



# Jordan High Note

Grade 8  
Semester 2

## Student's Book

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# Jordan High Note

**Grade 8**  
**Semester 2**

**Student's Book**

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**VOCABULARY** The arts, jobs in the arts

**GRAMMAR** Comparative and superlative adjectives, (*not*) *as ... as*, *too*, (*not*) *enough*

**LISTENING** An interview with an artist

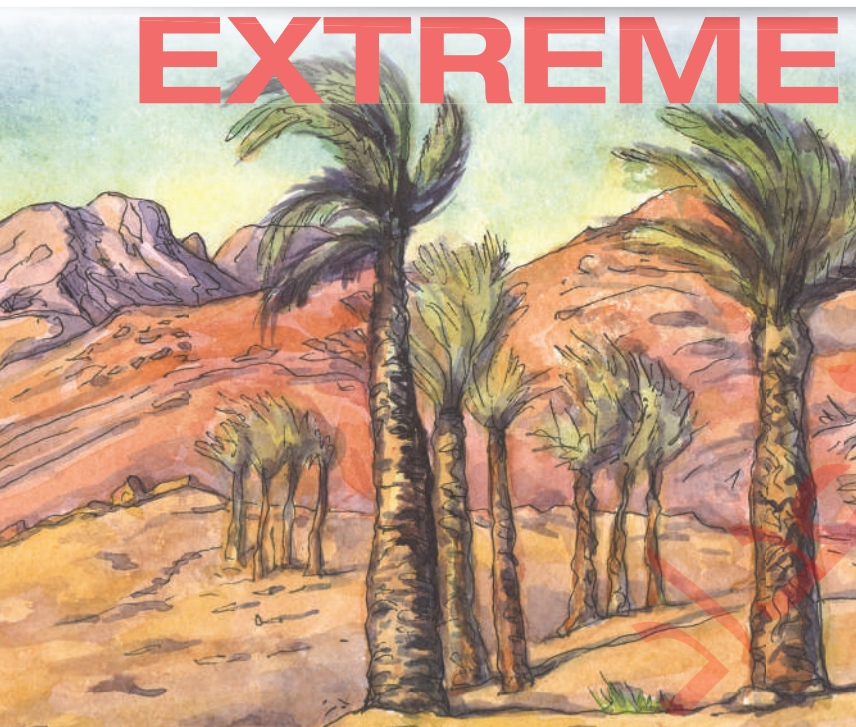
**SPEAKING** Suggestions

**READING** An online article about a book festival

**WRITING** A book review

**VIEWING AND PRESENTING** A brief guide to Jordan

## EXTREME ARTS!



**Read all about the biggest, the most interesting and the best artworks in our class art exhibition.**

Dana's painting of a Jordanian landscape is **the biggest** artwork in the exhibition, but it isn't **as big as** real life! It's also **the most interesting**. There are a lot of trees and beautiful mountains in the background. I usually prefer **smaller** paintings that you can have in your house, but I love this one anyway.

Amal's photograph is **the most colourful** artwork. Many people think it's **faster** to take a photo than make a painting or a sculpture, but that isn't always true. Amal planted a flower and took pictures of it every few days to see how it changed. Then she edited the photos into one picture. Some art is **better** when you know how it was made, and this is a good example of that.

I made a sculpture of a human head and so did Eman. Her sculpture is **more beautiful** than mine. It's **as big as** a real woman's head, and her eyes are closed. It's very nice and I enjoy looking at it. I think it's **the best** artwork in our class.

LESSON 1A VOCABULARY AND GRAMMAR

1 Look at the photos on page 4. What different types of art can you see?



2 6.1 Complete the gaps. Then listen and check.

choreographer composer director  
poet scriptwriter

The arts	People
film	actor/actress, <sup>1</sup> scriptwriter, director
folk dance	<sup>2</sup> _____, folk dancer
literature	author, writer, <sup>3</sup> _____
music	<sup>4</sup> _____, musician
painting	painter
photography	photographer
sculpture	sculptor
theatre	actor/actress, <sup>5</sup> _____

3 Read the article on page 4 quickly. What did the people below create?  
Dana Amal Eman

Comparative and superlative adjectives

4 Read the sentences. Match parts 1–3 with a–c to make rules.

Comparative adjectives

I think it's faster to take a photo.  
Her sculpture is more beautiful than mine.

Superlative adjectives

Dana's painting of a landscape is the biggest artwork in the exhibition.  
Amal's photograph is the most colourful artwork.

- 1 We add -er or -est

2 We add more or the most

3 We often use than
- a ☐ after comparatives.

b ☐ to one-syllable adjectives.

c ☐ before adjectives with two or more syllables.

5 Study the Grammar box. Which two adjectives are irregular?

Comparative and superlative adjectives			
	Adjective	Comparative	Superlative
one syllable	cold	colder (than)	the coldest
one syllable, ends in -e	wide	wider (than)	the widest
one syllable, ends in vowel + consonant	hot	hotter (than)	the hottest
two syllables, ends in -y	tidy	tidier (than)	the tidiest
two or more syllables	interesting	more interesting (than)	the most interesting
irregular	good bad	better (than) worse (than)	the best the worst

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6 Complete the sentences with the comparative forms of the adjectives in brackets. Add *than* if necessary.

- 1 You're *better than* (good) me at photography.
- 2 The last book in the series was \_\_\_\_\_ (scary) the first one.
- 3 This painting of the elephant is \_\_\_\_\_ (small) a real elephant.

7 Study *Watch Out!* and rewrite the sentences with (*not*) *as ... as*.

- 1 Painting is more difficult than photography.  
Photography \_\_\_\_\_.
- 2 Sculptures are better than paintings.  
Paintings \_\_\_\_\_.

WATCH OUT!

We can also compare two things with (*not*) *as ... as*:  
*Her painting isn't as big as a real train.*

Now go to Workbook page 4 for the next lesson.

## LESSON 2A READING AND VOCABULARY

### 1 SPEAKING In pairs, discuss the question.

What cultural festivals do you know in Jordan or abroad?

### 2 Read the article below quickly and complete the notes on the right.

#### *Amman International Book Fair – the facts*

Year it started: <sup>1</sup> 2000

Where it takes place: <sup>2</sup> \_\_\_\_\_, Amman

Number of visitors: <sup>3</sup> \_\_\_\_\_

Children's events: <sup>4</sup> \_\_\_\_\_

### A brief guide to ... *Amman International Book Fair:* A place of books and culture since 2000



6.2

The Amman International Book Fair is a renowned event which people visit from across the world. The event is organised by the Jordan Publishers Union with the Ministry of Culture and usually takes place at the Jordan International Exhibition Centre. The Centre has the capacity to have exhibits from around 4,000 publishers and around 150,000 people have visited the two-week event in recent years.

The prestigious event shows how important the publishing industry is to the country and how it can help improve society, as well as being able to make an international audience aware of Jordan's achievements in publishing. It also allows visitors to learn about the books and culture of around 20 other countries whose publishers take part in the Fair. The countries are from all over the world, including Saudi Arabia, Morocco, the USA, Canada, Italy, China and India.

At the Fair, you can see Arabic and international books on many different subjects, including children's books and poetry. Previous events have also included exhibitions on Islamic writing and works of art from different countries. There are also events for children such as storytelling and classes in calligraphy.

The Fair also remembers the Jordanian poet Mustafa Wahbi Al Tal, whose legacy is the beautiful poetry that Jordanians still enjoy today, around 120 years after he was born.

Matilda: I volunteered at a book fair last year. It was an **awesome** experience and I made a lot of interesting new friends.

Fred: There are so many **brilliant** books to buy. I save up to buy a ticket every year!

Habib: I went one year and it was very interesting, but too **crowded**.

Ali: It's true you have to queue a lot at a book fair, but it doesn't have to be **boring**. There are so many **fascinating** people to talk to.

### 3 Read the article again and choose the correct answers.

- 1 How long does the Book Fair last for?
  - a ten days
  - b around 14 days
  - c a week
- 2 What can you learn about at the Book Fair?
  - a books from other countries
  - b the culture of Jordan and other countries
  - c both of the above
- 3 Who was Mustafa Wahbi Al Tal?
  - a a famous publisher
  - b a famous Jordanian poet
  - c the man who started the Book Fair

### 4 Study Active Reading. Find the underlined words in the article and choose the correct meanings.

- 1 If someone is *renowned*, they are
  - a well-known.
  - b wealthy.
- 2 The *capacity* of a theatre is the largest number of people
  - a who can work there.
  - b who can be in the audience.
- 3 If something is described as *prestigious*, people
  - a fear it.
  - b respect it.
- 4 The *legacy* of something is how it affects people or events
  - a in the past.
  - b in the future.

#### ACTIVE READING | Understanding new words

- Read the whole sentence with the new word.
- Decide if the word is a verb, a noun or an adjective.
- Read the sentences around the new word and use the context to understand its meaning.

### 5 Study the adjectives in bold in the comments. Then find:

- 1 two opinion adjectives that mean 'very good'. **awesome, brilliant**
- 2 an opinion adjective with the opposite meaning to 'interesting'.
- 3 an adjective that means 'a lot of people in one place'.
- 4 an opinion adjective that means 'very interesting'.

### 6 Complete the sentences with adjectives from Exercise 5.

- 1 The documentary was brilliant. I couldn't stop watching it!
- 2 I tried to read that book, but I fell asleep. It was really \_\_\_\_\_.
- 3 I couldn't get on the bus because it was too \_\_\_\_\_.

### 7 6.3 Listen to a report about volunteers at a book festival. Are the sentences true or false?



- 1 ☐ Over 1,000 people volunteer to work at Chapter Fest.
- 2 ☐ Volunteers usually start work on the first day of the festival.
- 3 ☐ Volunteers don't need experience in this kind of work.
- 4 ☐ Volunteers finish working when the festival ends.

### 8 REFLECT | Culture In pairs, discuss the question.

Do you think volunteering at a book festival is a good idea? Why? Why not?

# LESSON 3A VOCABULARY | Literature

1 **SPEAKING** What types of literature do you like reading?

biography comedy detective  
fiction graphic novel science  
fiction mystery magazine  
non-fiction novel thriller

*I really like science fiction. It's my favourite type of book.*



2 **6.4** Listen to four people talking about books. What type of book did each person read?



3 **6.5** Match definitions 1–8 with the words in the box. Then listen and check.

☐ author ☐ chapter ☐ character  
☐ ending ☐ illustrator  
☐ plot ☒ reader ☐ setting

- 1 the person who reads a book
- 2 the story of a book
- 3 a part of a book
- 4 a person in a book
- 5 where the story happens
- 6 the person who writes a book
- 7 the person who draws pictures for a book
- 8 the way that a book finishes

4 **SPEAKING** Complete the sentences with the names of books you know. Then, in pairs, discuss your answers.

The book with the ...

- 1 funniest character is ...
- 2 scariest character is ...
- 3 most disappointing ending is ...
- 4 most predictable plot is ...
- 5 most original plot is ...

5 **SPEAKING** Take turns to describe the plot of a book, but don't say its title. Can your partner guess what it is?



Now go to Workbook page 6 for the next lesson.

LESSON 4A GRAMMAR

1 **SPEAKING** In pairs, answer the questions.

- 1 Who are your favourite authors?
- 2 What books did they write?

2 **What are the most important qualities for an author? Say why. Discuss in pairs.**

brave confident creative  
easy-going exciting patient  
talented

3 **6.6** Listen to an interview with an author. Which adjectives from Exercise 2 does she use to describe a good author?

4 **6.6** Complete the sentences with adjectives from Exercise 2. Listen again to check.

- 1 That was a very *exciting* thriller.
- 2 I'm sometimes not \_\_\_\_\_ enough.
- 3 If you think you're \_\_\_\_\_ enough, then just start!
- 4 Do it right now! Be \_\_\_\_\_!

*Too, (not) enough*

5 **Read the sentences then match 1-3 with a-c to make rules. Study the Grammar box to check.**

If a computer is too expensive, use a notebook.  
I'm sometimes not patient enough.  
That's good enough to write down your ideas.

- 1 ☐ We use *too* + adjective when
- 2 ☒ We use adjective + *enough* when
- 3 ☐ We use *not* + adjective + *enough* when
- a something is less than you need or want.
- b something is more than you need or want.
- c something is suitable for what you need or want.

*Too, (not) enough*

<i>too</i> + adjective	The story was <b>too</b> complicated.
adjective + <i>enough</i>	He's creative <b>enough</b> to be an illustrator.
<i>not</i> + adjective + <i>enough</i>	The plot was <b>not</b> interesting <b>enough</b> .

We use:

- *enough* when there is the right amount of something
- *not enough* when there is less than we need or want
- *too* when there is more than we need or want.

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6 **6.7** Complete the conversations. Use *too* and *enough* with pairs of adjectives from the box. Listen and check.



interesting / long talented / worried

- A Why aren't you in the school art festival?
- B I'm not <sup>1</sup> \_\_\_\_\_ and I would be <sup>2</sup> \_\_\_\_\_ about everybody seeing my work.
- A What's that book like?
- B The story's <sup>3</sup> \_\_\_\_\_, but it's <sup>4</sup> \_\_\_\_\_. It took me a month to read it.

7 **Rewrite the sentences with *too* + adjective or (*not*) adjective + *enough*.**

- 1 These paintings are too traditional for me.
- 2 The plot wasn't original enough.
- 3 The book was too short.

Now go to Workbook page 7 for the next lesson.

☐ I can use *too* and (*not*) *enough* to talk about the quantity of something.

## LESSON 5A LISTENING AND VOCABULARY



### WHAT DO YOU KNOW ABOUT MURAL art?

- 1 Mural art is one of the oldest types of artwork.  
a True b False
- 2 Murals are usually painted on walls.  
a True b False

#### 1 Do the quiz on the right in pairs.



#### 2 6.8 Listen to an interview and decide who is speaking.

- a a radio interviewer and a mural artist
- b two mural artists
- c a radio interviewer and an expert on murals

#### 3 6.8 Read the questions. Then listen again and choose the correct answers.

- 1 How did Hani feel about the paintings he did in his notebook?  
a He was really pleased with them.  
b They were too small.  
c The paints were too expensive.
- 2 Who helped Hani paint his first mural?  
a His art teacher.  
b His art classmates.  
c Local sports people.
- 3 What kinds of projects does Hani like the most?  
a Projects in hospitals and community centres.  
b Projects where he works alone.  
c Projects that are boring.

#### 4 Read sentences 1–4 below. Match each use of **get** to one of the meanings a–d.

- 1 ☐ I got my first set of paints from my aunt.
  - 2 ☐ I got interested in murals.
  - 3 ☐ I got them from a local bookshop.
  - 4 ☐ When I got to school, there was some exciting news.
- a arrive                      b become  
c buy                         d receive

#### 5 Complete the sentences with the correct forms of **get** and the words and phrases from the box.

a good grade    warmer    to school  
something to eat

- 1 I got a good grade in the exam.
- 2 I'm hungry. Where can I \_\_\_\_\_?
- 3 What time do you usually \_\_\_\_\_?
- 4 She waited until it \_\_\_\_\_ before she went for a walk.

#### 6 REFLECT | Society Discuss the questions in groups.

- 1 What murals are there in your town?
- 2 Do you like mural art?

Now go to Workbook page 8 for the next lesson.

## LESSON 6A SPEAKING

## 1 In pairs, ask and answer the questions.

1 Which of these things do you do when you're bored?

2 What other things do you do?

check my phone   do sport   go for a walk   go to an exhibition   watch TV



2 **6.9** Listen to the conversation. Which activities does Owen suggest?

3 Study the Speaking box. Then read the dialogue and find the phrases Owen and Ryan use to make, accept and refuse suggestions.

**Owen** What's up?

**Ryan** My phone's dead.

**Owen** Come on in, then.

**Ryan** Let's do something.

**Owen** Sure. I know. Why don't we go to that art exhibition?

**Ryan** That's a good idea. Where is it?

**Owen** In the centre of town.

**Ryan** No way! That's too far!

**Owen** OK. What about going to the book festival?

**Ryan** I don't think so. I haven't got any money.

**Owen** OK. Let's play football in the park instead.

**Ryan** I'm not sure. I'm wearing my best trainers.

**Owen** How about watching that new wildlife documentary?

**Ryan** OK, let's do that. Is it OK if I charge my phone?

**Owen** Sure.

**Ryan** That's strange. Five messages from my parents. Oh, no. I forgot! My grandparents are visiting. I need to go. Now! Um ... do you want to do something tomorrow?

## SPEAKING | Suggestions

## Making suggestions

What/How about (playing) ...

Why don't we (go) ...

Let's (go) ...

## Accepting suggestions

That's a good idea.

Yes, why not?

OK, let's do that.

## Refusing suggestions

No way! (informal)

I don't think so.

I'm not sure.

## Suggesting an alternative

Let's ... instead.

4 Choose the correct phrase to complete the suggestions.

1 **How about / Let's** calling Charlie?

2 **Why don't we / How about** go to a restaurant for lunch?

3 **What about / Let's** go shopping today!

5 Complete the replies with the missing words.

a Yes, why not? I need some new clothes.

b \_\_\_\_\_ way! I made pizza. It's delicious!

c I don't think that's a great \_\_\_\_\_. He's visiting his grandad at the hospital.

6 **6.10** Match suggestions 1–3 in Exercise 4 with replies a–c in Exercise 5. Listen and check.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

7 In pairs, practise the short conversations in Exercises 4 and 5.

8 In pairs, roleplay the situations. Student A go to page 75. Student B go to page 76.



LESSON 7A    **WRITING** | A book review

1 **SPEAKING** In pairs, discuss the questions.

- 1 Do you read book reviews? Do you read them before or after you read a book? Say why.
- 2 In your opinion, where's the best place to find good reviews?
- 3 What information do you expect to find in a book review?

2 Read Salwa's review below. Which pieces of information from question 3 in Exercise 1 does she mention?

3 Read the review again. Complete the table.

Title	<sup>1</sup> <i>The Field Next To My House</i>
Type of book	<sup>2</sup> _____
Setting	<sup>3</sup> _____
Main character	<sup>4</sup> _____
Author	<sup>5</sup> _____
Plot	An <sup>6</sup> _____ man lives an ordinary life. Then, one day, he sees something out of his <sup>7</sup> _____ that changes everything!
Salwa's opinion	The book is <sup>8</sup> _____.

**Salwa's book reviews**

*The Field Next To My House* is a novel written by Callum Briann. It was published in 2023 and was nominated for two major book awards. In my opinion, this book deserves both the awards, and more!

*The Field Next To My House* is a comedy and it is set in a small town in an imaginary country. The characters include the man who lives in the house! We don't know his name, but we know that he is an ordinary man. His life is not exciting, but then one day, he sees something out of his living room window that changes everything! I can't say any more than that. I don't want to spoil it for you, Reader!

The plot of this story develops quickly and you can't stop reading. I thought this book was very funny! I really enjoyed it and I would recommend it to everybody.



#### 4 Study the Writing box. Find similar phrases in Salwa's review.

##### WRITING | A book review

- Give general information about the book (title, type, year, characters, author, prizes/awards)  
... is a (science fiction novel)  
It was published in ...  
The characters include ...  
The author is ...  
The book was nominated for ...
- Describe characters and story  
The main characters are ...  
The plot is ...  
The book is set in ...
- Give your opinion  
You have to use your imagination!  
My favourite part was ...  
It was really exciting!  
I thought this book was amazing.
- Summarise  
Overall, I (don't) think ...  
I would/wouldn't recommend this book to ...

##### WATCH OUT!

We use present tenses to describe the plot of a book:

His life **is not** exciting, but then, one day, he **sees** something out of his living room window that **changes** everything!

#### 5 6.11 Read part of a book review and choose the correct answers. Listen and check.



It's a graphic novel. It was published <sup>1</sup> \_\_\_\_\_ 2020. The story is set <sup>2</sup> \_\_\_\_\_ a large, dark city and the main <sup>3</sup> \_\_\_\_\_ are two brothers with very different personalities. One of them goes missing. Then his brother sets off on an adventure to find him. The drawings were excellent. The <sup>4</sup> \_\_\_\_\_ is very good, but I thought the story was boring. And the <sup>5</sup> \_\_\_\_\_ is easy to guess. <sup>6</sup> \_\_\_\_\_, I don't think it was very good and I wouldn't <sup>7</sup> \_\_\_\_\_ this book to anyone.

