

# Action Pack 8

Eighth Grade

Activity Book

Virginia Paris

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

This level is for Grade 8 students.

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إدارة المناهج والكتب المدرسية

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منهاجي  
متعة التعليم الهادف



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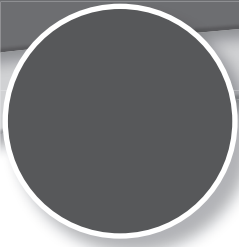
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# I remember ...

1 Complete the following words.  
Then, match them with their clues.  
(2 marks each)

1. \_ \_ gic \_ l
2. \_ tm \_ \_ ph \_ r \_
3. p \_ e \_ \_ r \_ e
4. tr \_ \_ \_ ti \_ \_ al
5. \_ c \_ b \_ \_ iv \_ n \_

- a. to keep something the same as when it was made
- b. diving underwater using a tank of air
- c. done or made in the same way for a long time
- d. clear; making sense
- e. gases surrounding a planet

10

2 Circle the correct form of the adjective.  
(1 mark each)

1. Zeina ran the race in 58 seconds, but it only took Sana 52 seconds, so Zeina is **slowest/slower** than Sana.
2. Tom Cruise is so well known, he is probably the **most famous/more famous** film star in the world.
3. The sun shines so brightly in Jordan, the weather is much **hotter/hottest** than in Britain.
4. Eating salad is very good for you. It's a lot **best/better than** eating ice cream all the time.
5. Jeanne Calment was the **older/oldest** person who ever lived. She was 122 years old when she died!

5

3 Rewrite these sentences in the affirmative, negative and interrogative forms.  
(1 mark each)

Affirmative	Negative	Interrogative
There are many important sites near this town.		Are there many important sites near this town?
He is visiting Petra.		
	I don't like playing football.	Do I like playing football?
I went swimming last weekend.	I didn't go swimming last weekend.	

5

4 Fill in the gaps with the affirmative, negative or interrogative forms of **there is/there are**. (1 mark each)

1. \_\_\_\_\_ any chocolate on the cake.
2. \_\_\_\_\_ any grammar mistakes in his essay?
3. \_\_\_\_\_ milk, bread and cheese for breakfast.
4. \_\_\_\_\_ any honey in the kitchen?
5. \_\_\_\_\_ any mountains where I live.

5

**5** Make sentences about how to preserve and protect monuments. (1 mark each)

1. rubbish / leave / . / all / about / lying / place / Don't / over / the

\_\_\_\_\_

\_\_\_\_\_

2. on / write / walls / your / stones / name / . / or / Don't

\_\_\_\_\_

\_\_\_\_\_

3. when / the / ancient / . / landmarks / careful / Be / visiting

\_\_\_\_\_

\_\_\_\_\_

4. landmark / parts / take / of / . / souvenirs / Buy / don't / but / , / the

\_\_\_\_\_

\_\_\_\_\_

5. sure / have / time / good / . / Make / a / you

\_\_\_\_\_

\_\_\_\_\_

5

**6** Choose the correct answer from a, b or c. (2 marks each)

1. Which word means there is very little water?

- a) drought    b) flood    c) tornado

2. Who takes the place of an actor when something dangerous has to be done in a film?

- a) a fireman    b) a nurse  
c) a stuntman

3. Rajab loves rally driving. Which of these would he enjoy most?

- a) beach holidays  
b) adventure holidays  
c) ecotourism

4. What makes breathing in cities difficult?

- a) pollution    b) aluminium  
c) ecology

5. Which person solves crimes?

- a) a servant    b) a merchant  
c) a detective

10

**7** Find five words relating to detecting and five words relating to holidays. (1 mark each)

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

**Detecting**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Holidays**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10

MODULE  
**1**

# Starting out

**1** Label each picture with the type of learner it represents. Then, match the following characteristics to each type.

- a. likes working on projects, drawing and doing things
- b. focuses on details
- c. likes talking and discussing rather than writing
- d. learns by doing
- e. learns through reading
- f. learns through listening
- g. finds it difficult to listen to long lectures
- h. is happy when he/she can practise what he/she is learning
- i. learns well when listening to lectures or music

Type of learner:

1



Type of learner:

2



Type of learner:

3



**2** Choose the correct form of the verb.



Active learners (1) remember / *remembers* information when they (2) *discuss/discusses* it, (3) *applies/apply* it or explain it to others.

A reflective learner (4) *prefer/prefers* to think about it quietly first.

When you are an active learner you (5) *like/likes* group work, unlike a reflective learner.

However, taking notes (6) *are/is* hard for both, active and reflective learners, but it is harder for active learners.



**3** Read each statement. Then, tick which student is most likely to use each learning technique.

**Jameela:** "I want to be a TV presenter in the future."

**Ramzi:** "I want to be a photographer in the future."

**Mazen:** "I want to be a firefighter in the future."

	<i>Jameela</i>	<i>Ramzi</i>	<i>Mazen</i>
1. takes part in discussions and dialogues			
2. needs to see people clearly when they speak			
3. discusses his idea out loud			
4. learns by doing			
5. takes part in physical activities			
6. reads texts that are colourful			

**4** Use these words to write complete questions and answer them. You should give two answers to each question: your own response and your partner's response.

a. What / you / do / every afternoon?

What do you do every afternoon?

**You:** I do my homework and play football.

**Your partner:** He does his homework and reads books.

b. When / you / visit / your friends?

**You:** \_\_\_\_\_

**Your partner:** \_\_\_\_\_

c. Where / you / go / at weekends?

**You:** \_\_\_\_\_

**Your partner:** \_\_\_\_\_

d. When / you / visit / your grandparents? \_\_\_\_\_

**You:** \_\_\_\_\_

**Your partner:** \_\_\_\_\_

e. How often / you / go to the theatre? \_\_\_\_\_

**You:** \_\_\_\_\_

**Your partner:** \_\_\_\_\_

**5** Use these notes to write a paragraph.

Noura / nine years old. She (have got) one sister, but no brothers. Her father / an engineer and her mother / a teacher. They (live) in a small flat, but Noura (not share) her bedroom with her sister. She (watch) scientific documentaries sometimes, but her sister (never do). Noura (want) / start her own business in the future and design furniture.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**6**  Some of the information in exercise 5 is wrong. Listen to Noura's profile and write the five things that are incorrect.

- a. Noura has got one brother.
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

**7** Complete the text with the verbs in the box below.

wanted    used    started  
invented    found



We don't know when people (1) \_\_\_\_\_ making rugs. However, in 1949, archaeologists (2) \_\_\_\_\_ the Pazyryk carpet inside a royal tomb. This carpet survived because it was frozen. It seems people (3) \_\_\_\_\_ it as a cover for a horse. Archaeologists said the rug dated from the 4<sup>th</sup> or 5<sup>th</sup> century BCE. Some suggested that some people in Central Asia (4) \_\_\_\_\_ carpets and produced small rugs. These people (5) \_\_\_\_\_ their rugs to be beautiful, but also useful. They used them to cover their floor, as wall hangings and curtains.

**8** Complete these questions in the past tense. Then, answer them.

- 1. When did people begin (people/begin) making rugs?  
\_\_\_\_\_
- 2. Who \_\_\_\_\_ (find) the Pazyryk carpet?  
\_\_\_\_\_
- 3. Why \_\_\_\_\_ (it/survive)?  
\_\_\_\_\_
- 4. What \_\_\_\_\_ (people/use) carpets for?  
\_\_\_\_\_

**9** Write in the correct column the verbs in the past tense from the text in exercise 7 and give the base form.

Regular verbs		Irregular verbs	
Base form	Past tense	Base form	Past tense
<u>start</u>	<u>started</u>	<u>find</u>	<u>found</u>

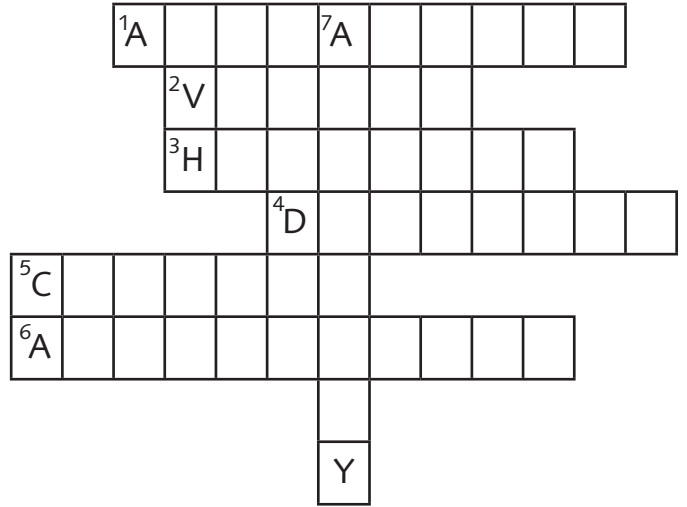
- 10** Read this article about sand art bottles. Complete the sentences with the correct form of the verbs in brackets. Some verb forms might stay the same.



(1) Do you like (you/like) traditional handicrafts? Here are some tips if you want to try to make sand art bottles at home:

1. Get some sand. You can collect sand from the beach if there (2) \_\_\_\_\_ (be) one nearby.
2. You have to colour the sand. (3) \_\_\_\_\_ (get) some coloured chalk and roll it across the sand. Or if you (4) \_\_\_\_\_ (live) somewhere near Petra, you can find it in different colours.
3. Put different layers of sand of different colours in a bottle. This (5) \_\_\_\_\_ (make) interesting designs.
4. Push down on the sand until it is filled to the top. Close the bottle with a cap, or if you (6) \_\_\_\_\_ (not have) one, put some glue on top and leave it to dry.

- 11** Read the phrases 1–6 and write words horizontally in the puzzle. You are given the first letter.



1. nice to look at
2. relating to seeing
3. made by people using their hands, not by a machine
4. someone who can't use a part of their body properly
5. to keep objects because you think they are attractive
6. something such as a bag, belt or jewellery that you wear or carry

- 12** Read vertically the word for number 7. Write its clue.

