercise is recommended for teenagers nowadays? Well, it's quite surprising! According to the latest medical research, young people need to (2) _____ their heart rates for twenty minutes, at least three times a week.

This will easily be (3) _____ by most teenagers, especially if they walk to school every day and keep up a good pace.

According to the experts, the best form of exercise is aerobic. Aerobic exercise includes sports such as running, (4) _____ and swimming.

When we (5) _____ in aerobic exercise, we improve and develop our muscles and our bone strength. We also feel happier and more (6) _____ afterwards.

The most important thing when you exercise is to avoid injury. If you start with a (7) _____ exercise, such as stretching, to help blood flow to your limbs, end with a warming-down exercise like walking. The main thing to remember is this: if it hurts, stop.

6 Read the text again and choose the correct answer.

- 1** Teenagers need to exercise for
- a 20 minutes, at least twice a week.
 - b** 20 minutes, at least three times a week.
 - c 3 minutes, 20 times a week.
 - d 20 minutes, three times a week.

- 2** The best form of exercise is
- a aerobic.
 - b warm-up.
 - c warming-down.
 - d stretching and walking.

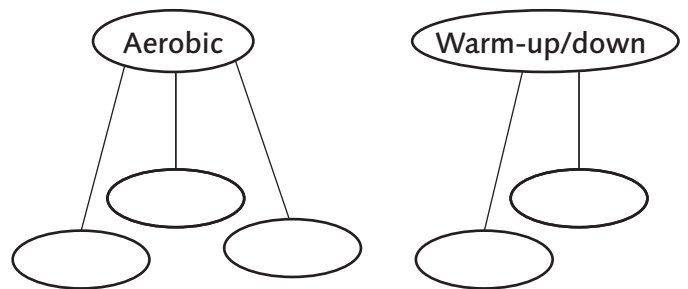
- 3** Examples of aerobic exercise are
- a stretching and cycling.
 - b walking and swimming.
 - c walking and stretching.
 - d running and swimming.

- 4** Aerobic exercise improves
- a muscles and limbs.
 - b bone strength.
 - c muscle and bone strength.
 - d bone strength and limbs.

- 5** To avoid the risk of injury, you should
- a start and end with special exercises.
 - b stretch.
 - c go for a walk.
 - d do a warm-down exercise.

7 Write the following sports and events in the correct list.

swimming stretching
walking running cycling



Writing

8 Write a paragraph about the sports that you do. Consider the following.

Are they aerobic?
Are they team or individual sports?
Where and how often do you do them?

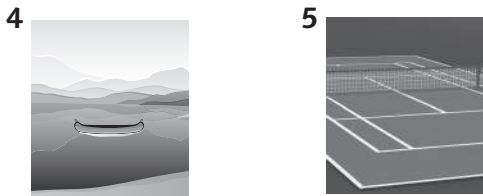
Vocabulary

9 Write the names of the venues. Use the words in the box. One word is not needed.

court lake ~~stadium~~ track pool pitch



stadium



10 Match each venue from exercise 9 with a sport below.

- a badminton b running c athletics
 d football e canoe sprint

Reading

11 How is technology changing sport? Read the article to find out.

Disabled or enabled?

Sportsmen and women have enjoyed great achievements in recent years, but scientists say that our natural limits will soon be reached.

Man's fastest world record for the 100-metre race is probably almost as fast as a human being will ever be able to run. So can we hope to continue the Olympic ideal of 'better, faster, stronger' in future, or is this the end of the story?

Biology affirms that (1) _____. However, thanks to advances in technology, many athletes have their shoes specially moulded to their feet, and in cycling, bikes combine the maximum lightness and strength to achieve the greatest speed from the cyclist's efforts.

(2) _____. These things help to improve athletic performance, but the most exciting results could be when technology is used to work with the heart, muscles and skeleton.

Using technology to replace body parts can be especially helpful for disabled athletes.

Alan Oliveira, for example, a Brazilian athlete who lost his legs as a child, can join in races with other athletes today thanks to his prosthetic limbs. (3) _____. In fact, progress in technology is now so fast that the disabled could soon seem super-human.

(4) _____

12 Put the following phrases and sentences a–d in the correct places 1–4 in the article above.

- a As technology improves, more and more disabled people like Oliveira will be helped in future.
- b All-in-one running suits have also been developed that create less drag and give the athlete an advantage over a distance of 100 metres.
- c It seems that technology is unstoppable, just as much in sport as anywhere else.
- d if the human heart doesn't get bigger than it is now, no one will be able to run 1.6 kilometres in less than three minutes

13 Read the text again and answer the questions.

1 Are you for or against technology being introduced into sport? Justify your answer.

2 Do you think we will ever reach our natural limits in sport? Explain.

Writing: A sports article

14 Write a magazine article about a sports event.

1 Choose a sporting event or competition. Is it local, national or international?

2 Where and how often does the event / competition take place? Is it always held in the same town / city / country? For how many years has the event been held?

3 Is the event / competition just for one sport or do the athletes compete in different events? Are there medals or other prizes?

15 Now write your article. You can use the following phrases:

- ... is held / takes place ...
- ... every year / every two / four ... years
- ... take part in ...
- ... is / are awarded ...

16 Read your article to the class. Which event / competition would you like to watch? Why?

Unit 4 Recreation

Vocabulary

1 The words in bold are in the wrong sentences. Rewrite the following sentences with the words in the correct places.

1 You need a good relationship with your trainer, or **equestrians**, if you are going to become an Olympic champion.

2 Professional riders are called **dressage**.

3 Horses move at four speeds; walk, **coach**, canter and gallop.

4 In **groom**, which is a type of riding competition, horse and rider are judged for their skill and communication.

5 If you want to work with horses, you can become a **horsecowman** at a stable.

6 Many years of training are needed to become a professional **trot**.

Grammar

2 Complete the conversation with the Present Perfect Continuous form of the verbs in brackets.

Hamed: Hi, Hisham. You look exhausted.

What (1) have you been doing (do)?

Hisham: I'm doing a marathon next week and I (2) _____ (train) hard for it for the last few months.

Hamed: Really! That sounds like a real challenge!

Hisham: Yes, it is. It's not easy.

I (3) _____ (follow) a really strict programme for eating, sleeping and training. I (4) _____ (go) to the gym four times a week, too.

Why don't you come along with me?

Hamed: I'd love to, but I just haven't had time.

Hisham: Why? What (5) _____ you _____ (do)?

Hamed: I (6) _____ (study) all week for my English exam. It's tomorrow.

Hisham: Well, once my race and your exam are over, why don't we get together for a game of tennis?

Hamed: Great idea! Let's do that. Good luck with your race. Hope you win!

Hisham: Thanks. You too for your exam.

3 Write questions in the Present Perfect Continuous.

1 I've been learning English for five years.

How long have you been learning English?

2 I've been waiting for the bus for an hour.

3 Today, I've been watching TV and relaxing.

4 I've been reading an interesting story by a Jordanian writer.

5 I've been studying Ancient Greece in history this term.

4 Now answer the questions in exercise 3 about you.

1 _____

2 _____

3 _____

4 _____

5 _____

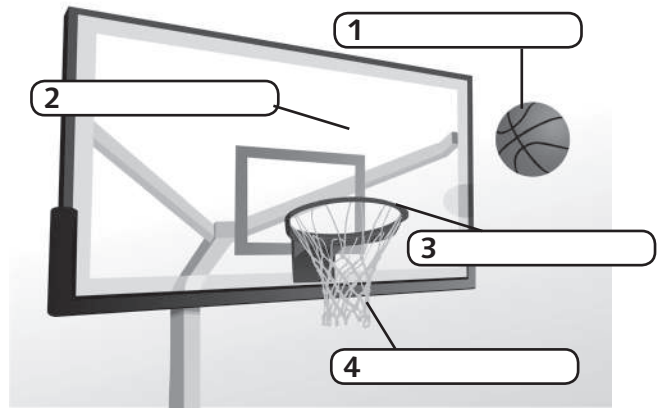
Vocabulary

5 Answer the following questions.

1 What is a wicker basket? What do you think it could be used for?

2 Label the following picture using the words from the box. One word is not needed.

**net backboard basketball
metal hoop wicker basket**



Reading

6 Read the following text about basketball. Match the paragraphs 1–3 with the headings a–c.

- a Officially in Jordan
- b Basketball back then
- c Basketball at the Olympics

1 Basketball nowadays has become one of the world's most popular sports. In fact, it was invented in 1891 CE in Springfield, Massachusetts, USA, by the Canadian teacher Dr James Naismith. He wanted to create a sport that his students could play indoors during the cold months of winter. The first basketball game consisted of two teams of nine players each. They had to pass a football from one end of the room to the other and throw it into the wicker basket that was attached to the wall at either end. Every time the ball was thrown into the basket and a point was scored, a player had to climb a ladder to get the ball back. It wasn't until the year 1906 CE that metal hoops, nets and backboards were introduced, and basketball became the sport as we know it today.

2 Basketball spread to many countries around the world after it became an official Olympic event at the Berlin Games in 1936 CE. Basketball in Jordan dates back to the year 1937 CE. The Kingdom took part in the Olympic Games for the first time in 1980 CE, and since then it has been sending athletes each year to compete in the Summer Olympic Games.

3 The Jordan National Basketball Team is the official basketball team in Jordan. Major efforts are being made to improve basketball in Jordan, especially now that the national team has been participating in many Arab and Middle East basketball competitions.

7 Answer the following questions.

1 What was the reason for the invention of the first version of basketball?

2 What happened after basketball became an Olympic sport in 1936 CE?

3 What improvements in basketball in Jordan are being made at the moment?

4 Do you play basketball? Do you enjoy playing or watching the game? Why / Why not?

Vocabulary

8 Match the words to make sports equipment. Then write sentences of your own using the five items.

hockey tennis cycling swimming ice

stick helmet goggles skates racquet

- 1 *hockey stick*: _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Reading

9 Read the following magazine article written by a diving trainer. Then, complete it with the words from the box. One word is not needed.

trip current trainer dive compass
athlete tips rocks



Hello, I'm Ameen. I've been a scuba diving (1) _____ at Aqaba Diving for six years. It's the best place in the world for diving! It's true that scuba diving is an incredibly

enjoyable experience, which reduces stress and transports the diver into a beautiful and peaceful world. However, scuba diving is not as easy as it sounds. That's why I'd like to provide you with some quick

(2) _____ about safe scuba diving:

- Before your dive, ask your trainer for as much advice as possible. This will guarantee that you will enjoy your diving (3) _____.
- Once underwater, look around you. Are there any unique (4) _____? Are there any plants? This will be a reference point to help you find your way back.
- Before you start your dive, notice the (5) _____. The best way is to start diving against the current so that it helps you get back easily.
- A (6) _____ would be a good idea to have. It will guide you through your trip and ensure you find your way back to the spot where you started.

Pay us a visit at Aqaba Diving and I guarantee you will have a wonderful time underwater!

10 Make questions about the magazine article in exercise 9 and then answer them.

1 How long / Ameen / trainer?

2 Why / scuba diving / enjoyable experience?

3 Who / provide / tips / safe scuba diving?

4 What / dive compass / used for?

Writing: A biography of a sports personality

11 Write the biography of a famous sportsman or sportswoman.

1 Choose a sports personality you admire. What sport do they do?
What nationality are they?

2 What age did they start doing their sport? Why did they take up the sport? What medals and / or championships have they won?

3 Where and how often do they train? What are the difficulties that they face and how do they overcome them?

12 Now write the sportsperson's biography.

13 Read the biography to the class. Decide with the class who is the greatest sportsperson and why.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to Olympic sports.			
I can write correct verb forms in the passive.			
I can write sentences in the passive based on different situations.			
I can use vocabulary in a text about exercise.			
I can distinguish between aerobic activities and warm-up/down activities.			
I can write a paragraph about the sports that I do.			
I can differentiate between different types of sporting venues.			
I can complete an article with missing information.			
I can answer questions about technology in sport.			
I can write a sports article.			
I can use vocabulary related to horseriding correctly.			
I can complete a conversation using the Present Perfect Continuous.			
I can write questions and answer them about myself using the Present Perfect Continuous.			
I can label a picture using vocabulary related to basketball.			
I can match paragraphs to their headings.			
I can answer questions related to basketball.			
I can write sentences using vocabulary related to sports equipment.			
I can use vocabulary in a magazine article about diving in Aqaba.			
I can ask and answer questions about a magazine article.			
I can write a biography of a sports personality.			

Total number of ticks		
Always	Sometimes	Rarely

Revision A

1  Listen to a radio commentary on a competition in the Olympic Games, 2012 CE. Answer question 1 below.

1 What sport is the radio announcer talking about?
How can you tell?

Now listen again. Answer the rest of the questions.