- |                |            |
|----------------|------------|
| 1 a in         | b out      |
| c up           |            |
| 2 a about      | b on       |
| c in           |            |
| 3 a characters | b chapters |
| c plots        |            |
| 4 a ending     | b reader   |
| c illustrator  |            |
| 5 a final      | b ending   |
| c finish       |            |
| 6 a Overall    | b Above    |
| c Around       |            |
| 7 a recommend  | b tell     |
| c talk         |            |

#### 6 WRITING TASK Write a review of a book.

- Use the table in Exercise 3 to plan your review.
- Use the phrases in the Writing box.
- Use present tenses to describe the plot.
- Use opinion adjectives.

### CREATING SUCCESSFUL SCHOOL PROJECTS

*In this week's article, Elliot Wright, the headteacher of Hillpool Secondary School, gives us some useful tips on how to create a successful school project.*

**In my experience, the students that plan their projects carefully get the best results. Talk about the key stages of your project with your team. In my opinion, there are four key stages in a project:**

#### **A Deciding on the project**

Imagine your teacher wants you to do a project on Jordan. Clearly, your project can't provide information about every aspect of Jordan. So, the first thing to do is to choose which topic you want to focus on. Let's say that your team decides to focus on geography. You can brainstorm ideas to help you decide which aspects of Jordanian geography you want to include, for example, the desert, the mountains or the valleys.

#### **B Planning your project**

It's important to plan your work on the project together. It's a good idea for each member of the team to have a different role. You need to give each person a specific task and agree on a deadline for completing the research and producing the information (factfiles, maps, tables, graphs, videos, etc.) for the presentation.

#### **C Researching the information**

You can talk together about the best ways of finding the information you need for your project. You can use the library and, of course, there's lots of information on the Internet.

#### **D Presenting the project**

The final stage is to decide in detail what you want to include in the project and how to present this information to your class. Together, you can look at all the information from your research and choose the most important elements. Practise the presentation before you present it to the class. By following these suggestions you can create successful school projects and develop the teamworking skills everyone needs when they enter the world of work.



## 1 In pairs, discuss the questions.

- 1 How often do you do projects at school?
- 2 Do you like working on a project on your own or with a team? Say why.

## 2 Read the article on page 14 and complete the chart with words from the text.

### A Deciding on the project

- Read the instructions.
- <sup>1</sup> \_\_\_\_\_ the topic.
- <sup>2</sup> \_\_\_\_\_ ideas.
- Agree the content of the project.

### B Planning your project

- Decide each person's <sup>3</sup> \_\_\_\_\_ and tasks.
- Agree on a <sup>4</sup> \_\_\_\_\_.

### C Researching the information

- Consult books and the <sup>5</sup> \_\_\_\_\_.

### D Presenting the project

- Decide <sup>6</sup> \_\_\_\_\_ to present the information.
- <sup>7</sup> \_\_\_\_\_ your presentation before you present it to the class.

## 3 In pairs, read the advice 1-5 in the Life Skills box for working in a team on school projects. Why do you think points 3 and 5 are important?

### LIFE SKILLS | How to work in a team on school projects

- 1 Before you start, discuss the project with the other people in your team.
- 2 Each team member has different skills, so give each person in the team a different role.
- 3 Listen to other people's ideas and opinions.
- 4 Use brainstorming to help you to choose the best ideas.
- 5 Explain things to the other people in your team if they don't understand.

## 4 In groups of four, discuss your ideas for a short brochure about Jordan. Choose a topic and plan the work for your team. Use the tips from the list below.

- 1 Choose one of these topics:  
culture art and literature food  
geography sport
- 2 Brainstorm ideas to decide which aspects of the topic you want to include.
- 3 Agree what to include in the brochure.
- 4 Agree each person's role.
- 5 Agree a deadline for researching and preparing the brochure.

## 5 Do the task below.

### LIFE SKILLS | Project

A short brochure about Jordan:

- Prepare your part of the brochure – research the topic, use factfiles, tables, photos, maps, etc.
- Create the final brochure with your team.
- Present your team's brochure to the class.
- Discuss with the class how well you worked as a team.



# 07

## Going to town



**VOCABULARY** City, transport, travel

**GRAMMAR** *Going to*, Present Continuous for future arrangements, future time expressions

**LISTENING** Announcements

**SPEAKING** Asking for and giving directions

**READING** A website about holidays

**WRITING** A short message

**VIEWING AND PRESENTING** Talking about holidays and places to visit

### SUMMER in the CITY



**Adel** Do you realise there are only three days until the holidays?

**Habib** Yes, I can't wait. Are you going somewhere nice?

**Adel** No, we're not going away this year. We're staying in the city.

**Habib** So, what are you going to do this summer?

**Adel** I'm going to visit as many museums as I can! What about you?  
Where are you going to spend the summer?

**Habib** We're not going to take any trips this year. Our cousins are coming to stay with us for a month, so we're going to do some sightseeing in Amman. I'm going to take them to all the usual tourist places, but I'd like to do something more original. Any ideas?

**Adel** I recommend the Roman Theatre and the Citadel! You can see both of them in one day. I'm going to go there, too.

**Habib** Sounds great.

**Adel** And you could visit the Folklore Museum. They have some awesome exhibitions there.

**Habib** Great! But they're not going to want to spend all their time doing cultural things, so ...


**Adel** I know! Take them shopping at the mall! I'm going to go there this weekend with some friends. Why don't you come along?

**Habib** That's a great idea!

LESSON 1A VOCABULARY AND GRAMMAR

1 **SPEAKING** Work in pairs. Tell your partner what you usually do in the summer.

*I usually spend time with my friends and I sometimes go away with my family.*

2  **7.1** Look at the photo of Amman and read and listen to the text on page 16. What are 'the usual tourist places' in Amman? Which three suggestions does Adel make?

Going to

3 Read the sentences and decide which explanation is correct: a or b. Check your answer in the Grammar box.

What are you going to do this summer?

We're not going to take any trips.

I'm going to visit as many museums as I can.

We use *going to* + verb to talk about:

- a things we are doing now
- b things we plan or intend to do in the future

Going to	
We use <b>going to</b> + <b>verb</b> to talk about future intentions and plans that can change.	
+	I'm <b>going to</b> take a trip. We're <b>going to</b> have a barbecue.
-	He <b>isn't going to</b> visit Irbid. She <b>isn't going to</b> do much sightseeing.
?	<b>Are you going to</b> have a picnic? Yes, we <b>are</b> ./No, we <b>aren't</b> .
Wh-?	Where <b>is</b> he <b>going to</b> be this summer? What <b>are</b> they <b>going to</b> do?
Grammar Reference > page 70	

4 Complete the sentences with the correct forms of *going to* and one of the verbs from the box.

buy do eat not spend travel

- 1 'What *are you going to do* this weekend?' 'I'm not sure. I've got no plans.'
- 2 Maha \_\_\_\_\_ the weekend at the seaside because she wants to stay at home.
- 3 My parents \_\_\_\_\_ a new car this summer and we \_\_\_\_\_ around the country.
- 4 'What \_\_\_\_\_ tonight?' 'We can have a takeaway if you like.'


5 Find the verbs in the Grammar box that go with these nouns.

- 1 *visit* a museum/a city/family or friends
- 2 \_\_\_\_\_ (some) sightseeing
- 3 \_\_\_\_\_ a trip
- 4 \_\_\_\_\_ a meal/a picnic/a coffee/a barbecue

6 Write four sentences with *going to* about your plans for this weekend. Use the phrases from Exercise 5.

7 **SPEAKING** In pairs, talk about your plans from Exercise 6. Try to think of follow-up questions.

- A *I'm going to visit a book festival with my friends on Saturday.*
- B *Where is it?*
- A *It's at the Exhibition Centre.*
- B *I love books! I'm going to go, too!*

8  **7.2 LISTENING AND SPEAKING** Read the question and listen. Say what the speakers answer. Then in pairs, ask and answer the question.


What are you going to do this summer?

Now go to Workbook page 12 for the next lesson.

LESSON 2A **VOCABULARY** | Places in the city and transport

1 **SPEAKING** In pairs, look at the words in the box. Which place do you go to most often? Which places do you never go to?

bank bridge castle hospital  
hotel library market museum  
park port post office  
sports centre square  
station supermarket  
tourist information centre town hall

2  **7.3** Look at the photos below and listen. Which places do the people describe in Aqaba? Write the letters A-D in the boxes.

1 ☐ 2 ☐ 3 ☐ 4 ☐

3 **SPEAKING** In pairs, tell your partner about your favourite place.

4 Read the text about transport in Aqaba and complete the table with the verbs from the box.

drive get go by ride take go		
1 <u>drive</u> a/your	car	
2 _____ on/off a/the	bus/metro/train	
3 _____ a/your	bike/moped/motorbike	
4 _____	on foot	
5 _____	train/coach/bus/plane/metro/taxi/car	
6 _____ a/the	taxi/bus/train/metro	



**AQABA**

**GETTING HERE**

You can get here by:

- **boat**  
Arrive at the marina or port of Jordan's only coastal city on the Red Sea.
- **bus**  
Arrive at Aqaba bus station in the city centre.
- **car**  
Drive your car along Highway 15 straight into Aqaba and park in one of the city's car parks.
- **plane**  
Arrive by plane at King Hussein International Airport and take a taxi or hire a car for the short trip to the city centre.

**GETTING AROUND**

You can:

- go on foot to most places in the city centre.
- ride a bike or moped – but be aware of the hot climate, and outside of the city is hilly.
- go by bus – they are convenient and run frequently. Buy a ticket when you get on and tell the driver where you want to get off.
- take an open-top bus or private tour of all the major tourist attractions in the city.



## 5 Choose the correct words to complete the text message.

Hi Amer,  
Why don't you <sup>1</sup>**drive / take** a bus to the city centre and get <sup>2</sup>**off / on** at Hussein Bin Ali Street? From there you can go on <sup>3</sup>**foot / taxi** to a nice bakehouse and have lunch. Then you can <sup>4</sup>**go / get** by bus to visit the Archaeological <sup>5</sup>**Port / Museum** and learn Aqaba's history. When I finish college for the day, I can come and meet you for dinner in one of the <sup>6</sup>**restaurants / banks** near the museum.  
Let me know what you think.  
Farid

## 6 SPEAKING In pairs, use the prompts to ask and answer the questions.

get to or from school   go on holiday  
go shopping   visit family/friends

- 1 What transport do you use to ...?
- 2 When do you use it?

Now go to Workbook page 14 for the next lesson.

## 3 What is the main purpose of the announcement?

- a to thank people for coming
- b to encourage people to visit the shop
- c to ask people to leave the museum immediately

## 4 What is the purpose of the announcement?

- a to give a warning
- b to give information
- c to give advice

## 4 7.5 Study Active Listening. Then listen to part of each announcement. Is the missing word a verb or a noun?



1 verb   2 \_\_\_\_\_   3 \_\_\_\_\_   4 \_\_\_\_\_

## ACTIVE LISTENING | Understanding new words

- Decide what type of word it is, e.g. a noun or a verb.
- Try to write the word. Is it similar to a word in your language?

## LESSON 3A LISTENING

### 1 SPEAKING Discuss in pairs. Where do you usually hear announcements?



### 2 7.4 Listen to announcements 1–4. Match them with the places below.

- ☐ a bus   ☐ a museum   ☐ a supermarket  
☐ an underground station

### 3 7.4 Listen again and choose the correct answers.

- 1 What is the problem?
  - a Someone can't get their car out of the car park.
  - b There's a car in front of the exit to the car park.
  - c Two drivers are arguing in the car park.
- 2 Who is the announcement for?
  - a passengers with young families
  - b station staff
  - c all passengers

### 5 7.6 Read the sentences and guess the missing word. Listen and check.



- 1 Your car is blocking a blue car in the shop's car park.
- 2 If you don't feel well, please do not \_\_\_\_\_ an underground train.
- 3 We have a large \_\_\_\_\_ of books and gifts.
- 4 Please take all your \_\_\_\_\_ with you when you leave the bus.

### 6 Match the missing words in Exercise 5 with their meanings.

- a ☐ get on
- b ☐ stopping something from moving
- c ☐ a group of things to choose from
- d ☐ things you own or are carrying

Now go to Workbook page 15 for the next lesson.

☐ I can understand new words in announcements.

## LESSON 4A GRAMMAR

- 1 **SPEAKING** Would you like to visit Dubai? What would you like to see there? Discuss in pairs.



- 2 **7.7** Listen and read the conversation below. What places are the tourists going to visit?

**Aisha** Welcome to Dubai. I'm Aisha, your tour guide. Let me explain what's happening this weekend. This evening, we're meeting at the hotel reception at eight. Then we're having dinner at Galas, a traditional steak house.

**Katy** What are we doing tomorrow?

**Aisha** My colleague, Fadia, is taking you on a sculpture tour in the morning, then you're having a picnic lunch in Creek Park!

**Katy** That sounds amazing! What are we doing in the afternoon?

**Aisha** We're taking a trip to Dubai Miracle Garden. Then, we're going up to the top of the Burj Khalifa, to the observation deck.

**Katy** Fantastic!

### Present Continuous: future arrangements

- 3 Read the sentences and choose the correct answer. Then study the Grammar box and find more examples of the Present Continuous in the conversation in Exercise 2.

*We're having dinner at Galas.*

*Fadia is taking you on a sculpture tour.*

We use the Present Continuous for future plans and arrangements that we **are / aren't** sure about.

### Present Continuous: future arrangements

We use the **Present Continuous** to talk about future arrangements.

**I'm flying** to New York on Saturday.

**Time expressions:** in the morning, next Saturday, this weekend, tonight

Grammar Reference > page 70

### WATCH OUT!

**I'm going to visit** the museum. (That's my intention.)

**I'm visiting** the museum. (That's my plan and I've got the tickets.)

- 4 **7.8** Complete the conversation with the correct Present Continuous forms of the words in brackets. Listen and check.



**Heba** What time <sup>1</sup>are you leaving (you/leave) the hotel tomorrow?

**Rana** <sup>2</sup>\_\_\_\_\_ (we/meet) in the hotel reception at about two-thirty. Why?

**Heba** I can't come. <sup>3</sup>\_\_\_\_\_ (I/see) Dalia in the afternoon.

**Rana** <sup>4</sup>\_\_\_\_\_ (Dalia/join) us for dinner in the evening?

**Heba** Yes, she is.

- 5 Read Talal's diary and write sentences for each day.

### JUNE

Mon	10 p.m. fly home from New York
Tue	7.30 p.m. pizza with Sami
Wed	2 p.m. tennis
Thur	4 p.m. tidy my room
Fri	spending time with family
Sat	Yousuf's dinner 8 p.m.
Sun	morning – help Dad in garden

- 6 **SPEAKING** Work in pairs. Write your real or imaginary diary for next week and then arrange a time to meet.

Now go to Workbook page 16 for the next lesson.

## LESSON 5A SPEAKING

### 1 Read the conversation and complete the sentence.

Emily and Lily are meeting at a \_\_\_\_\_ near \_\_\_\_\_ underground station at \_\_\_\_\_.

**Emily** Hi, Lily. What time do you want to meet?

**Lily** Is 12.30 OK? Do you know where the restaurant is?

**Emily** 1 p.m. is better. I don't even know the name of the restaurant!

**Lily** 1 p.m. is fine. It's a new place called Brandon's. It's really near Blackwall underground station.

**Emily** OK. See you there!



### 2 7.9 Listen to the conversation. Where does the woman give Emily directions to?

- a Blackwall station only
- b Blackwall station and Brandon's
- c Blackwall and Kingsway stations

### 3 7.9 Study the Speaking box. On the map, find Emily. Listen to the conversation again and identify which places (A-E) are Kingsway and Blackwall stations.



### 4 7.10 Listen to three conversations. Match places 1-3 with the letters A-E on the map.

- 1 ☐ post office
- 2 ☐ visitor information centre
- 3 ☐ market

### 5 In pairs, take turns to give directions. Use the map to ask for and give directions:

- 1 from the museum to the supermarket.
- 2 from Kingsway station to the park.
- 3 from the supermarket to the gym.



### SPEAKING | Asking for and giving directions

#### Asking for directions

Excuse me .../Sorry ...

Where's (Blackwall station)?

How do I get to (Blackwall station)?

Can you tell me the way to (the station)?

Where's the nearest (post office)?

Is there (a bus stop) near here?

#### Giving directions

Go/Walk to the end of (Queen Street).  
Go/Walk straight on.

Take the first road on the left/right.

Go/Walk along (Green Street).

Turn left/right at the (traffic lights).

Go/Walk past (the library).

It's on the left/right.

It's opposite/next to (a supermarket).

## LESSON 6A READING AND VOCABULARY

1 Read the advert on the right and answer the questions.

- 1 What's the name of the website?
- 2 What services does it provide?

2 Read the travel plans on page 23 and decide which holiday is best for your family. Say why.

3 Read the text again and answer the questions.

- 1 What is Alia looking forward to?
- 2 Which cities is Lewis planning to visit?
- 3 How long are Raed and his family staying in Oxford?
- 4 What are Ruby and her family doing differently on this trip?

4  **7.12** Complete the conversation



with the highlighted words from the text. Then listen and check.

**Harry** I'd love to go to Perth. Let's <sup>1</sup>*check* the train timetables.

**Cody** I'm not going to go from Sydney to Perth by train!

**Harry** Well, I can't <sup>2</sup>\_\_\_\_\_ on my own.

**Cody** OK, but we have to find <sup>3</sup>\_\_\_\_\_ in Perth. And I'm not buying a train <sup>4</sup>\_\_\_\_\_ for such a long trip.

**Harry** Why not?

**Cody** It's too far. It's better to <sup>5</sup>\_\_\_\_\_ a flight.

**Harry** Cool! We could take a sightseeing <sup>6</sup>\_\_\_\_\_ around Sydney now if you like?

*Are you planning a trip, but you're not sure where to go?  
Do you need ideas for a place which will give your family the best holiday ever?*

*Then 'Let's go!' is the website for you.*

Our readers provide information on places and interests to help you find the perfect family holiday destination. All you need to do is create an online profile and write a brief summary of your favourite holiday destination.



**Cody** No. Let's <sup>7</sup>\_\_\_\_\_ bikes!

**Harry** Good idea!

5 **SPEAKING** In pairs, plan a family trip with places you would like to visit. Then ask and answer questions about your plans with another pair.

**A** *Where are you planning to go?*

**B** *We're planning to visit Cairo.*

**A** *When are you leaving?*

**B** *We're leaving in March.*

**A** *What are you going to do in Cairo?*

**B** *We're going to ...*

6 **REFLECT | Society** Look at the website and different travel ideas. In pairs, discuss the questions.

1 What do you think are the most interesting places to visit in Jordan?

2 What's the best way to get around Jordan?

# Find a travel destination

✈️ Let's go!

07



🔊 7.11

## 1 An Omani Summer

I'm travelling to Oman with my parents and brother this year! I can't wait! I'm really looking forward to visiting Salalah again. Salalah is great for history and beach fans. I love visiting the palace ruins and my brother always goes scuba diving at the beach. It's a great place for bird watching, too!

**Alia**

## 2 A Grand Tour of Europe

In the past, many families travelled to Europe to admire the works of art and architecture. And guess what? That's what we're doing this summer! We're leaving in July, but we need to **check the train timetables** and **buy** our **tickets** now. We're going to visit Paris, Venice, Florence, Rome and Vienna. We're going to **find** cheap **accommodation** in hostels and we want to book tours for the museums and art galleries before we get there. This is our third trip to Europe. I recommend it!