7. \_\_\_\_\_

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MODULE  
**2**

# Different cultures, different lifestyles

## First section

### Vocabulary

- 1 Match the words with their definitions.
- |               |  |
|---------------|--|
| 1. explorer   | a. a small plant used for food or medicine                         |
| 2. cattle     | b. to make someone feel they want to do something                  |
| 3. herb       | c. able to deal with difficult situations                          |
| 4. to inspire | d. someone who travels through an area about which little is known |
| 5. tough      | e. animals such as cows, kept for meat or milk                     |

### Grammar

- 2 Circle the correct form of the verbs.

Modern Australia (1) is/*are* a mix of local and European tradition. To understand Australian culture, it (2) *are*/*is* helpful to learn about its history. Australia (3) *is*/*are* home to two groups of native people – the Aborigines and the Torres Strait Islanders. Australian traditions (4) *brings*/*bring* together ancient practices with public holidays in England. For example, both Australian and British people (5) *celebrate*/*celebrates* the Queen's Birthday in June.

### The Present Continuous

- 3 Choose the correct form of the verbs.
- What TV programme \_\_\_ you \_\_\_ ?  
a. are/film  
b. is/filming  
c. are/filming
  - She \_\_\_ a video about the life of a famous explorer.  
a. am watching  
b. is watching  
c. are watching
  - How \_\_\_ the Nyangatom tribe \_\_\_ ?  
a. is/surviving  
b. be/surviving  
c. am/surviving
  - We \_\_\_ a day with an explorer.  
a. are spend  
b. is spending  
c. are spending
  - \_\_\_ you \_\_\_ to become an explorer?  
a. Is/planning  
b. Am/planning  
c. Are/planning

## The Present Simple and the Present Continuous

- 4 Rami does the same things at the same time every Friday, but this Friday he's at his grandparents'. Compare his diary and write sentences.

Every Friday	
8 a.m.	Get up
8.30 a.m.	Have breakfast
9 a.m.	Do homework
12 p.m.	Go to Friday prayer with father
2.30 p.m.	Visit aunts
7.30 p.m.	Have dinner with family
This Friday	
7.30 a.m.	Get up
8 a.m.	Have breakfast
9 a.m.	Visit aunts
12 p.m.	Go to Friday prayer with grandfather
2.30 p.m.	Cook a traditional meal with grandmother
7.30 p.m.	Look at old photos with grandparents

- Rami usually gets up at 8 a.m., but today he's getting up at 7.30 a.m.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Second section

### Grammar

## The Present Simple and the Present Continuous

- 1 Complete this paragraph with the correct form of the verbs in brackets using the Present Simple or the Present Continuous. Some verb forms might stay the same.



"Hello! I'm Danielle Cluer. I (1) \_\_\_\_\_ (live) in England. I'm studying World Literature at my local university. I (2) \_\_\_\_\_ (currently/work) on a project about ancient literature. I (3) \_\_\_\_\_ (read) about the world's earliest pieces of literature in the library at the moment. I like to read about the oldest and most famous stories in the world. Some of them (4) \_\_\_\_\_ (tell) the story of kings and their adventures. These stories (5) \_\_\_\_\_ (show) the skills of the poets at that time and their influence on other poets from around the world."

**2** Some of the sentences below are grammatically wrong. Cross them out and write them correctly. Then, match the sentences with the rules in the box.

1. I am staying at my uncle's house until my parents are back next week.

---

---

2. My mum and dad always are checking my school projects.

---

---

3. Ahmad writes about his favourite poet at the moment.

---

---

4. I live with my family in Amman.

---

---

**a.** things that we repeat regularly (habits, routines)

**b.** situations and states that last for a long time

**c.** something that is going on at the time of speaking

**d.** something that is happening for a certain period of time

**3** Write the following sentences again, using the adverb in brackets instead of the underlined one. Make the necessary changes.

1. I'm reading an article on old African stories at the moment. (often)

I often read articles on old African stories.

2. Hala eats lots of fish every week. (now)

---

---

3. Jawad's father usually takes his family to different places for their summer holidays. (at the moment)

---

---

4. We are now studying hard before our exams. (always)

---

---

5. We are spending our holidays in Aqaba at the moment. (every summer)

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---

**4** Write four sentences about your friends. Use the adverbs from exercise 3.

Fahd is talking to Omar at the moment.

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## Third section

### Communication

#### Forming a team


- 1 You need to find volunteers for an organisation that looks after children in need all over the world. Read these applications and then complete the grid with the strong and weak points of each candidate in your notebook.

Application Form

Name John

Occupation Teacher

Age 45 years old




My name is John. I'm 45 years old. I'm a high school teacher. I never lived in a foreign country. At the moment, I am working in a difficult neighbourhood in Manchester. I want to use my experience to help children living in difficult conditions. I go camping in the Pennines every summer. My last medical examination proves I'm in excellent health. I speak Arabic, Chinese and English, of course.

Application Form

Name Khadeeja

Occupation Paediatrician

Age 32 years old




My name is Khadeeja. I'm 32 years old. I'm a paediatrician. I am working with JHCO in Haiti at the moment, but I want a more permanent position. I also have a degree in Child Psychology. I speak Arabic, French and English.

Application Form

Name Jamal

Occupation Baker

Age 58 years old



My name is Jamal. I'm 58 years old. I'm a baker. I have experience with children because I raised a family of 8. However, my children are all adults now, and my wife died 10 months ago. I'm feeling very lonely and I think I can help children in difficult situations. I'm in perfect health.

Name	Strong points	Weak points
Khadeeja	<ul style="list-style-type: none"> <li>✓ She's a paediatrician</li> <li>✓ She is working for JHCO</li> <li>✓ ...</li> </ul>	<ul style="list-style-type: none"> <li>✓ She can't start working immediately</li> <li>✓ ...</li> </ul>
John		
Jamal		

- 2 Write two sentences for each candidate, explaining their strong and weak points.

Khadeeja's strong points are her medical degree and ... Her weak point is that she

...

---



---



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- 3 Use your notes to discuss with a friend who the best candidate is.

- 4 Write 3-5 lines stating your choice and giving your reasons.

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## Fourth section

### Focus on writing

#### Revision

#### Capital letters

- 1 Rewrite this paragraph in your notebook. Put in the capital letters where necessary.

art is one of the most important parts of jordan's culture. lots of jordanian artists have exhibitions in art centres and galleries in jordan. jordanian art is based on arabic and islamic elements, but is also influenced by the west. one of the organisations in jordan that is encouraging this variety in culture is the "royal society of fine arts" or rsfa. rsfa was started in 1972. it supports modern art and encourages dialogue between different cultures.

#### Linking words

- 2 Complete the sentences with **and**, **but**, **because** and **however**.
1. You should go to bed early \_\_\_\_\_ you'll feel more energetic.
  2. Writing was useful at first, \_\_\_\_\_ it wasn't entertaining.
  3. Arar wrote famous poems like 'Wish of the Wisher' \_\_\_\_\_ 'Sorrow of Youth'.
  4. Amazon children don't use the Internet, \_\_\_\_\_ they go to school and play with friends.
  5. Life is really hard for the Nyangatom. \_\_\_\_\_, we could all learn from them.

## A personal letter

- 3 Khadeeja wrote a letter to her sister Fatima. Rewrite this letter in your notebook putting the sections of the letter in order. Use the Writing Strategies on page 18 of your Student's Book to help you.

Khadeeja

I miss you all! I still have to stay here two more months. I'm coming back in April. And after that ... can you believe it? Children of the World accepted my application. I still don't know where they are sending me but let's not worry about it.

Dear Fatima,

Khadeeja      Amman  
c/o JHCO      Jordan  
20 January

How are you, dear sister? How's our family? Are Mum and Dad OK? I'm very well. The situation in Haiti is very bad, but I am very happy because I am helping people. I am living in a tent. It's not very comfortable, but some people don't even have a tent!

Best wishes,

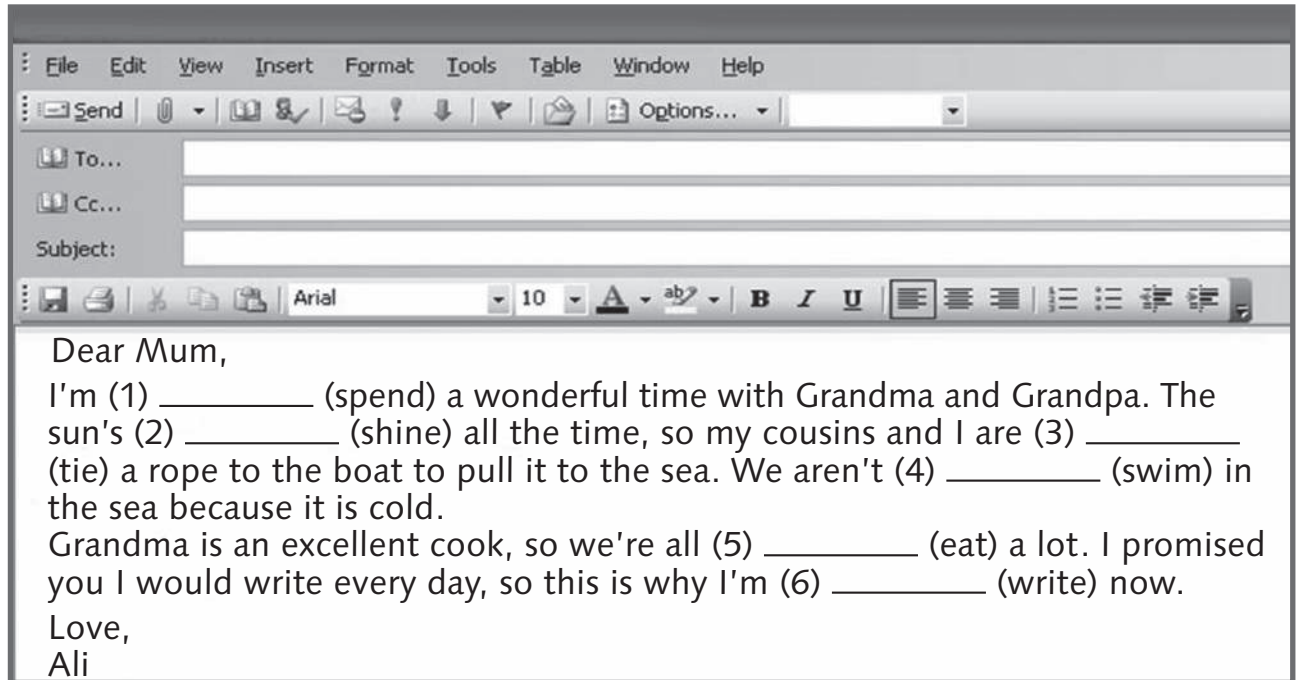
Write back soon.