2 Which team is losing at the beginning? Which words tell you this?

3 Are the spectators enthusiastic? Write the words that say this.

4 What does the announcer mean when he says 'another one in the net'?

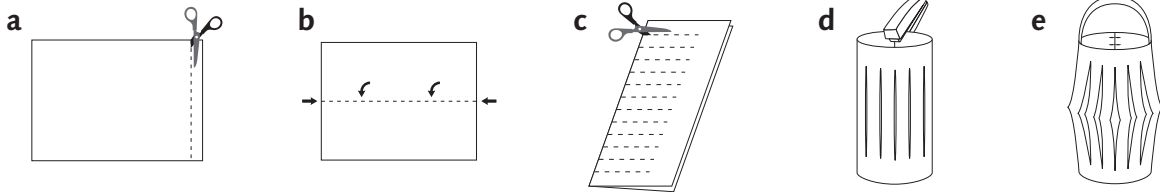
5 What is the final score? Is it a surprise?

2 With your partner, try to create a match commentary for a sport that you choose. Use the Present Continuous and Present Simple tenses. Make notes below before you start speaking. Make sure you use the following words.

pass team play net/goal shoot score miss court/pitch



3 Read these instructions about how to make a paper lantern for Eid al-Fitr. Close your books and tell your partner how to make it.



What you need:

- A4 sheet of card
- Scissors
- Stapler

How to make your lantern:

1. Cut a two-centimetre strip off the short side of your card and put it aside to use as a handle.
2. Fold the card in half along its length.
3. Make as many cuts as you like from the folded side and stop 2cm away from the edge of the card.
4. Open out the card.
5. Fold it so the two short sides of the card come together and secure with a staple at the top, and one at the bottom.
6. Staple the handle to the top of your lantern.

4 Now imagine you have made the paper lantern. You want to make a report about what you did, using the passive voice. Write the report in your notebook, beginning as follows.

A two-centimetre strip was cut off the piece of card and put aside to use as a handle. The card ...

Unit 5 Sources of energy

Vocabulary

1 The words in bold are in the wrong sentences. Choose words from the box to correct them so that the sentences make sense. Three words are not needed.

solar heat turbines panels
cells steam generators biomass

1 Water can be heated up by **heat** panels, which contain thousands of small solar **turbines**.

_____ / _____

2 Wind **biomass** can be used to convert wind energy into electricity.

3 **Solar** is natural material which is grown or produced to be used as fuel.

4 When biomass is burnt, the heated water produces **generators**, which is used to make electricity.

Grammar

2 Circle the correct form of the verbs.

1 The teacher said that it *is / was / has been* necessary to find different ways to produce energy.

2 Dr Green also said that scientists *decided / had decided / were deciding* to convert the waste into fuel.

3 The government promised that they *will try / would try / have tried* to use more renewable energy sources.

4 The article said that some energy sources *are used / had been used / are being used* for a very long time.

3 Rewrite the following sentences using reported speech.

1 "Solar power and wind power are types of renewable energy sources."

The student said that _____

2 "You should go to bed early on school nights."

I told him that _____

3 "Biomass is a renewable energy source that is also a fuel."

The teacher told us that _____

4 "I was sleeping when you called."

Rania said that _____

when I _____

5 "I hadn't eaten fish and chips before I came to England."

Imad told me that _____

4 Work in pairs. Ask your partner what they did yesterday after school. Take notes to write around 50 words about them using reported speech.

Vocabulary

5 The words and phrases 1–4 are natural resources. How are they used in our daily life? Choose phrases from the box and make one sentence for each natural resource. One phrase is not needed.

drinking and irrigation
growing plants and supporting buildings
building bridges and making cars
~~heating homes and running cars~~
breathing and generating electricity

- 1 fossil fuel: Fossil fuel is used for heating homes and running cars.
- 2 water: _____
- 3 air: _____
- 4 metal: _____

Reading

6 Read the article and answer the following questions.

Queen Rania of Jordan, speaking at a conference in Abu Dhabi, considered the problems of non-renewable energy for future generations. She said "those who have had the least to do with climate change and energy crises are paying the highest price," and continued by proposing steps towards creating a brighter future for children.

Queen Rania suggested that all the people in power in the Middle East should encourage their countries to start using renewable energy sources, and she even suggested that children and schools should be part of the solution.

This solution comes from spreading knowledge and awareness about the use and preservation of Earth's resources.

From her wise words, we can take some valuable lessons: firstly, that everyone must work together to create a world in which there can be continuous development, and secondly that nobody is too small to help to achieve this.

- 1 Where could you read this kind of article: in a newspaper, in a magazine or in an encyclopaedia?

- 2 What was the subject of Queen Rania's talk?

- 3 What can powerful people in the Middle East do to help the situation?

- 4 How do you think children and schools can help?

7 How could your class help to raise awareness about the importance of switching to renewable energy? Write around 50 words.

Vocabulary

8 Choose as many words as you can from the picture below to make five sentences about natural resources, energy and power.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Reading

9 Read the following article about the Borneo rainforest. Suggest a title for the article.



The Borneo rainforest is an ecological region on the island of Borneo, in Southeast Asia. It is the richest rainforest in the world. It is home to thousands of plant species, hundreds of bird species and a very large range of animals. Living things are not the only resources in the Borneo rainforest; minerals and fossil fuels are hidden underground.

Recently, companies from Europe, the United States and Australia have drilled for large amounts of oil and natural gas. People have also cleared large areas of the rainforest for logging and growing oil palms. These trees make oil that can be sold for a lot of money. We have to save the remaining rainforest; otherwise, it will lose more than half of its natural resources.

10 Answer the following questions about the article in exercise 9.

1 What makes this region in Borneo a rainforest?

2 How is the Borneo rainforest being destroyed?

3 What do you think people can do to protect and save the Borneo rainforest?

4 In your opinion, how can we make use of the rainforest's resources without destroying it?

Writing: A job application

11 Complete a form to apply for the following job as a care assistant.

Vacancy for Enthusiastic Young Person

Care assistants needed to look after patients at a hospital.

The job requires you to be well organised, sociable and compassionate. You must be responsible, caring and willing to learn quickly.

You will discuss duties with nurses, make patients feel at ease and bring food and drink to the wards.

You should have previous experience in a position of responsibility, and you should be able to dedicate at least two days per week to working at the hospital.

If you think you have what it takes to work with our patients, fill in an application form today.

1 What kind of information would you provide in an application form?

2 What reasons might you have for applying for this job? Write notes.

12 Now complete the application form.

CARE ASSISTANT Application Form	
Surname: _____	First name: _____
Date of birth: _____	Gender: Male / Female
Address: _____	
Email: _____	Telephone: _____
Education: School: _____	
Grade: _____	Specialisation: _____
Work experience or positions of responsibility:	

Briefly tell us why you would be good at this job. Refer to the advertisement.	

13 Exchange books with your partner to show them your application form. Do you think your partner is suitable for the job? Why / Why not?

Unit 6 Natural resources in Jordan

Vocabulary

1 Complete the following paragraph about biofuels with the words from the box. One word is not needed.

**tidal abundant derived worldwide
biofuels primary**

- (1) _____ are fuels that are
 (2) _____ from living matter, including plant material and animal waste. There's a difference between
 (3) _____ biofuels, which are used for heating and electricity production, and secondary biofuels, which are used in vehicles and industry.
 (4) _____ production of biofuels from crops means using large pieces of land, and therefore keeping less land for food production.
 People (5) _____ need to be careful with biofuel production and be aware of its bad effects on Earth's resources.

Grammar

2 Correct the verb forms in bold and write their correct form below.

Last week, I had a job interview in a company that works to preserve natural resources. The interviewer asked me if I (1) **have ever worked** in that domain. He also asked me whether I (2) **know** what kinds of task my job required. He then asked me if I (3) **have** a specific salary in mind. He wondered whether I (4) **will be able** to work full time in the company. He also wanted to know whether I (5) **am planning** to take this job as a career.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



3 Now write the interviewer's questions from the paragraph in exercise 2.

1 Have you ever worked in this domain?

- 2 _____
- 3 _____
- 4 _____
- 5 _____

4 In your notebook, write five questions you would like to ask your partner. Ask your questions, then write your questions and your partner's answers in reported speech.

- _____
- _____
- _____
- _____
- _____

Vocabulary

5 Look at the words in the table. Complete the table with a noun, adjective or adverb.

Adjective	Noun	Verb
	accountability	-
	consequence	-
	maintenance	
reliant/	/	
-		comprehend
	pollutant/	

6 Choose the best word or phrase to complete these sentences.

- 1 Earth has a *finite / finished* supply of fossil fuels, so we need to find alternative energy resources.
- 2 Your *wellbeing / wellgoing* is important, so you should look after yourself.
- 3 The electric circuits in the school are *consistently maintained / routine maintained*.
- 4 People must assume *responsible / accountability* for their actions.
- 5 People are taking too many fish from the oceans and *consequently / resulting* there are not many left.
- 6 People are *needing / reliant* on fresh water.



Reading

7 Read the article and answer the following questions.

The African Wildlife Foundation (AWF) is a non-profit organisation that works for the conservation of the communities, lands and wildlife of Africa. It has many offices throughout Africa, and its projects aim at ensuring an ever-lasting future for the African people. The organisation has been training hundreds of Africans in conservation and has been working closely with law officials to increase penalties on hunters, especially those who hunt endangered animals.

AWF earns millions of dollars through funding, thanks to donors who appreciate the organisation's selfless mission and contribution to the preservation of Earth's natural resources.

1 How do you think AWF trains the African people in conservation?

2 How does AWF contribute to the preservation of Earth's natural resources?

3 In what way do you think you can help AWF in its mission?

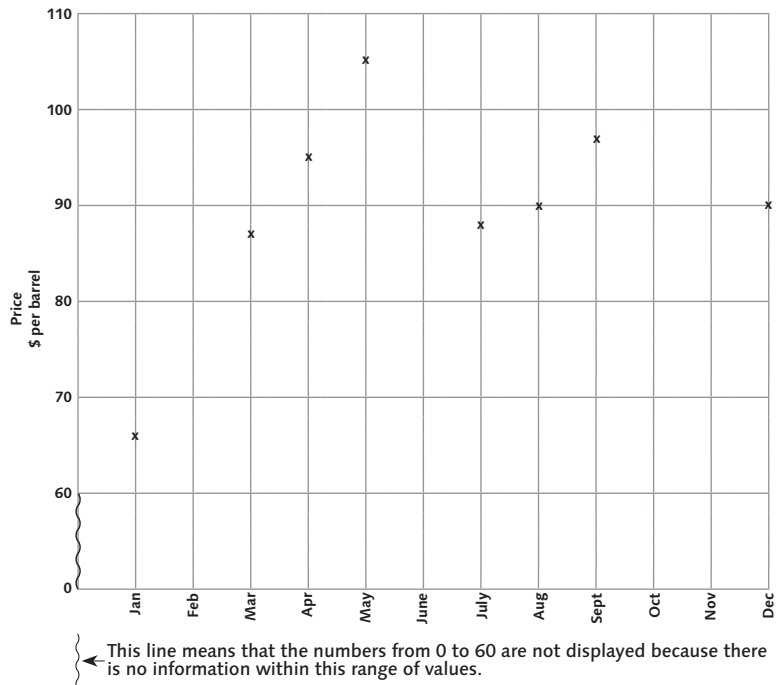
Writing

8 What kind of wildlife in Jordan do you think needs to be preserved? How can this be done? Write around 50 words.

Reading

9 Read this description of a line graph. What does the graph show?

In January 2012 CE, oil in Jordan was selling at \$66 per barrel. Then it rose to \$72 in February. Between February and May, the price rose from \$72 to \$105. Between May and June, the price remained the same. Then in July, there was a drop in price by \$17. In August, the price rose to \$90. It rose again in September to reach \$99 in October. From October to November, there was a slight drop in price by \$4. It fell again by \$5 between November and December.



10 Answer the following questions about the description by calculating the exact prices and amounts of oil. Use full sentences.

1 By how much per barrel did the price of oil rise between February and May?

2 What was the price of oil in Jordan in July?

3 What was the price of oil in October?

4 What was the price of oil in November?

5 What was the price of oil in December?

6 By how much did the price of oil rise between January 2012 CE and December 2012 CE?

11 Some of the exact figures in the graph have been missed out. Complete it as needed, by reading the description in exercise 9 again. Then join the points on the graph to create a line graph. Read the description again. Does it match your graph?

Writing

12 What is the general trend of the graph for the year 2012 CE? Justify your answer in one or two sentences.

Writing: A magazine subscription form

13 Complete a form for subscribing to a magazine that deals with worldwide problems facing natural resources.

1 What kind of personal information would you provide in a subscription form?

2 What might be the reasons for you to subscribe to such a magazine? Write notes.

14 Now complete the subscription form.

***Our Natural Resources* magazine subscription form**

First name: _____ Surname: _____

Age group: 20 and below 21 to 35 36 to 45 46 and above

Gender: Male Female

Address: _____

Email: _____

I wish to subscribe to *Our Natural Resources* magazine because

I wish to pay by:

Visa Mastercard Cash

Card number: _____

SUBMIT

15 Exchange books with your partner to show them your subscription form. Did your partner complete the form correctly?

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to energy sources.			
I can write sentences in reported speech.			
I can report what my partner did in the past.			
I can categorise the uses of different natural resources.			
I can answer questions about an article on the use and preservation of Earth's resources.			
I can write a paragraph about the importance of using renewable energy.			
I can write sentences about natural resources, energy and power.			
I can suggest a title for an article.			
I can answer questions about the Borneo rainforest.			
I can complete a job application form.			
I can use vocabulary related to biofuels.			
I can write correct verb forms in reported questions.			
I can report questions that my partner would like to ask me.			
I can complete sentences using compound adjectives and recognise word formation.			
I can answer questions about the African Wildlife Foundation.			
I can write about the preservation of wildlife in Jordan.			
I can analyse a graph about oil prices in Jordan.			
I can answer questions related to a graph.			
I can complete a graph.			
I can complete a magazine subscription form.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 7 Literature

Vocabulary

1 Complete the following paragraph with the words from the box. One word is not needed.

writer poet journalist author
novelist narrator playwright

If you write any kind of published material, you are an (1) _____. If you specifically write for a newspaper or a magazine, you are a (2) _____. However, if you write fictitious narrative books, you are a (3) _____. On the other hand, if you write shorter, rhyming pieces, you are a (4) _____. If you write dialogue which will be performed by actors in a theatre, you are a (5) _____. If you like writing for pleasure, but you've never had anything published, you might describe yourself as a (6) _____.