**Lewis**

## 3 English in Oxford

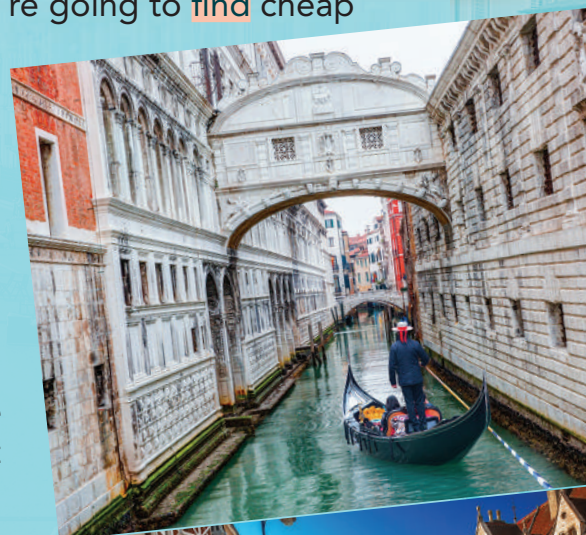
I love to travel, but I don't like **going on my own**. So, once a year, my family and I visit Oxford in the UK for two weeks. We usually go in the summer, and we're going in July this year! We're going to do some sightseeing – Oxford was the first university city in England, so there are lots of important cultural sites to visit. And, everybody cycles in Oxford, so we're going to **hire bikes** to get around. If you like cultural sites, you'll love Oxford!

**Raed**

## 4 A Desert Adventure

My family's favourite holiday destination is the protected and ancient sites of Petra and Wadi Rum in Jordan's southern desert area. One visit is not enough! We're going again this year. Tomorrow, we're going to **book** our **flights**. I can't wait! And this time, we're going to **take a tour** with a private tour guide. It will be so interesting!

**Ruby**



## LESSON 7A WRITING | A short message

- 1 SPEAKING** In pairs, discuss the question. What type of messages do you usually read or write? Use the prompts below to help you.

computer chat   email   letter  
social media message   (post-it) note  
text message

*I don't often write emails or letters, but I write text messages and social media messages to my friends and family.*

- 2** Read messages 1 and 2. Who are they to and from? What are the messages about? Are they formal or informal?

**1**

William,  
Going to be late tonight – going to parents' evening. Dinner in oven – just need to heat it up for ten minutes.  
Don't forget homework.  
See you later,  
Mum

**2**

Muna,  
Really sorry. We're in the car, but going to be late – heavy traffic. We'll be at your house by 7.30.  
Please tell your mum.  
Thanks!  
Reem

- 3** Read messages 1 and 2 again and choose the correct answers a–c.

**Message 1:**

- a** The woman is going to meet her son at the parents' evening.
- b** The woman can't go to the parents' evening because she is working late.
- c** The woman is going to be late home because she is going to the parents' evening.

**Message 2:**

- a** Reem isn't going to get to Muna's house on time.
- b** Reem and Muna are meeting at Reem's house.
- c** Reem is going to tell her mum.

- 4** Compare the message below and message 1 in Exercise 2. Which kinds of words are missing in the message in Exercise 2? Study the Writing box and check your answers.

William,  
I'm going to be late home tonight because I'm going to the parents' evening. There's some dinner in the oven – you just need to heat it up for ten minutes.  
Don't forget homework.  
See you later,  
Mum

## WRITING | A short message

In an informal message, you can leave some words out:

*the verb to be:* am, is, are

*determiners:* some

*subject pronouns:* I, you, he, she, it, we, they

*there is/there are*

*articles:* the, a, an

*conjunctions:* because, ...

*prepositions:* for, in, on, at, ...



### 5 Read the message and remove some words to make it shorter.

Hi Mum,  
Thanks a lot for dinner. I loved your lasagne! I'm sorry that I'm not home. I'm at Tyler's. We've got some History homework to do. Dad is picking me up at 10 o'clock.  
Love,  
William

### 6 SPEAKING In pairs, take turns to role play this situation: phone your friend and arrange to go shopping together on Saturday afternoon. Agree a time and a place to meet.

### 7 WRITING TASK After your phone call, you remember you agreed to help your mum/dad on Saturday afternoon. Write a message to your friend. Then shorten your message – leave out all the words that you can. In your message:

- apologise for a change in your plans.
- explain the reason for the change.
- suggest a new plan.



# 08

## Smart future



**VOCABULARY** Gadgets, computers, technology

**GRAMMAR** Will/won't for predictions about the future, adverbs of manner

**LISTENING** A conversation about technology

**SPEAKING** Opinions

**READING** Computers and robots

**WRITING** A notice

**VIEWING AND PRESENTING** Express agreement and disagreement, talk about feelings and communication

### TOMORROW'S WORLD

### A guide to the next thirty years

#### BY 2030

##### A What will \_\_\_ be like?

By 2030, people will buy over thirty percent of things online and, in a lot of countries, drones will deliver most of them in less than half an hour. There will be some real shops too, of course, but many of them won't have checkouts anymore. You will be able to take the things that you need and you will automatically pay and get a receipt later.

#### BY 2050

##### C Where will we \_\_\_?

By 2050, the population of the world will be 9.6 billion and seventy-five percent of people will live in cities, often in huge smart apartment buildings, over ten kilometres tall. Virtual reality will be a big part of our everyday lives. For example, most people in cities won't need to leave their homes. Houses won't even need windows – virtual windows will look completely real.

#### BY 2040

##### B How will \_\_\_ change?

In 2040, most countries will use digital money. There won't be any paper notes or coins and we will use smartphones or smartwatches to pay for everything. Fortunately, their batteries will be better, so we won't need to carry a charger with us all the time!

#### BY 2055

##### D How will we look after our \_\_\_?

Over the next fifty years, we will use technology to analyse our health all day and every day. Our clothes will have tiny health trackers which will contact our doctor when there are any problems.

3D printers will be able to make new body parts such as skin or even a heart!



LESSON 1A VOCABULARY AND GRAMMAR

1 **SPEAKING** Read the words in the box. In pairs, discuss the questions.

3D printer charger drone  
health tracker smartphone tablet  
smartwatch virtual reality headset  
wireless headphones

- 1 Which of these gadgets do you use?
- 2 Which is your favourite? Say why.

2 Read the texts on page 26 and complete headings A–D with the words below. What do you think of the predictions?

health live money shopping

Will/won't

3 Read the sentences and choose the correct answer, a or b, in the rules.

By 2030, drones will deliver most things in less than half an hour.

By 2040, there won't be any paper notes or coins.

- 1 We use *will/won't* to talk about
  - a future plans.
  - b future predictions.
- 2 We use
  - a *will/won't + to + infinitive*.
  - b *will/won't + infinitive*.

4 Study the Grammar box and check your answers to Exercise 3.

Will	
We use <b>will</b> to make predictions about the future.	
+	In a few years, I <b>will</b> ('ll) <b>leave</b> home.
–	In twenty years, people <b>will not</b> ( <b>won't</b> ) <b>use</b> paper money.
?	<b>Will</b> you <b>study</b> languages at university? Yes, I <b>will</b> . / No, I <b>won't</b> .
Wh-?	When <b>will</b> you <b>leave</b> home?

Time expressions: *next year, in ten years, by 2050*

Grammar Reference > page 71

5 Study *Watch Out!* and complete the sentences with *will* or *won't*.

- 1 In ten years, many homes will have a robot assistant to help clean.
- 2 By 2050, petrol cars \_\_\_\_\_ exist any more and all transport will be electric.
- 3 In 100 years, thousands of scientists \_\_\_\_\_ live on the Moon and tourists will go there on holiday.
- 4 By 2200, people \_\_\_\_\_ need to study languages because there will be only one language.

WATCH OUT!

Present: We **can** travel all over the world.

Future: We **will be able to** go on holiday without leaving our homes.

6 Complete the predictions with *will/won't* and a verb from the box to make them true for you. Then write four questions to ask your partner.

buy drive go live

- 1 In the next few weeks, I will buy a new smartphone.
- 2 I \_\_\_\_\_ to university in the next five years.
- 3 In 20 years, I \_\_\_\_\_ an electric car.
- 4 I \_\_\_\_\_ at my parents' house in 2040.

7 **SPEAKING** In pairs, ask and answer the questions you wrote in Exercise 6. Try to add another question to find out more information.

Now go to Workbook page 20 for the next lesson.

☐ I can use *will/won't* to make predictions about the future.

## LESSON 2A VOCABULARY | Computer equipment

1 Complete descriptions 1–9 below with the words from the box.

desktop computer hard disk laptop battery scanner screen speakers  
USB cable wireless keyboard wireless mouse

### Second-hand computer equipment: Buy cheaper, sell faster!



<sup>1</sup> desktop computer, 4.2GHz, 16GB RAM **Price:** 414 JOD



<sup>2</sup> \_\_\_\_\_, for PC/laptop **Price:** 37 JOD



<sup>3</sup> \_\_\_\_\_ **Price:** 20 JOD



<sup>4</sup> \_\_\_\_\_ **Price:** 4 JOD



<sup>5</sup> \_\_\_\_\_ **Price:** 20 JOD



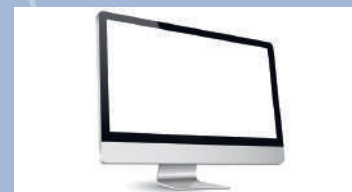
<sup>6</sup> \_\_\_\_\_ **Price:** 123 JOD



<sup>7</sup> \_\_\_\_\_ 500GB **Price:** 82 JOD



<sup>8</sup> \_\_\_\_\_ **Price:** 29 JOD



61cm, LED <sup>9</sup> \_\_\_\_\_ monitor **Price:** 165 JOD

2 Which items of computer equipment in Exercise 1 do you have in your room? Discuss in pairs.

3 Complete the sentences with the verbs from the box.

charge print scan switch off  
turn up type

- How often do you need to charge the battery on your phone?
- Do you \_\_\_\_\_ your computer when you go to bed?
- Can you \_\_\_\_\_ without looking at the keyboard?
- Do you \_\_\_\_\_ your speakers when you're home alone?
- Can your printer \_\_\_\_\_ and \_\_\_\_\_?

4 Match the verbs with the icons.

attach copy ~~delete~~ download  
install save



1 delete



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

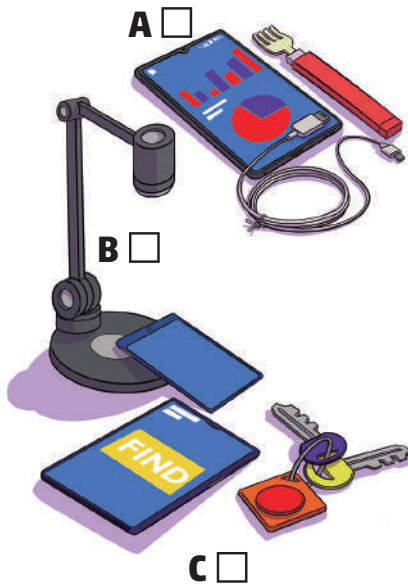
5 **SPEAKING** In pairs, answer the questions.

- What do you do with emails and text messages after you read them?
- How many apps did you install on your phone last week? What were they?
- Do you check your phone after going to bed? Is it a good idea? Say why.

Now go to Workbook page 22 for the next lesson.

## LESSON 3A GRAMMAR

- 1 Look at the pictures of gadgets. What do you think they do?



- 2 **8.1** Listen and match the conversations to each gadget.

### Adverbs of manner



- 3 **8.2** Match the beginnings and endings of the sentences. Then listen and check.

- 1 ☒ The tracker beeps quietly at first  
 2 ☐ It's brilliant! It  
 3 ☐ I could charge my phone

- a and then it starts beeping loudly.  
 b really easily with this gadget.  
 c works really well.

- 4 Look at the underlined adverbs in Exercise 3. Then choose the correct words to complete rules 1–3. Study the Grammar box to check.

- 1 We add *-ly* to most **adjectives / verbs** to make adverbs.  
 2 For adjectives ending in *-y*, we change *-y* to ***-i* / *-e*** and add *-ly*.  
 3 The adverbs for *good* and *fast* are **regular / irregular**.

### Adverbs of manner

We use **adverbs of manner** to describe how we do things.

Adjective	Adverb
loud	loudly
beautiful	beautifully
easy	easily
<b>Irregular</b>	
good	well
fast	fast
hard	hard

Grammar Reference > page 71

- 5 Change the adjectives in the box to adverbs and complete the sentences.

careful good healthy perfect

- 1 My brother speaks English perfectly. He lived in London for ten years.  
 2 You need to read this \_\_\_\_\_. It's very important.  
 3 Can I have a salad? I'm trying to eat \_\_\_\_\_.  
 4 Well done! You played really \_\_\_\_\_.

- 6 Complete the sentences with the correct forms of the words in brackets. Use the adjective or adverb.

- 1 My sister bakes really well, although she is not a \_\_\_\_\_ baker. (good, professional)  
 2 He isn't a \_\_\_\_\_ driver. He always drives too \_\_\_\_\_. (careful, fast)  
 3 My computer wasn't \_\_\_\_\_, but it starts up really \_\_\_\_\_. (cheap, slow)

Now go to Workbook page 23 for the next lesson.

## LESSON 4A LISTENING AND VOCABULARY



- 1 **SPEAKING** In pairs, describe photos A–C above. What are the people doing in each photo?



- 2 **8.3** Listen to three conversations. Match them with photos A–C.

1 ☐ 2 ☐ 3 ☐

- 3 **8.3** Listen to the conversations again and choose the correct answers.

- 1 What do the boys think the problem is with the computer?

a The keyboard isn't working.  
b The hard disk is broken.  
c They need to charge the battery.

- 2 How did the boy feel about his experience with a virtual reality headset?

a Frightened because everything looked so real.  
b Excited about trying it one more time.  
c Surprised about the quality of the picture.

- 3 A smart speaker

a can't understand questions.  
b tells you what to do.  
c can answer questions.

- 4 Choose the correct verbs to complete the predictions.

In the next ten years, ...

- 1 astronomers will **develop / discover** more Earth-like planets.  
2 IT companies will **experiment / produce** very cheap 3D video phones.  
3 we will stop **inventing / testing** cosmetics on animals.  
4 companies will **develop / test** video games that are even more realistic.  
5 somebody will **discover / invent** a better alternative to the Internet.

- 5 **SPEAKING** In pairs, say why you agree or disagree with the predictions in Exercise 4. Then use the verbs in Exercise 4 to make your own predictions.

*I think scientists will discover new sources of energy.*


Now go to Workbook page 24 for the next lesson.

LESSON 5A SPEAKING

1 Read the article below. What is 'the Internet of Things'? Does it make our lives easier? Discuss in pairs.

**IN JORDAN, IN HOMES WITH AN INTERNET CONNECTION,** around four to five devices are usually connected to the Internet. However, this number will increase as speeds become faster and more smart gadgets are available. You can already buy smart versions of many everyday objects. For instance, there are already smart lights, fridges and even mirrors! These gadgets are part of 'the Internet of Things'. You can control them with an app on your mobile phone and some work with AI assistants – you just say what you want them to do.

2  **8.4** Listen. How does Adel turn on the lights and the TV? How does he listen to a book? What goes wrong?


3  **8.5** Study the Speaking box. Complete the sentences with a word or phrase in each gap. Listen and check.

- 1 But personally, I don't think it will make our lives easier.
- 2 \_\_\_\_\_ with Hani.
- 3 I'm sorry, but I \_\_\_\_\_.
- 4 You're \_\_\_\_\_, Hani.
- 5 Well, obviously, it doesn't work perfectly, but in \_\_\_\_\_, we'll use these gadgets a lot in the future.
- 6 Really? I'm \_\_\_\_\_ about that.

**SPEAKING | Opinions**

**Giving opinions**  
(Personally,) I think ...  
In my opinion, ...  
(Personally,) I don't think ...  
I'm sure that ...

<b>Agreeing</b> Yes, I agree. You're right. Exactly. I agree with him/her/you. I think so, too.	<b>Disagreeing</b> (I'm sorry, but) I don't agree. That's (probably) true, but ... I'm not sure (about that). I don't think so.
--	---

4  **8.6** In pairs, choose the correct words to complete the conversations. Then listen and check.

- A** <sup>1</sup>*I'm sure / Personally*, I think that in ten years' time, most cars will be electric.
- B** I'm not sure <sup>2</sup>*about / with* that. They're too expensive.
- A** Yes, for now, but they will get cheaper very quickly.
- A** <sup>3</sup>*In my opinion / Exactly*, technology will become one of our biggest problems.
- B** I <sup>4</sup>*think / don't think* so, too. Lots of people won't have jobs.
- A** You're <sup>5</sup>*right / sure*. And no jobs means no money!
- A** I'm <sup>6</sup>*agree / sure* that in five years' time, virtual reality will be part of everyday life.
- B** Yes, I <sup>7</sup>*agree / think*. Virtual reality is amazing now. Imagine it in five years' time!
- A** <sup>8</sup>*Exactly! / Personally*. It'll be amazing!

5 **Work in groups of three. Read the statements. Take turns giving your opinion. Do you agree or disagree?**

- 1 Many young people spend too much time online.
- 2 Every home will have an AI assistant.
- 3 Everyone in the world needs free Internet access.
- 4 We will all have personal robots in the future.

LESSON 6A READING AND VOCABULARY

- 1 **SPEAKING** In pairs, look at the photos on page 33. What do you think is happening?
- 2 Read the article on page 33 quickly. Does the author think that computers and robots will become as intelligent as humans one day?
- 3 Read the text extract below. What do you think the underlined pronoun 'they' refers to?  
  
Will computers become as intelligent as the human brain one day? In some ways, they are already smarter than us.
- 4 **Study Active Reading and then check your answer to Exercise 3.**

ACTIVE READING | Understanding pronouns

A pronoun replaces a noun. When you are not sure what a pronoun refers to:

- read the sentence with the pronoun carefully.
- read the sentences before and after the one with the pronoun to find the noun or nouns.
- decide if the noun matches the pronoun – for example, *they* cannot refer to a singular noun.

- 5 **Read the article. Match sentences A–E with gaps 1–4 in the text. Use the underlined words to help you. There is one extra sentence.**  
**A** They'll be able to recognise how you are feeling.  
**B** They say that eighty-seven percent of the time their machine understands our emotions correctly.  
**C** They can write original stories and even invent new technology.  
**D** One interesting idea is to use them in online education.

**E** For example, it looks happy when it sees you in the morning.

- 6 **Read the article again and answer the questions.**  
1 What do humans need that computers don't need?  
2 Who will computers help by understanding their emotions?
- 7 **Look at the highlighted adjectives in the article. Which are positive? Which are negative? Which can be both? Put them in the correct column of the table.**

Positive	Negative	Both
<i>in a good mood</i>		

- 8 **Complete the sentences for you. In pairs, compare your sentences.**  
1 I'm usually in a good mood when ...  
2 I get worried when ...  
3 I feel amazed when ...
- 9 **REFLECT | Society** Read the text below. Then, in pairs, discuss the questions.

**A recent survey suggests that many teenagers prefer to communicate online than face-to-face.** In the survey, fifty percent of teenagers said they feel more confident when they can type messages to friends. They prefer texting because it's quick, easy and gives them more time to think.

- 1 Do the survey results surprise you? Do you prefer communicating online?
- 2 What are the advantages and disadvantages of texting friends?

# Will your computer ever know how you are feeling?



8.7

Will computers become as intelligent as the human brain one day?