I look forward to hearing your news.



## Spelling

- 4 Complete the following email in the Present Continuous, using the correct *-ing* spelling of the verbs in brackets.



Dear Mum,

I'm (1) \_\_\_\_\_ (spend) a wonderful time with Grandma and Grandpa. The sun's (2) \_\_\_\_\_ (shine) all the time, so my cousins and I are (3) \_\_\_\_\_ (tie) a rope to the boat to pull it to the sea. We aren't (4) \_\_\_\_\_ (swim) in the sea because it is cold.

Grandma is an excellent cook, so we're all (5) \_\_\_\_\_ (eat) a lot. I promised you I would write every day, so this is why I'm (6) \_\_\_\_\_ (write) now.

Love,  
Ali

- 5 Complete the words with the correct spelling.



*Cuneiform writing: one of the earliest forms of writing, usually found on clay tablets*

Writing started a long time ago. At first, people only wrote in order to keep (1) r \_ c \_ \_ \_ s of local trade. Later, writing became more entertaining.

When (2) s \_ \_ \_ y \_ \_ l \_ \_ \_ g started, some famous piece of literature travelled around the world. The (3) s \_ \_ l \_ s of the poets in the past were so (4) i \_ \_ r \_ \_ \_ \_ v \_ that modern poets are (5) i \_ \_ p \_ \_ e \_ by them.

## Guided writing

- 6 Reorder the following words to write two paragraphs in the letter Jamal wrote to his children from South Africa, where he's working for **Children of the World**. Once you have the two paragraphs, add the other elements that make a letter and write it in your notebook.

1. you / are / ? / How / all
2. you / I / hope / well / . / are /
3. a / know / You / I'm / , / but / I'm / very / hard worker / tired / .
4. sometimes / eight / I / work / over / hours / a / day / .
5. very / lot / them / These / need / children / a / of / , / and / I'm / happy / to / help / . / help
6. soon / Write / . / back
7. hearing / look / I / forward / to / news / . / your

## What I have learnt

- 1** Read this text. Then complete with the correct form of the verbs in brackets. Some verb forms might stay the same. (2 marks each)

**Food expert:** So, you (1) \_\_\_\_ (write) an article on living a healthy lifestyle.

**Student:** Yes, I (2) \_\_\_\_ (work) on a school project.

**Food expert:** OK. Let's start right away then. What would you like to know?

**Student:** What is a day like to a person who (3) \_\_\_\_ (live) a healthy lifestyle?

**Food expert:** Well ... I (4) \_\_\_\_ (not know) if everybody does the same thing, but here are the most important things to do. First, you should drink more water and exercise every day. Second, you should go to sleep early because this helps you have more energy. Finally, (5) \_\_\_\_ (eat) healthy food, especially in the morning, because this will help you become more active during the day.

10

- 2** Make sentences. (2 marks each)

1. practised / also / Arar / . / law / but / poetry / wrote

\_\_\_\_\_

\_\_\_\_\_

2. culture / plays / an / role / in / Jordanian / . / Art / important / the

\_\_\_\_\_

\_\_\_\_\_

3. Nyangatom / herbs / The / . / on / rely / to make / better / them

\_\_\_\_\_

\_\_\_\_\_

4. is / A / health centre / a / building / doctors / patients / their / . / where / see

\_\_\_\_\_

\_\_\_\_\_

5. thinks / She / JHCO / an / organisation / . / is / important

\_\_\_\_\_

\_\_\_\_\_

10

- 3** Choose the correct answer. (2 marks each)

1. Where \_\_\_\_ you \_\_\_\_ at the moment?

- a. do/work    b. is/working  
c. are/working

2. Ali is having a wonderful time \_\_\_\_ the sun is shining today.

- a. because    b. however    c. but

3. We study hard, \_\_\_\_ we also have fun.

- a. because    b. but    c. however

4. Noura goes to school \_\_\_\_.

- a. now    b. every day  
c. at the moment

5. Taleb is \_\_\_\_ working in Beirut.

- a. now    b. yesterday  
c. every week

10

## WHAT I CAN DO

	Always	Sometimes	Rarely
I can identify the difference between the Present Simple and the Present Continuous.			
I can use the Present Simple and the Present Continuous correctly.			
I can use the vocabulary related to cultures and lifestyles with their meaning.			
I can write a letter by arranging words in order.			
I can write a paragraph describing a person, using notes.			
I can rearrange parts of a letter in the correct order.			
I can use linking words: <i>and, but, because, however</i> in sentences.			
I can read applications and take notes about candidates.			
I can write sentences about a person, using a diary.			
I can work in a group on the communication exercise, "forming a team".			
I can edit a paragraph, using capital letters.			
I can write the new words related to cultures and lifestyles correctly.			

MODULE  
**3**

# What's a hero?

## First section

### Vocabulary

1 Read the following situations. Then, match the qualities with each character.

**1** Fawzi was walking in the playground at breaktime when he saw a girl removing a paper from her bag. The girl dropped some money on the floor while trying to get the paper out. Fawzi called her, but the girl couldn't hear him. So, he picked up the money, followed the girl and gave it back to her.

**2** Lama is a teacher. She works hard and loves her job. Lama wants her students to become successful, so she always comes ready to class. She's interested in the latest teaching methods and always does research on them.

brave, clever

dedicated, inquisitive

**3** Most children would not know what to do in an emergency. However, when Tareq's mother fell down one day, he quickly called her doctor for help. The doctor took Tareq's mother to hospital and thanked Tareq for being so smart and courageous in this difficult situation.

honest, moral

## The Past Continuous

2 Circle the correct form of the verbs.



Ali and Omar (1) **were walking/ was walking** along the river one day when they heard a strange sound. "Look at that little cat," said Omar. A boy (2) **was running/were running** after a cat in order to catch it and throw it into the water. The cat (3) **were trying/was trying** to run as fast as it could but was too weak because it had a broken leg. "No! Please, don't hurt the cat," said Ali. He was sad because the boy (4) **was chased/was chasing** the little cat instead of helping it. When the boy saw how much Ali and Omar were upset, he realised that he (5) **was doing/wasn't doing** something wrong. He felt so sorry for what he did and helped Ali and Omar to take care of the little cat.

## The Past Continuous and the Past Simple

3 Complete the text with the correct form of the verbs in brackets.

When Ali and Omar (1) arrived (arrive) home they (2) \_\_\_\_\_ (see) their mother. She was waiting for them.

"What (3) \_\_\_\_\_ (you/do) all this time? I (4) \_\_\_\_\_ (be) very worried."

"We saved a little cat," said Omar. "A boy was chasing it even though it was hurt and very weak."

"He finally (5) \_\_\_\_\_ (realise) that he shouldn't hurt animals. So, we all took care of the little cat then we (6) \_\_\_\_\_ (come) home."

"I am so proud of you," said the mother.

4 Choose the correct answer.

- It was raining while we \_\_\_\_ old people who have no one to take care of them.  
a. were visiting    b. visited  
c. was visiting
- Were you driving by the river when you \_\_\_\_ the blue car?  
a. were seeing    b. saw  
c. were seen
- I \_\_\_\_ the dishes when the phone rang.  
a. washed    b. was washing  
c. was washed
- Something \_\_\_\_ out of his bag when he was riding his bicycle.  
a. was falling    b. were falling  
c. fell

## Second section

### Grammar

#### The Past Continuous


- 1 Look at the picture of a city centre at the weekend. What was happening? What was everyone doing? Write four sentences. Use the words in the box.

- sun / shine
- brother and sister / carry bags
- boy / ride a bike
- husband and wife / read books in a library



1. \_\_\_\_\_ 3. \_\_\_\_\_  
2. \_\_\_\_\_ 4. \_\_\_\_\_

#### The Past Continuous and the Past Simple

- 2  Complete this article with the verbs in the box. Then, listen and check your answers.

stepped   was playing   went   ~~saved~~   was setting   didn't see

A child (1) saved a man's life on Monday. Sami (2) \_\_\_\_\_ in the garden behind his house after school when he heard a strange noise. He looked around and listened carefully, but he (3) \_\_\_\_\_ anything. The noise was coming from the trees nearby. He (4) \_\_\_\_\_ closer and saw a man lying on the ground. Sami ran to the house and told his parents who called an ambulance. The man, who was a hunter, (5) \_\_\_\_\_ a trap to catch rabbits when he (6) \_\_\_\_\_ on the trap by mistake and hurt his foot. The man thanked Sami for saving his life and promised to stop hunting animals.

**3** Use these notes to write a story.

Fadi and his friends, Tareq and Hisham, / order / juice from the café at the train station when they / hear / the train leaving.

"The next train is in one hour," / say / the stationmaster.

They / go / back into the café. Tareq and Hisham / have / some coffee when they / hear / a whistle. They / rush / out and / see / that the train / go / away.

"Next one is sixty minutes from now," / say / the stationmaster.

An hour later, Fadi and his friends / race / out onto the platform, and Tareq and Hisham / jump / onto the train.