Grammar

2 Complete the sentences with the infinitive or gerund form of the verbs in the box.

swim ride have study play

- 1 I don't like _____ in the sea. It's too cold.
- 2 We wanted _____ tennis, but it was raining.
- 3 When I was younger, I loved _____ my bike.
- 4 They suggested _____ lunch at the Japanese restaurant.
- 5 He's hoping _____ medicine at university.

3 Some of the verb forms 1–7 in the following dialogue are incorrect. Rewrite them correctly.

Huda: Hi Lubna, where are you going?

Lubna: I'm just off to the library. I want (1) *taking out* some books as we're going on holiday tomorrow. I've just finished (2) *to read* *Jane Eyre*. Have you read it?

Huda: Oh, I prefer (3) *listening* to books on CDs because I spend so much time (4) *to drive*.

Lubna: I'm considering (5) *downloading* e-books from the Internet. That way, I'll be able (6) *taking* more books with me when I travel.

Huda: That's a good idea.

Lubna: Yes, I just love (7) *to sit* by the pool in the hotel with a great novel. Anyway, I'll see you soon.

Huda: Enjoy your holiday!

- 1 to take out
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

4 Choose activities from List A and verbs from List B to make five sentences of your own.

List A reading painting swimming
travelling cycling

List B like prefer want suggest hope

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

Vocabulary

5 Complete the following paragraph with the types of book from the box. One word is not needed.

novel biography play
non-fiction anthology short stories



This week's top five titles

- 1 *The life and work of Ibn Battuta*: This _____ gives an account of the journeys and writings of the 14th-century traveller.
- 2 *Wuthering Heights*: a new edition of perhaps Emily Brontë's most famous _____.
- 3 *The Young Person's Encyclopaedia of Space*: a _____ work that is an essential reference book for all schoolchildren.
- 4 *Poems of the Masters*: a poetry _____ collecting the most important works ever written.
- 5 *Dubliners*: an excellent collection of 15 _____ by James Joyce.

Reading

6 Read Salah's book review. What do you think is the relationship between the picture and the book that Salah has reviewed?



The Wanderer is one of Gibran Khalil Gibran's masterpieces. I read a lot of books by Gibran and this one is my favourite. It is a collection of 52 short stories which all revolve around the theme of people being unable to communicate well with one another and manage their different emotions. The book contains many moral lessons and pieces of wisdom, which are delivered to the reader through very simple stories.

Reading this book was a very relaxing experience. I found myself in this book and felt that it is related so much to my daily life. It made me rethink a few things in my life and see them from a different, deeper perspective.

It is a good book for one to keep and leaf through every now and then.

7 Complete the following table with the words and expressions from the box.

my favourite
a collection of 52 short stories
contains many moral lessons and pieces of wisdom
very relaxing a good book

Fact	Opinion
	my favourite,

Writing

8 Salah says that *The Wanderer* is a masterpiece. What makes this idea a fact or an opinion? Justify your answer.



Reading

9 Read the summary of a popular book. What kind of book is it? Choose from the items below.

- 1 a novel about growing up
- 2 a detective novel
- 3 a biography

This is the story of the life of a boy in Victorian England, from his childhood until his adulthood. The story takes place in the English countryside and London. As a young boy, Pip meets a man and a young girl, both of who continue to affect his life in different ways. When he grows up, he is given a lot of money, and he goes to London to study, although he does not know where the money has come from. There, he becomes a gentleman and learns more about the world. Eventually, he finds out that the prisoner who he met as a child is paying for his lifestyle, and he also realises that his family are important, and he decides that he wants to live a simple life, after all.

10 Now read the review and check your answer to exercise 9. Then complete the text with adjectives from the box.

fascinating sympathetic realistic rural embarrassed immature

A

This is my favourite of all Charles Dickens' novels. It is a (1) _____ story that includes comedy and tragedy, reality and fantasy.

B

The book is set in (2) _____ England and high society in London. It begins with Pip meeting and helping a man, Magwitch, who will later give him the money he needs to become a gentleman. It follows Pip to London, where he becomes (3) _____ by his poor relations and starts spending a lot of money. In the end, he is reminded of the true value of life through experiences such as grief, love and family support. The novel ends happily.

C

The story is told by the main character, Pip. On the one hand, Pip presents himself as an (4) _____ character, having a deep desire to improve himself and become a gentleman. This desire leads him to behave badly with the people who love him. On the other hand, Pip shows that he is a generous and (5) _____ character through many acts of kindness that he performs towards the people who love him.

D

I would recommend this novel to anyone who likes mysteries and novels set in the past. It is a very (6) _____ look at one person's process of growing up. It also makes the important point that money cannot always buy happiness or make someone a gentleman.

11 Match the paragraphs A–D with the summaries 1–4 below.

- | | | | |
|---------------------------|--------------------------|--|--------------------------|
| 1 Author and type of book | <input type="checkbox"/> | 2 Main character | <input type="checkbox"/> |
| 3 Setting and plot | <input type="checkbox"/> | 4 Opinion and reasons why you should read it | <input type="checkbox"/> |

Writing: A character description

12 Describe a fictional character from a novel or a play.

1 Choose a character from a book or play that you know. Write down the name of the character, the title and type of the work and the author's name.

2 What is your character like? Write down some adjectives to describe them. Why would / wouldn't you like to meet them?

3 What happens to your character? You can use these phrases:

- At the start ...
- One day
- First / Next
- Then
- In the end / At last / Finally

4 Write your character description using your notes above.

13 Read your character description to your class. Which other character would you most like to meet? Why?

Unit 8 Communication

Vocabulary

1 Complete the following paragraph with words related to written communication. You are given the first letter.

People first started written communication through (1) p_____ and drawings on cave walls. When the (2) a_____ was invented, it became a lot easier for people to communicate. This writing system was made up of letters and (3) s_____ which represented sounds. Then, when (4) m_____ m_____ prevailed, it introduced the whole world to (5) n_____ and magazines. However, the blind could not benefit from these forms of communication, and that's when the language of (6) B_____ was invented.

Grammar

2 Choose the correct form of the verbs to complete the summary about Braille.

While Louis Braille (1) *was studying / had studied* at the Royal Institute of the Blind in France in 1821 CE, a young military officer (2) *demonstrated / was demonstrating* the system of dots he (3) *had invented / was inventing*.

After Braille (4) *had seen / was seeing* the system, he (5) *had worked / worked* for many years to improve and complete the communication method that soldiers used. He (6) *created / was creating* a reading system that used six dots in 64 combinations of letters, numbers and symbols. Blind people could 'read' this by running their fingers lightly across the page. Sixteen years after the death of Louis Braille, blind people (7) *were using / had used* Braille all over the world.

3 Each of these sentences has an incorrect verb form. Rewrite the sentences using the correct form of the verbs.

1 I wrote an email when the phone rang.

2 People were finding simple ways to communicate before writing was invented.

3 While he was staying in Paris, he had visited his grandparents.

4 We were taking a taxi because the bus didn't come.

5 My daughter learnt the alphabet by the time she started school.

4 Answer the questions about you.

1 What were you doing at ten o'clock this morning?

2 Who were you talking to an hour ago?

3 What did you do yesterday evening?

4 What had you learnt to do by the time you started school?

Reading

5 Complete the following text about sign language with the words from the box.

**deaf system communication
gestures sign**

Sign language as we know it today originated in 1755 CE, when a Frenchman, Charles Michel de L'Epée, started a school for deaf people in Paris. His form of (1) _____ consisted of gestures, hand signs and finger spelling. The L'Epée system was the first example of French (2) _____ language.

Around the same time, in 1778 CE in Germany, Samuel Heinicke was working on a (3) _____ to teach deaf people how to read lips.

Meanwhile, in Britain, Thomas Braidwood opened the first school for the (4) _____ in 1783 CE. At that time, students were using his form of sign language. Later, this became British Sign Language.

In 1816 CE, after he had seen people using sign language in Paris, an American, Dr Gallaudet, introduced the system in the USA. This, combined with various (5) _____ that deaf people were still using in the USA at the time, formed American Sign Language.



6 Answer the following questions about sign language.

1 Write a definition of sign language using all the words in the box from exercise 5 in one sentence.

2 Which countries introduced sign language in the 18th century?

3 Do you think sign language is as practical and easy as spoken language? Why / Why not?

4 Create your own sign language for the following sentence: "I like reading a book before I sleep." Share this sentence with a partner. Did you express it the same way?

7 Write 8 sentences in the Past Perfect to say what Sara, Ahmad, Asma and Fawzi had and hadn't done by the time they started school. Then write about you.

	Fly a kite	Learn to tell the time	Cook on a campfire	Play house
Sara	✓	✗	✓	✗
Ahmad	✗	✓	✗	✓
Asma	✓	✗	✓	✗
Fawzi	✗	✓	✓	✗
Me				

1 Sara had flown a kite, but she hadn't learnt to tell the time.

2 Ahmad _____

3 Asma _____

4 Fawzi _____

5 Sara _____

6 Ahmad _____

7 Asma _____

8 Fawzi _____

9 I _____

Reading

8 Read the text about how teenagers communicate with each other. Do you communicate with your friends like this?

A group of five teenagers are meeting in a restaurant. They haven't seen each other for a few weeks because it's the school holidays. Despite this, three of them are

5 texting other friends, and the two others are playing games on their phones. They occasionally stop their phone conversations to chat for a few minutes, but most of their time together is spent in silence.

10 Does this scene sound familiar? Would you rather text than talk face-to-face? If you feel lost without your smartphone, chances are that you're part of the teen technology revolution.

15 Every generation does things differently from their parents, but modern-day teenagers are revolutionising communication – and it's not all positive. A survey found that 56 per cent of the

20 teenagers asked would still prefer to hold an important conversation face-to-face, rather than on the phone. However, it also found that spending time on social network websites is now considered to be the same

25 as socialising with friends.

The survey found that the main problem with technology and instant messaging is that 'text speak' (words abbreviated to single letters or symbols) has started to

30 encroach upon other areas of their lives. They report accidentally using text speak in face-to-face conversations, in emails and even in school essays.

35 So, if you are lucky enough to be part of the technological generation, remember that technology is important, but friends, family and face-to-face conversations should be top of the list!

9 Answer the following questions about the text in exercise 8.

1 What are the teenagers in paragraph 1 doing? Why is this surprising?

2 In your own words, explain what the writer means by 'the teen technology revolution'.

3 Does the writer feel that teenagers have the right balance between communicating via technology and talking face-to-face? Explain your answer.

4 What are the main problems that instant messaging has caused?

5 Do you agree with the writer's recommendation in the last paragraph? Why / Why not?

10 Imagine you are preparing a survey to ask adults about their relationship with technology and communication. What questions would you ask?

Writing: A short story

11 Write a short story called *The message*.

1 Imagine you receive one of the messages below. Choose one.

a *You have won first prize of a holiday of your dreams.*

b *I need your help! Come quickly! 12 Beach Road.*

c *I have something important to tell you. Call me on ...*

2 How do you receive the message? Who is the message from?

3 How do you respond to the message? What happens?

12 Write your story.

13 Read your story to the class.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to types of writer.			
I can complete sentences using the infinitive and gerund forms of verbs.			
I can correct verb forms in a dialogue.			
I can write sentences using the infinitive and gerund forms of verbs.			
I can use the vocabulary related to types of books.			
I can differentiate between fact and opinion in a book review.			
I can specify the type of book by reading its summary.			
I can complete a book review with relevant adjectives.			
I can match paragraphs to their headings.			
I can describe a fictional character.			
I can use vocabulary related to written communication.			
I can complete a paragraph using the correct narrative tenses.			
I can write sentences using the correct narrative tenses.			
I can answer questions about myself using narrative tenses.			
I can complete a text using vocabulary related to sign language.			
I can answer questions related to sign language.			
I can write sentences using the Past Perfect.			
I can answer questions about how teenagers communicate.			
I can write questions for a survey.			
I can write a short story.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 9 Food

Vocabulary

- 1 Find the synonyms of the words in the box from sentences 1–4 and write both words in the gaps below. Then write your own sentence using the additional word in the box.

marinated spiced raw seasoned
mansaf stew

- 1 *Ceviche* is made from uncooked fish.
_____ = _____
- 2 The dish in South Africa is made from flowers. _____ = _____
- 3 I like chicken that is soaked in lemon juice. _____ = _____
- 4 When food is spiced with herbs, it tastes better. _____ = _____
- 5 _____

Grammar

- 2 Reorder the words to make sentences in the causative.