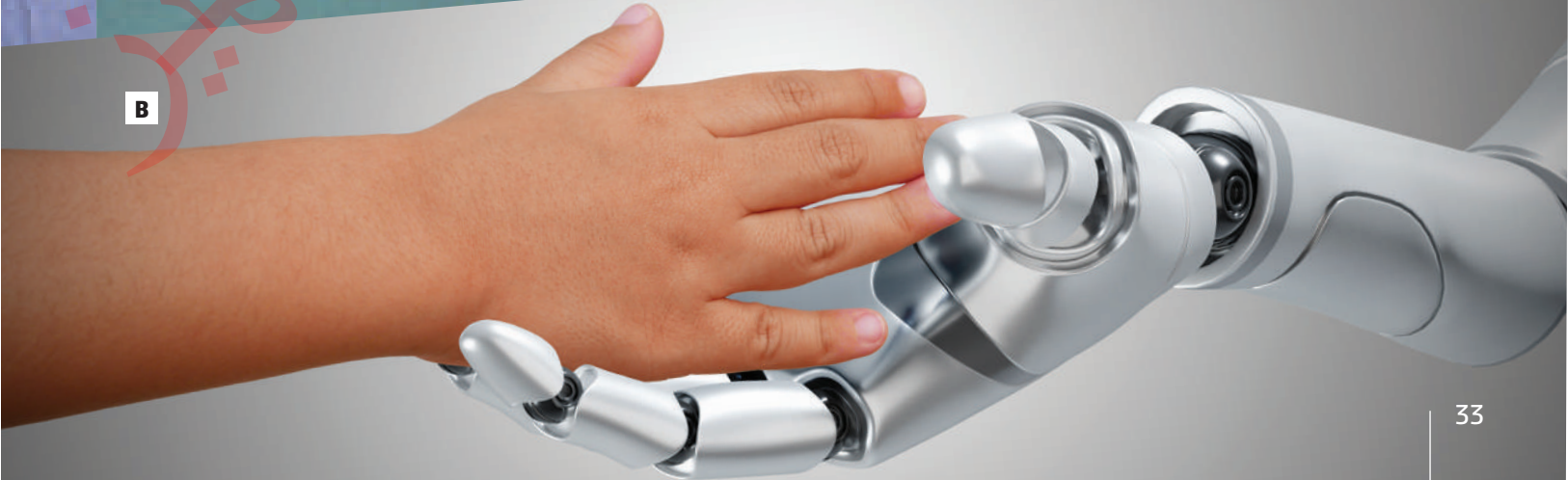
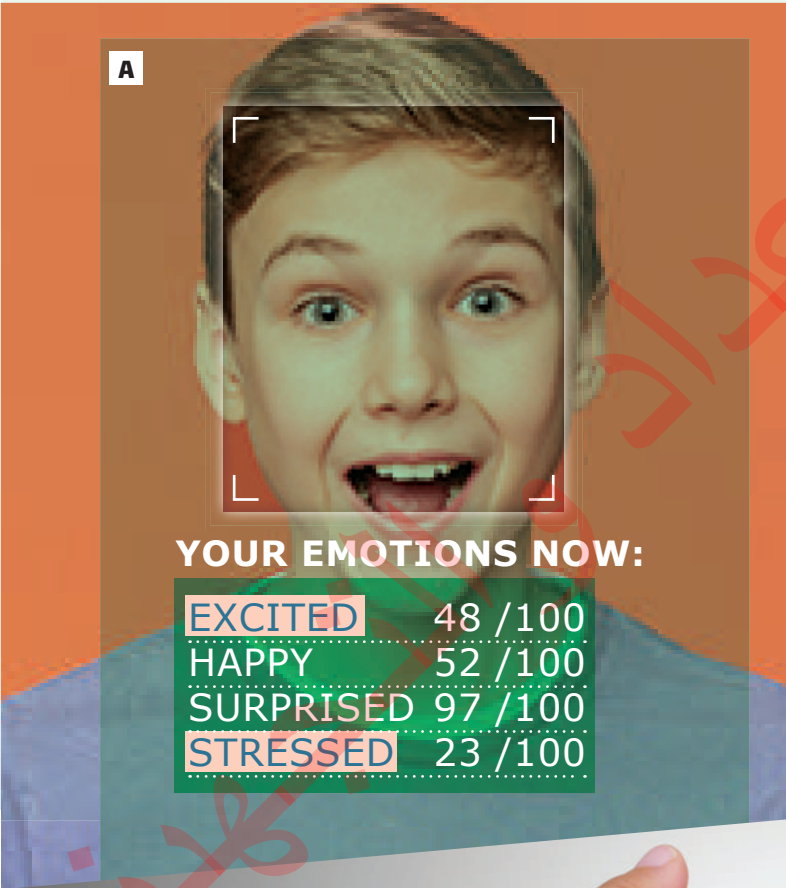
In some ways, they are already smarter than us. They can solve problems quickly and without making mistakes. And they don't need to eat or sleep, of course. But the human brain has other abilities that we can't give computers – at least, not yet! For instance, humans are creative. <sup>1</sup>\_\_\_ Humans can also feel and recognise emotions. We know, for example, when another person is in a good or bad mood. And this ability is very important in interaction with other people. <sup>2</sup>\_\_\_ Now scientists are studying how computers can read human emotions.

A US company is developing software that uses cameras to look at human faces. The company collected over six million videos of people from seventy-five different countries to use in their software. However, it isn't always possible to identify someone's emotion from their face. That's why researchers at a US university developed a computer that can hear your heart and your breathing wirelessly. <sup>3</sup>\_\_\_

One robotics company already produces and sells a robot that can recognise human emotions. It analyses both your face and the sound of your voice. It knows when you are happy, surprised or amazed and tries to help when you are sad, worried or angry. The robot can also show its own emotions. <sup>4</sup>\_\_\_ It even gets scared in the dark! But are we ready for a robot like this in our daily lives? It seems some people are. The company sold the first 1,000 robots in just a few minutes.

What about the future? How will computers that understand our emotions be useful? <sup>5</sup>\_\_\_ Computers will soon be able to recognise when students are finding a subject too easy or too difficult, or even when they're bored. They can use this information to change the activities students do – to help them learn.

And when will all this happen? Some computer scientists believe that within fifteen years computers will understand our emotions perfectly. Can you imagine that? Your smartphone will know more about your feelings than your best friend!



## LESSON 7A WRITING | A notice

### 1 SPEAKING In pairs, discuss the questions.

- 1 What kind of things do you often lose?
- 2 What was the last thing you lost? What happened?
- 3 What do you do with old gadgets, such as smartphones? Do you sell them to other people or swap them with friends?

### 2 Read notices A and B. Match them with the statements below.

- 1 ☐ Someone wants to find something.
- 2 ☐ Someone wants to sell something.

A

**LOST! REWARD 19 JOD**  
WHAT? MY WIRELESS RHYTHM AX1 HEADPHONES  
WHERE? SOMEWHERE IN SCHOOL  
WHEN? ON TUESDAY 7TH FEBRUARY

PLEASE HELP! THESE HEADPHONES WERE A PRESENT AND MY FAVOURITE POSSESSION.

CONTACT:  
ALIA ALRA'I, GRADE 8  
ALIAA@ALIAAMAIL.ZZ



B



I'm selling my Bean Z1 fitness tracker. It's only six months old and it's in perfect condition. I got it from my brother when he bought a new one, but I never use it. Send me an email if you're interested.  
Hamzah

4 Study the Writing box and check your answers.

### WRITING | A notice

To attract people's attention, you can:

- write a big heading, e.g. LOST! FOR SALE!
- include an accurate photo of the item you lost/want to sell.

Make your notice clear and easy to read:

- use bullet points.
- don't include unnecessary information.

Include all the necessary information:

- write a simple description of the object (colour, name, etc.).
- say where and when you lost the object (LOST!).
- give your name and contact details.
- offer a reward (LOST!) or give the price (FOR SALE!).

5 The writer of notice A included these sentences. Do you think they are useful? Say why.

**'PLEASE HELP! THESE HEADPHONES WERE A PRESENT AND MY FAVOURITE POSSESSION!'**

6 Rewrite notice B. Use the tips in the Writing box. Add any necessary information.

7  8.8 Listen and complete the texts with one word in each gap.



1 Asma wants to sell her <sup>1</sup>laptop. It's a <sup>2</sup>\_\_\_\_\_ with a 13-inch screen. It originally cost <sup>3</sup>\_\_\_\_\_, but she is selling it for <sup>4</sup>\_\_\_\_\_. It's <sup>5</sup>\_\_\_\_\_ years old and is in <sup>6</sup>\_\_\_\_\_ condition.

2 Fawzi lost his <sup>7</sup>\_\_\_\_\_ today. It's a Bean <sup>8</sup>\_\_\_\_\_. He left it in a <sup>9</sup>\_\_\_\_\_ on Upper Street at about <sup>10</sup>\_\_\_\_\_ p.m. He wants to offer a reward of <sup>11</sup>\_\_\_\_\_.

8 **WRITING TASK** Choose one of the situations in Exercise 7 and write a LOST! or FOR SALE! notice.

- Use the Writing box to help you.
- Add any other necessary information, e.g. a contact number or email address.





### 1 Chloe, 14

The other day, I sent a message to Alice, a girl in my class, offering to help her with her homework. Only, it wasn't me! Someone pretended to be me. I think it was my friend, Anna, because I once told her my password. I think she sent the message to Alice as a (not very funny) joke. It was so embarrassing **when I** saw Alice in class the next day. I **explained** what happened and said I **was** very sorry. She didn't think it was very funny. <sup>1</sup> \_\_\_\_\_

### 2 Maha, 13

It is my cousin's graduation next weekend and I decided to organise a surprise family dinner for her. I told everybody in the family, but I also made a family group on social media and wrote the main information there – the date of the dinner, the time, what to bring. Unfortunately, I made two mistakes. The group I **made** was public and my cousin saw it. To **make** things worse, I didn't write that the dinner was for her, because all the family already knew this. So when she saw my post, she thought I was planning a dinner without her, on her graduation day! She **was** so upset. <sup>2</sup> \_\_\_\_\_



### 3 Nader, 15

Last week, I posted a selfie of me and my best friend, Farid, on my social media site. We were with some friends in the park and it was a really cool photo. Well, it was a really cool photo of me. I looked great! But it was a terrible photo of Farid. He looked completely ridiculous! Now, he's really angry with me and won't answer his phone when I call him. It was really stupid of me to post that photo, but I did it without thinking. <sup>3</sup> \_\_\_\_\_



**1 In pairs, discuss the questions below.**

- 1** What are the good things about using social media?
- 2** What problems can you have when you use social media?

**2 Read the forum posts on page 36 and match gaps 1-3 with sentences A-C. Which of these problems have you had?**

- A** My dad told me to check my privacy settings every time I post so I share things with the right people.
- B** Anyway, I'm going to change my password and I won't share it with anyone ever again.
- C** I'll be more careful when I share photos online in the future.

**3  8.9 Listen to someone talking about staying safe online. Complete her advice with the words from the box.**

**Match tips a-d to forum entries 1-3. There is one extra tip.**

check cyberbully horrible identity  
online passwords post settings  
share social strangers

- a** Think about your privacy <sup>1</sup> settings. It isn't a good idea if complete <sup>2</sup> \_\_\_\_\_ can see what you're posting <sup>3</sup> \_\_\_\_\_, so <sup>4</sup> \_\_\_\_\_ your settings carefully.
- b** Think carefully before you <sup>5</sup> \_\_\_\_\_ a photo. Would the other people in the photo be happy to see it on <sup>6</sup> \_\_\_\_\_ media?
- c** Keep your <sup>7</sup> \_\_\_\_\_ secret. Don't <sup>8</sup> \_\_\_\_\_ them with anyone. That way, you can protect your <sup>9</sup> \_\_\_\_\_.
- d** Never say anything <sup>10</sup> \_\_\_\_\_ about another person online. Don't be a <sup>11</sup> \_\_\_\_\_. And if someone is horrible to you, tell your parents or your teacher.

**4 Read the advice in the box below. Are you a smart Internet user? In groups, say how often you follow each piece of advice.**

**LIFE SKILLS | How to use the Internet in a safe way**

- 1** Don't share your password.
- 2** Don't share personal information.
- 3** Be nice to other people.
- 4** Check your privacy settings on social media sites.
- 5** Be careful when you post photos.

**5 REFLECT | Values In groups of four, discuss these statements. Do you agree with them? Say why.**

- 1** Respect other people when you are online.
- 2** A person that you only know online isn't a real friend.

**6 Do the task below in pairs.**

**LIFE SKILLS | Project**

- A** With your partner, agree a personal action plan for how you will use social media sites in the future. Write the action plan on a piece of paper.
- B** Go online and make any necessary changes to your social media account(s).
- C** Tell the rest of the class what action you took to improve your safety online.

**INTERNET SAFETY ACTION PLAN**

**1** I will change my passwords.

**2** I won't ...

**3**

**4**

**5**



**VOCABULARY** Sports, equipment, body and health

**GRAMMAR** Must/mustn't, have to/don't have to, should/shouldn't

**LISTENING** Sport

**SPEAKING** Talking about illness

**READING** A Q&A about astronauts in space

**WRITING** An online forum post

**VIEWING AND PRESENTING** Health and fitness, sport

## LESSON 1A VOCABULARY AND GRAMMAR

**1 SPEAKING** In pairs, ask and answer the questions.

**1** What's your favourite sport?

**2** How often do you play it?

**2** Look at the photos of two sports. Do you know what they are and what is unusual about them? Read the text and check your answers.

## UNUSUAL SPORTS

Fed up with football? Bored with basketball? Tired of tennis? Well, don't worry because in this week's blog post, we're looking at some unusual sports and they're great fun!



**Cycle ball, or radball, is basically playing football on a bike in a gym.** There are two players in each team. They have to hit the ball with their heads or the front wheels of their bikes. They mustn't put their feet on the ground at any time. The goalkeepers can use their hands to defend, but the other players mustn't touch the ball with their hands. It's simple and fun, but you must be good at riding a bike if you want to play radball.



**If you enjoy spending time in the desert, sandboarding, also known as sand surfing, could be the sport for you!** It is similar to snowboarding and skateboarding, but sandboarders have to find some sand. All you need is a sandboard and some sand dunes. It's great fun and it will keep you fit and healthy. Before you surf down the dune, you have to climb to the top, carrying your sandboard! Choose a place to surf where it is only dry sand. You mustn't surf on desert grass. You don't have to wear special clothes, but it's a good idea to wear a helmet. So why not try out a fun, new sport?

Must/mustn't/have to/don't have to

3 Read the examples and complete the sentences with *must*, *mustn't*, *have to* or *don't have to*.

- You must be good at riding a bike.  
You don't have to wear special clothes.  
Sandboarders have to find some sand.  
They mustn't put their feet on the ground.
- 1 We use \_\_\_\_\_ / \_\_\_\_\_ when something is necessary.  
2 We use \_\_\_\_\_ when something isn't necessary.  
3 We use \_\_\_\_\_ when something isn't allowed.

Must/mustn't/have to/don't have to

*must/have to* = it's necessary

You **must** be really fit to do this sport.  
They **must** have a healthy diet.  
You **have to** run fast.  
She **has to** be a very good swimmer.  
Does he **have to** practise every day?  
Do you **have to** know the rules?

*don't have to* = it isn't necessary

You **don't have to** know the rules.  
He **doesn't have to** use a bat.

*mustn't* = it isn't allowed

They **mustn't** touch the ball with their hands.

Grammar Reference > page 72

4 Complete the swimming pool rules with *must/mustn't* and the verbs in the box.

eat have leave push run use

VICTORIA POOL RULES

You <sup>1</sup> must leave your clothes and shoes in the changing room.

You <sup>2</sup> \_\_\_\_\_ a shower before entering the pool.

You <sup>3</sup> \_\_\_\_\_ or drink in the pool area, only in the canteen.

You <sup>4</sup> \_\_\_\_\_ other people into the pool.

You <sup>5</sup> \_\_\_\_\_ around the swimming pool.


Small children <sup>6</sup> \_\_\_\_\_ the pool with an adult.

5 Put the words from the box in the correct column of the table.

aerobics athletics basketball  
climbing cycling hockey  
horse riding karate mountain biking  
rugby skateboarding swimming  
tennis volleyball

do	go	play
<i>aerobics</i>	<i>climbing</i>	<i>basketball</i>

6 Write two things you don't have to do and two things you mustn't do when you practise one of the sports from Exercise 5. Then guess your partner's sport.

7  **9.1 LISTENING AND SPEAKING** Read the question and listen. Then in pairs, ask and answer the question.



What do you have to do when you're a professional sportsperson?

Now go to Workbook page 28 for the next lesson.

## LESSON 2A LISTENING AND VOCABULARY

- SPEAKING** In groups of four, ask and answer questions to find out who likes sport the most.
- In groups, work out the meaning of the highlighted words in the quiz below. Then do the quiz.

### QUIZ WHAT DO YOU KNOW ABOUT SPORT?

- How high is a tennis net in the middle?  
a 50.5 cm   b 91.5 cm   c 140.5 cm
- In what year was the first **trophy** for the football World Cup awarded?  
a 1920   b 1930   c 1950
- Do you use a **bat** or a **racket** in these sports?  
badminton   baseball   cricket  
table tennis   tennis
- Which player always wears **gloves** in a football team?
- How wide is a football **goal** in metres?  
a 5.5 m   b 7.3 m   c 9.1 m
- Think of three sports that you usually have to wear a **helmet** for.
- When did people start using **swimming goggles**?  
a the 14<sup>th</sup> century   b the 18<sup>th</sup> century   c the 20<sup>th</sup> century
- What is the best colour for a **life jacket**?  
a grey   b black   c orange

- You are going to listen to three conversations. Study Active Listening. Then look at the photos in Exercise 4. Which words do you predict you will hear? Discuss in pairs.

### ACTIVE LISTENING | Predicting before listening

Before you listen:

- Read the questions and look at the pictures carefully.
- Try to predict some words you will hear.

- 9.2** Listen to the three conversations. Choose the correct answers.



- What does Jaber need to borrow?



- What did Hamed's team win?



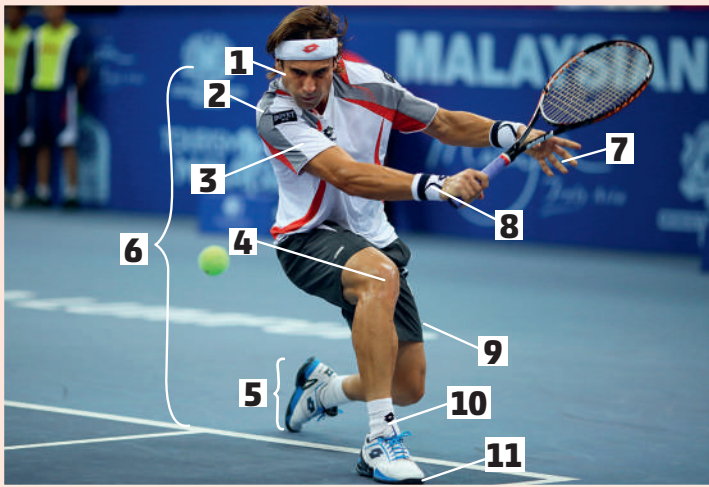
- Which activity did Laith not want to do on Sunday?



- REFLECT | Society** In pairs, discuss the questions.

- Do cyclists have to wear a helmet in Jordan? Is it a good idea?
- Do you always wear a helmet when you cycle? Why? Why not?

Now go to Workbook page 30 for the next lesson.



1 **SPEAKING** Look at the photos and say what sports they show. Then answer the questions in pairs.

- 1 Do you like these sports? Say why.
- 2 Which sport do you think is harder? Say why.

2 Match items 1-20 in the photos with the words from the box. Which word in the box is not included? What does it mean?

- ☐ ankle   ☐ arm   ☐ back   ☐ body  
☐ ear   ☐ elbow   ☐ eye   ☒ face  
☐ finger   ☐ foot   ☐ hand   ☒ head  
☐ knee   ☐ leg   ☐ mouth   ☐ neck  
☐ nose   ☐ shoulder   ☐ stomach  
☐ toe   ☐ wrist

3 Read Alice's post on social media below. What does she want to find out?

4 Read Kim and Adnan's comments. What sports are they talking about? How did they answer Alice's question?

5 Check you understand the adjectives below. Then, for each one, find an opposite adjective in the text.

Adjective	Opposite
narrow	1 _____
round	2 _____
weak	3 _____
fat	4 _____ 5 _____

6 **SPEAKING** Choose a different sportsperson. In pairs, describe his/her body. Use the text and the adjectives from Exercise 5 to help you.

SPORTS FORUM

**ALICE:** Hi all! I just wondered... How is your body different if you're a professional sportsperson?

**KIM:** Marathon runners are often slim. I run a lot every day and I have a flat stomach and thin arms. My friend is not thin and she's a great runner, too! But we have to have strong legs.

**ADNAN:** Tennis players usually have wide shoulders and a strong back. Also, we play with one arm, so it's stronger than the other one.

Now go to Workbook page 31 for the next lesson.

☐ I can talk about the body.

LESSON 4A VOCABULARY AND GRAMMAR

- 1 **SPEAKING** What do you do to get fit? Discuss in pairs.
- 2 Read Part 1 of the leaflet on the right. In pairs, say how often you follow the recommendations in the leaflet.