Fadi / stand / on the platform and / begin / to laugh.

His friends only / come / to see him off.

Fadi and his friends, Tareq and Hisham,  
were ordering juice ...

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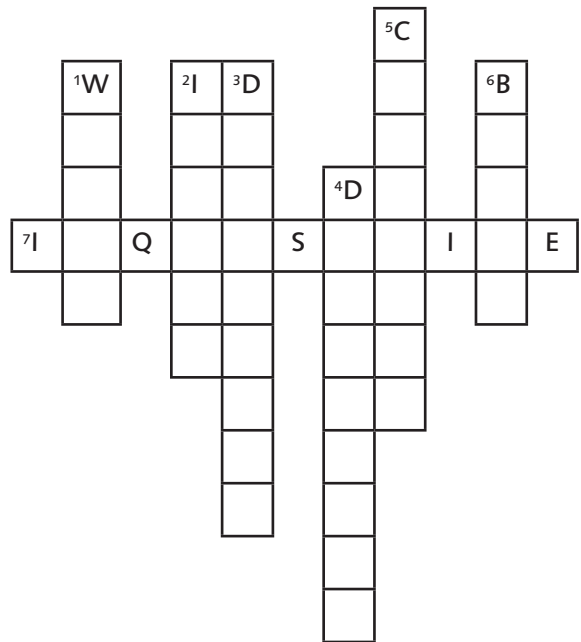
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**Vocabulary Corner**

**4** Read the clues 1–6 and write the words vertically in the puzzle. You are given the first letter.

- 1. a damage to part of your body caused by an accident, etc.
- 2. to hurt yourself or someone else
- 3. someone who works very hard at what they do because they care a lot about it
- 4. someone who tells lies
- 5. relating to the imagination or original ideas
- 6. facing danger, pain, or difficult situations with courage or confidence



**5** What is the word for number 7? Write its clue.

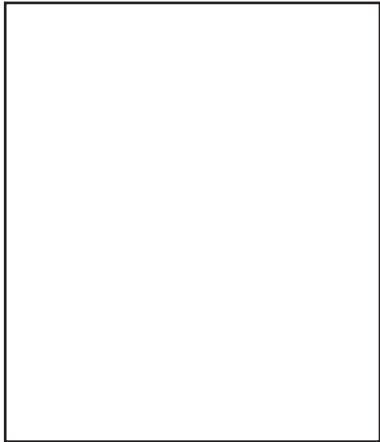
7. \_\_\_\_\_

## Third section

### Communication

#### Talking about acts of bravery

Imagine you are a journalist and want to write a story about a child who became a hero.

BRAVE CHILD SAVES ...		
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	
_____	_____	

**1** Here are three possibilities for stories.

**a.** *There was a fire in a house in the village. A child was riding his bicycle near the house when he heard a baby crying. The child ...*

**b.** *A young child was on the beach with his father when he heard someone asking for help. The young child ...*

**c.** *A child saw a robber go into his grandfather's grocery shop and he decided to ...*

In groups, give names to the heroes and write their descriptions. Answer these questions to help you.

- How old are the heroes? In what way are they similar or different? What are their qualities? What were they doing when they found out what was happening?
  - How did each of the heroes react? Do you agree with what they did? Did they all do the same thing? What did each of them do?
  - What happened in the end?
- 2** Choose one of the heroes. Then, make the first page of a newspaper telling the story you chose. Illustrate it and be ready to tell the class about it in the next lesson.



## Fourth section

### Focus on writing

#### Punctuation

- 1 Rewrite this paragraph in your notebook using full stops and capital letters.

one of the most impressive prizes that a Jordanian could get is the Ahel Al Himmeh award. Many people in Jordan do charity work to help those in need. These people want to build a better community. They are heroes of different ages and from different backgrounds. They volunteer every day to make Jordan an even better place to live in. The Ahel Al Himmeh award is given to these heroes for their efforts. It encourages volunteers to keep up the good work and inspires more people to get involved.

#### Spelling

- 2 Write the correct letters to complete the words.

Rufaida Al Aslamiya was a  
(1) c \_ \_ p \_ \_ \_ i \_ \_ at \_ hero who was famous for treating  
(2) s \_ l \_ \_ e \_ s in battles. She was the first female Muslim nurse and was very (3) d \_ \_ i \_ \_ t \_ d. She (4) e \_ \_ o \_ \_ a \_ \_ d and trained female nurses to treat (5) w \_ \_ n \_ s and to be (6) c \_ \_ i \_ g as well.

#### Linking words in stories: Revision

- 3 Read this story and circle the correct linking words.

Once upon a time there was a rich man. He loved clothes (1) *and/but* spent lots of money to buy them.

(2) *Suddenly/One day*, two men told him that they had a special cloth that only intelligent men could see.

(3) *As soon as/Before* he heard that, the rich man said, "I'll pay you 10,000 pieces of gold for a suit of this cloth."

Some days later, the rich man went to see the suit, (4) *but/then* he looked and saw nothing.

"Oh dear," he thought, "I cannot say that I cannot see the suit."

The rich man tried on his new suit and walked around his castle. Everyone said, "His new suit is wonderful!"

(5) *Suddenly/Usually*, a brave child cried out, "(6) *But/Although* he has no clothes on!"

"Hush, child. Only intelligent people can see my suit," replied the rich man.

"I can't see it either", a servant admitted hesitantly. One after the other, everyone else admitted they couldn't see it, either.

(7) *Finally/However*, the rich man could see that the little child was right.

منهاجي

متعة التعليم الهادف



## Guided writing

4 Use the linking words in the box to complete the paragraphs. Then, rewrite the story in your notebook putting the paragraphs in order.

Then    One day    Finally    Firstly

"\_\_\_\_\_, " said the first, "we have to give him his 'suit', and make him wear it. We have to make sure that we are miles away when he does ..."

"\_\_\_\_\_, " the other said, "we must say that nobody can see us work."

There was a rich man who loved clothes and spent lots of money on them. \_\_\_\_\_, two thieves decided to trick him. They planned their trick carefully.

"\_\_\_\_\_", one of the thieves said, "we must convince him that we can make beautiful clothes that only intelligent people can see."

5 Now, after you've read the story, what do you think the rich man's mistake was? In a few lines, write the moral of the story.

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## What I have learnt

- 1** Complete the paragraph with the correct form of the verbs in brackets.  
(1 mark each)

One afternoon, I (1) \_\_\_\_\_ (walk) home from school when I (2) \_\_\_\_\_ (hear) the horn of a car and a scream. I (3) \_\_\_\_\_ (run) to the corner and I (4) \_\_\_\_\_ (see) that a man (5) \_\_\_\_\_ (lie) on the ground next to a blue car. The car driver (6) \_\_\_\_\_ (stand) next to him. While he (7) \_\_\_\_\_ (phone) for an ambulance, the police (8) \_\_\_\_\_ (arrive). The ambulance (9) \_\_\_\_\_ (get) there a few minutes later and (10) \_\_\_\_\_ (take) the man to hospital.

10

- 2** Make sentences. (2 marks each)

1. Arab / was / scientific field / the / to / win / . / Nobel Prize / a / first / Ahmad Hassan Zewail / in / the

\_\_\_\_\_

2. an / Ali / . / helped / to / old man / cars / before / came / the / cross / street / the

\_\_\_\_\_

3. police / was / While / boy / talking / to / the / , / robbers / the / . / the / escaped

\_\_\_\_\_

4. hospital tents / to treat / Rufaida / next to / soldiers / set up / battlefields / . / injured

\_\_\_\_\_

5. King / Baibars / of / Egypt / after / death / of / became / Qutuz / . / the

\_\_\_\_\_

10

- 3** Choose the correct answer.  
(2 marks each)

1. \_\_\_\_\_ Rufaida's work was dangerous, she continued to help the injured soldiers in battles.

a. Although    b. However    c. But

2. A police officer was investigating the case \_\_\_\_\_ another was writing a report.

a. when    b. however    c. while

3. \_\_\_\_\_ he heard that, the rich man said: "I will give you 10,000 pieces of gold for a suit of this cloth."

a. While    b. As soon as    c. Before

4. The rich man loved clothes \_\_\_\_\_ he spent lots of money on them.

a. and    b. although    c. when

5. The little boy locked the bathroom door \_\_\_\_\_ phoned the police.

a. however    b. and    c. after

10

## WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the tenses: Present Simple and Past Continuous, in real-life situations.			
I can match qualities with characters.			
I can read and identify the meaning of the vocabulary related to heroes.			
I can edit verbs in a paragraph.			
I can write sentences by arranging words in order.			
I can write a story, using notes.			
I can write a story by rearranging paragraphs.			
I can write the moral of a story.			
I can complete a story by adding linking words.			
I can use vocabulary words to fill in a word puzzle and guess the hidden word.			
I can interact with my classmates in the communication exercise, "acts of bravery".			
I can participate in group discussions about acts of bravery.			
I can write a story through interacting with my classmates.			
I can illustrate a story and tell the class about it.			
I can edit a paragraph using capital letters and full stops.			
I can write the new words from the module correctly.			

# I now know ...

**1** Complete the following text with the correct form of the verbs in brackets. Some verb forms might stay the same. (2 marks each)



Omar is a teenager living in Qatar. Every morning he (1) \_\_\_\_\_ (go) to school and he listens to his teachers. After school he (2)

\_\_\_\_\_ (do) his homework or sees his friends. They often (3) \_\_\_\_\_ (do) voluntary work together. For example, last weekend they took some of their toys and (4) \_\_\_\_\_ (give) them to poor children. Last year, Omar's favourite lesson (5) \_\_\_\_\_ (be) mathematics, but this year it is English.

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**2** Underline the correct word to complete the sentences. (2 marks each)

- Stories and poems were told all over the world for *poverty/entertainment*.
- Ancient poets were so *skilled/strong* that some of their poems travelled around the world.
- Ethiopian tribes use medical herbs as *wound/treatment* when they are sick.
- A *municipality's/An explorer's* life is very interesting because he travels to discover new places.

e. He was well known for his *patriotism/record* and strong feelings for his country.