- 1 flowers / had / We / arranged / for / sister's / my / wedding

- 2 the / explained / wanted / again / I / lesson

- 3 sent / letter / to / got / the / I / France

- 4 friend / best / wanted / photo / I / a / with / taken / my

- 5 car / Dad / fixed / his / yesterday / had

- 3 These sentences should be in the causative. Find the mistakes and write the correct sentences on the lines below.

- 1 I'm going to cut my hair at the new hairdresser's.

- 2 She needs to repaired her car.

- 3 I need to mended the air conditioning unit.

- 4 They will that broken window fixed.

- 5 He had his favourite meal cook by a chef.

- 6 I repaired my phone after I dropped it.

- 4 These sentences are in the causative or the active forms. Make any changes necessary to improve the meaning. Some sentences are correct and will not need any changes.

- 1 I want to take my photo in front of Buckingham Palace.

- 2 I need to paint the bathroom. I'll call the painter today.

- 3 I made breakfast for the family this morning.

- 4 I dry-cleaned my suit yesterday.

- 5 I wrote an email to my aunt this afternoon.

- 6 Go and get your hands washed. They're very dirty.

Vocabulary

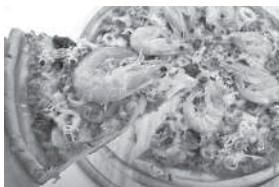
5 What types of pizza can you see in the pictures? Find their names in the box below.

seafood pizza vegetarian pizza
seasoned pizza chicken pizza



1 _____

2 _____



3 _____

4 _____

Reading

6 Complete the pizza menu using the words in the box. One word is not needed.

oven herbs ~~baked~~ recipe chicken
ingredients vegetables seafood

Pizzeria Expert

All our pizzas are (1) baked in our special (2) _____ using the freshest (3) _____. These include ripe tomatoes from Italy and the finest cheeses.

Pizza Herbivore

Three of the most popular (4) _____ are used to flavour the cheese and tomatoes on this delicious pizza: basil, oregano and parsley.

Marine Pizza

This (5) _____ pizza will delight those of you who love all kinds of fish.

Meat Feast

This is a carnivore's dream with plenty of beef and (6) _____.

Vegetarian

Mushrooms, onions and peppers are the main (7) _____ that top this healthy pizza.

7 Answer the following questions.

1 What types of pizza can you name other than the ones mentioned in exercise 6?

2 Which of the pizzas mentioned in exercise 6 do you prefer? Justify your answer.

3 What kind of vegetables would you have in a vegetarian pizza?

8 Look at the list of recommended daily servings and the chart showing what Hind, Amer and Jihad eat each day. Choose the correct alternative to complete the sentences. Then, complete the table and write about your eating habits.

Recommended daily servings are:

Fats and sugars: very little

Fruit: 2-4

Vegetables: 3-5

Proteins: 2-3

X = serving

	Number of servings of sweets	Number of servings of fruit	Number of servings of vegetables	Number of servings of meat
Hind	XXXXXX	X	XX	XXXXXXXX
Amer	XX	XXXX	XXXXXX	XXXXX
Jihad	X	XXXXX	X	X
Me				

1 Hind *eats too many / doesn't eat enough* sweets.

She *doesn't eat enough / eats too much* fruit.

2 Amer *eats the correct amount of / doesn't eat enough* fruit.

He *eats too much / doesn't eat enough* meat.

3 Jihad doesn't eat *too many / enough* sweets. He eats *the correct amount of / too much* fruit.

4 _____

Vocabulary

9 Match the methods of cooking with the definitions. One word is not needed.

roast melt fry grill boil

- 1 roast: cook in the oven
- 2 _____: cook in a pan with a little bit of butter or oil
- 3 _____: cook in very hot water on the stove
- 4 _____: cook under a hot part of the oven

Grammar

10 Read Kevin's list. Write sentences in the causative with **want, get or have**.

My to-do list

- 1 go for a hair cut
- 2 go for an eye test
- 3 ask the dentist to check my teeth
- 4 ask the tailor to shorten my jacket
- 5 ask Farid to take a photo of me
- 6 ask the bike shop to fix my bike

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Reading

11 Read the text and complete it with the missing words.

- 1 **a** weight **b** length **c** energy
- 2 **a** few **b** a lot of **c** too many
- 3 **a** half **b** more than double **c** less than
- 4 **a** enough **b** much **c** too many
- 5 **a** Too much **b** Not enough **c** Some

Calories and health

A calorie is a unit of (1) _____. When you hear that a substance contains 100 calories, it's a way of describing how much energy it gives your body.

Most foods and drinks contain calories. Some foods, such as lettuce, contain

(2) _____ calories – a cup of lettuce, for example, contains fewer than ten calories.

One gram of protein or carbohydrate contains 4 calories, and the same amount of fat contains

(3) _____ that number – 9 calories. So, to find out how many calories there are in a type of food, you can multiply the number of grams by the number of calories in a gram of that food group.

We all need energy, so a healthy, balanced diet includes the right number of calories – not (4) _____, and not too few.

Teenagers need more calories than younger children. Teenage boys on average need 2,200 to 3,200 calories a day, and girls of the same age need 1,800 to 2,400 calories a day. However, whether they are girls or boys, teenagers who are active and move around a lot will need more calories than those who don't.

If you eat more calories than your body needs, the leftover calories are converted to fat.

(5) _____ fat can lead to health problems. Exercising is really important, too, because activity burns calories.

12 Read the text again and write T (true) or F (false). Correct the false statements in your notebook.

- 1 A cup of lettuce contains a small number of calories.
- 2 Eating a lot of fat is bad for you.
- 3 It is impossible to find out how many calories are in a type of food.
- 4 Our bodies need calories to give us energy.
- 5 People who are less active need more calories than people who are active.

Writing: Your favourite dish

13 Write a description of a traditional dish from another country.

1 What is the dish called? What country does it come from?

2 Think about the following questions:

- What does the dish consist of?
- Does it have meat or fish?
- Is it sweet? Is it spicy?
- What are the health benefits of this dish?

3 What is the history of the dish?

4 Now write the description of your traditional dish, focusing on its health benefits.

14 Read your description to the class. Which dish would most people like to try?

Unit 10 Ancient civilisations

Vocabulary

1 Complete the following sentences related to ancient civilisations with words from the box. One word is not needed.

settling remains inhabitants
illiterate lifestyle majestic

- 1 The _____ of this city were living in peace.
- 2 The _____ history of this civilisation is carved in the city's stones.
- 3 The Nabateans were not _____ because archaeologists have found some inscriptions.
- 4 The _____ of a past civilisation tell us a lot about its culture.
- 5 Nomadic people kept travelling and _____ in different places.

Grammar

2 Complete the text, using the past form of the modal verbs in brackets.

The giant heads of Easter Island have been a mystery for centuries. Scientists have wondered how the islanders (1) _____ (could transport) the huge stone statues 18 kilometres from where they were made. The islanders did not have wheels or any kind of machine, which leads some experts to believe that they (2) _____ (must use) sledges, ropes, and rollers made from trees to move the 'Moai', as the statues are called. Another speculation that archaeologists have put forward is that the islanders (3) _____ (might move) the statues, which weigh on average 10 tons, by rocking them forward with ropes. The islanders (4) _____ (could be able) to do this because of the large stomachs that had been carved on the statues.

3 Are these sentences true (T) or false (F)? Correct the false sentences.

- 1 The statues might have been transported by planes.

- 2 Some scientists have suggested that the islanders could have used rollers made from trees to move the statues.

- 3 The islanders might have rocked the statues with ropes to move them.

- 4 The large stomachs on the statues must have made it difficult for the islanders to move the statues.

4 Write your own speculations about how the statues were transported and why they were built. Use **might have**, **could have** and **must have**.

The islanders might have _____



Reading

5 This is a photograph of ancient ruins as well as modern-day buildings. Which city is this? What do you think the photograph suggests?



6 Read the following text and check your answers to exercise 5.

Several different peoples have inhabited the city of Amman since antiquity. The earliest settlement was recorded to date from around 7,000 BCE. The peoples left a lot of remains behind, which can tell us a great deal about their culture.

Among the remains is the Amman Citadel or Jabal al-Qalaa. The citadel has witnessed the rise of many different empires throughout the centuries. Even though archaeologists have been studying the citadel's structures, tombs, walls and stairs, a lot of the remains are still unexcavated.

The Amman Citadel is also the site of the Jordan Archaeological Museum, which is home to a collection of artefacts from the citadel, as well as objects from other Jordanian historic sites.

This photo of Amman represents a mixture of ancient Amman and modern Amman. It makes us reflect on how much an ancient civilisation can affect our modern-day culture.

7 Answer the following questions

1 What do you think the citadel's structures, tombs, walls and stairs might tell us about the civilisations back then?

2 Do you think a country's remains and ruins should be preserved? Why / Why not?

3 How do you think an ancient civilisation can affect modern-day culture?

4 Name other archaeological sites in Amman. Have you been to any of them? If so, what was so impressive about them? If not, which sites would you like to visit?

Grammar

8 Imagine that you had been born 100 years ago. Write sentences about how your life would have been different. Use the modal verbs shown and add one more of your own.

1 (might have)

I might have travelled to school on a horse instead of by car.

2 (could have)

3 (couldn't have)

4 (might not have)

5 (might have)

6 (_____)

Reading

9 Match postcards 1 and 2 with the pictures a–c. You do not need one of the pictures.



a

b

c

1

Hi Rakan

This is a section from the mosaic floor at the Roman baths in Bath, England, where I am staying with my family. You can see part of a sea horse. The colours have faded now, but the mosaic must have been stunning during Roman times. Men who visited the baths might have first gone in the hot room, then sat in the cold room before having a dip in the swimming pool.

I suppose the baths were used a bit like our leisure centres today!

See you soon

Issa

Place stamp here

Place picture here

Writing

10 Write a postcard from an archaeological site. Use **could (not) have**, **might (not) have** or **must (not) have**. Mention the following:

- where it is
- which civilisation lived there
- a brief description of what you have seen
- what you think of it

Place stamp here

Place picture here

2

Hi Malak

We have just been to see the pyramids near Cairo, Egypt. The Great Pyramid, which you can see on this postcard, is absolutely huge! It must have taken a lot of people to build it. The guide told us that as many as 100,000 people might have been needed. It must have been hard work pulling those blocks. The Ancient Egyptians built the pyramids by the River Nile, so they could transport the stone blocks more easily to the building site. The pyramids were made to bury the Pharaohs of Egypt and to store their belongings, but thieves have now taken a lot of the treasure from the tombs.

See you soon

Sana

Place stamp here

Place picture here

11 Write five sentences about the tool in the picture below, using the modal verbs in exercise 10.



- _____
- _____
- _____
- _____
- _____

Writing: A discovery article

12 Write a newspaper article about the discovery of an ancient civilisation. You should imagine this civilisation.

1 Where was the site found?
Who found it and how?

2 Describe the site. Include the following:

- Who the site might have belonged to
- How the artefacts found might have been used
- What language the inhabitants spoke, what food they ate and what traditions they had
- What might have happened to the civilisation that the site belonged to

13 Now write your article.


14 Read your article to the class. Whose civilisation is the most exciting? Why?


WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to food.			
I can write sentences using the causative.			
I can use vocabulary related to types of pizza.			
I can complete a pizza menu.			
I can answer questions about pizza preferences.			
I can assess the amount of food consumed based on recommended daily servings.			
I can use vocabulary related to methods of cooking.			
I can write a to-do list in the causative.			
I can complete a text about calories and health.			
I can state whether sentences about calories and health are true or false.			
I can write a description of a traditional dish from another country.			
I can use vocabulary related to ancient civilisations.			
I can complete a text using modal verbs of possibility in the past.			
I can state whether information about a civilisation is true or false.			
I can write my own speculations about a civilisation using modal verbs of possibility in the past.			
I can make predictions about a photograph.			
I can answer questions about the ancient civilisation of Amman.			
I can write sentences about my life 100 years ago using modal verbs of possibility in the past.			
I can match postcards to their equivalent picture.			
I can write a postcard using modal verbs of possibility in the past.			
I can describe a tool in a picture using modal verbs of possibility in the past.			
I can write a story about the discovery of an ancient civilisation.			

Total number of ticks		
Always	Sometimes	Rarely

Revision B

1  Listen to this conversation about reading and different media. Which medium does Sana prefer?

2  Listen again. Fill in the blanks with the missing phrases.

Sana: Hi. What are you doing?

Muna: Oh hello. I'm sorting out my books. Will you (1) _____?

Sana: I'd love to help you. You have a lot of books!

Muna: Yes, I do. When I read I (2) _____! What about you? Do you enjoy reading?

Sana: I do enjoy it, but my parents bought me an electronic reader, which means I'm (3) _____ in a small space – on the reader. It's much more convenient!