Should/shouldn't

- 3 Read the sentences below. Are explanations 1 and 2 true or false?  
You should walk or cycle.  
He shouldn't take the lift.  
1 ☐ We use *should/shouldn't* to give advice.  
2 ☐ *Should/Shouldn't* have different forms for different persons.
- 4 Study the Grammar box to check your answers to Exercise 3.

Should/shouldn't

We use **should/shouldn't** to say something is a good idea or to give advice.

	I • You • He • She • It • We • They
+	I <b>should do</b> regular exercise.
-	You <b>shouldn't eat</b> too much.
?	<b>Should</b> we <b>drink</b> more water? Yes, we <b>should</b> ./No, we <b>shouldn't</b> .

Grammar Reference > page 72

- 5 Complete Part 2 of the leaflet with *should* or *shouldn't*.
- 6 Read the health problems below and work out the meanings of the highlighted expressions.  
1 I ran 10 kilometres and now **my feet hurt and I've got a backache**.  
2 I ate too much cake. Now **I've got a toothache and my stomach hurts**.



What should you do to get fit?

1 DO IT EVERY DAY

- Exercise should be part of your daily routine.
- You shouldn't take the lift. Use the stairs.
- You shouldn't go to school by car. Instead, you should walk or cycle.
- You shouldn't spend so much time in front of screens. You should get outside more.

2 MAKE SURE IT'S FUN

You <sup>1</sup>**should** do a sport, but you <sup>2</sup>\_\_\_\_\_ do one you dislike. If you like being with people, you <sup>3</sup>\_\_\_\_\_ try a team sport. If you like your own company, you <sup>4</sup>\_\_\_\_\_ choose an individual sport.

NO PAIN, NO GAIN?

<sup>5</sup>\_\_\_\_\_ exercise hurt? Whatever exercise you do, it <sup>6</sup>\_\_\_\_\_ be something that makes you breathe hard. But you <sup>7</sup>\_\_\_\_\_ stop as soon as it gets difficult.

TAKE CARE OF YOURSELF

You <sup>8</sup>\_\_\_\_\_ always warm up before you start.

**WATCH OUT!**  
*My arm hurts. I've got a backache.*

- 7 **SPEAKING** In pairs, think of advice for the health problems in Exercise 6. Use *should/shouldn't*.

Now go to Workbook page 32 for the next lesson.

## LESSON 5A SPEAKING

- 1 In pairs, describe the photo below.  
What do you think is going to happen?



- 2 9.3 Listen. Why doesn't Farid want to catch his sister's illness?



- 3 9.4 Study the Speaking box. Then put the conversation in the correct order. Listen and check.

- a ☐ Doctor OK. I'll just have a look. Well, the ear seems to be healthy. Does anything else hurt?
- b ☐ Doctor I see. Can I look? Say 'Ah'.
- c ☐ Rashed It's my left ear. It really hurts.
- d ☐ Rashed Ah.
- e ☐ Doctor Which side? Or is it both?
- f ☐ Doctor You're welcome. I hope you feel better soon.
- g ☐ Rashed Hi doctor. I've got earache. It's really bad.
- h ☐ Rashed I've got a sore throat, too.
- i ☒ Doctor Sit down, Rashed. How are you feeling today?
- j ☐ Rashed Ah, OK. I'll call my dentist this afternoon. Thanks, doctor.
- k ☐ Doctor OK. Ah. There's a problem with a tooth at the back. You must see a dentist, Rashed.

## SPEAKING | Talking about illness

## Asking about someone's health

What's the matter?

Are you feeling alright?

How are you feeling?

What's wrong?

## Describing how you're feeling/symptoms

I don't feel well.

I've got (a sore throat).

I feel sick.

My (throat) hurts.

I can't sleep.

I feel (a lot) better.

## Showing sympathy

I hope you feel better soon.

Get well soon.

## Giving advice

You should (try to eat some breakfast).

You shouldn't (go to school today).

You must (go to bed). Why don't you ...?

- 4 Complete the short conversations with the phrases from the box.

eat anything sweet go to the hospital lie on the floor take a paracetamol

A My back hurts.

B Why don't you <sup>1</sup> lie on the floor?

A I've got a headache.

B You should <sup>2</sup> \_\_\_\_\_.

A My arm hurts and I can't move it.

B You must <sup>3</sup> \_\_\_\_\_.

A I have toothache.

B You shouldn't <sup>4</sup> \_\_\_\_\_.

- 5 In pairs, take turns to role play the situations. Student A, go to page 75. Student B go to page 76.

☐ I can ask and talk about health and illness.

## LESSON 6A READING AND VOCABULARY

**1 SPEAKING** In pairs, look at the pictures below and on page 45. What do you think is difficult when you live or work in space?

**2** Read the text on page 45 and check your answers. Did you learn anything new?

**3** Read the text again and choose the correct answers.

**1** What must you experience to prepare for space?

- a** long distance walking
- b** zero gravity
- c** bad weather
- d** extreme team sports

**2** What happens to you in space at first, but then stops?

- a** You feel weak.
- b** You grow.
- c** Your head hurts.
- d** Your skin turns brown.

**3** Which sentence gives the best summary of the text?

- a** What you need to know to become an astronaut.
- b** A step-by-step guide to space travel.
- c** The history of life in space.
- d** Why don't young people today want to become astronauts?

**4** Match the highlighted words from the text with definitions 1–6.

- 1** It's a red liquid that moves oxygen around your body. *blood*
- 2** It's an organ that moves blood around your body.
- 3** They help you move your arms and legs. If you train a lot they get bigger.
- 4** They're hard and sportspeople sometimes break them.

**5** This covers and protects the whole of your body.

**6** You think and remember with this.

**5 SPEAKING** In pairs, ask and answer the questions.

What should you do to have:

- strong muscles/bones?
- a happy mind?
- a healthy heart?
- healthy skin?

**6 REFLECT | Society** In pairs or small groups, discuss the question. What is important for good teamwork?

agree with others   be creative  
be flexible   do what you want  
listen to others   respect people

**7 9.6 LISTENING AND SPEAKING** Listen to the documentary *Life in zero gravity* and answer the questions.



- 1** Where does the International Space Station travel?
- 2** How long does each astronaut work and live there?
- 3** What do they have to build and do?
- 4** What happens to water in space?
- 5** Who fixes problems on the space station?
- 6** What does William like doing every day and how does he do it?
- 7** Why are simple activities difficult in space?
- 8** How do astronauts return to Earth?





# So you want to go to space?

09



9.5

## CAN ANYONE BE AN ASTRONAUT?

Of course not. If you want to be an astronaut, you have to be able to speak English. You don't have to have a Science degree, but most astronauts do. Most of them are pilots, too. Life in a spaceship is physically and mentally hard, so you must have a healthy body and mind.

## WHAT'S THE TRAINING LIKE?

Candidates have to train for a year. They practise space walking and living in zero gravity. They train in extreme conditions with limited equipment and food to learn how to solve problems and to work in a team. Everyday tasks like eating, washing and sleeping can be complicated. There is no running water. It's hard to enjoy the dry food that astronauts have to eat. And to sleep, you must cover your eyes, because on the International Space Station (ISS) the sun rises every 90 minutes. You also have to attach yourself to something so you don't fly away!

## WHAT HEALTH PROBLEMS DO ASTRONAUTS HAVE?

Life in zero gravity causes changes to our bodies. Bones and muscles become thin and weak, so you must do a lot of exercise to stay fit and to help the heart move blood around your body. Astronauts often get backache because you grow in space! It's also common to have headaches and to feel sick, especially at the beginning. You have to take vitamins to replace fresh fruit and vegetables. But you don't have to put on sun cream because space suits protect your skin from radiation.

## CAN YOU PLAY SPORTS IN SPACE?

According to the National Aeronautics and Space Administration (NASA), astronauts on board the ISS spend most of their time working and exercising. They also enjoy playing sports like baseball and basketball. As you can imagine, playing ball games in zero gravity is not the same as on Earth, but it's still fun!

## ARE YOU STILL INTERESTED?

So now you know. If you want to go into space, study hard, learn to fly and take care of your body and mind.



# LESSON 7A    **WRITING** | An online forum post

1 **SPEAKING** Which of the things below worry you about your health and fitness?

unhealthy diet   problems concentrating  
feeling tired/no energy   no exercise/  
fresh air   not enough/too much sleep  
stress   too much technology

*I worry about my bad diet, but I don't worry about stress.*

2 Read the online posts on page 47 and match them with the problems from Exercise 1.

3 Read Olivia's post again and complete the rules with *too* or *also*.

1 We use the linking word \_\_\_\_\_ before the verb (but after the verb *to be*).

2 We use the linking word \_\_\_\_\_ at the end of the sentence.

4 Read Rakan's post on page 47 again and complete it with *too* and *also*.

5 Study the Writing box. Read the examples from Olivia and Rakan's posts. Find more examples.

## **WRITING** | An online forum post

### **Give details about the problem:**

I never manage to go to bed early during the week.

This **also** means I often miss the bus to school.

I know I should get more exercise, **too**!

### **Say how you feel about it:**

The truth is I find it hard to fall asleep.

I **also** have no energy during the day, which is really annoying!

### **Say how you tried to solve the problem(s):**

I **also** tried preparing my food at home.

### **Ask for advice:**

Have you got any experience of this? Help!



## SPEAK OUT! / STUDENT FORUM

### Olivia (15)

I never manage to go to bed early during the week, even when I know I have to get up for school in the morning. This **also** means I often miss the bus to school, so my dad has to drive me. And when I'm in class and I know I must concentrate properly – I find that difficult, **too**.

The truth is, I find it hard to fall asleep, but I don't really understand why! I sometimes read a book to help me fall asleep, but that doesn't work. I **also** have no energy during the day, which is really annoying! Have you got any experience of this? Help!

### Rakan (16)

My problem is I don't get enough exercise or fresh air, and my diet is unhealthy, <sup>1</sup> \_\_\_\_\_!

I know I shouldn't miss breakfast, but I often do, so I'm always hungry by the morning break. At college, you don't have to go far for unhealthy food. There is <sup>2</sup> \_\_\_\_\_ a fast-food restaurant where my friends and I go for lunch. We can <sup>3</sup> \_\_\_\_\_ walk to the local shops to buy healthier food, but they're quite far away so we don't do that very often. I <sup>4</sup> \_\_\_\_\_ tried preparing my food at home, but I kept forgetting to bring it to college with me!

I know I should get more exercise, <sup>5</sup> \_\_\_\_\_! Any suggestions?

PLEASE give me some advice on how to become a better and healthier me!



### 6 WRITING TASK Write a post on the student forum. In your post:

- explain what the problem is.
- say how it makes you feel.
- ask for advice.



**VOCABULARY** Geographical features, animals, environment, weather

**GRAMMAR** Present Perfect with *ever* and *never*, Present Perfect with *already*, *just* and *yet*

**LISTENING** Weather, weather forecasts

**SPEAKING** Giving and reacting to personal news

**READING** Plastic pollution, understanding specific information

**WRITING** An article

**VIEWING AND PRESENTING** Talking about experiences, the weather

## LESSON 1A VOCABULARY AND GRAMMAR

- 1 **SPEAKING** Look at the photos below. Which project looks the most interesting? Say why.

### WILDTIME PROJECTS

If you care about animals and the environment, join us!  
We're looking for volunteers!

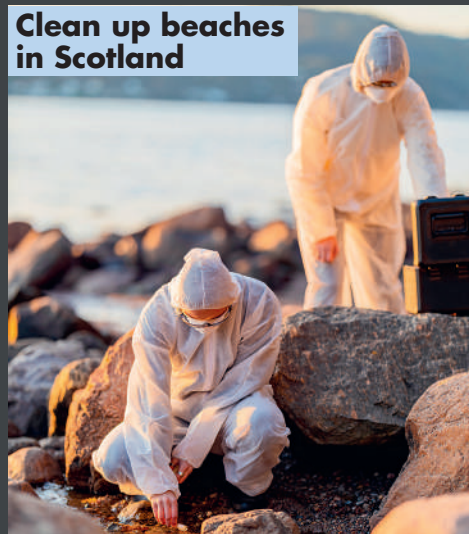
Help in Thailand



Keep the deserts in Jordan healthy



Clean up beaches in Scotland



- 2 Which of these geographical features can you see in the photos?

beach coast desert forest hill  
island jungle lake mountain  
ocean river rocks sand sea  
valley waterfall

- 3 Complete the sentences with words from Exercise 2.

1 The Atacama is the driest desert in South America.

2 The Pacific is the largest \_\_\_\_\_ in the world.

3 The world's highest \_\_\_\_\_ is Angel Falls in Venezuela. The water falls almost 1,000 metres!

4 Wadi Rum is a famous \_\_\_\_\_ in Jordan. It is popular with tourists because of its beauty.

- 4 In groups, take turns to think of one of the geographical features in Exercise 2. Then give clues to your group to help them guess what it is.



5 **10.1** Listen to the interview and answer the questions.

- 1 Which project does Malek want to volunteer for?
- 2 Does Malek like animals? How do you know?
- 3 When did Malek go to Thailand and what did he do there?
- 4 Why should Malek speak to Logan?

Present Perfect with *ever* and *never*

6 Read sentences 1–5 from the interview and choose the correct words in sentences a–d.

- 1 You've volunteered at a zoo in the UK.
- 2 I haven't worked with elephants, but I've worked with other animals.
- 3 Have you ever lived abroad?
- 4 No, I haven't. I've never lived abroad, but I've travelled abroad a lot with my family. In fact, we went to Thailand last year.
- 5 A friend of mine has volunteered on your project.

- a We form the Present Perfect with the correct form of **have / be** and the past participle of a verb.
- b We use the Present Perfect to describe **experiences / everyday activities**.
- c We **use / don't use** past time expressions (e.g. last year, two weeks ago, yesterday) with the Present Perfect.
- d We use **ever / never** in questions and **ever / never** in negative sentences.

7 Study the Grammar box and check your answers.

**Present Perfect with *ever* and *never***

We use the **Present Perfect** to talk about past experiences in our life when we do not say exactly when they happened.

	I • You • We • They	He • She • It
+	I <b>have</b> ('ve) <b>visited</b> Spain.	He <b>has</b> ('s) <b>seen</b> a jungle.
-	We <b>have not</b> ( <b>haven't</b> ) <b>stayed</b> on an island. They <b>have</b> ('ve) <b>never visited</b> Thailand.	He <b>has not</b> ( <b>hasn't</b> ) <b>volunteered</b> .
?	<b>Have</b> you ( <b>ever</b> ) <b>climbed</b> a mountain? Yes, I <b>have</b> ./No, I <b>haven't</b> .	<b>Has</b> she ( <b>ever</b> ) <b>worked</b> with children? Yes, she <b>has</b> ./No, she <b>hasn't</b> .

Past participles of regular verbs end in *-ed*.  
There is a list of irregular past participles on page 74.

**Grammar Reference > page 73**

8 Write questions in the Present Perfect. Use the verbs from the box.

climb see swim visit

- 1 in a lake?
- 2 a mountain?
- 3 a country in Asia?
- 4 a waterfall?

9 **SPEAKING** In pairs, ask and answer the questions in Exercise 8. Ask for more details using the Past Simple.

Now go to Workbook page 36 for the next lesson.

LESSON 2A **VOCABULARY** | Animals and parts of an animal body

1 **SPEAKING** Look at the words in the box. How many animals do you know? Which can you see in the photos below?

ant bee crocodile dolphin duck  
elephant fly lion monkey  
mosquito penguin salmon shark  
snake tiger whale



2 **10.2** Do the quiz below. Then listen and check.

3 **SPEAKING** In pairs, ask and answer the questions.

- 1 Which animals in Exercise 1 live in Jordan?
- 2 How many of the animals have you seen in the wild?

4 Write the animals in Exercise 1 in the correct column. Then add two more animals you know to each column.

Birds	Fish	Insects	Mammals	Reptiles
		ant		

5 Match descriptions 1–7 with animals from Exercise 1.

- 1 This is a type of cat. It has orange and black **fur**. **tiger**
- 2 This animal has **wings** and can fly. It makes honey.
- 3 This reptile has four legs and a huge mouth with sharp **teeth**.
- 4 This animal uses its **tail** to help it climb trees.
- 5 This animal's **skin** is very thick on its body, but very thin on its huge ears.
- 6 This bird uses its **feathers** to keep dry in the water.
- 7 This bird lives in Antarctica. It has no teeth, but uses its **beak** to catch fish.

Now go to Workbook page 38 for the next lesson.



# Which animals ...

- 1 are the most dangerous to humans?  
a sharks    b mosquitoes    c snakes
- 2 can predict the weather?  
a ants    b lions    c flies
- 3 can jump up waterfalls?  
a sharks    b crocodiles    c salmon
- 4 can't recognise themselves in a mirror?  
a dolphins    b dogs    c penguins
- 5 are the same as they were 30 million years ago?  
a whales    b crocodiles    c tigers
- 6 can't jump?  
a elephants    b ducks    c bees






## LESSON 3A GRAMMAR

### 1 Read the posts on social media. Which person (A–C):

- 1 ☐ wants more people to answer some questions?
- 2 ☐ is doing some volunteer work right now?
- 3 ☐ got home from a trip abroad a short time ago?

### SAVE THE PLANET

We're doing a lot to protect the environment: recycling, saving water, etc. But we haven't done enough yet. So what have you done? Post your answers in the comments.

- A**  I've just come back from volunteering on a conservation project in Greece. I think I saw more plastic bags in the sea than fish! This must stop!
- B**  We've just finished doing this survey on recycling at our school. It's a really good way to make people think and there are prizes! Have you done it at your school yet?
- C**  We've already picked up almost fifty kilograms of rubbish from our local beach and it's only lunchtime! How much will we collect by the end of the day?

### Present Perfect with *already*, *just* and *yet*

#### 2 Look at the underlined words in the posts and complete the rules.

- 1 We use \_\_\_\_\_ in affirmative sentences for things that happened a short time ago.
- 2 We use \_\_\_\_\_ in affirmative sentences to say something happened earlier than we expected.
- 3 We use \_\_\_\_\_ at the end of negative sentences and questions to talk about something we expect to happen.
- 4 We put \_\_\_\_\_ and \_\_\_\_\_ after the auxiliary verb *have*.

#### 3 Study the Grammar box and check your answers to Exercise 2.

#### Present Perfect with *already*, *just* and *yet*

We use the **Present Perfect** to talk about things that happened in the past, but are important now.

We often use the **Present Perfect** with *already*, *just* and *yet*.

- |   |  |
|---|--|
| + | I've <b>just</b> got home.<br>We've <b>already</b> seen two ducks. |
| – | We <b>haven't been</b> to Peru <b>yet</b> .                        |
| ? | <b>Have</b> you <b>asked</b> Dad <b>yet</b> ?                      |

Grammar Reference > page 73

#### 4 10.3 Read and choose the correct words. Listen and check.



- 1 **A** Let's go for dinner.  
**B** I can't. I've **already / just** got back from holiday.
- 2 **A** Have you finished your project **just / yet**?  
**B** No! I've **just / yet** started.
- 3 **A** This is my friend, Omar.  
**B** Hi, Omar. I think we've **already / just** met – at the school book club.

#### 5 Write sentences and questions in the Present Perfect using the words in brackets.

- 1 My sister / pass / her driving test. (just)
- 2 He / go / to Thailand. (already)
- 3 the match / start? (yet)

Now go to Workbook page 39 for the next lesson.

☐ I can use the Present Perfect to talk about past events that are important now.

## LESSON 4A READING AND VOCABULARY

**1 SPEAKING** Look at the photos on pages 52 and 53. Discuss the questions.

**1** What is the environmental problem?

**2** Where do you think this is?

**2** Read the article quickly. What would be a good introduction?

**A** In this article, we meet two sisters from Bali, Indonesia, to learn about how school has changed their lives.

**B** You don't have to wait to be an adult to make a difference to the world. Here we meet two young people with big ideas.

# Say 'no' to PLASTIC BAGS



**10.4**

Close your eyes for a second and imagine a beautiful tropical beach.

Now, imagine the same beach covered in ugly plastic waste. Terrible, isn't it? Well, that picture inspired sisters Isabel and Melati Wijsen from the island of Bali to start an environmental campaign to stop plastic pollution. And now their campaign has spread across the world.