10

**3** Use these words to write questions. Then, answer them. (2 marks each)

a. did / Mustafa Salameh / the top / ? / When / reach / of Mount Everest

\_\_\_\_\_

\_\_\_\_\_

b. How / people / lives / help / did / change / Rufaida / their / ?

\_\_\_\_\_

\_\_\_\_\_

c. the grandmother / Where / going / was / ? / Jack / saw her / when

\_\_\_\_\_

\_\_\_\_\_

d. What / do / after / he / king / did / Baibars / became / ? / a

\_\_\_\_\_

\_\_\_\_\_

e. Charles Robbins / How / save / did / ? / family / his

\_\_\_\_\_

\_\_\_\_\_

10

**4** Look at the picture of children in a park. What was everyone doing? Complete the sentences with the correct form of the verbs. (2 marks each)

fly ride paint play  
chase walk

- a. A girl was chasing butterflies.
- b. A boy \_\_\_\_\_ a bike.
- c. A man \_\_\_\_\_.
- d. A girl \_\_\_\_\_ a picture.
- e. A boy \_\_\_\_\_ a kite.
- f. A boy \_\_\_\_\_ with his toys.

10

**5** Read these sentences carefully. Then complete them with the correct words from a, b or c. (2 marks each)

1. I \_\_\_\_\_ collecting traditional objects 45 years ago.  
a) begun    b) began    c) begin
2. \_\_\_\_\_ you better at talking than writing?  
a) Does    b) Do    c) Are
3. \_\_\_\_\_ you \_\_\_\_\_ for JHCO at this moment?  
a) Do/work    b) Are/working  
c) Is/working
4. When the robber was \_\_\_\_\_ away, the police caught him.  
a) running    b) ran    c) run
5. \_\_\_\_\_ the robbers \_\_\_\_\_ his parents when the boy saw them?  
a) Were/threatening  
b) Was/threatening  
c) Is/threatening

10



MODULE  
**4**

# We will travel to the stars

## First section

### Vocabulary

1 Label the pictures using the vocabulary from Module 4.



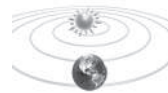
a. s \_\_\_\_\_



b. a \_\_\_\_\_



c. s \_\_\_\_\_  
s \_\_\_\_\_



d. to r \_\_\_\_\_



e. s \_\_\_\_\_

### Grammar

## The Future Simple

2 Complete the passage with the verbs in the box.

will have    will explore    will/be  
will/ask    will float    will go

If you're thinking of becoming an astronaut, you (1) will probably ask yourself this question: What (2) \_\_\_\_\_ it \_\_\_\_\_ like to live in space? First of all, you (3) \_\_\_\_\_ to train at a space training centre. Once you are in space, you (4) \_\_\_\_\_ on spacewalks, do experiments, and of course you (5) \_\_\_\_\_ space. That is not all! An astronaut's life in space can also be fun! You (6) \_\_\_\_\_ and enjoy zero gravity and if you feel homesick, you will be able to receive video calls from home, send and receive emails and watch DVDs!

3 Complete the text with the correct form of the verbs in brackets, using the Future Simple.

### Mars City

In 2670, astronauts (1) \_\_\_\_\_ (build) Mars City under a man-made atmosphere. It will be fast, as low gravity on Mars (2) \_\_\_\_\_ (make) moving bricks easy. Farmers will grow food in big glass bubbles, using seeds from Earth. Even though it (3) \_\_\_\_\_ (not taste) good, it will be very healthy. Mars is colder than Earth, so people will wear thick clothes to keep warm. People in Mars City (4) \_\_\_\_\_ (not be) bored, because satellites will send television and Internet there and everyone (5) \_\_\_\_\_ (play) sports together!

## Second section

### Grammar

#### The Future Simple

1 Use the clues to rewrite the dialogue.

**Student:** When (1) (humans / land) on Mars?

When will humans land on Mars?

**Lecturer:** Well, that's a big question. We have to be sure of two things: that (2) (they / travel) there and back safely, and that (3) (they / survive) on the Red Planet. The first step is going to the Moon. (4) (This / teach) astronauts how to live and work on another world. Then (5) (we / send) a wheeled robot to Mars to explore the landing site. A few years later, (6) (it / return) to Earth with a sample of Martian rock and soil. People will eventually travel to Mars, but not earlier than 2035.

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2 Complete the lecture with the correct form of these verbs.

reach   not happen   study  
need   not be

In this lecture, we (1) \_\_\_\_\_ the possibility of travelling between the stars. When (2) \_\_\_\_\_ humans \_\_\_\_\_ the nearest stars? This (3) \_\_\_\_\_ for 50 or even 100 years. The distance between the stars makes travelling between them difficult. Travelling at the speed of the fastest car, you (4) \_\_\_\_\_ about three billion hours or a bit less than thirty million years to arrive. Besides, there (5) \_\_\_\_\_ any stops along the way, so the ship will have to carry everything that the crew will need for a hundred years or a hundred thousand years!

3 Write sentences in your notebook about Malek's life on a space station using the Future Simple. Then, write about what Malek will do on Monday and Tuesday.

**Friday**

- watch the sunset ✗
- listen to the news from Earth ✓

**Saturday**

- go on a spacewalk ✓
- have a meeting ✗

**Sunday**

- use the computers ✗
- do the cleaning ✓

On Friday, Malek will not (won't) watch the sunset. He will listen to the news from Earth.



4 Match sentences (a–d) to the predictions (1–4). Then, write the predictions.

a. The nearest star is so far away.  4

Our generation won't reach the nearest star.

b. We need to have other ways to travel to space.

\_\_\_\_\_

c. It's not possible to stop along the way while travelling between the stars.

\_\_\_\_\_

d. Travelling between stars is difficult because of the distance between them.

\_\_\_\_\_

1. The crew (have to carry) everything they need for the trip.

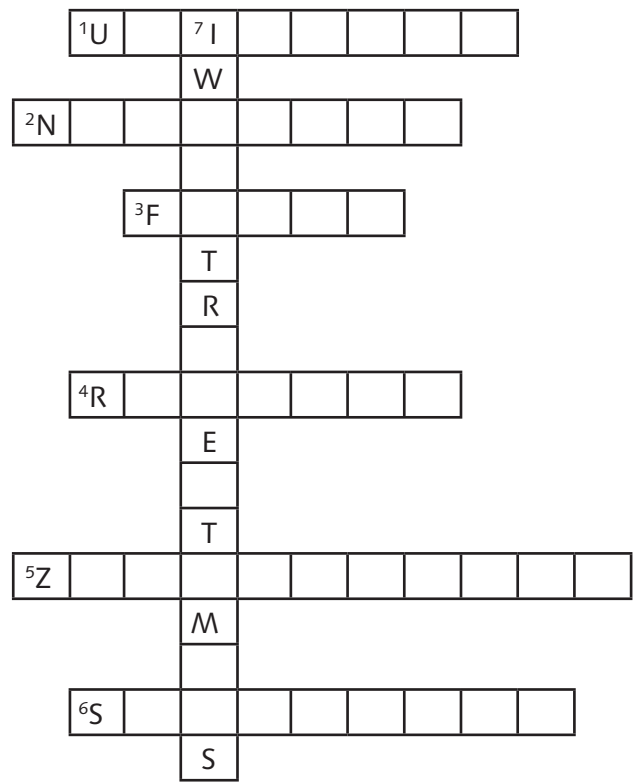
2. There (be) more studies on travelling between the stars.

3. A car (take) 30 million years to arrive.

4. Our generation (not reach) the nearest star.

**Vocabulary Corner**

5 Read the clues and write the words in the puzzle.



1. the whole of space and everything in it; the planets, the stars and the galaxies
2. to find which way you need to go when you are travelling from one place to another
3. to move slowly through the air or stay up in the air
4. to move around something or to turn like a wheel
5. when there is no force of gravity acting on a body
6. a place where old things can be left

6 What's the hidden sentence?

7. \_\_\_\_\_



## Third section

### Communication

#### Forming a team

- 1 You are in charge of a new space mission that will explore the solar system. Before you can leave, you need to choose the best possible astronaut to join your team. Each astronaut has strong and weak points so make sure you choose the best one to take into space.

#### SHARE OUR ADVENTURE

##### APPLICATION

Name:

Maheer

Occupation:

Pilot



My name is Maheer. I'm 26 years old. I'm one of the best pilots in my country and I would make a great spaceship captain. I become unhappy if I have to stay in one place for too long. I hope that's okay.

#### SHARE OUR ADVENTURE

##### APPLICATION

Name:

Saleem

Occupation:

Engineer



I'm Saleem. I'm 63 years old. I can fix anything and I know how to repair spaceships. I'm also very good with computers, and I could make sure everything on the ship works perfectly. I find some new computers hard to use. I am a grandfather and I want to make my grandchildren proud.

#### SHARE OUR ADVENTURE

##### APPLICATION

Name:

Lauren

Occupation:

Medical Doctor



My name is Lauren. I'm 32 years old. I've never been on a plane before. I know everything about the human body and can cure many kinds of disease. I learn quickly and I want to help out in any way I can.

- 2 Write three sentences in your notebook with the strong and weak points for each candidate.

*Example:* Maheer has some strong points. He can pilot a spaceship. However, he can't stay in one place for long.

- 3 Use your notes to discuss with a friend who the best candidate is.

- 4 Write a sentence stating your choice and giving your reasons.

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Name	Strong points	Weak points
Maheer	He can pilot a spaceship ...	He can't stay in one place for long ...
Lauren		
Saleem		

## Fourth Section

### Focus on writing

#### Punctuation: A formal letter

In a formal letter, the address, date, salutation (*Dear ...*) and ending all have capital letters.