Muna: Wow! I didn't know they were so useful. I often download books on my parents' computer, which is great because the screen is very large, so they're (4) _____, but of course, if you want to take them with you, it's impossible.

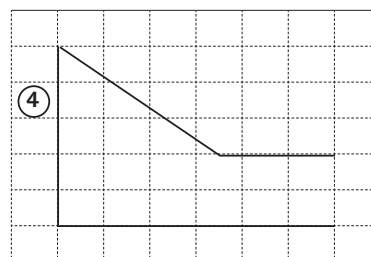
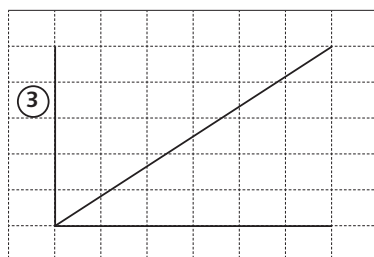
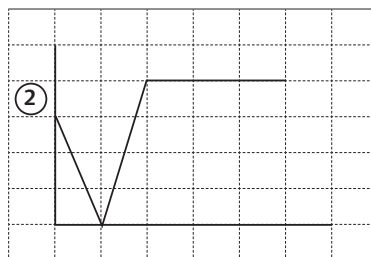
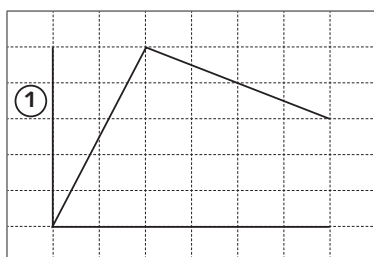
Sana: That's true. I've (5) _____ since I got my electronic reader, but honestly, like you said, I miss feeling pages of real books.

Muna: Well, let's (6) _____ these real books, shall we?

3 Which medium do you prefer? Why? Discuss with a partner, referring to the text of the listening exercise.

4 Look at graphs 1–4. Choose one (do not tell your partner which one!) and describe it to your partner, using the vocabulary below. Your partner must guess which one it is. Then, your partner does the same.

sharp(ly) slow(ly) decline steady/steadily rise uneven level gradual(ly)



5 Read the following recipe instructions about how to make *pasta con sarde*.

Choose the correct verb in the sentences.

- a** *Stir / Chop* in the pepper with the Parmesan, sardines and garlic, and remove from the heat.
- b** Pour the water off the spaghetti. *Serve / Add* some olive oil and stir. Cover and keep warm.
- c** *Boil / Roast* a large pot of lightly-salted water. Add the spaghetti, and cook for 8 to 10 minutes.
- d** *Add / Fry* the sardines, and cook for 1 more minute.
- e** Place a little olive oil in a frying pan, and *cool / heat* gently. Stir in the garlic, and cook until golden, 2 to 3 minutes.
- f** Add the sardines, garlic and Parmesan on top of the pasta. *Serve / Spice* the dish with additional Parmesan cheese.
- g** *Mix / Season* in the Parmesan cheese with the sardines and garlic.

6 Rearrange the steps in exercise 5 from 1 to 7 to make the dish. Would you make it? Would you like to have it made for you?

7 You are working on your school newspaper. Write an email to your friend telling him/her about what you do there. Make sure you include verbs such as *enjoy, dislike, remember, forget, try*, and include vocabulary you learnt about newspapers.

8 Swap your email with your partner. Write a response.

Test A (Modules 1-3)

Reading

There are many festivals in the world. Some of them have religious roots, others have seasonal or cultural significance.

The seasonal festivals are decided by the lunar or solar calendar or by seasonal patterns. Seasonal festivals are celebrated because of their effect on food supply. These festivals
5 are related to the agricultural seasons of the areas. Abundance of food or safe return of the herds to farms have always been great festive occasions.

Religious festivals were established to honour the Creator. Two famous examples are Eid al-Fitr, the feast that marks the end of the fast of Ramadan, and Eid al-Adha, the festival marking the end of the annual pilgrimage to Mecca.

1 Read the article above. Are these sentences true or false? Correct the false sentences. (1 mark each)

1 Seasonal festivals are all decided by the lunar calendar.

2 Seasonal festivals celebrate agricultural prosperity.

3 Eid al-Adha is marked by a pilgrimage to Mecca.

3

2 Answer the following questions. (1 mark each)

1 Why were seasonal festivals celebrated?

2 Why were religious festivals established?

3 Name two famous religious festivals.

4 Describe in your own words why the two famous Islamic festivals are celebrated.

4

3 Complete the sentences with words from the article. (1 mark each)

1 Some festivals have religious s_____.

2 Seasonal festivals are decided by lunar and solar c_____.

3 Eid al-Fitr signifies the end of the f_____ of Ramadan.

3

Speaking

1 Circle the correct modal verb. Then exchange the dialogue with a partner. (1 mark each)

A: My holiday starts tomorrow. I (1) *don't have to / can* go to school, so I'm going to go sand surfing instead.

B: Where (2) *should / can* you practise this sport?

A: I (3) *don't have to / shouldn't* go to California. Instead, I can go to Liwa Oasis in Abu Dhabi.

B: You (4) *must / should* wear light clothes, sunglasses and a hat to protect yourself from the sun.

A: Maybe I (5) *should / can* also take a few surfing lessons before going to Abu Dhabi.

5

2 Write the correct form of the verbs in brackets. Then exchange the dialogue with your partner. (2 marks each)

A: Did you see the Torch Relay of the Winter Olympic Games? It (1) _____ (televise) all over the world.

B: No, I didn't see it. I (2) _____ (never see) a torch relay. I would have liked to watch it.


A: So you (3) _____ (must watch) the Torch Relay for the Summer Olympics next summer.

B: Where (4) _____ the torch _____ (take) for the Winter Olympics?

A: To Sochi, South West Russia, where the Winter Olympic Games (5) _____ (take) place.

10

Listening

1  Listen and tick the sentence that you hear. (2 marks each)

1 a Sleepwalking is a sleep disorder that causes people to get up and walk while sleeping.

b Sleepwalking has been considered a sleep disorder that causes people to get up and walk while sleeping.

2 a The sleepwalker is roaming the house, eyes open with a glassy, staring expression.

b The sleepwalker roams the house, eyes open with a glassy, staring expression.

3 a The responses of the sleepwalker are slow or absent.

b The responses of the sleepwalker are going to be slow or absent.

4 a If the sleepwalker returns to bed without awakening, he remembers everything.

b If the sleepwalker returns to bed without awakening, he will not remember anything.

5 a Sleepwalking is not associated with other sleep problems such as insomnia.

b Sleepwalking has been associated with other sleep problems such as insomnia.

10

Writing

1 Write sentences. Use the Present Perfect Continuous form of the verbs and the information in brackets. (1 mark each)

1 I / feel / tired / for. (the past week)

2 I / train / hard. (since the beginning of the basketball season)

3 My family / produce / silk. (for three generations)

4 Our school / prepare / us. (for future challenges)

5 The student / study / hard. (to pass the exams)

5

2 Write a paragraph of 80–100 words in your notebook describing an outstanding celebration or festival that you have read about. (10 marks)

I read about the _____ festival. It sounded exciting to me because...

10

Total 50

Test B (Modules 4–6)

Reading

Phoenicia was an ancient civilisation located on the eastern coast of the Mediterranean Sea from 1530 BCE to 300 BCE. The Phoenicians were great sea merchants who were well known for their ships made of the famous Lebanese cedar trees. The Greeks and the Romans referred to Phoenicians as the “traders in purple” because their main trading-product was the purple dye of the Murex snail. They also invented the alphabet, which most modern alphabets come from. The vowels were added later by the Greeks.

The Phoenicians lived in politically independent city-states. Their independent city-state ports enabled them to be the link between the Levant area and the rest of the ancient world. The first principal city-state was Byblos from where they controlled the Mediterranean and Red Sea routes. The city of Byblos was also a great exporter of papyrus. Phoenician influence declined after Phoenicia was conquered in 539 BCE. Then Tyre was destroyed in 332 BCE, and the Phoenician civilisation died out.

1 Read the article above. Are these sentences true or false? Correct the false sentences. (1 mark each)

1 The Phoenician civilisation was made up of independent city-states.

2 The Phoenician alphabet is the basis for all alphabets still in use today.

3 The Phoenicians were famous conquerors.

4 The Phoenicians were a basic link between the Levant area and the rest of the ancient world.

4

2 Answer the following questions. (1 mark each)

1 Where were the Phoenician settlements located?

2 What did the Phoenicians invent?

3 Why was Byblos the first important settlement?

4 What were the Phoenicians known for?

4

3 Circle the correct answer. (1/2 mark each)

1 Which word has the same meaning as “well known”?

famous unimportant promenade

2 Which word or phrase has the opposite meaning of “independent”?

able to work alone dependent insecure

3 Which isn't connected to the Phoenician civilisation?

sea trade alphabet occupation

4 Which word has the same meaning as “settlement”?

community communion commander

2

Speaking

1 Circle the correct gerund or infinitive verb form. Then exchange the dialogue with a partner. (2 marks each)

A: How was your visit to Jordan?

B: Exciting! I (1) *tasted* / *have tasted* delicious new appetisers.

A: What did you like (2) *to eat* / *eating* the most?

B: I tried (3) *eating* / *to eat hummus* and *foul medames*.

A: Were they delicious?

B: Yes, I intend (4) *to learn* / *learning* how to prepare them.

A: I hate (5) *preparing* / *to prepare* my own food. That's why I always eat at restaurants.

10

2 Choose the correct verb form. Then, exchange the dialogue with a partner. (1 mark each)

Salwa: Mum, I (1) *have invited* / *have been inviting* our friends to dinner.

Mum: Why (2) *don't you prepare* / *won't you prepare maqluba*?


Salwa: OK. I (3) *know* / *have known* that it includes seasoned and sliced meat, rice and vegetables, but how do you make it?

Mum: The vegetables (4) *must* / *might* be chopped and fried. After you finish (5) *cooking* / *to cook* them all together, you flip the pot upside down and sprinkle fried nuts over it.

Salwa: It sounds delicious!

5

Listening

1  Listen and tick the sentence that you hear. (2 marks each)

1 a Earth's non-renewable resources are threatened.

b Earth's renewable resources are threatened.

2 a Solar energy is secondary renewable energy.

b Solar energy is primary renewable energy.

3 a Charles Dickens wrote about poor social conditions in his novels.

b Charles Dickens talked about poverty and bad conditions in his novels.

4 a The language of Braille is used by everybody.

b The language of Braille is used by blind people.

5 a The Nabateans migrated to Petra during the 6th century BCE.

b The Nabateans originally lived in Petra during the 6th century BCE.

10

Writing

1 Rewrite the following sentences using reported speech. (1 mark each)

1 "I read *Great Expectations* last year."
The student said that _____

2 "My children are spending too much time indoors."
Mother said that _____

3 "I will serve you *maqluba* first and *kunafah* afterwards."
Salwa told her guests that _____

4 "The Nabateans weren't illiterate when they lived in Petra."
The archaeologist said that _____

5 "We have been examining deposits of ash, marine species, cattle bones and seashells at Knossos, Crete."
The scientist said that _____

5

2 Write a paragraph of 80–100 words in your notebook about a culture that you would like to experience. Refer to its traditions and customs but focus on its cuisine. (10 marks)

10

Total 50

Module 2

UNIT 1

The Present Continuous for future events

- We can use the Present Continuous to talk about events in the future that have already been planned.

Next Monday we are celebrating my brother's graduation.

They are buying a new house this year.

The Present Simple for timetabled future events

- We can use the Present Simple to talk about events in the future that will happen at a stated time.

The festival starts on 20th October.

The bus leaves at 8 pm.

going to for intentions

- We use *going to* + the infinitive to talk about intentions (things that have already been decided).

We are all going to attend the ceremony.

I'm going to buy a cake for my friend tonight.

going to for predictions

- We can use *going to* + the infinitive when we predict what will happen, based on evidence.

Look at the crowds! It's going to be a lot of fun.

There are lots of clouds. It's going to rain.

will for spontaneous decisions

- We use *will* + the infinitive to talk about a decision made at the moment of speaking.

I think I'll have pasta for lunch.

You look tired. I'll stay at home and help you.

UNIT 2

Modal verbs of obligation and prohibition

- English has several different ways of talking about obligation (something that is necessary), prohibition (something that we are obliged not to do), permission (something that we are permitted to do) and giving advice. Some of these use modal verbs such as *must*, *should* and *can*. Modal verbs do not change form in the present tense.

must/mustn't

- We use *must* + the infinitive to talk about an obligation. We use *mustn't* + the infinitive for a prohibition.

I must do my homework. (The obligation comes from the speaker.)

You mustn't talk in the library. (You are obliged not to talk in the library.)

have to/don't have to

- We can also use *have to* + the infinitive to talk about an external obligation.

You have to take off your shoes before entering someone's home. (The obligation comes from somebody else.)

- We use *don't/doesn't* + *have to* + the infinitive to say that something is not necessary or not obligatory.

We don't have to go to school on Fridays. (There is no obligation.)

can/can't

- We use *can* + the infinitive to say that something is possible or permitted.