Bali is one of 17,000 islands in Indonesia. It is a popular tourist destination which is famous for its weather, beaches and mountains, as well as wildlife, such as monkeys, dolphins and sharks. But every year, wind pushes 100 tonnes of plastic from the sea onto the beaches. It takes hundreds of people and thirty-five lorries to remove it all. The next day, it's back again.

After a school lesson, Isabel and Melati started thinking about how they could make a difference to the world. The girls wrote a list of Bali's problems and agreed that plastic pollution was the most important one. They found out that Rwanda, in Africa, decided to ban plastic bags in 2008. This is what they wanted to happen in Bali. But they needed help. So they started *Bye Bye Plastic Bags*

(BBPB) – a campaign to stop plastic bags polluting the beautiful beaches of Bali. Did you know that a plastic bag takes 20 years to decompose?

The first thing they did was to collect signatures from supporters. Once they had 100,000 signatures, they presented the petition to the local government and asked for a meeting. While they waited, they gave presentations at schools, markets and festivals. Eighteen months later, the government agreed to meet them. In the meeting, the government promised to encourage the people of Bali to stop using plastic bags. The campaign wasn't over, but now everyone knew about it.

Since 2013, Isabel and Melati have spent almost all their free time on BBPB. They've talked to a lot of important people about their campaign and they've won several environmental awards. The ban on plastic bags was officially announced in Bali in 2019 by the governor of the island. But BBPB is not only active in Bali. *Bye Bye Plastic Bags* has grown into a global NGO (non-governmental organisation) led by young people.



### 3 Read the article again and choose the correct answers.

- 1 What do we know about Bali from the article?
  - a The weather on the island is always good.
  - b The island produces a lot of plastic.
  - c Tourism is important to the island.
  - d It's the largest island in Indonesia.
- 2 Isabel and Melati decided to start a campaign against plastic bags because
  - a they learned about another country's successful campaign.
  - b it was part of a project at school.
  - c they are the biggest form of plastic pollution in Bali.
  - d it was an easy problem to solve.
- 3 In the writer's opinion, what is the most important thing the girls have done?
  - a They've had meetings with world leaders.
  - b They've encouraged other people to start BBPB campaigns.
  - c They've found the time to work on the campaign.
  - d They've changed the law in Indonesia.

### 4 Match the highlighted words in the article with definitions 1–6.

- 1 Stop people using something. **ban**
- 2 People who help or agree with you.
- 3 An organised plan to do something.
- 4 Animals in their natural environment.
- 5 The negative, dirty results of industry and transport.
- 6 Break down into tiny pieces.

### 5 Complete the questions with the words from Exercise 4. Then, in pairs, ask and answer the questions.

- 1 Is there a similar environmental **campaign** to BBPB in Jordan?
- 2 Have you heard that it can take an orange skin six months to \_\_\_\_\_? Why do you think it is not ok to throw it on the ground?
- 3 What would you like to \_\_\_\_\_ in Jordan?
- 4 What's the best way to persuade people to become \_\_\_\_\_ of a campaign to keep your town clean?
- 5 Is plastic \_\_\_\_\_ a big problem where you live?
- 6 What \_\_\_\_\_ is in danger where you live?

### 6 **SPEAKING** In pairs, think about the article you read and discuss these questions.

- 1 How often do you buy bottled water? What do you do with the bottle after drinking it?
- 2 What can we do to use less plastic packaging?

LESSON 5A LISTENING AND VOCABULARY

1 **SPEAKING** How often do you check the weather forecast? Where do you usually check it?

2 **10.5** You are going to hear four conversations. Match situations A-D with questions 1-4 in Exercise 3. Then listen and check.



- A a podcast about the weather
- B a conversation between two friends
- C a conversation between a parent and a child
- D a weather forecast

3 **10.5** Listen to the four conversations again. For each question, choose the correct answer A, B or C.

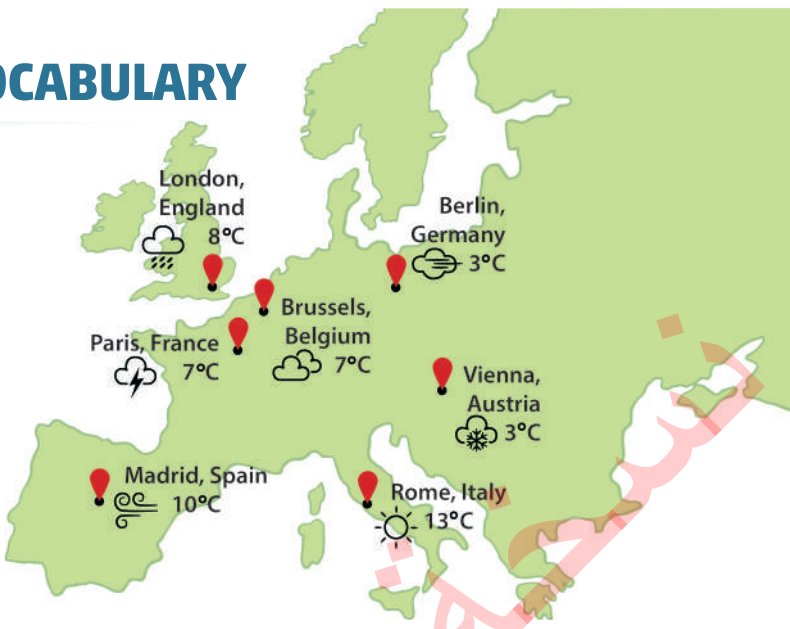
- 1 What will the weather be like next week?

  - a different from last week
  - b better than last week
  - c as rainy as last week
- 2 What does Issa advise Ali to do?

  - a take appropriate clothing for the weather
  - b be careful of the hot sun
  - c look up the weather forecast again
- 3 What does Clare think is the most important reason for giving storms names?

  - a It encourages safety.
  - b It helps with communication.
  - c It makes storms more interesting.
- 4 What do Cameron and his mum agree about?

  - a He should take a light jacket.
  - b He can decide what to take later.
  - c He doesn't need to take a coat.



4 Match the words in the box with the cities on the weather map. Then in pairs, ask and answer questions about the weather forecast.

cloudy foggy rainy snowy  
stormy sunny windy

5 Match the nouns in the box with the adjectives in the table.

cloud fog rain snow storm  
sun wind

Adjective	Noun
cloudy	1 <u>cloud</u>
stormy	2 _____
rainy	3 _____
windy	4 _____
foggy	5 _____
sunny	6 _____
snowy	7 _____

6 Complete the sentences with the correct nouns or adjectives from Exercise 5.

- 1 It's really hot today. You shouldn't sit in the sun for a long time.

2 Dad doesn't want to drive today. It's too \_\_\_\_\_ and he can't see.

3 I hate \_\_\_\_\_ weather because I'm afraid of lightning.

4 Be careful! The \_\_\_\_\_ is so strong I almost fell over.

Now go to Workbook page 40 for the next lesson.

## LESSON 6A SPEAKING

1 In pairs, read the notice and answer the questions.

- 1 What is the notice about?
- 2 What do students have to do?
- 3 What can students win?



**GO GREEN!**

**POSTER COMPETITION**

**Theme:** Supporting the environment in everyday life

We're looking for artists and designers with a passion for the environment. Design a poster and win!

**PRIZES**

First prize of 500 JOD for your school to spend on environmental projects. The top five posters will appear in schools all over the country.

More details at [www.gogreenposters.org](http://www.gogreenposters.org)



2 **10.6** Listen to Part 1 of the story. Who is going to design a poster for the competition?



3 **10.7** Listen to Part 2. What did Dana, Hala and Asma win? Is Hala happy at the end? Say why.

4 **10.7** Study the Speaking box and read the dialogue. Then listen to Part 2 again and choose the words and phrases you hear.

**Ms Turner** Girls! I've got some <sup>1</sup>**good / fantastic** news! Two students from our school have won prizes in the *Go Green!* competition.

**Hala** <sup>2</sup>**That's amazing news! / Oh, wow!** Who won?

**Ms Turner** Well, Asma's poster is one of the top five. Well done, Asma.

**Hala** <sup>3</sup>**Good for you, / I'm really happy for you,** Asma!

**Ms Turner** <sup>4</sup>**Unfortunately, / I'm sorry, but** you didn't win this time, Dana.

**Hala** <sup>5</sup>**Oh, no! / That's awful.**

**Ms Turner** Hala! You've won 500 dinars for the school!

**Hala** Oh, wow! I'm sorry, Dana.

**Dana** No. <sup>6</sup>**Don't worry. / Never mind.** I'm happy for you.

**Ms Turner** Hala. <sup>7</sup>**Bad luck! / More good news!** The headteacher would like you to give a speech!

**Hala** Oh, no!

### SPEAKING | Giving and reacting to personal news

#### Giving good news

Good news!

I've got some good/fantastic/great news.  
I've just heard (the results of the *Go Green!* competition).

#### Giving bad news

I'm afraid I've got some bad/terrible/awful news.

I'm sorry, but ...

Unfortunately, ...

#### Responding to good news

That's great/amazing (news). Oh, wow!

Congratulations! Well done!

I'm really happy for you. Good for you!

#### Responding to bad news

That's terrible/awful (news). Bad luck!

Oh, no! Don't worry. Never mind.

5 Write three pieces of news, using the topics below.

- you / your family / your friends / your school
- an event in your or another country

6 In groups, share your news and respond to the news you hear.

## LESSON 7A WRITING | An article

- 1 SPEAKING** In pairs, look at photos A and B on the right and read the notice at the top of the website. Then, answer the questions.
  - 1 Do you have any of these environmental problems in your area?
  - 2 What other types of environmental problems are there?
  - 3 Which problem would you like to write about?
- 2** Read the article. Does the article answer all the questions in the notice on the website?
- 3** Study the Writing box and read the article again. Does the writer follow all the advice?

### WRITING | An article

- Add an interesting title to encourage the reader to read the article.  
**MY WORLD IS NOT YOUR RUBBISH BIN**
- Introduce the topic.  
**I live in ... / There are several typical environmental problems ... / One of the biggest problems is ...**
- Use the next two or three paragraphs to answer each question.  
**Why is it a problem?** Firstly, rubbish is unhealthy ... / Finally, it costs ...  
**What can young people do about it?** Young people need to start a local campaign.
- Give examples where possible.  
**For example, rubbish encourages ... / For instance, at our school we organised a petition.**
- Add a short conclusion and finish with an interesting sentence.  
**In my opinion, / To sum up, / In conclusion, / I'm sure we could ... / Our planet is in our hands.**



**A**

## ARTICLES WANTED!

**Which local environmental problem are you most interested in? Why is it a problem? What can young people do about it?**

Write an article that answers these questions and send it to us. We'll include the most interesting articles on our website.

## THIS MONTH'S WINNER: MY WORLD IS NOT YOUR RUBBISH BIN

**I live in a huge city with two million people, so there are several typical environmental problems, such as traffic and air pollution. However, for me, one of the worst problems is rubbish on the streets.**

Firstly, rubbish on the streets is unhealthy for both humans and wildlife. For example, rubbish attracts animals like rats and they spread diseases. Other animals can easily eat something dangerous in the rubbish and die. Furthermore, a lot of rubbish goes down rivers and adds to the pollution in the sea. Finally, it costs a lot of money to clean up our rubbish. We could spend this on many more useful things.

Young people need to set an example for the next generation and either put their rubbish in the bin or, if possible, a recycling bin. They could also start a local campaign to encourage other people to recycle. For instance, at our school we organised a petition to put more bins on the streets. We got 2,000 signatures!

In my opinion, it's not that difficult to solve the problem of rubbish. I'm sure we could all do a lot more to improve the situation. Neither people nor animals benefit from a polluted planet. A planet which is in our hands!



**4 Read the notice below. Which of the titles a–c is best for an article like this?**

**ARTICLES WANTED!**

What things do you do in your daily life that are good for the environment? What could you do that you haven't done yet? What should we do to encourage young people to help save the planet from pollution?

- a** Leave home half an hour earlier and ... save the planet!
- b** My Green Day!
- c** You're never too young to do this.

**5 Read the phrases in the box. Which of them are things you do every day? Which are things you could do in an environmental campaign?**

walk or cycle to school   give talks  
grow food at home   make a video  
organise meetings   pick up rubbish  
recycle waste   design posters  
save water   turn off lights  
use less packaging  
volunteer on a wildlife project

**6 WRITING TASK** Write your article. Use the tips in the Writing box and the ideas in Exercise 5 to help you. Write your article in response to the notice in Exercise 4.



# MAKING SENSE OF MEMORY

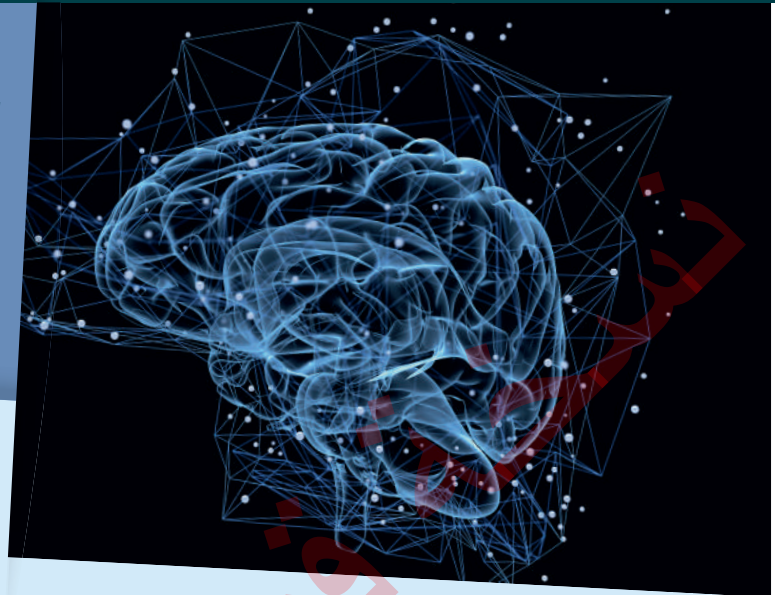
**1** How do you remember the information you need when you take a test or an exam? The answer is that you use your memory. But what is memory and how does it work? In your everyday life, it's important to create new memories, keep them in your brain and then recall them when you need them. When you walk to school, you need to remember the rules of the road and how to get to school from your house.

**2** Our brain uses three main steps to create memories. First, it encodes the information that you see, hear, smell or taste into something that your mind can understand. Then it keeps the information in your short-term or long-term memory. Later, you can recall the information from your memory.

According to scientists, there are three stages of memory:

**3** This is the earliest stage of memory and happens when you first experience something. At this stage, we keep information about things that we see for no more than half a second and information about things that we hear for three to four seconds. To remember any of this information, we must go to the next stage.

**4** This is the information we are thinking about in the moment. When we pay attention to sensory memories, we create short-term memories. These memories usually last for twenty to thirty seconds. An example of this is when someone tells you their phone number and you need to remember it while you write it down.



**5** If information is important to us, it becomes part of our long-term memory. It is possible to keep very large amounts of information in our brains forever.

**6** So why do we have problems remembering things? Sometimes this is because we don't encode the information properly. For example, you know what a five-JOD note looks like. But can you draw a picture of it? If you can't, it's because you didn't encode it into your memory. Another reason is that sometimes we find it hard to recall the information from our long-term memory. Fortunately, you can improve your ability to remember things. One way is to use mnemonics.

### GLOSSARY

**sensory** – connected to the five senses (sight, hearing, smell, taste and touch)

**recall** – remember something from the past

**encode** – change information into a different type we can keep

**short/long-term** – something that lasts for a short/long time

# 1 In pairs, take turns to do these memory tests.

- Write five numbers and show the list to your partner for five seconds. Can he/she write them down?
- Tell your partner about everything you did after school yesterday until you went to sleep. Can he/she repeat it in the correct order?

# 2 Read the article and match headings A-G with paragraphs 1-6. There is one extra heading.

- A** Long-term memory  
**B** How do we 'make' memories?  
**C** Sensory memory  
**D** What is memory?  
**E** The effects of age on memory  
**F** Remembering isn't always easy  
**G** Short-term memory

# 3 In pairs, answer the questions.

- 1 How can you remember things better?
- 2 What techniques can we use?

# 4 10.8 Listen to five students' tips for remembering information and match people 1-5 with techniques a-e.

- |                                  |                    |
|----------------------------------|--------------------|
| 1 <input type="checkbox"/> Fadia | <b>a</b> chunks    |
| 2 <input type="checkbox"/> Adnan | <b>b</b> places    |
| 3 <input type="checkbox"/> Cody  | <b>c</b> rhymes    |
| 4 <input type="checkbox"/> Ruby  | <b>d</b> acronyms  |
| 5 <input type="checkbox"/> Husam | <b>e</b> acrostics |

# 5 Complete the advice in the Life Skills box with words a-e from Exercise 4.

## LIFE SKILLS | How to improve your memory

One of the ways to improve memory is to use mnemonics.

- 1 Use \_\_\_\_\_: when you use this technique, you imagine placing the things you want to remember along a route or in a room you know well.
- 2 Use \_\_\_\_\_: this technique can help you to remember phone numbers, account numbers and lists.
- 3 Use \_\_\_\_\_: they contain the first letters of the words or ideas you need to remember.
- 4 Use \_\_\_\_\_: here is an example that can help you with your English spelling: I before E, except after C, but only when the sound is E.
- 5 Use \_\_\_\_\_: these are sentences that help you remember information in the correct order. The words contain the first letter of the words or ideas you need to remember.

# 6 Which of the five mnemonics in Exercise 5 have you used before? Tell your partner about a mnemonic you have used to help you remember information in your studies.

# 7 Do the task below.

## LIFE SKILLS | Project

- A** In pairs, use three of the techniques described to create a mnemonic to help you remember an important piece of information in three different school subjects.
- B** Present one of your mnemonics to the class.
- C** Vote for the best five mnemonics created by your class.



The Giant's Causeway, Northern Ireland



CS2.1

**Northern Ireland** is separated from the other countries in the UK by the Irish Sea. It is the smallest country in the UK and around 20 percent of its 1.9 million people live in the capital city, Belfast. Northern Ireland is a country of hills, mountains, lakes and a dramatic coastline.



The Gower Peninsula near Swansea, Wales

**Wales** is famous for its mountains, rivers and spectacular beaches and is a popular destination for people who like walking, mountain-biking, canoeing or surfing. The population of Wales is just over three million and about 538,000 people speak Welsh, as well as English. The Welsh for 'Good morning' is 'Bore da'.



Ben Nevis, Scotland

**Scotland** Most of the UK's mountains are in the Scottish Highlands, including Ben Nevis, the highest mountain in the UK at 1,345 metres. Scotland is the only place in the UK where you can go skiing. It is also famous for its beautiful lochs (lakes) and for the hundreds of islands around its coast. There are 790 of them but only around 93 are populated!



The Roman Baths in the city of Bath, England

**England** You can find mountains in the north of England, but in the rest of the country there are low hills or the land is quite flat. England is part of the island of Great Britain and you are never more than seventy miles from the sea. London welcomed around twenty million visitors from other countries in 2023 and large numbers of tourists also visited the historic cities of Oxford, Cambridge, York, Bath and Stratford-upon-Avon, where Shakespeare was born.

#### FACTFILE THE UNITED KINGDOM

**AREA:** 242,500 km<sup>2</sup>

**POPULATION:** 69 million

**COUNTRIES:** England, Wales, Scotland and Northern Ireland

**CAPITAL CITY:** London

**CURRENCY:** pound sterling (£)

#### FACTFILE ENGLAND

**CAPITAL CITY:** London,  
population 9 million

**FLAG:** red and white

**SYMBOL:** the English Rose



#### FACTFILE WALES

**CAPITAL CITY:** Cardiff,  
population 495,378

**FLAG:** the Welsh Dragon

**SYMBOL:** the Leek



#### FACTFILE SCOTLAND

**CAPITAL CITY:** Edinburgh,  
population 563,534

**FLAG:** blue and white

**SYMBOL:** the Thistle



#### FACTFILE NORTHERN IRELAND

**CAPITAL CITY:** Belfast,  
population 350,000

**FLAG:** red and white

**SYMBOL:** the Shamrock



### 1 Read the *Factfile* and answer the questions in pairs.

- 1 How many countries are there in the United Kingdom (UK)?
- 2 How many people live in the UK?
- 3 Which currency do they use in the UK?
- 4 What are the capital cities and symbols of Wales, Scotland and Northern Ireland?