1 Write this letter again in your notebook with the correct punctuation.



50 babingley close  
thorpe astley  
leicester  
le4 1dc  
england

25<sup>th</sup> september 2050

dear sir or madam

i am writing to complain about your robot model zzz.

i bought it last monday at your shop, robotica, but i am afraid it does not work. i was careful to follow the instructions for use, but your robot does not obey my commands. it refuses to take the children to school and to wash the dishes.



i will return it to you as soon as you tell me where to send it. i also expect you to send me another robot to replace it.

yours faithfully

dorothy smith



## What I have learnt

- 1** Read this text. Then complete with the correct Future Simple form of the verbs in brackets. (2 marks each)

A trip between the stars (1) \_\_\_\_\_ (take) several human generations. How (2) \_\_\_\_\_ we \_\_\_\_\_ (manage) this? Well, one possibility is that there (3) \_\_\_\_\_ (be) a group of people on the ship living normal lives. This means that those who arrive at the destination planet will be from the same family as the original crew. Do you think this (4) \_\_\_\_\_ (be) possible soon? However, another option is that computers (5) \_\_\_\_\_ (guide) the ship while the crew sleeps. Whatever the case, travelling between the stars will be so difficult and will cost a lot!

10

- 2** Look at the information in the table. Then, write five sentences to describe what life would be like on Saturn. (2 marks each)

Facts	Sentences
Sixth planet from the Sun	<i>It will be too cold because it is far away from the Sun.</i>
No solid surface	
Strong winds	
Temperature: -185 degrees	
One Saturn day = 10.2 Earth hours	
Made mostly of hydrogen and helium gas	

10

**3 Choose the correct answer. (2 marks each)**

1. What \_\_\_\_\_?
  - a. the first people landing on Mars will see
  - b. will the first people landing on Mars see
  - c. the first people landing on Mars see
2. Once you start the trip between the stars, you \_\_\_\_\_ be able to stop along the way.
  - a. wont
  - b. want
  - c. won't
3. Breathing Mars's atmosphere \_\_\_\_\_ easy.
  - a. will not
  - b. will not be
  - c. be not
4. Will tourists \_\_\_\_\_ special astronaut training in the 25<sup>th</sup> century?
  - a. need
  - b. won't need
  - c. be need
5. When a shuttle is above 100km high, astronauts can float in the air and enjoy \_\_\_\_\_.
  - a. spaceships
  - b. satellites
  - c. zero gravity

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**WHAT I CAN DO**

	Always	Sometimes	Rarely
I can use the Future Simple to write predictions.			
I can identify the meaning of the vocabulary related to space.			
I can write a dialogue by using clues.			
I can write sentences using facts.			
I can write a paragraph about life on Mars by using notes.			
I can write sentences in the correct order, using linking words to describe a sequence of events.			
I can use vocabulary words to solve a word puzzle and find the hidden sentence.			
I can read applications to write notes about applicants.			
I can work in group on the communication exercise, "forming a team".			
I can edit a formal letter, using capital letters and full stops.			
I can write the new words from the module correctly.			

MODULE  
**5**

# You can do it!

## First section

### Vocabulary

1 Read the sentences. Then, label the pictures using the vocabulary from Module 5.

1. To be a good  
decisions.



, you have to see well and be good at taking

\_\_\_\_\_

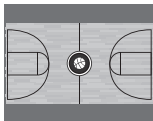
2. The school's football



was muddy after the big game.

\_\_\_\_\_

3. A



with no lines isn't useful for basketball or tennis.

\_\_\_\_\_

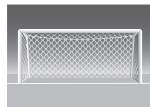
4. Unfortunately, Huda didn't hit the ball over the  
game.



and lost the

\_\_\_\_\_

5. Nader kicked the ball into the  
ended.



just before the football match

\_\_\_\_\_


### Grammar

## have to/don't have to, can/can't

2 Underline the correct form of the verbs.

### Football rules

A team has to have 10 players and one goalkeeper. A player (1) **have to/has to** wear a shirt, footwear, pads, shorts and socks. Players' shirts (2) **has to/have to** be very light and comfortable. They (3) **have to/has to** have the number of the player on the back and the club's badge on the chest. The two teams (4) **has to/have to** wear different kit to be differentiated on the pitch. To score a goal, the ball (5) **have to/has to** cross one of the goal areas.

- 3  Complete the text with the correct forms of **have to** and **can** and find out what game it is. Then, listen and check your answers.

It's a very fast game and there are three versions of it. In the FIBA (International Basketball Federation) and NBA (National Basketball Association) versions, each team (1) \_\_\_\_\_ have five players. However, in the College version, teams (2) \_\_\_\_\_ have five players. They (3) \_\_\_\_\_ have six. In the NBA and the College versions there (4) \_\_\_\_\_ be three referees in each game, but in the FIBA version, there can only be two. Players (5) \_\_\_\_\_ pass the ball with their hands and throw it through a hoop to score points. In the College version, either the coach or a player (6) \_\_\_\_\_ call timeout and the game has to last 40 minutes, divided into two 20-minute halves.

What game is it?

\_\_\_\_\_



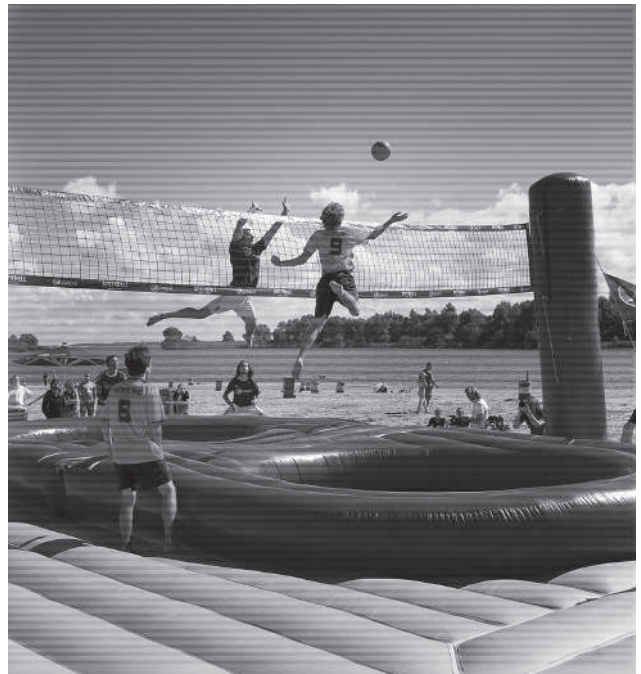
## Second section

### Grammar

#### **have to/don't have to** **can/can't**

- 1 Find five mistakes in the use of the forms of **have to** and **can**.

Bossaball is a sport that was invented in Spain. It is like volleyball, but players cannot use any part of their bodies. Players don't have to play on a court filled with air. Each side of the net has to have a trampoline so that players have to jump high into the air. Teams don't have to have between three and five players. To start the match, one team doesn't have to throw or kick the ball over the net. The opponents have to keep the ball in the air.





**2** Are these sentences true (T) or false (F)? Correct the false sentences using *have to/don't have to* and *can/can't*.

**Olympics Quiz**

**a.** Players have to use a racquet in judo.  F

Players can't use a  
racquet in judo.

**b.** Women can't participate in the Olympics.

\_\_\_\_\_

\_\_\_\_\_

**c.** People have to play some Olympic sports on a court.

\_\_\_\_\_

\_\_\_\_\_

**d.** People don't have to use a ball in football.

\_\_\_\_\_

\_\_\_\_\_

**e.** You can't compete in surfing in the Olympics.

\_\_\_\_\_

\_\_\_\_\_

**f.** Players can compete in chariot racing in the next Olympic Games.

\_\_\_\_\_

\_\_\_\_\_

**3** Use these notes to write a paragraph about the Dead Sea Ultra Marathon (DSUM) using *have to/don't have to, can/can't*.

If you want to participate in the DSUM, there are some rules that you / forget. First of all, you / make sure you are at the meeting point by 5:30 in the morning. You / be late, or you'll miss the Marathon! Second, you / bring any bicycle, animal or skateboard to the race course, this will be considered cheating! You / run the full course if you want to win the race. However, you / continue running if you feel too tired because you might hurt yourself. Whether you win the Marathon or not, don't forget to enjoy the race!

If you want to participate in the DSUM,  
there are some rules that you can't  
forget ...

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Vocabulary Corner

4 Look at the clues and write the sports in the puzzle.

							7 H					
							2 F					
							C					
3 V												
							N					
							5 G					
							W					
							6 I					
							M					

1.



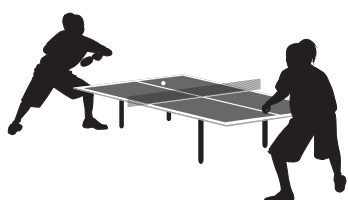
2.



3.



4.



5.



6.



5 What's the hidden sentence?

7. \_\_\_\_\_



## Third section

### Communication

#### Talking about sports

- 1 Read the text below about Ibrahim's favourite sport. What sports do you do? In groups, talk about the sports you do. Make a list in your notebook of the words you need to talk about and that you don't know in English.
- 2 Write down notes. Answer these questions to help you.
  - a. When did you become interested in this sport?
  - b. What clothes/equipment do you need? What are the basic rules: what do you have to do and what can't you do?
  - c. How often do you play it? Where? Do you watch this sport on TV? Do you go to matches? Why do you like it?
- 3 Use your notes to write three paragraphs in your notebook. Use the text as a model.

I started playing beach volleyball last summer, when I went to California with my family.

In beach volleyball there are two teams of two players. The players wear T-shirts and shorts, but you don't have to wear shoes. You have to hit the ball over a net with your hands, but you cannot touch the net. Teams can't touch the ball more than three times before it crosses the net. Players can't touch the ball twice in a row. A team scores when the ball touches the ground on the opponents' court. The first team to win two sets wins the match.

Now, I do indoor volleyball. Playing indoors is tough because the floor is harder than the sand. When volleyball is on TV, I always watch it.