You can have another slice of pizza if you want to.

- We use *can't* + the infinitive to say that something is not possible or not permitted.

You can't come in yet – the floor is wet!

should/shouldn't

- We use *should* + the infinitive to recommend an action or advise someone to do something.
You should go up the Eiffel Tower if you visit Paris on holiday.
You should drive carefully all the time.
- We use *shouldn't* + the infinitive to advise someone against doing something.
You shouldn't point at people. It's rude.
Students shouldn't leave their homework until late in the evening.

Module 3

UNIT 3

The passive form of verbs

- In passive sentences, the subject of the sentence has something done to it, or is affected by the action of the verb. The opposite is an active sentence, where the subject of the sentence performs the action. Passive sentences do not have to mention who or what is performing the action (the agent). If they do, the agent is introduced with *by*.
In the ancient Olympic Games, winners were awarded a medal, an olive branch and a diploma. (passive; no agent)
The record for the women's heptathlon is held by Jessica Ennis. (passive; the agent is Jessica Ennis)
Jessica Ennis holds the record for the women's heptathlon. (active)

The Present Simple passive

- We form the Present Simple passive with *is/are* + the past participle.
The competition is held every year.
The company's finances are handled by Sara.

The Past Simple passive

- We form the Past Simple passive with *was/were* + the past participle.
Many important things were invented in the 20th century.
The Olympic Games were started in Ancient Greece.

The Future Simple passive

- We form the Future Simple passive with *will be* + past participle.
The work will be finished by 5 pm.
The project will be completed before the deadline.

UNIT 4

The Present Perfect Continuous

- We use the Present Perfect Continuous to talk about an action or situation that began in the past and is still continuing.
I have been practising English every day.
People have been playing ball games for centuries.
- We can also use the Present Perfect Continuous to talk about an action or situation that began in the past and has just finished.
What have you been doing for the past hour?
I've been reading my book.
- The Present Perfect Continuous is often used with expressions of time, to focus on how long something has been happening.
I have been waiting for you for half an hour.
She has been working since 8 am.
- The Present Perfect Continuous is formed with *has/have* + *been* + the present participle (-ing form).
I'm tired because I've been running.
How long have you been doing your homework for?

Module 4

UNIT 5

Reported speech (from direct speech in the Present Simple and the Present Continuous)

- We use reported speech to tell someone what someone else has said in the past. We use direct speech when we give the person's exact words. Direct speech is usually written inside speech marks (" ").

- When we change a statement from direct speech to reported speech, the tense of the verb changes. We can use *said* (or other reporting verb) + *that* to introduce what the person said.
- When we change a statement in the Present Simple to reported speech, we change the verb into the Past Simple.
"I have breakfast in the hotel every day." (direct speech)
She said that she had breakfast in the hotel every day. (reported speech)
- When we change a statement in the Present Continuous to reported speech, we change the verb into the Past Continuous.
"I'm sitting on top of the mountain." (direct speech)
He said that he was sitting on top of the mountain. (reported speech)

Reported speech (from direct speech in the Past Simple and the Present Perfect)

- As explained above, when we change a statement from direct speech to reported speech, the tense of the verb changes. We use *said* (or other reporting verb) + *that* to introduce what the person said. Sometimes other words such as expressions of time have to change, too.
- When we change a statement in the Past Simple to reported speech, we change the verb into the Past Perfect.
"I went to the National Gallery last week." (direct speech)
She said that she had gone to the National Gallery the week before. (reported speech)
"I checked my emails this morning." (direct speech)
He said that he had checked his emails that morning. (reported speech)
- When we change a statement in the Present Perfect to reported speech, we change the verb into the Past Perfect.
"Scientists have found a new source of energy." (direct speech)
He said that scientists had found a new source of energy. (reported speech)
"We have visited the ancient city of Petra three times." (direct speech)
They said that they had visited the ancient city of Petra three times. (reported speech)

Tense in direct speech	Tense in reported speech
Present Simple <i>I'm a teacher.</i>	Past Simple <i>He said he was a teacher.</i>
Present Continuous <i>I'm having lunch with my parents.</i>	Past Continuous <i>She said she was having lunch with her parents.</i>
Present Perfect Simple <i>I've been to France three times.</i>	Past Perfect Simple <i>He said he had been to France three times.</i>
Present Perfect Continuous <i>I've been working very hard.</i>	Past Perfect Continuous <i>He said he had been working very hard.</i>
Past Simple <i>I bought a new car.</i>	Past Perfect <i>He said he had bought a new car.</i>
Past Continuous <i>It was raining earlier.</i>	Past Perfect Continuous <i>She said it had been raining earlier.</i>
Past Perfect <i>The play had started when I arrived.</i>	Past Perfect NO CHANGE POSSIBLE
Past Perfect continuous <i>I'd already been living in London for five years.</i>	Past Perfect Continuous NO CHANGE POSSIBLE

Note: Forming reported sentences is the same when the sentences are facts.

"Our country imports oil and natural gas from neighbouring countries. In my opinion, we have to be more careful with our energy consumption." (direct speech)

She said that their country imported oil and natural gas from neighbouring countries. In her opinion, they had to be more careful with their energy consumption. (reported speech)

UNIT 6

Reported questions

- We use reported questions to report a question that someone has asked. We use *ask* (or another reporting verb) to introduce reported questions. Reported questions do not have question marks at the end. The verb tenses change as in reported speech.
- When the direct question has a question word such as *who*, *where*, *when* or *why*, the reported question uses the question word.
"How long does it take to get to London?" (direct question)
The woman asked how long it took to get to London. (reported question)
"When did Jordan start competing in the Olympics?" (direct question)

He asked when Jordan had started competing in the Olympics. (reported question)

- When the direct question does not have a question word (questions with *do* or *does*), we use *if* or *whether* to introduce the reported question.

"Do you like broccoli?" (direct question)

Asma asked me if I liked broccoli. (reported question)

"Did you learn about Earth's resources last week?" (direct question)

Fadi asked whether they had learnt about Earth's resources the week before. (reported question)

Module 5

UNIT 7

Verbs followed by gerunds or infinitives

- Some verbs can be followed by an *-ing* form (gerund), but not by an infinitive. These include *avoid, consider, dislike, enjoy, finish, practise* and *suggest*.

He enjoyed travelling, and travelled all over the world.

Would you consider moving to another country?

- Some verbs can be followed by an infinitive, but not by an *-ing* form. These include *agree, ask, attempt, choose, decide, expect, forget, hope, manage, offer, prepare, promise, seem* and *want*.

I offered to help my father clean the car.

She decided to study Law at university.

- Some verbs can be followed by either an infinitive or an *-ing* form, with no difference in meaning. These include *begin, continue, hate, intend, like, love, prefer* and *start*.

My brother likes playing the guitar.

I prefer to read historical novels. I love getting to know the characters.

- Some verbs can be followed by either an infinitive or an *-ing* form, but there is some difference in meaning. These include *forget, remember, stop* and *try*.

She stopped talking when she saw the beautiful view.

We stopped to check our route on the map. I remember playing in the park when I was younger.

I must remember to return that book to the library.

Try reading a work of fiction instead. You might find that more interesting. (try = experiment)

I tried to finish the book during my holiday, but it was too long. (try = attempt)

Note: The verb *prefer* can be used in two different ways:

I prefer reading/to read fictional novels. (a permanent fact)

I would prefer to read an autobiography today. (a preference for the immediate future, conditional)

UNIT 8

Time expressions: *when, by the time (that), before, while*

- We use time expressions in dependent clauses to give extra information about when events (in the main clause) took place.
- We use *when* to describe an event that took place at the same time as the main action. *When we sat down to eat, the phone rang.* It can also be used with the Past Perfect to talk about an event that finished before the event in the main clause. *When we had finished eating, the phone rang.*
- We use *by the time* to show that one activity was finished before the other one. We use it with the Past Simple in the dependent clause, and the Past Perfect in the main clause. *By the time that I arrived at the station, the train had left.*
- We use *before* to say that one action happened before another. We can use the Past Simple in the main clause if we know when the action happened. *Before I went to bed, I read a chapter of my book.*

- We use the Past Perfect if the action in the main clause happened at an unspecified time before the action in the dependant clause.

Before I met my pen friend, I had never met an Australian.

- We use *while* to link two events that happened at the same time.
- While I was reading my book, my brother was watching television.*
While I was taking a bath, the doorbell rang.

Narrative tenses

- Narrative tenses are verb tenses that we use to talk about the past. They are often used when we tell stories and when we describe past events. Three tenses that we use for narratives are the Past Simple, the Past Continuous and the Past Perfect.
 - When we describe past events or tell stories in the past, it is important not to mix past and present tenses. The reader or listener will not understand when the events happened and your story will not be clear.
 - We use the Past Simple to describe the main events of a story, and to describe sequences of events. We use the Past Simple for completed events in the past.
- After she said goodbye to her family, she got on the train to London. She sat down on her seat and looked out of the window.*
- We use the Past Continuous for unfinished actions and events at a point of time in the past, and for repeated actions that were happening over a period of time.
- The young man was studying Engineering at university.*
I was working on my project for a month.
- We also use the Past Continuous to describe the situation or background in which the events of a story happen.
- That day, my grandfather was celebrating his birthday. In the garden, the sun was shining and the birds were singing.*

- We use the Past Perfect to talk about things that happened before the main events of the story.

He had dreamt of helping people all his life.

Finally, his dream was coming true.

By seven o'clock in the evening, he had completed his homework.

- To form the negative in the Past Perfect, use the auxiliary verb *had* + *not* + main verb (past participle).
- By the time I was twelve, I still had not been fishing.*

- To form *wh-* questions in the Past Perfect, you need to decide whether it is a subject or an object question.

› Subject questions (so-called because they are questions about the *subject* of the sentence) do not change the order of the subject and verb; all you need to do is replace the subject of the sentence with a question word.

Who had learnt to speak two languages by the time he was five?

Omar had learnt to speak two languages by the time he was five.

› To form object questions (asking about the object, or second part of the sentence with the verb), add the question word and swap the order of the subject and the auxiliary verb.

How long had you studied French before you became a translator?

- To form *yes/no* questions in the Past Perfect, swap the order of the subject and the auxiliary verb.

Had you finished all your work by this morning?

Yes, I had.

Module 6

UNIT 9

The causative: *have/get/want something done*

- We use the causative to talk about actions which we caused to happen. When we have or get something done for us, we cause it to happen. We use the causative to say that we do not do an action, but instead ask someone else to do it for us.
- We use verbs like *have*, *get* and *want* in the causative.
- We use *have/get/want* + noun + past participle to form this structure.
I had my teeth checked by a dentist.
I will get my car fixed tomorrow.
I want my lawn mowed today, please. Have you got time?
- We use *have* and *get* to mean the same thing.
I had this picture painted [by a painter] yesterday.
I got this picture painted [by a painter] yesterday.
The meaning of both these sentences is 'This picture was painted by a painter yesterday, after I asked him/her to paint it.'
- We use *want* as a causative to talk about wanting something to be done.
I want my house repainted so I'm going to phone a decorator.
I wanted my suit cleaned so I took it to a dry cleaner's.
The meanings of these sentences are 'I wanted someone to repaint my house so I phoned a decorator' and 'I wanted someone to clean my suit, so I took it to a dry cleaner's.'

UNIT 10

Modal verbs of possibility in the past

- We can use modal verbs with the perfect infinitive (*have* + the past participle) to talk about possibility in the past.

- We use *could have* + the past participle or *might have* + the past participle for a specific possibility in the past (when we are not sure if something happened or not).
A car might have broken down on the road.
She could have got lost on her way to our house.
- We use *must have* + the past participle for a deduction about the past when we believe that something is true and quite often when we have evidence.
He must have forgotten about our appointment today.
I've lost my bag. I must have left it on the train.
- We use *can't have* + past participle or *couldn't have* + past participle to talk about something we are certain about. We also use these to express disbelief or surprise.
She couldn't have finished the project yesterday. There was so much left to do!
It couldn't have been Ahmad you saw yesterday. He's in Spain this week.
He can't have robbed the bank. He's such a nice person.
- We use *would have* + past participle or *wouldn't have* + past participle to talk about a definite outcome in the past, if the situation had been different. In this case, the *if* is not spoken.
I would have called you last night (if I had known you were upset).
I would have gone with you to the library, but you didn't ask!