### 2 Read the text on page 60 and decide if statements 1–4 are true or false.

- 1 ☐ You can swim in lakes or the sea in Northern Ireland.
- 2 ☐ Wales is a good place to go for activity holidays.
- 3 ☐ There aren't any mountains in Scotland.
- 4 ☐ Shakespeare was born in London.

### 3 Which country in the UK would you most like to visit? Say why. Discuss in pairs.

### 4 REFLECT | Culture In groups, answer the questions. Make notes.

- 1 Compare Jordan to the UK. Think about the area, the geography and the population of the country and its capital city.
- 2 Which is the highest mountain in Jordan? Which is the smallest city?
- 3 Which are the most popular cities or places for tourists to visit in Jordan?

### 5 In your group, prepare a *Factfile* about Jordan. Use the information you discussed in Exercise 4. Find photos or draw pictures. Present your *Factfile* to the class.

1 In groups, discuss the questions.

- 1 Have you read the books *Black Beauty*, *The Call of the Wild* or *Moby Dick*? In each story, one of the main characters is an animal. Have you read another book in which the main character is an animal? Describe it.
- 2 Why is it important to read classic novels like these?

2 Read part of the story of *Moby Dick* on page 63 quickly. What adjectives are used to describe the whale Moby Dick and the men who want to help Captain Ahab in the story?

3 Read the text again. Decide if statements 1–4 are true or false. Correct the false statements.

- 1 ☐ The men on the boat will all get money when they see the whale.
- 2 ☐ The men on the boat don't all know about Moby Dick.
- 3 ☐ Captain Ahab does not like the whale because it took away his leg.
- 4 ☐ Starbuck wants to take revenge on Moby Dick.

4 Check you understand the highlighted adverbs in the text on page 63. Then, in pairs, choose the correct adverbs in sentences 1–4. Say if the sentences are true for you.

- 1 I always help my parents *nervously* / *cheerfully* when they ask me.
- 2 I think it's *incredibly* / *quietly* difficult to learn a new language.
- 3 I study *excitedly* / *quietly* at home before an exam.
- 4 I laugh *nervously* / *patiently* and speak too *incredibly* / *quickly* whenever I meet someone new.

5 **SPEAKING** In pairs, discuss the questions.

- 1 Do you enjoy reading books about animals? Why (not)?
- 2 Was Starbuck right to disagree with Captain Ahab's plans? Why (not)?

6 **REFLECT | Values** Why do you think we now protect animals such as whales, rather than hunt them? Look at the list of animals below. Which should or should not be protected? Discuss in groups and say why.

- |          |              |
|----------|--------------|
| • sharks | • spiders    |
| • snakes | • bears      |
| • lions  | • elephants  |
| • tigers | • crocodiles |

7 **WRITING TASK** Imagine you are Starbuck. Write a letter to a friend about your life on the boat and describe what happened when Captain Ahab spoke about Moby Dick.

FROM PAGE TO LIFE

Since *Moby Dick* was written in 1851, many TV adaptations have been made of the story. Some of these are cartoons which were made for children. In these versions, some of the events are changed to make the story more enjoyable for young viewers.

GLOSSARY

- deck – the top, open floor of a ship
- twisted – not in its normal shape, bent and not straight
- fins – the parts of sea animals that are like arms that they use to swim with
- revenge – hurting someone or something because they have hurt you
- ignore – not listen to or notice

# MOBY DICK

By Herman Melville



LS2.1

One morning, Captain Ahab asked to talk to us. We quickly went to the deck and waited patiently until he showed us a gold coin.

5 'Listen here,' he said. 'I am looking for a white whale. It is huge with a twisted mouth and three holes in one of its fins. The first person to see that whale will get this coin.'

10 Tashtego, Daggoo and Queequeg looked at each other in surprise. They all seemed to know something about the white whale.

'Captain Ahab,' said Tashtego, 'is that the white whale that people call Moby Dick?'

15 'Moby Dick? Yes, that whale's Moby Dick. That whale took away my leg and left me as I am now,' shouted the captain. 'I'll travel around the world until I find Moby Dick. And then we'll kill the whale. What  
20 do you say, men? Will you help me? I think that you all look incredibly strong and brave.'

'Yes, yes!' we all shouted excitedly. 'We will help you to kill Moby Dick!'

25 'But Captain Ahab,' said Starbuck nervously. 'I am sure the whale only hurt you because it was frightened. To take revenge on an animal is wrong!'

'No!' Ahab replied. 'I don't like that  
30 terrible whale because it took my leg. I will take my revenge. Come on, men, let's see the end of Moby Dick.'

Only Starbuck stood away from the crowd. He looked shocked. He said quietly, 'This  
35 is not right.'

We all ignored Starbuck and cheered Captain Ahab.

'Goodbye, Moby Dick!' we cried cheerfully. We were all going to take  
40 revenge on Moby Dick. Ahab's revenge was also our revenge.



## Unit 6



### LESSON 1A VOCABULARY AND GRAMMAR

**WL6.1**

actor (n) /'æktə/
actress (n) /'æktɹis/
author (n) /'ɔ:θə/
choreographer (n) / ,kɒri'ɒgrəfə/
composer (n) /kəm'pəʊzə/
create (v) /kri'eɪt/
director (n) /də'rektə/
fast (adj) /fɑ:st/
film (n) /fɪlm/
folk dance (n) / 'fəʊk dɑ:ns/
folk dancer (n) / 'fəʊk 'dɑ:nsə/
literature (n) /'lɪtərətʃə/
museum (n) /mju:'ziəm/
music (n) /'mju:zɪk/
musician (n) /mju:'zɪʃən/
painter (n) /'peɪntə/
painting (n) /'peɪntɪŋ/
photographer (n) /fə'tɒgrəfə/
photography (n) /fə'tɒgrəfi/
poet (n) /'pəʊɪt/
scriptwriter (n) /'skɹɪpt,raɪtə/
sculptor (n) /'skʌlptə/
sculpture (n) /'skʌlptʃə/
seat (n) /sɪt/
talented (adj) /'tæləntɪd/
theatre (n) /'θɪətə/
visitor (n) /'vɪzɪtə/
writer (n) /'raɪtə/



### LESSON 2A READING AND VOCABULARY

**WL6.2**

annual (adj) /'ænjuəl/
awesome (adj) /'ɔ:səm/

book festival (n) /'bʊk ,festəvəl/
boring (adj) /'bɔ:ɪŋ/
brief (adj) /brɪ:f/
brilliant (adj) /'brɪljənt/
earn (v) /ɜ:n/
guide to sth (n) /'gaɪd tə ,saɪmθɪŋ/
talented (adj) /'tæləntɪd/
volunteer (n, v) /ˌvɒləntɪə/



### LESSON 3A VOCABULARY

**WL6.3**

author (n) /'ɔ:θə/
biography (n) /baɪ'ɒgrəfi/
chapter (n) /'tʃæptə/
character (n) /'kærɪktə(r)/
comedy (n) /'kɒmədi/
detective (n) /dɪ'tektɪv/
disappointing (adj) / ,dɪsə'pɔɪntɪŋ/
documentary (n) / ,dɒkjə'mentəri/
drama (n) /'dra:mə/
ending (n) /'endɪŋ/
exciting (adj) /ɪk'saɪtɪŋ/
fiction (n) /'fɪkʃən/
graphic novel (n) /'græfɪk 'nɒvəl/
illustrator (n) /'ɪlə'streɪtə/
magazine (n) /,mægə'zi:n/
main character (n) /,meɪn 'kærəktə/
mystery (n) /'mɪstəri/
non-fiction (n) /'nɒn 'fɪkʃən/
novel (n) /'nɒvəl/
original (adj) /ə'ɹɪdʒɪnəl/
plot (n) /plɒt/
predictable (adj) /prɪ'dɪktəbəl/

reader (n) /'ri:də/
scary (adj) /'skeəri/
science fiction (n) /,saɪəns 'fɪkʃən/
setting (n) /'setɪŋ/
thriller (n) /'θrɪlə/

### LESSON 4A GRAMMAR

**WL6.4**



author (n) /'ɔ:θə/
chapter (n) /'tʃæptə/
novel (n) /'nɒvəl/
thriller (n) /'θrɪlə/

### LESSON 5A LISTENING AND VOCABULARY

**WL6.5**



artist (n) /'ɑ:tɪst/
get a good grade /,get ə ,ɡʊd 'ɡreɪd/
get involved /,get ɪn'vɒlvd/
get home/to school /,get 'həʊm/tə 'sku:l/
mural (n) /'mjʊərəl/

### LESSON 6A SPEAKING

**WL6.6**



go to an exhibition / ,ɡəʊ tə ən ,eksə'bɪʃən/
watch a documentary /,wɒtʃ ə ,dɒkjə'mentəri/

### LESSON 7A WRITING

**WL6.7**



be set in /bi 'set ɪn/
publish (v) /'pʌblɪʃ/
recommend (v) /,rekə'mend/

## Unit 7



### LESSON 1A VOCABULARY AND GRAMMAR

#### WL7.1

do (some) sightseeing /,duː  
(səm) 'saɪt,siːɪŋ/

go away (v) /,gəʊ ə'weɪ/

go to the beach/the park /,gəʊ  
tə ðə 'biːtʃ/ðə 'pɑːk/

have a picnic/a barbecue /,hæv  
ə 'pɪknɪk/ə 'bɑːbɪkjʊː/

have a takeaway /,hæv ə  
'teɪkəweɪ/

have coffee/a meal /,hæv  
'kɒfi/ə 'miːl/

stay with sb (v) /'steɪ wɪð  
,sʌmbədi/

take a trip /,teɪk ə 'trɪp/

travel around the country  
/,trævəl əraʊnd 'ðə 'kʌntri/

visit a museum/a city /,vɪzɪt ə  
mjuː'ziəm/ə 'sɪti/



### LESSON 2A VOCABULARY

#### WL7.2

airport (n) /'eəpɔːt/

bank (n) /bæŋk/

bridge (n) /brɪdʒ/

car park (n) /'kɑː pɑːk/

castle (n) /'kɑːsl/

drive (your car) /,draɪv (jə  
'kɑː)/

driver (n) /'draɪvə/

get on/off the bus /,get ɒn/,ɒf  
ðə 'bʌs/

go by boat /by plane /,gəʊ baɪ  
'bəʊt/baɪ'pleɪn/

go by train/coach/bus /,gəʊ baɪ  
'treɪn/'kəʊtʃ/'bʌs/

go on foot /,gəʊ ɒn 'fʊt/

hospital (n) /'hɒspɪtl/

hotel (n) /həʊ'tel/

library (n) /'laɪbrəri/

market (n) /'mɑːkɪt/

motorway (n) /'məʊtəweɪ/

museum (n) /mjuː'ziəm/

park (n) /pɑːk/

park (v) /pɑːk/

port (n) /'pɔːt/

post office (n) /'pəʊst ɒfɪs/

restaurant (n) /'restərɒnt/

ride a bike/a moped/a  
motorbike /,raɪd ə 'baɪk/ə  
'məʊpəd/ə 'məʊtəbaɪk/

sports centre (n) /'spɔːts ,sentə/

square (n) /skweə/

station (n) /'steɪʃən/

supermarket (n)  
'suːpə'mɑːkɪt/

take a taxi/a bus /,teɪk ə  
'tæksi/ə 'bʌs/

tourist information centre (n)  
/,tuərɪst ,ɪnfə'meɪʃən ,sentə/

town hall (n) /,taʊn 'hɔːl/

train/bus station (n) /'treɪn/  
'bʌs ,steɪʃən/

walk (v) /wɔːk/



### LESSON 3A LISTENING

#### WL7.3

attention (n) /ə'tenʃən/

belongings (n) /brɪ'lɒŋɪŋz/

block (v) /blɒk/

board a train /,bɔːd ə 'treɪn/

exit (n) /'egzɪt/

gift (n) /ɡɪft/

give sb a warning /,ɡɪv  
,sʌmbədi ə 'wɔːnɪŋ/

make an announcement /,meɪk  
ən ə'naʊnsmənt/

member of staff /,membər əv  
'stɑːf/

passenger (n) /'pæsɪndʒə/

station staff (n) /'steɪʃ(ə)n  
stɑːf/

underground station (n)  
'ʌndə'graʊnd ,steɪʃən/

underground train (n)  
,ʌndə'graʊnd 'treɪn/

### LESSON 4A GRAMMAR

#### WL7.4

sculpture tour (n) /  
'skʌlptʃə tʊə/

fly (v) /flaɪ/

hotel reception (n) /həʊ'tel  
rɪ'sepʃən/

tour guide (n) /'tʊə gaɪd/

### LESSON 5A SPEAKING

#### WL7.5

ask for/give  
directions /,ɑːsk fə/,ɡɪv  
daɪ'rekʃənz/

road (n) /rəʊd/

tell sb the way /,tel ,sʌmbədi  
ðə 'weɪ/

### LESSON 6A READING AND VOCABULARY

#### WL7.6

book a flight /,bʊk ə 'flaɪt/

buy a ticket /,baɪ ə 'tɪkɪt/

check the train timetable /,tʃek  
ðə 'treɪn ,taɪm'teɪbəl/

create a profile /kriːt ə  
'prəʊfaɪl/

cultural site (n) /,kʌltʃərəl 'saɪt/

find accommodation /,faɪnd  
ə,kɒmə'deɪʃən/

hire a bike /,haɪər ə 'baɪk/

hostel (n) /'hɒstl/

take a tour of the city /,teɪk ə  
,tʊər əv ðə 'sɪti/

### LESSON 7A WRITING

#### WL7.7

letter (n) /'letə/

on time /,ɒn 'taɪm/

parents' evening (n) /'peərənts  
,iːvɪŋ/

social media message (n)  
,səʊʃəl 'miːdiə ,mesɪdʒ/

text message (n) /'tekst  
,mesɪdʒ/

# Word List

## Unit 8



### LESSON 1A VOCABULARY AND GRAMMAR WL8.1

**3D printer** (n) /θriːˌdiːˈprɪntə/  
**analyse** (v) /ˈænəlaɪz/  
**automatically** (adv) /  
 ɔːtəˈmætɪkli/  
**charger** (n) /ˈtʃɑːdʒə/  
**checkout** (n) /ˈtʃekəʊt/  
**coin** (n) /kɔɪn/  
**drone** (n) /drəʊn/  
**electric car** (n) /ɪˌlektɪk ˈkɑː/  
**gadget** (n) /ˈɡædʒɪt/  
**health tracker** (n) /ˈhelθ ˌtrækə/  
**petrol car** (n) /ˈpetrəl kɑː/  
**robot** (n) /ˈrəʊbɒt/  
**scientist** (n) /ˈsaɪəntɪst/  
**smartphone** (n) /ˈsmɑːtfəʊn/  
**smartwatch** (n) /ˈsmɑːtwɒtʃ/  
**tablet** (n) /ˈtæblɪt/  
**virtual reality (VR) headset** (n)  
 /ˌvɜːtʃuəl riːləti (ˌviːˈɑː)  
 ˈhedset/  
**wireless headphones** (n)  
 /ˌwaɪələs ˈhedfəʊnz/



### LESSON 2A VOCABULARY WL8.2

**attach a file** /əˈtætʃ ə ˈfaɪl/  
**charge** (v) /tʃɑːdʒ/  
**computer equipment** (n)  
 /kəmˈpjʊtə ɪˌkwɪpmənt/  
**copy some text/a file** /ˌkɒpi  
 səm ˈtekst ə ˈfaɪl/  
**delete a file/an email** /dɪˌlɪt ə  
 ˈfaɪl/ən ˈiːmeɪl/  
**desktop computer** (n) /ˌdeskɪtɒp  
 kəmˈpjʊtə/  
**download an app** /ˌdaʊnˌləʊd  
 ən ˈæp/  
**hard disk** (n) /ˌhɑːd ˈdɪsk/

**install an app/a printer** /ɪnˌstɔːl  
 ən ˈæp/ə ˈprɪntə/  
**laptop battery** (n) /ˈlæptɒp  
 ˌbætəri/  
**PC** (n) /piː ˈsiː/  
**print** (v) /prɪnt/  
**save a document/your  
 changes** /seɪv ə ˈdɒkjəmənt/  
 jə ˈtʃeɪndʒɪz/  
**scan** (v) /skæn/  
**scanner** (n) /ˈskænə/  
**screen** (n) /skriːn/  
**speakers** (n) /ˈspiːkəz/  
**switch off** /ˌswɪtʃ ˈɒf/  
**turn up** /ˌtɜːn ˈʌp/  
**type** (v) /taɪp/  
**USB cable** (n) /juː es ˈbiː  
 ˌkeɪbəl/  
**wireless keyboard/mouse**  
 /ˌwaɪələs ˈkiːbɔːd/ˈmaʊs/



### LESSON 3A GRAMMAR WL8.3

**badly** (adv) /ˈbædli/  
**confidently** (adv) /ˈkɒnfɪdəntli/  
**dangerously** (adv)  
 /ˈdeɪndʒərəsli/  
**do well in an exam** /ˌduː ˌwel  
 ɪn ən ɪɡˈzæm/  
**happily** (adv) /ˈhæpəli/  
**hard** (adj, adv) /hɑːd/  
**healthily** (adv) /ˈhelθili/  
**key ring** (n) /ˈkiː rɪŋ/  
**lose** (v) /luːz/  
**perfectly** (adv) /ˈpɜːfɪktli/  
**politely** (adv) /pəˈlaɪtli/  
**press a button** /ˌpres ə ˈbʌtn/  
**safely** (adv) /ˈseɪfli/  
**tracker** (n) /ˈtrækə/  
**urgently** (adv) /ˈɜːdʒəntli/

### LESSON 4A LISTENING AND VOCABULARY

#### WL8.4

**broken** (adj)  
 /ˈbrəʊkən/  
**develop** (v) /dɪˈveləp/  
**discover** (v) /dɪsˈkʌvə/  
**experiment with sth** (v) /  
 ɪkˈsperəmənt wɪð ˌsʌmθɪŋ/  
**invent** (v) /ɪnˈvent/  
**produce** (v) /prəˈdjuːs/  
**test** (v) /test/

### LESSON 5A SPEAKING

#### WL8.5

**Internet access** (n)  
 /ˈɪntənət ˌækses/  
**make life easier** /ˌmeɪk laɪf  
 ˈiːziə/  
**personal robot** (n) /ˌpɜːsənəl  
 ˈrəʊbɒt/  
**start an app** /ˌstɑːt ən ˈæp/  
**turn the lights on/off** /ˌtɜːn ðə  
 ˌlaɪts ˈɒn/ˈɒf/

### LESSON 6A READING AND VOCABULARY

#### WL8.6

**breathing** (n)  
 /ˈbriːðɪŋ/  
**face-to-face/in person** /ˌfeɪs tə  
 ˈfeɪs/ɪn ˈpɜːsən/  
**communicate online**  
 /kəˌmjuːnɪkeɪt ˌɒnˈlaɪn/  
**computer scientist** (n)  
 /kəmˈpjʊtə ˈsaɪəntɪst/  
**heart** (n) /hɑːt/  
**human brain** /ˌhjuːmən ˈbreɪn/

### LESSON 7A WRITING

#### WL8.7

**fitness tracker** (n)  
 /ˈfɪtnəs ˌtrækə/  
**possession** (n) /pəˈzefən/  
**reward** (n) /rɪˈwɔːd/  
**swap** (v) /swɒp/

## Unit 9



### LESSON 1A VOCABULARY AND GRAMMAR 🔊 WL9.1

aerobics (n) /eə'reʊbɪks/  
athletics (n) /æθ'letɪks/  
basketball (n) /'bɑːskətbɔːl/  
climbing (n) /'klaɪmɪŋ/  
cycling (n) /'saɪklɪŋ/  
defend (v) /dɪ'fend/  
goalkeeper (n) /gəʊl'ki:pə/  
hit the ball ( with your head )  
/hɪt ðə bɔːl (wɪð jə hed)/  
hockey (n) /'hɒki/  
horse riding (n) /hɔːs 'raɪdɪŋ/  
karate (n) /kə'rɑːti/  
mountain biking (n) /'maʊntɪn  
'baɪkɪŋ/  
rugby (n) /'rʌɡbi/  
skateboarding (n)  
/'sketbɔːdɪŋ/  
underwater (n) /ˌʌndə'wɔːtə/  
volleyball (n) /'vɒlibɔːl/