## Fourth Section

### Focus on writing

### Punctuation

1 Add commas, apostrophes, full stops and capital letters to this text.

# SPORTS NEWS



in 2011 the jordanian national football team reached the quarter-finals of the asian cup before that competition jordan reached the quarter-finals only once

jordan was in group b with japan saudi arabia and syria they beat saudi arabia and syria but not japan although they were winning against it until the last minute

one of jordans best players was amer shafia the goalkeeper amer shafia is also called the whale european teams wanted him after the competition because of his skills

## Spelling

2 Complete the words with the correct spelling.

### Sports in Ancient Egypt

Ancient Egyptians practised many of today's (1) sp \_ r \_ \_ . We can see writing on old monuments that show they did swimming, fishing, (2) a \_ h \_ e \_ ics and many other kinds of games. Drawings on the pyramids tell us that the ancient Egyptians invented many of the present (3) r \_ l \_ s for games. Things like choosing a (4) r \_ f \_ r \_ e, making (5) p \_ a \_ e \_ s of the same team wear the same clothes and giving the winners (6) m \_ d \_ \_ s started in ancient Egypt.

## Linking words

### Revision

3 Complete this paragraph using the words in the box.

Finally Then However  
At the beginning and also

#### A short history of football

In ancient times, people played games with the same basic rules as modern football.

In China, in the 5<sup>th</sup> century BC, players had to kick a leather ball through a hole in a piece of cloth.

(1) \_\_\_\_\_, there were no teams. (2) \_\_\_\_\_, we come to a game that the Romans played on a rectangular grass surface with a ball.

Football was also played in Britain, in the 9<sup>th</sup> century. (3) \_\_\_\_\_, there was no limit on the number of players and (4) \_\_\_\_\_ there were no rules. By the end of the 14<sup>th</sup> century, football was part of everyday life in England. (5) \_\_\_\_\_, on October 26<sup>th</sup> 1863, all the clubs in England met (6) \_\_\_\_\_ founded the Football Association.

4 Write a short paragraph (1–5 lines) about how to prepare for a football match using the following linking words.

first then however but  
also and finally

First, you have to exercise ...

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## What I have learnt

- 1** Read this text. Then complete with the correct forms of *have to*/*don't have to*, *can/can't*. (2 marks each)

You (1) \_\_\_\_\_ (not) always win when you play sports. Even if you're a great player sometimes you (2) \_\_\_\_\_ lose. However, losing (3) \_\_\_\_\_ (not) be the end of the world. If you learn how to be a good sport, you (4) \_\_\_\_\_ stop yourself from getting too upset.

There are a few things you can do to learn how to be a better sport. Be polite to everyone, not just the people on your team. Don't argue with decisions, referees are there for a reason. You (5) \_\_\_\_\_ (not) make up excuses or blame others if you lose. See? You only have to follow a few simple rules to learn how to be a good sport.

10

- 2** Make sentences. (2 marks each)

1. has to / players / . / team / A / have / football / eleven

2. hands / . / A / with / can / ball / the / goalkeeper / touch / his

3. basketball / Players / . / kick / the / can't / in / ball

4. if / tired / Runners / don't / a full / they / course / feel / . / run / have to

5. a point / umpire / An / . / has to / if / a player / decide / wins

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- 3** Choose the correct answer. (2 marks each)

1. In football, you \_\_\_\_\_ hit the ball with your head.  
a. can                      b. can't                      c. have to

2. You \_\_\_\_\_ use your mobile phone on a plane.  
a. haven't to                      b. can't                      c. don't have to

3. You \_\_\_\_\_ use physical violence in sports.  
a. don't have to                      b. can't                      c. doesn't have to

4. You \_\_\_\_\_ wear brightly coloured clothes when walking at night.  
a. can't                      b. have to                      c. doesn't have to

5. In beach volleyball, you \_\_\_\_\_ wear shoes.  
a. doesn't have to                      b. can't                      c. don't have to

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## WHAT I CAN DO

	Always	Sometimes	Rarely
I can use <i>can/can't</i> to write about the rules of a game.			
I can use <i>have to/don't have to</i> to write about the rules of a game.			
I can use the vocabulary word related to sports.			
I can give the vocabulary word related to sports from pictures.			
I can use vocabulary words to solve a word puzzle and find the hidden sentence.			
I can say whether statements in a quiz are true or false.			
I can edit false statements.			
I can write a paragraph about a football match using linking words.			
I can work in a group on the communication exercise, "talking about sports".			
I can write an essay about a favourite sport, using notes.			
I can read a paragraph and add words for coherence.			
I can edit a newspaper article, using commas, apostrophes, capital letters and full stops.			
I can write correctly the new words from the module.			

MODULE  
**6**

# They have endured centuries!

## First section

### Vocabulary

1 Match words and phrases from each column to find the definitions of the words in the first column. Then, write the definitions.

ditch	include something	before anything was written down
to carve	long channel	as part of a group or plan
heritage	objects/qualities	at the side of a road or field
to incorporate	make a pattern	on wood or stone
prehistoric	relating to the period	from previous generations

A ditch is a long channel at the side of  
a road or field.

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### Grammar

#### The Present Perfect Simple

2 Complete the text with the Present Perfect Simple form of the verbs in brackets.

It is difficult to say what Stonehenge looked like because people

(1) have taken (take) half of the stones away. Experts (2) \_\_\_\_\_ (give) different dates for the building of Stonehenge. Recent theories (3) \_\_\_\_\_ (suggest) that people did not place the first stones until 2400–2200 BC.

For centuries, archaeologists (4) \_\_\_\_\_ (believe) that people used to go to Stonehenge to observe the Sun and the Moon. However, experts (5) \_\_\_\_\_ (show) that it was probably used as a health centre and as a place for burying dead people.



3 Rewrite these sentences in the negative form.



1. Stonehenge has always looked the way it does now.

Stonehenge hasn't always looked the way it does now.

2. Different experts have given the same date for the building of Stonehenge.

\_\_\_\_\_

\_\_\_\_\_

3. For centuries, archaeologists have believed that people used Stonehenge as a health centre.

\_\_\_\_\_

\_\_\_\_\_

4. Recent studies have confirmed what archaeologists said in the past about Stonehenge.

\_\_\_\_\_

\_\_\_\_\_

5. People have used Stonehenge as a home.

\_\_\_\_\_

\_\_\_\_\_

## Second section

### Grammar

#### The Present Perfect Simple

1 Complete the text with the Present Perfect Simple form of the verbs in brackets.



Um Qais is a Jordanian town which (1) \_\_\_\_\_ (have) many names over time. It was destroyed by an earthquake and people (2) \_\_\_\_\_ (not occupy) it since then. Um Qais is a strong citadel on the top of a hill. A street from the east to the west of the city with holes on it made by chariot wheels (3) \_\_\_\_\_ (remain) until today. Um Qais (4) \_\_\_\_\_ (become) a popular tourist destination. It (5) \_\_\_\_\_ (allow) people to see attractive views including sights from Syria.

**2 Write the questions with *ever* and their answers. Use the Present Perfect Simple or the Past Simple.**

	<b>Nawal</b>	<b>Hamid</b>
go with friends to a football stadium	✓ (Where? Amman International Stadium)	✗
experience an earthquake	✓ (Where? near Bilecik, southern Turkey)	✗
travel to Saudi Arabia	✗	✓ (When? two years ago)
take photo of ruins	✓ (Where? Nabataean ruins, Petra)	✓ (Where? Angkor, Cambodia)

**1** Has Nawal ever gone with her friends to a football stadium?  
Yes, she has.  
Where did she go? She went to Amman International Stadium.

**2** \_\_\_\_\_ Nawal \_\_\_\_\_  
(experience) an earthquake? Yes, \_\_\_\_\_.  
Where \_\_\_\_\_ (be) it? It was near Bilecik in southern Turkey.

**3** \_\_\_\_\_ Hamid \_\_\_\_\_ (travel) to Saudi Arabia? Yes, \_\_\_\_\_.  
When \_\_\_\_\_ (travel) there? He \_\_\_\_\_ there two years ago.

**4** \_\_\_\_\_ Nawal and Hamid (take) \_\_\_\_\_ photos of ruins? Yes, \_\_\_\_\_.  
Where \_\_\_\_\_ (she/take) her photo? At the Nabataean ruins in Petra.  
Where \_\_\_\_\_ (he/take) his photo? At Angkor in Cambodia.

**3 Write questions using the Present Perfect Simple. Then answer them.**

**1.** people / Stonehenge / a citadel or a health centre?

Have people used Stonehenge as a citadel or a health centre?

Stonehenge / a health centre ✓  
a citadel ✗

People have used Stonehenge as a health centre. They haven't used it as a citadel.

**2.** people / Stonehenge / place for burying the dead or a campsite?

\_\_\_\_\_

Stonehenge / a place for burying the dead ✓      a campsite ✗

**3.** people / leave or destroy / Angkor?

\_\_\_\_\_

Angkor / leave ✓      destroy ✗

**4.** people / build / Machu Picchu / Mexico or Peru?

\_\_\_\_\_

build Machu Picchu / Peru ✓  
Mexico ✗

4 These predictions appeared in *The Ladies' Home Journal* from December 1900, in the article "What May Happen in the Next Hundred Years". Make sentences about the things that have and haven't happened.