Glossary

MODULE 1

apnea /'æpiə/ (*noun*) a medical term for when you can't breathe

brainwave /'breɪnwɛv/ (*noun*) an electrical force that is produced by the brain and can be measured

concentrate /'kɒnsəntreɪt/ (*verb*) to think very carefully about something you are doing

confident /'kɒnfɪdənt/ (*adjective*) sure that something will happen in the way that you want or expect

essential /'esənʃəl/ (*adjective*) extremely important or necessary in order to do something correctly or successfully

exhausting /'eg'zɔ:stɪŋ/ (*adjective*) making you feel extremely tired

eyelid /'aɪlɪd/ (*noun*) the two pieces of skin that cover your eye when it is closed

grateful /'ɡreɪtful/ (*adjective*) feeling that you want to thank someone because of something kind that they have done

heartbeat /hɑ:?'bi:t/ (*noun*) the action or sound of your heart as it pumps blood around your body

immune system /ɪm'ju:n 'sɪstəm/ (*noun*) the system by which your body protects itself against disease

insomnia /ɪn'sɒmniə/ (*noun*) the condition of not being able to sleep

involuntarily /ɪnvələntərɪli/ (*adverb*) done without conscious control

lack /læk/ (*noun*) when there is not enough of something, or none of it

monitor /'mɒnɪtɜ:z/ (*verb*) to carefully watch and check a situation to see how it changes over a period of time

reduce /rɪ'dju:s/ (*verb*) to make something smaller in size or amount, or less in price

REM /rem/ (*noun*) (rapid eye movement) a period during sleep when your eyes move quickly when you are dreaming

soundly /'saʊndli/ (*adverb*) (of sleeping) deeply and peacefully

snore /sno:z/ (*verb*) to breathe noisily through your mouth and nose when you are asleep

staff /stɑ:f/ (*noun*) the people who work for an organisation, especially a school or business

stressed /strest/ (*adjective*) so worried and tired that you cannot relax

MODULE 2 - UNIT 1

abundantly /ə'bʌndəntli/ (*adverb*) in large quantities

artefact /ɑ:tɪfækt/ (*noun*) an object such as a tool, weapon, etc. that was made in the past and is historically important

be into [something] /bi 'ɪntə/ (*verb*) to like and be interested in something

carnival /'kɑ:nɪvəl/ (*noun*) a celebration with music and a procession

charm /tʃɑ:m/ (*noun*) a special quality someone or something has that makes people like them

cherish /'tʃe.rɪʃ/ (*verb*) to regard someone or something very important to you

commemoration /kəmemə'reɪʃən/ (*noun*) something that makes you remember or respect an important person or event in the past

dazzling /'dæ:zliŋ/ (*adjective*) very impressive and attractive

embellished /ɪm'belɪʃt/ (*adjective*) decorated

fair /feə/ (*noun*) an exhibition

festivities /fe'stɪvə'ti:z/ (*plural noun*) things such as drinking, eating or dancing that are done to celebrate a special occasion

float /fləʊt/ (*noun*) foam support used when swimming

floodlit /'flʌdlɪt/ (*adjective*) surrounded by a very bright light so that people can see at night

herald /'herəld/ (*verb*) to be a sign of something that is going to come or happen soon

honour /'hɒnə/ (*verb*) to feel very proud and pleased with something

host /həʊst/ (*noun*) a male person who has invited guests and who provides the food, drinks, etc.

imported /ɪm'pɔ:tɪd/ (*adjective*) (of a product) brought from one country into one's own country so that it can be sold there

legend /'le.dʒənd/ (*noun*) an old, well-known story, often about brave people or adventures

one-of-a-kind /'wʌnəvəkəɪnd/ (*adjective*) unique and completely different from anyone or anything else

peony /'pi:əni/ (*noun*) a garden plant with large red, pink or white flowers

plaza /'plɑ:zə/ (*noun*) a public square or marketplace surrounded by buildings

procession /prə'seɪʃən/ (*noun*) a line of people or vehicles moving slowly as part of a ceremony

scorched /skɔ:tʃt/ (*adjective*) very hot

spectacle /'spektəkəl/ (*noun*) a very impressive show or scene

stroll /straʊl/ (*verb*) to walk slowly in a relaxed way

troupe /tru:p/ (*noun*) a group of singers, actors or dancers who work together

wares /weəz/ (*plural noun*) articles and products for sale

world-renowned /wɜ:ld rɪ'naʊnd/ (*adjective*) known and admired by a lot of people around the world

MODULE 2 - UNIT 2

bond /bɒnd/ (*noun*) a special relationship that people might develop, for example mother and baby, or twins

catch up with /kætʃ 'ʌp wɪð/ (*phrasal verb*) to spend time with someone finding out what has been happening in their life

chopsticks /tʃɒpstɪks/ (*noun*) the two thin sticks you use to eat food in many Asian countries

diverse /daɪvɜ:s/ (*adjective*) very different from each other

doorbell /'dɔ:bel/ (*noun*) a button outside a house that makes a sound when you push it so that people inside know you are there

elderly /'eldəli/ (*noun*) old people

hostess /'hɒstəs/ (*noun*) a female person who has invited guests and who provides the food, drinks, etc.

impolite /ɪmpə'laɪt/ (*adjective*) rude, not polite

invitation /ɪnvɪ'teɪʃən/ (*noun*) a written or spoken request to someone, inviting them to go somewhere or to do something

likely /laɪkli/ (*adjective*) something that is likely will probably happen

look someone up /lʊk 'sʌmwʌn ʌp/ (*phrasal verb*) to visit someone you know, especially when you are in the place where they live for a different reason

noodles /'nu:dəlz/ (*noun*) long, thin pieces of food, made from a mixture of flour, water and eggs, usually cooked in soup or boiling water

offend /ə'fend/ (*verb*) to upset someone by doing or saying something they think is rude

peculiar /pə'kju:liə/ (*adjective*) belonging exclusively to a specific person, group, thing or place

proceeds /prə'si:dz/ (*noun*) the money that is obtained from doing something or selling something

regret /rə'gret/ (*verb*) to feel sorry about something you have done and wish you had not done it

shake /ʃeɪk/ (*verb*) to move suddenly from side to side or up and down

shave /ʃeɪv/ (*verb*) to cut off hair very close to the skin

sublime /sə'blaɪm/ (*adjective*) so good or beautiful that it affects you deeply

tap /tæp/ (*verb*) to hit your fingers or an object lightly on something

venture /'ventʃə/ (*noun*) a new business activity that involves taking risks

willing /'wɪlɪŋ/ (*adjective*) prepared or ready to do something

MODULE 3 - UNIT 3

awareness /ə'weənəs/ (*noun*) knowledge or understanding of a particular situation

badminton /'bædmɪntən/ (*noun*) a game like tennis but played with a shuttlecock

devoted /də'vəʊtɪd/ (*adjective*) being used for a certain thing / supporting only this thing

disabling /dɪ'seɪblɪŋ/ (*adjective*) describing an injury that makes someone disabled

exclude /ɪks'klʊd/ (*verb*) to deliberately not include something or someone

financially /faɪ'næntʃəli/ (*adverb*) connected with money or the management of money

ice hockey /aɪ'shɒki/ (*noun*) a sport played on ice, in which players try to hit a flat, round object into the opposite team's goal

intellectual /ɪntə'lektʃəl/ (*adjective*) someone who is intellectual is well-educated and interested in serious subjects such as science, literature, etc.

paralympic /pærə'lɪmpɪk/ (*adjective*) describing the international competition for athletes with disabilities which is held after the Olympic Games

profile /prə'faɪl/ (*noun*) a high profile is when you are well-known or get a lot of attention

rowing /rəʊɪŋ/ (*noun*) a sport in which the athletes make a boat move across water using oars

rugby /'rʌŋbi/ (*noun*) a sport like football played with an oval ball that you can catch and carry in your hands

sibling /'sɪblɪŋ/ (*noun*) sister or brother

spectator /spek'teɪtə/ (*noun*) a person who watches a [sports] game

squash /skwɒʃ/ (*noun*) a game played by two people who use racquets to hit a small rubber ball against the four walls of a rectangular court

tae-kwondo /taɪ'kwɒndəʊ/ (*noun*) a martial art that is like karate

water polo /'wɔ:təpəʊləʊ/ (*noun*) a game played by two teams of swimmers with a ball

wheelchair /'wi:lʃeə/ (*noun*) a chair with wheels used by people who cannot walk

wrestling /reslɪŋ/ (*noun*) a sport where two people fight by holding on to each other and trying to make the other fall to the ground

MODULE 3 - UNIT 4

agility /ə'dʒɪlɪti/ (*noun*) the ability to move quickly and easily

aspiring /ə'spaɪrɪŋ/ (*adjective*) desiring and working towards something important

audible /'ɔ:dɪbəl/ (*adjective*) a sound that is audible is loud enough for you to hear it

dressage /'dresɑ:ʒ/ (*noun*) a competition in which a horse performs a complicated sequence of movements in answer to signals from its rider

equestrian /əkwestriən/ (*adjective*) relating to horseriding

flexibility /fleksɪ'bɪləti/ (*noun*) the ability to bend or be bent easily

fund /fʌnd/ (*verb*) to provide money for an activity, an organisation or an event

goggles /'gɒɡəlz/ (*plural noun*) something that protects your eyes when you are swimming or working with chemicals

groom /gru:m/ (*noun*) someone whose job is to clean, feed, ride and take care of horses

helmet /helmt/ (*noun*) a protective hat

lessen /'lesən/ (*verb*) to become smaller in size, importance or value

oar /ɔ:/ (*noun*) a long pole with a wide, flat blade at one end, used for rowing a boat

partnership /'pɑ:tnəʃɪp/ (*noun*) the relationship between two people, organisations or countries

pebbles /'pebəlz/ (*noun*) small stones

revolution /'revəlu:ʃən/ (*noun*) a complete change in ways of thinking or methods of working

shuttlecock /'ʃʌtləkɒk/ (*noun*) a small, light object that you hit over the net in the game of badminton

stamina /'stæmɪnə/ (*noun*) physical or mental strength that lets you continue doing something for a long time

stand still /stænd stɪl/ (*verb*) to remain in place

trot /trɒt/ (*verb*) (of a horse) to move fairly quickly with each front leg moving at the same time as the opposite back leg

unheard of /ʌn'hɜ:d əv/ (*adjective*) very unusual

widespread /'waɪdspred/ (*adjective*) existing or happening in many places or situations, or among many people

MODULE 4 - UNIT 5

biomass /'baɪəʊmæs/ (*noun*) plant and animal matter used to provide fuel and energy

blade /bleɪd/ (*noun*) the flat, wide part of an object that pushes against air or water

capacity /kə'pæsəti/ (*noun*) someone or something's ability to do something

crude oil /'kru:doɪl/ (*noun*) the oil that comes out of oil wells, before it is separated into different products

decomposition /di:kɒmpə'zi:ʃən/ (*noun*) when something decays or breaks down into smaller parts

diesel /'di:zəl/ (*noun*) a type of heavy oil used instead of petrol

diversification /daɪvɜ:sɪfɪ'keɪʃən/ (*noun*) the act of introducing variety, often used in a business sense

dump /dʌmp/ (*noun*) a site for depositing rubbish

finite /'faɪnaɪt/ (*adjective*) having an end or a limit

forward-thinking /'fɔ:wəd 'θɪŋkɪŋ/ (*adjective*) able to plan for the future

fossil fuel /'fɒsəl'fju:l/ (*noun*) a fuel that is produced by the very gradual decaying of animals and plants over millions of years

generator /'dʒenə'reɪtə/ (*noun*) a machine that produces electricity

hands-on /hændz 'ɒn/ (*adjective*) doing something yourself, rather than just talking about it or telling other people to do it

heat /hi:t/ (*noun*) warmth or the quality of being hot

invest /ɪn'vest/ (*verb*) to use a lot of time, effort, etc. or spend money in order to make something succeed

kerosene /'kerəsɪn/ (*noun*) an oil that is burnt for heat and used in lamps for lighting

lead /li:d/ (*noun*) being the first; a leader

panel /'pænəl/ (*noun*) a flat piece of material that forms part of a door, window or roof

sedimentary /sedɪ'mentri/ (*adjective*) [+ rock] made of the solid substances that settle at the bottom of the sea, rivers, lakes, etc.

shale /ʃeɪl/ (*noun*) a type of soft rock that oil can be extracted from

solar /'səʊlə/ (*adjective*) using the power of the sun's light and heat

sunlight /'sʌnlaɪt/ (*noun*) natural light that comes from the sun

thermal /'θɜ:məl/ (*adjective*) concerned with or caused by heat

turbine /'tɜ:bam/ (*noun*) a modern windmill for providing electricity

wind farm /'wɪnd fɑ:m/ (*noun*) a place where a lot of windmills are built in order to produce electricity

MODULE 4 - UNIT 6

abundant /ə'bʌndənt/ (*adjective*) available in large quantities so there is more than enough

accountability /ə'kaʊntə'bɪləti/ (*noun*) responsibility for one's own actions

aquatic /ək'wætɪk/ (*adjective*) living or growing in water

biofuel /'baɪəʊ'fju:əl/ (*noun*) a fuel derived immediately from living matter

conservation /kɒnsə'veɪʃən/ (*noun*) the protection of natural things such as animals, plants, forests, etc. to prevent them from being spoiled or destroyed

consume /kən'sju:m/ (*verb*) to use time, energy, goods, food, etc.

consumption /kɒnsʌmpʃən/ (*noun*) the amount of something that is used

countless /kaʊnt'ləs/ (*adjective*) literally, too many to be counted; meaning a large number

derived /dɪ'raɪvd/ (*adjective*) developed from something else

geothermal /dʒiəʊθɜ:məl/ (*adjective*) of, relating to or using the natural heat produced inside the Earth

hydro /haɪdrəʊ/ (*adjective*) relating to water or using water

in-depth /ɪn'deɪpθ/ (*adjective*) thorough, complete and considering all the details

infrastructure /ɪnfrə'strʌktʃə/ (*noun*) the basic systems and structures that a country or organisation needs in order to work properly, for example roads, railways, banks, etc.