### LESSON 2A LISTENING AND VOCABULARY 🔊 WL9.2

alarm clock (n) /ə'lɑːm klɒk/  
baseball / cricket bat (n) /  
'beɪsbɔːl / 'krɪkɪt bæt/  
cyclist (n) /'saɪklɪst/  
gloves (n) /ɡlʌvz/  
helmet (n) /'helmit/  
life jacket (n) /laɪf 'dʒækɪt/  
swimming goggles (n)  
/'swɪmɪŋ 'ɡɒɡəlz/  
table tennis bat /teɪbəl 'tenɪs  
bæt/  
tennis / badminton racket  
/'tenɪs / 'bædmɪntən 'rækɪt/  
tennis net (n) /'tenɪs net/  
trophy (n) /'trɒfi/



### LESSON 3A VOCABULARY 🔊 WL9.3

ankle (n) /'æŋkəl/  
back (n) /bæk/  
ear (n) /ɪə/  
elbow (n) /'elbəʊ/  
eye (n) /aɪ/  
face (n) /feɪs/  
fat (adj) /fæt/  
flat (adj) /flæt/  
finger (n) /'fɪŋɡə/  
foot ( pl. feet ) (n) /fʊt/fiːt/  
hand (n) /hænd/  
hard (adj) /hɑːd/  
knee (n) /niː/  
mouth (n) /maʊθ/  
narrow (adj) /nærəʊ/  
neck (n) /nek/  
nose (n) /nəʊz/  
round (adj) /raʊnd/  
shoulder (n) /'ʃəʊldə/  
slim (adj) /slɪm/  
soft (adj) /sɒft/  
stomach (n) /'stʌmək/  
strong (adj) /strɒŋ/  
toe (n) /təʊ/  
tooth (pl. teeth) (n) /tuːθ/tiːθ/  
weak (adj) /wiːk/  
wide (adj) /waɪd/  
wrist (n) /rɪst/  
feel sick /fiːl sɪk/  
go to the dentist /gəʊ tə ðə  
'dentɪst/  
have a headache / toothache /  
backache / stomachache  
/hæv eɪ 'hedeɪk / 'tuːθ-eɪk /  
'bækeɪk / 'stʌmækeɪk/  
hurt (v) /hɜːt/



### LESSON 4A VOCABULARY AND GRAMMAR 🔊 WL9.4

### LESSON 5A SPEAKING 🔊 WL9.5

feel alright /fiːl  
ˌaɪl'raɪt/

feel weak /fiːl wiːk/

illness (n) /'ɪlnəs/

symptom (n) /'sɪmptəm/

take a paracetamol /'teɪk ə  
'pærəsi:təməʊl/

### LESSON 6A READING AND VOCABULARY 🔊 WL9.6

astronaut (n) /'æstrənɔːt/

blood (n) /blʌd/

bone (n) /bəʊn/

candidate (n) /'kændədət/

dry food (n) /draɪ fuːd/

extreme conditions (n)  
/ɪk'striːm kən'dɪʃənz/

health problems (n) /helθ  
'prɒb ləmz/

liquid (n) /'lɪkwɪd/

mind (n) /maɪnd/

muscle (n) /'mʌsəl/

organ (n) /'ɔːɡən/

pilot (n) /'paɪlət/

protect something from  
(radiation) (v) /prə'tekt  
'sʌmθɪŋ frəm (ˌreɪdɪ'eɪʃən)/

running water (n) /'rʌnɪŋ  
'wɔːtə/

skin (n) /skɪn/

space suit (n) /speɪs suːt/

survive (v) /sə'vaɪv/

zero gravity (n) /'ziərəʊ  
'grævəti/

### LESSON 7A WRITING 🔊 WL9.7

unhealthy diet  
/ən'helθɪ 'daɪət/

fresh air (n) /fref eə/

stress (n) /stres/



# Word List

## Unit 10



### LESSON 1A VOCABULARY AND GRAMMAR WL10.1

abroad (adv) /ə'brɔ:d/

coast (n) /kəʊst/

desert (n) /'dezət/

forest (n) /'fɒrɪst/

hill (n) /hɪl/

island (n) /'aɪlənd/

jungle (n) /'dʒʌŋɡəl/

lake (n) /leɪk/

mountain (n) /'maʊntɪn/

ocean (n) /'əʊʃən/

river (n) /'rɪvə/

rocks (n) /rɒks/

sand (n) /sænd/

sea (n) /si:/

valley (n) /'væli/

waterfall (n) /'wɔ:təfɔ:l/



### LESSON 2A VOCABULARY WL10.2

ant (n) /ænt/

beak (n) /bi:k/

bee (n) /bi:/

bird (n) /bɜ:d/

crocodile (n) /'krɒkədail/

dolphin (n) /'dɒlfɪn/

duck (n) /dʌk/

elephant (n) /'eləfənt/

feather (n) /'feðə/

fly (n) /flaɪ/

fur (n) /fɜ:/

honey (n) /'hʌni/

insect (n) /'ɪnsekt/

mammal (n) /'mæməl/

monkey (n) /'mʌŋki/

mosquito (n) /mə'ski:təʊ/

penguin (n) /'penɡwɪn/

reptile (n) /'reptail/

salmon (n) /'sæməŋ/

shark (n) /ʃa:k/

sharp (adj) /ʃa:p/

snake (n) /sneɪk/

tail (n) /teɪl/

thick (adj) /θɪk/

tiger (n) /'taɪɡə/

whale (n) /weɪl/

wings (n) /wɪŋz/



### LESSON 3A GRAMMAR WL10.3

do a survey /du: ə'sɜ:veɪ/

do volunteer work /,du: 'vɒlən'tɪə wɜ:k/

plastic bag (n) /,plæstɪk 'bæg/

post a comment /,pəʊst ə 'kɒment/

recycling (n) /rɪ'saɪklɪŋ/



### LESSON 4A READING AND VOCABULARY WL10.4

ban (v) /bæn/

bottled water (n) /,bɒtlɪd 'wɔ:tə/

campaign (n) /kæm'peɪn/

decompose (v) /,di:kəm'pəʊz/

plastic packaging (n) /,plæstɪk 'pækɪdʒɪŋ/

plastic pollution (n) /,plæstɪk pə'lu:ʃən/

plastic/glass bottle (n) /,plæstɪk/gla:s 'bɒtl/

present (v) /prɪ'zent/

promise (v) /'prɒmɪs/

signature (n) /'sɪɡnətʃə/

spread (v) /spred/

supporter (n) /sə'pɔ:tə/

tourism (n) /'tʊərɪzəm/

wildlife (n) /'waɪldlaɪf/

world leader (n) /,wɜ:ld 'li:də/

### LESSON 5A LISTENING AND VOCABULARY WL10.5



advise (v) /əd'vaɪz/

appropriate (adj) /ə'prəʊpriət/

bad weather (n) /,bæd 'weðə/

cloud (n) /klaʊd/

degree (n) /dɪ'ɡri:/

fog (n) /fɒɡ/

heavy rain (n) /,hevi 'reɪn/

lightning (n) /'laɪtnɪŋ/

season (n) /'si:zən/

sky (n) /skaɪ/

snow (n) /snəʊ/

storm (n) /stɔ:m/

sun (n) /sʌn/

temperature (n) /'temprətʃə/

weather forecast (n) /'weðə 'fɔ:kəst/

wind (n) /wɪnd/

### LESSON 6A SPEAKING WL10.6



appear (v) /ə'pɪə/

design (v) /dɪ'zaɪn/

give a speech /,ɡɪv ə 'spi:tʃ/

go green /,ɡəʊ 'ɡri:n/

good news /,ɡʊd 'nju:z/

passion for sth (n) /'pæʃən fə ,sʌmθɪŋ/

### LESSON 7A WRITING WL10.7



air pollution (n) /'eə pə'lu:ʃən/

attract (v) /ə'trækt/

grow food /,ɡrəʊ 'fu:d/

rat (n) /ræt/

rubbish bin (n) /'rʌbɪʃ bɪn/

set an example /,set ən ɪɡ'zɑ:mpəl/

spread diseases /,spred dɪ'zi:zɪz/

Unit 6, Lesson 1A, page 5 Comparative and superlative adjectives

Comparative and superlative adjectives			
	Adjective	Comparative	Superlative
one-syllable	high	higher	<b>the highest</b>
one-syllable ends in -e	large	larger	<b>the largest</b>
one-syllable ends with vowel + consonant	hot	hotter	<b>the hottest</b>
two syllables, ends in -y	scary	scarier	<b>the scariest</b>
two or more syllables	expensive	<b>more</b> expensive	<b>the most</b> expensive
irregular	good bad	<b>better</b> <b>worse</b>	<b>the best</b> <b>the worst</b>

We use comparative adjectives to compare two people or things:

*Games are **more exciting than** books.*

We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things):

*Science fiction books are **the best** of all.*

We can also use (not) as + adjective + as to compare two things:

*That book wasn't **as successful as** the other one she wrote.*

*His second book is **as long as** his first book.*

Unit 6, Lesson 4A, page 9 Too, (not) enough

Too and (not) enough

We use too + adjective when something is more than you need or want:

*That book was **too short**.*

We use adjective + enough when something is suitable for what you need or want:

*I think that plot was **interesting enough**.*

We use not + adjective + enough when something is less than you need or want:

*That comedy was just **not funny enough**.*

Unit 7, Lesson 1A, page 17 *Going to*

Going to					
Affirmative			Negative		
I	am ('m)	going to study.	I	'm not (am not)	going to study.
You/We/They	are ('re)		You/We/They	aren't (are not)	
He/She/It	is ('s)		He/She/It	isn't (is not)	
Yes/No questions			Short answers		
Am	I	going to study?	Yes, I <b>am</b> . No, I'm <b>not</b> .		
Are	you/we/they		Yes, you/we/they <b>are</b> . No, you/we/they <b>aren't</b> .		
Is	he/she/it		Yes, he/she/it <b>is</b> . No, he/she/it <b>isn't</b> .		
Wh- questions					
What	are	you	going to	see in New York?	

We use *going to* to talk about future intentions and plans which may change:  
*I'm going to take some driving lessons.*  
*Is Lama going to buy a flat?*

Unit 7, Lesson 4A, page 20 *Present Continuous for future arrangements*

We use the Present Continuous for near future plans that are fixed because we made an arrangement, with another person, by paying money, etc:  
*I'm visiting my friends in Dubai this weekend.* (That's my plan – I made an arrangement and bought my train ticket.)  
*Callum is seeing the dentist tomorrow.*

Time expressions:

*next weekend/month, on Friday, in the morning/afternoon, at 3 p.m., tomorrow*

Unit 8, Lesson 1A, page 27 Will

Will					
Affirmative			Negative		
I/You/ He/ She/It We/ They	<b>will</b> ( <b>'ll</b> )	<b>buy</b> things online.	I/ You/ He/ She/ It We/ They	<b>will not</b> ( <b>won't</b> )	<b>buy</b> things online.
Yes/No questions			Short answers		
<b>Will</b>	I/you/ he/ she/it we/ they	<b>buy</b> things online?	Yes, I/you/he/she/it/ we/they <b>will</b> . No, I/you/he/she/it/ we/they <b>won't</b> .		
Wh- questions					
How long	<b>will</b>	I/you/he/ she/it/ we/they	<b>live</b> in the future?		

We use *will/won't* to make predictions based on our opinions, feelings or experiences:  
*I think in the future people **will work** from home.*  
***Will** robots **become** our family members?*  
***We won't buy** things in shops. **We will buy** everything online.*

**Time expressions we use with will:**  
*in (the) future, in two months/years, next month/year, by 2030/March*  
We use *will* to make personal predictions about the future, based on our opinion or experience:  
*In 20 years, I **will have** children and at least two cars.*  
*In the future, people **won't work** in offices.*  
We often use expressions like *I think, In my opinion* or *I'm sure* before *will*:  
***I don't think** space flights **will be** possible in the near future.*  
***I'm sure** robots **will become** our family members.*

When we talk about ability in the future we use *be able to*, not *can*:  
Present: *Drones **can** take aerial pictures.*  
Future: *Drones **will be able to** deliver things to us in less than half an hour.*

Unit 8, Lesson 3A, page 29 Adverbs of manner

Adverbs of manners	
Affirmative	Negative
slow loud	slowly loudly
careful hopeful	carefully hopefully
healthy easy	healthily easily
good fast hard	well fast hard

An adverb describes a verb and tells you how something happens:  
*He ate his sandwich **quickly**.*  
To form an adverb, we add *-ly* to most adjectives:  
quick – **quickly**, careful – **carefully**  
For adjectives ending in *-y*, we change *y* to *i* and add *-ly*:  
happy – **happily**, angry – **angrily**  
We often put adverbs at the end of a sentence:  
*She can bake **well**.*  
*He doesn't drive very **carefully**.*  
The adjectives *good* (**well**), *fast* (**fast**) and *hard* (**hard**) are irregular.

Unit 9, Lesson 1A, page 39 *Must/mustn't/have to/don't have to*

Have to					
Affirmative			Negative		
I/You/ We/ They	<b>have to</b>	practise every day.	I/You/ We/ They	<b>don't</b>	practise every day.
He/ She/It	<b>has to</b>		He/ She/It	<b>doesn't</b>	
Yes/No questions				Short answers	
<b>Do</b>	I/you/ we/ they	<b>have to</b>	practise every day?	Yes, I/you/we/they <b>do</b> .	
				No, I/you/we/they <b>don't</b> .	
<b>Does</b>	he/ she/it			Yes, he/she/it <b>does</b> .	
				No, he/she/it <b>doesn't</b> .	
Wh- questions					
How often	<b>do does</b>	I/you/we/ they he/she/it	<b>have to</b>	practise?	
Must/mustn't					
Affirmative					
I/You He/She/It We/They		<b>must</b>	<b>practise</b> a lot.		
Negative					
I/You/ He/She/It We/They		<b>mustn't</b>	<b>touch</b> the ball.		

To talk about obligation and necessity, we use *must* and *have to*:  
*You **must** use the right equipment.*  
*I **have to** wear a helmet when I go cycling.*  
To say what is not allowed, we use *mustn't*:  
*You **mustn't** cross the line.*  
To say there is no necessity or obligation, we use *don't have to*:  
*You **don't have to** wear special shoes.*  
*He **doesn't have to** practise every day.*

Like all modal verbs, *must/mustn't* have the same form for every person:  
*I/you/he/she/it/we/they **must** work hard.*  
*I/you/he/she/it/we/they **mustn't** drink so much coffee.*

Unit 9, Lesson 4A, page 42 *Should/shouldn't*

Should/shouldn't					
Affirmative			Negative		
I/You/ He/ She/It We/ They	<b>should</b>	<b>eat</b> less sugar.	I/You/ He/ She/It We/ They	<b>should not (shouldn't)</b>	<b>eat</b> less sugar.
Yes/No questions			Short answers		
<b>Should</b>	I/you/ he/ she/it we/ they	<b>eat</b> less sugar?	Yes, I/you/he/she/it/we/they <b>should</b> . No, I/you/he/she/it/we/they <b>shouldn't</b> .		
Wh- questions					
Why	<b>should</b>	I/you/he/ she we/you/ they	<b>eat</b> less sugar?		

We use *should/shouldn't* to say something is a good idea and to give advice:  
*You **should** sleep more.*  
*Amina **shouldn't** eat so much sugar.*  
*The boys **should** spend more time outside.*  
*How many meals a day **should** we eat?*

Unit 10, Lesson 1A, page 49 Present Perfect with *ever* and *never*

Present Perfect with <i>ever</i> and <i>never</i>					
Affirmative			Negative		
I/You/ We/ They	<b>have</b> ( <b>'ve</b> )	<b>lived</b> abroad.	I/You/ We/ They	<b>have not</b> ( <b>haven't</b> )	<b>lived</b> abroad.
He/ She/It	<b>has</b> ( <b>'s</b> )		He/ She/It	<b>has not</b> ( <b>hasn't</b> )	
Yes/No questions			Short answers		
<b>Have</b>	I/you/ we/ they	<b>lived</b> abroad?	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven't</b> .		
<b>Has</b>	he/ she/it		Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn't</b> .		
Wh- questions					
Which countries		<b>have</b>	you	<b>visited?</b>	

We use the Present Perfect to talk about actions and events which ended in the past but we don't know or it's not important when exactly they happened:  
*Issa **has worked** part time in a zoo.*  
***Have** you ever **volunteered** on a wildlife project?*

**Time expressions we use with the Present Perfect:**  
*ever* (= at any time) in questions:  
***Have** you ever **lived** in another country?*  
*never* (instead of not) in negative sentences:  
***Mahe** **has never played** chess.*

**Spelling rules: past participles**  
**Regular verbs:**  
The past participles of regular verbs are the same as the Past Simple form of a verb and end in *-ed*, e.g. *work – worked – **worked***.  
**Irregular verbs:**  
See the list of irregular past participles on page 74.

Unit 10, Lesson 3A, page 51 Present Perfect with *just*, *already* and *yet*

We use the Present Perfect to talk about things that happened in the past but are still important now.  
***I have decided** to stop wasting water at home.*  
***Our teacher has taught** us a lot about the environment.*  
We often use the Present Perfect with *just*, *already* and *yet*:  
• We use *just* in affirmative sentences, between *have* and the past participle, for things that happened a short time ago:  
***We've just finished** the test.*  
• We use *already* in affirmative sentences, between *have* and the past participle, to say something happened earlier than we expected:  
***We've already cleaned** our room.*  
• We use *yet* at the end of negative sentences and questions to talk about something we expect to happen:  
***I haven't sent** my application **yet**.*  
***Has he collected** all the signatures **yet**?*

The past participle of the verb *go* is *gone* or *been*:  
***She's gone** to Paris.* (= She is in Paris or travelling there now.)  
***She's been** to Paris.* (= She went to Paris and she returned.)

# Irregular Verbs



**WL10.8**

Verb	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
learn	learned/ learnt	learned/ learnt

Verb	Past Simple	Past Participle
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

### STUDENT A

#### Unit 6, Lesson 6A Exercise 8, page 11

**Follow the instructions. Use the Speaking Box on page 11 to help you. Try to agree on something to do.**

- 1** It's hot. You're bored. You want to do something outside. Phone Student B and make some suggestions.
- 2** You have your end-of-term exam tomorrow. After the exam, you want to relax. Respond to Student B's suggestions appropriately.

#### Unit 9, Lesson 5A Exercise 5, page 43

**Follow the instructions. Use the Speaking Box on page 43 to help you. Then change roles.**

- Your friend (Student B) looks sick.
- Ask about his/her health.
- Show sympathy.
- Offer some advice.

## STUDENT B

### Unit 6, Lesson 6A Exercise 8, page 11

**Follow the instructions. Use the Speaking box on page 11 to help you. Try to agree on something to do.**

- 1** You're busy at home. You're happy to do something with Student A but you don't want to go out. Respond to Student A's suggestions appropriately.
- 2** You have your end of term exam tomorrow. After the exam, you want to celebrate. Phone Student A and make some suggestions.

### Unit 9, Lesson 5A Exercise 5, page 43

**Follow the instructions. Use the Speaking box on page 43 to help you. Then change roles.**

- You are not feeling well.
- Describe your problems/symptoms.
- Say when it started.
- Thank Student A for their advice.

## ALL STUDENTS

### Unit 6, Lesson 5A Exercise 1, page 10

**Answers to the quiz: 1 a, 2 a**

### Unit 9, Lesson 2A Exercise 2, page 40

**Answers to the quiz: 1 91.5 cm**

**2 1930 3 A bat:** baseball, cricket, table tennis; **A racket:** tennis, badminton

**4 A goalkeeper 5 7.3 m 6 climbing,** cycling, horse riding, mountain biking, skateboarding **7 We think the Persians first used swimming goggles in the 14th century when they were diving for pearls. 8 orange**

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