necessitate /nə'sesɪteɪt/ (*verb*) to make it necessary for someone to do something

notice /nəʊtɪs/ (*noun*) a formal declaration of a change

photovoltaics /'fəʊtəʊvɒl'teɪjɪks/ (*plural noun*) solar cells that produce electricity from the sun's rays

primary /praɪ'məri/ (*adjective*) original, basic

sanitation /sænɪ'teɪʃən/ (*noun*) the protection of public health by removing and treating waste, dirty water, etc.

scarcity /'skeəsɪti/ (*noun*) a situation in which there is not enough of something

tidal /taɪdəl/ (*adjective*) relating to the regular rising and falling of the sea

untaminated /ʌnkəntə'mɪneɪtɪd/ (*adjective*) not polluted; clean

worldwide /'wɜ:ldwaɪd/ (*adjective*) extending throughout the world

MODULE 5 - UNIT 7

anthology /ænθɒlədʒi/ (*noun*) a collection of stories, poems or songs, etc. in one book

author /'ɔ:θə/ (*noun*) someone who has written a book

biography /baɪ'ɒgrəfi/ (*noun*) an account of a person's life written by another person

blurb /blɜ:b/ (*noun*) a short description on a book or a product giving information about it

clerk /klə:k/ (*noun*) someone who keeps records or accounts in an office

cruelty /'kru:əlti/ (*noun*) behaviour or actions that deliberately cause pain to people or animals

endure /ɪn'dʒʊə/ (*verb*) to be in a difficult or painful situation for a long time without complaining

fictional /'fɪkʃənəl/ (*adjective*) fictional people or events are imaginary and from a book or story

industrialisation /ɪn,dʌstriəlaɪ'zeɪʃən/ (*noun*) development of a lot of industry in a certain country or place

inevitable /ɪnevɪtəbəl/ (*adjective*) certain to happen and impossible to avoid

journalist /dʒɜ:nəlɪst/ (*noun*) someone who writes news reports for newspapers, magazines, television or radio

keep track of /kɪp 'træk əv/ (*phrasal verb*) to continue to be aware of something

lawyer /'lɔ:jə/ (*noun*) someone whose job is to advise people about laws, write formal agreements, or represent people in court

narrator /nə'reɪtə/ (*noun*) the person who tells the story in a book or a play

novelist /nɒvəlɪst/ (*noun*) someone who writes novels

outrage /'aʊtreɪdʒ/ (*noun*) a feeling of great anger and shock

playwright /'pleɪraɪt/ (*noun*) someone who writes plays

poet /'pəʊət/ (*noun*) someone who writes poems

publication /pʌblɪ'keɪʃən/ (*noun*) information that is printed in a newspaper so that the public can read it

slavery /'sleɪvəri/ (*noun*) the system of having slaves

MODULE 5 - UNIT 8

article /'ɑ:tɪkəl/ (*noun*) a piece of writing about a particular subject in a newspaper or magazine

Braille /breɪl/ (*noun*) a form of printing for blind people, with raised parts that they read by touching the paper with their fingers

breeze /bri:z/ (*noun*) a gentle wind

byline /'baɪlaɪn/ (*noun*) a line at the beginning of an article in a newspaper or magazine that gives the writer's name

caption /'kæpʃən/ (*noun*) words printed above or below a picture in a book or newspaper to explain what the picture is showing

drumbeat /'drʌmbɪ:t/ (*noun*) a sound of someone hitting a drum

headline /'hedlaɪn/ (*noun*) the title of a newspaper report, which is printed in large letters above the report

helium /'hi:lijəm/ (*noun*) a gas that is lighter than air

institute /ɪn'stɪtju:t/ (*noun*) an organisation that has a particular purpose such as scientific or educational

lead story /'li:d, stɔ:ri/ (*noun*) the most important news in a newspaper or news programme, which is put first

leisure /'leɪzə/ (*noun*) time when you are not working or studying and can relax and do things you enjoy

mass media /mæs 'mi:diə/ (*noun*) people and organisations that provide information and news for the public on television, the radio and newspapers

masthead /'mɑ:st,hed/ (*noun*) the name of a newspaper or magazine printed in a special design at the top of the first page

meadow /'medəʊ/ (*noun*) a field with wild grass and flowers

provision /prə'vɪʒən/ (*noun*) the act of providing someone with food, supplies or money (for a journey)

rehabilitation /ri'həbɪlɪ'teɪʃən/ (*noun*) help that someone might get to have a normal life after an illness or accident

signal /'sɪɡnəl/ (*noun*) a sound or an action that you make in order to give information to someone or tell them to do something

simultaneously /sɪmʌl'teɪniəsli/ (*adverb*) happening at exactly the same time

software /'sɒftweə/ (*noun*) the programs used to direct the operation of a computer

subtract /səb'trækt/ (*verb*) to take a number from a larger number

symbol /'sɪmbəl/ (*noun*) a picture or shape that has a particular meaning or represents a particular organisation or idea

tactile /'tæktəl/ (*adjective*) connected with your sense of touch

MODULE 6 - UNIT 9

aromatic /ærə'mætɪk/ (*adjective*) having a strong, pleasant smell

basil /'bæzəl/ (*noun*) a sweet-smelling herb used in cooking

bean /bi:n/ (*noun*) a seed from many types of climbing plants, which is often used for food

ceviche /se'vɪtʃe/ (*noun*) a seafood dish made with raw fish marinated in citrus juices

chop /tʃɒp/ (*verb*) to cut something such as food or wood into smaller pieces

dairy /deəri/ (*adjective*) a food group including milk and types of food that are made from milk products, e.g., cheese, butter

dice /daɪs/ (*verb*) to cut up very small into cubes/squares

durian /'dju:riən/ (*noun*) an exotic fruit found in Asia that has a very strong smell

grill /grɪl/ (*verb*) to cook something by putting it close to a strong, direct heat

herb /hɜ:b/ (*noun*) a small plant that is used to improve the taste of food

ingredients /ɪn'ɡrɪdɪjənts/ (*plural noun*) all the types of food you use to make a particular dish

marinate /'mærɪneɪt/ (*verb*) to put any kind of meat in a mixture of oil, citrus and spices for some time

protein /'prəʊti:n/ (*noun*) one of several natural substances that exist in food such as meat, eggs and beans, and which your body needs in order to grow and remain strong and healthy

raw /rɔ:/ (*adjective*) not cooked

season /'si:zən/ (*verb*) to add salt or pepper to food so that it tastes better

shield /ʃi:ld/ (*noun*) a protective thing that soldiers used, made of a large piece of metal or leather

slice /slaɪs/ (*verb*) to cut something into thin, flat pieces

spice /spaɪs/ (*verb*) to add spice to food

spiky /'spaɪki/ (*adjective*) having long sharp points

sprinkle /'sprɪŋkəl/ (*verb*) to let fall small drops of liquid or small pieces of something onto a surface

stew /stju:/ (*noun*) a dish made of meat and vegetables cooked together slowly in liquid

yeast /ji:st/ (*noun*) a substance used for making bread rise

MODULE 6 - UNIT 10

amphitheatre /'æmfɪθiətə/ (*noun*) a large circular building without a roof and with many rows of seats

Aramaic /ærə'meɪɪk/ (*noun*) a language which is an ancestor of Arabic, spoken by people in some countries in the Middle East and Ethiopia

commercial /kə'mɜ:ʃəl/ (*adjective*) related to business and the buying or selling of goods and services

deposit /də'pɒzɪt/ (*noun*) a layer of a mineral, metal or anything else that gradually develops in a particular place due to natural processes or disasters

harvest /'hɑ:vɪst/ (*verb*) to gather crops from the fields

illiterate /ɪ'lɪtərət/ (*adjective*) not having learnt to read or write

inscription /ɪn'skrɪpʃən/ (*noun*) a piece of writing carved into a stone, rock, etc.

marine /mə'ri:n/ (*adjective*) connected with the sea and the creatures that live there

migrate /maɪ'ɡreɪt/ (*verb*) to travel from one part of the world to another

navy /'neɪvi/ (*noun*) the part of a country's military forces that fights at sea

overflow /'əʊvəfləʊ/ (*verb*) of river or lake, when it is so full that the water inside flows over the edges

paved /peɪvd/ (*adjective*) a path, etc., covered with a hard level surface such as blocks of stone or concrete

piece together /pi:s tə'geðə/ (*phrasal verb*) to use all the information you have about a situation in order to discover the truth about it

terrifying /ten'faɪɪŋ/ (*adjective*) extremely frightening

trade /treɪd/ (*verb*) to buy and sell goods and services, etc.

tsunami /tsu:'nɑ:mi/ (*noun*) a huge wave that flows over the land and destroys things

Pronunciation table

Consonants			Vowels		
Symbol	Key word		Symbol	Key word	
p	pen	short	ɪ	bit	
b	black		e	bed	
t	ten		æ	cat	
d	day		ɒ	dog	
k	key		ʌ	cut	
g	get		ʊ	put	
f	fat		ə	about	
v	view		i	happy	
θ	thing		u	actuality	
ð	then		long	i:	sheep
s	soon			ɑ:	father
z	zero			ɔ:	four
ʃ	ship			u:	boot
ʒ	pleasure			ɜ:	bird
h	hot	diphthongs		eɪ	make
x	loch			aɪ	lie
tʃ	cheer			ɔɪ	boy
dʒ	jump			əʊ	note
m	sum			aʊ	now
n	sun		ɪə	real	
ŋ	sung		eə	hair	
w	wet		ʊə	sure	
l	let		ʊən	actual	
r	red		iə	peculiar	
j	yet				

Special signs

/' /	shows main stress
/, /	shows secondary stress
/ʀ/	means that there is a brief pause in the word and no sound comes out until the next letter is pronounced

Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bite	bit	bitten	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burned/burnt	burned/burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	shake	shook	shaken
dream	dreamed/dreamt	dreamed/dreamt	shine	shone	shone
drink	drank	drunk	show	showed	showed/shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelled/smelt	smelled/smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelled/spelt	spelled/spelt
forgive	forgave	forgiven	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learned/learnt	learned/learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	write	wrote	written

Assessment tools

ASSESSMENT TOOL 1

How much of the information were you able to correctly place in the table? How could you have improved your score?

Did you express an opinion about different ways of dealing with stress? How did you support your opinion?

Can you distinguish between a comprehension question and a critical-thinking question? How are they different?

ASSESSMENT TOOL 2

How correctly did you use the future forms?

How far did you engage with your partner by listening and asking questions?

How far did you use the appropriate informal vocabulary for talking to a peer?

How could you have improved your overall performance?

ASSESSMENT TOOL 3

How far do you feel that you met the demands of the writing task?

Did you write in the required register? In what way did you do this?

How thoroughly did you describe your recent celebration? Did you answer the questions?

ASSESSMENT TOOL 4

Were your guesses for the missing words correct? Did you choose any other words that were close in meaning?

Were you able to notice the difference in intonation when you listened to the recording? How did it differ?

Was your partner able to use the correct intonation while practising being emphatic? Justify your answer.

ASSESSMENT TOOL 5

How much information did you give your partner about the sport you chose?

Did you include details about its benefits to your health? How did you link these details to your enjoyment?

How far did you ask your partner successful questions? What could you have done to improve these questions?

ASSESSMENT TOOL 6

How far was your attempt to scan the interview successful? Did you confirm your predictions by scanning?

How successfully did you connect your prior knowledge with the information in the interview?

Did you use your voice and knowledge of intonation to read your part successfully? How could you improve it next time?

ASSESSMENT TOOL 7

How did you develop the central idea of the essay?

How did paragraphing help you to structure the essay? Did you use the suggested number of paragraphs? If not, why not?

How did linking words help you to express your ideas clearly and logically?

How much did you change when you reviewed your essay for appropriate form, tone and content?

ASSESSMENT TOOL 8

How well did you predict the intonation of speakers' voices in the different situations?

How does the tone of the speaker's voice vary, depending on the situation in which they are talking?

How accurately did you repeat the speaker's sentences after hearing them?

ASSESSMENT TOOL 9

How accurate was your prediction about the topic of the articles?

What strategy did you use to correctly match the headlines with the articles? How successful was it?

Did you skim the articles to get the gist? How successful were you at describing their content?

ASSESSMENT TOOL 10

How far did you successfully form questions using the prompts? How could you improve next time?

How much information did you give in your answers? How could you improve next time?

How accurately did you use the causative? Can you give an example here?

How successful was your group at working together? Give examples of successful group work.

ASSESSMENT TOOL 11

How did you decide whether Nada was speaking appropriately for giving instructions?

What does the speaker need to do when giving instructions?

When completing the exercise, did you refer back to the preparatory exercises to help you understand the recording?

ASSESSMENT TOOL 12

How much detail did you include about everyday activities from Jordan's past?

How accurately did you use modal verbs of possibility in the past in the affirmative, the negative and questions?

What criteria did you use to judge the most interesting ideas? How could you improve your judgement next time?