1. People will travel by car instead of using horses.  
People have used cars instead of horses to travel.

2. Mosquitoes and flies will all die.  
 \_\_\_\_\_

3. The letters C, X and Q will disappear from our everyday alphabet.  
 \_\_\_\_\_

4. People will speak English more than any language in the world.  
 \_\_\_\_\_

5. Photographs will show all of nature's colours.  
 \_\_\_\_\_

6. Wireless telephones will be used all over the world.  
 \_\_\_\_\_

5 Put the following words under the three headings in the table below.

ditch	to carve	fortification
Incas	expert	to renovate
archaeologist		to preserve

Landmarks	Actions	People
ditch		

## Vocabulary Corner

6 Read the clues and write the words in the puzzle.

1 G      8 H

2 C

3 P

4 E

5 T

6 C

7 R

- development over a period of time
- a group of buildings with many parts
- to entertain people, for example by acting
- a group of countries controlled by one ruler
- a circular course around which runners, cars, etc. race
- to make an object or pattern by cutting a piece of wood or stone
- a way from one place to another

7 Read vertically the word for number 8. Write its clue.

8. \_\_\_\_\_

## Third section

### Communication

#### An archaeological contest



- 1 Your teacher will divide you into two teams. Find a name for your team.
- 2 In teams, reread Module 6 and write down seven questions about the different prehistoric and ancient buildings.

Example: How long have people lived in Jerash?

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- 3 Each team will take turns to ask and answer the questions. Both groups will get ten points for each correct answer and will lose five points for each incorrect answer.

## Fourth Section

### Focus on writing

#### Apostrophes and short forms

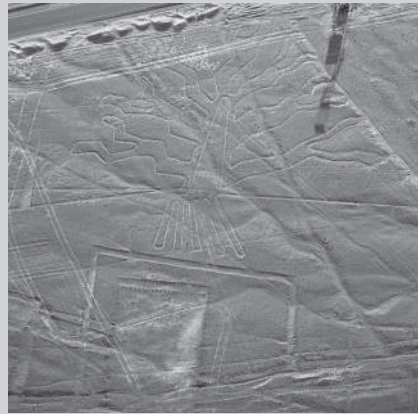
- 1 Read the text. There are 7 apostrophes missing. The first is done for you. Find them, then rewrite the text in your notebook.



England is full of strange traditions, but there aren't any as weird as Swan Upping. Each year, the Swan Wardens of the Dyers' Company and the Vintners' Company go up the River Thames in six rowing boats. They're accompanied by the Queens Swan Marker. They've got to sail from Sunbury to Abingdon. Their job is to mark the swans they find along the way to show who their owner is. Swans belonging to the Dyers' Company get one cut in their beaks, the Vintners' Company's swans get two cuts, and the Queens swans remain unmarked. Don't miss the action! You can watch it from the river bank.

#### Punctuation: Capital letters, full stops and commas

- 2 Rewrite the article using capital letters, full stops and commas.



in the middle east there has recently been a very interesting discovery of thousands of lines these structures which are in the middle of the desert are visible only from the air although they have probably been there for about 2,000 years nobody has ever seen them before now different designs cover a large area from saudi arabia to syria archaeologists are now doing more research on the structures

## Spelling

3 Complete the following passage by finding the missing letters.



UNESCO has added several places to its list of W\_r\_l\_ H\_r\_t\_g\_e Sites. These places or s\_t\_s are located in different countries and include historic c\_mp\_ \_x\_s, monuments, c\_t\_de\_s, cities and buildings. Places like Petra and Wadi Rum in Jordan are on UNESCO's list. They are protected and preserved by both Jordan and UNESCO.

4 Complete this article using the connectives in the box to help you.

Another goal of the renovation  
After Finally, The first Then,

Early next year, the main office of the United Nations will go through a five-year renovation. (1) \_\_\_ it is emptied, the building will be redone. (2) \_\_\_ is to reduce the building's energy consumption.

There are three different levels of renovation. (3) \_\_\_ includes replacing the old air-conditioning and lighting. (4) \_\_\_ there are design elements that will stay, like the curved interior walls.

(5) \_\_\_ the most essential renovations will take place in the upper floors, which the public never sees.

## What I have learnt

- 1** Read the letter. Then, complete with the correct form of the verbs in brackets. (2 marks each)

Dear Samar,

We are in the city of Bath in England! We (1) \_\_\_\_\_ (only be) here for a few days but we've done so much already.

The city is a UNESCO World Heritage Site, and we (2) \_\_\_\_\_ (see) some of the best architectural sights in Europe here.

We've already visited the Roman Baths in the middle of the site. The Romans built there a temple and baths that still flow with natural hot water. It's a pity we just (3) \_\_\_\_\_ (not get) enough time to do everything here. For example, we (4) \_\_\_\_\_ (not visit) the Astronomy Museum yet, but I really hope we get the chance to go there.

I'm really tired now, because we (5) \_\_\_\_\_ (just climb) up Beckford's Tower to see the wonderful view from the top.

I hope you're having a nice holiday too!

Lena

10

- 2** Make sentences. (2 marks each)

a. build / to / took / 2,000 / Some / people / ancient sites / years / . / them / for

\_\_\_\_\_

b. preserve / to / Petra / people / . / Many / have worked / hard

\_\_\_\_\_

c. . / trade routes / important / on / was / Ancient Jerash

\_\_\_\_\_

d. destroyed / Natural disasters / . / many / historic complexes / have

\_\_\_\_\_

e. Sites / its / World / . / UNESCO / list of / has included / Heritage / many cities / in

\_\_\_\_\_

10

**3 Choose the correct answer. (2 marks each)**

1. \_\_\_\_\_ archaeologists found evidence that people lived in Gobekli Tepe?  
 a. Did                      b. Has                      c. Have
2. Mnajdra in Malta is a \_\_\_\_\_.  
 a. prison                      b. religious site                      c. citadel
3. Since when \_\_\_\_\_ Klaus Schmidt conducted the excavations at Gobekli Tepe?  
 a. has                      b. have                      c. did
4. Some people think Machu Picchu was a \_\_\_\_\_.  
 a. temple                      b. stable                      c. military fortification
5. What measures have archaeologists \_\_\_\_\_ to protect the site?  
 a. take                      b. taken                      c. took

10

<b>WHAT I CAN DO</b>			
	<b>Always</b>	<b>Sometimes</b>	<b>Rarely</b>
I can use the Present Perfect Simple.			
I can find definitions of the vocabulary related to civilisations.			
I can correct sentences.			
I can write a paragraph using notes.			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can work on the communication exercise, "an archaeological contest", with my classmates.			
I can complete an article about the renovation of a building by adding linking words.			
I can read a text to find missing punctuation.			
I can participate in asking and answering questions about ancient buildings.			
I can edit a paragraph by using punctuation marks: commas, apostrophes and full stops.			
I can write sentences by arranging words in order.			
I can write the new words from the module correctly.			



## I now know ...

**1** Complete the sentences with *will* or *won't* and a suitable verb from the box. (2 marks each)

float    fall apart    navigate  
launch    be able

- a. Astronauts \_\_\_\_\_ in space and enjoy zero gravity.
- b. A space catapult \_\_\_\_\_ people into space, but they might not survive.
- c. You have to work harder to earn more money or you \_\_\_\_\_ to afford a \$200,000-trip to space.
- d. Thanks to technology, people \_\_\_\_\_ by the stars anymore.
- e. When satellites stop working in space, they \_\_\_\_\_.

10

**2** Circle the correct forms of *can* and *have to* to complete the sentences. (2 marks each)

Nowadays, the modern Olympic Games are very different from the ancient ones. They (1) *can't/have to* last about 16 days. To compete at the Olympic Games, athletes (2) *don't have to/have to* be one of the best in the world at their sport. They (3) *can't/can* make any mistakes. Athletes (4) *don't have to/have to* train for years to be ready for the Games. They (5) *can't/don't have to* be lazy at all. They have to focus on their sport.

10

**3** Read through the table below. Then, find mistakes in the Present Perfect Simple in each sentence and correct them. (2 marks each)

a. I hasn't visited Machu Picchu yet, but I would love to go there one day.	
b. Archaeologists still not have guess why people left Angkor in 1434.	
c. People has living in the ancient city of Jerash for over 5,000 years.	
d. The Jerash Festival have happen every year for the past 30 years.	
e. Archaeologists have discover that Gobekli Tepe is 6,000 years older than Stonehenge.	

10

- 4** Complete this table by giving the base forms, the past forms and the past participle forms of the following verbs. (1 mark each)

Base form	Past form	Past participle
	was/ were	
preserve		
		agreed
build		
	won	

10

- 5** Read these sentences carefully. Then, complete them with the correct words from a, b or c. (1 mark each)

- Samira has \_\_\_\_\_ courses about the historic complexes in Jordan.  
a) taken    b) took    c) taking
- There are rules at school that you \_\_\_\_\_ follow.  
a) can't    b) don't have to    c) have to
- \_\_\_\_\_ are scientists who study the universe.  
a) Specialists  
b) Astronomers  
c) Astronauts
- The professor has \_\_\_\_\_ us the techniques for taking part in a debate.  
a) teach    b) teaches    c) taught

5. You \_\_\_\_\_ use physical violence! That's considered cheating.  
a) can't    b) don't have to  
c) have to

6. \_\_\_\_\_ archaeologists \_\_\_\_\_ out who built this citadel?  
a) Has/found    b) Have/find  
c) Have/found

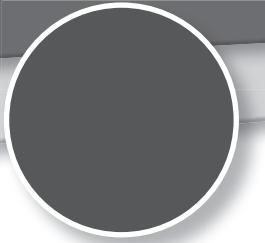
7. Orbital debris \_\_\_\_\_ serious problems in the future. We have to act now!  
a) will causing    b) will cause  
c) won't cause

8. Can you imagine professional players playing football without a/an \_\_\_\_\_? Who would make sure they are following the rules?  
a) referee    b) pitch    c) umpire

9. UNESCO \_\_\_\_\_ Machu Picchu as a World Heritage Site.  
a) have listing    b) has listed  
c) has lists

10. \_\_\_\_\_ you \_\_\_\_\_ to find some information on the Internet for the school project?  
a) Will/tryed  
b) Won't/trying  
c) Will/try

10



# Reading for fun A

## Reading comprehension

**1** Look back at the story *Mansour and the Candle* on pages 74–76 of the Student's Book, then answer the questions below.

1. When Mansour told Malek "It isn't cold at all," did he really mean it? What was he trying to do?

---

---

2. Malek says, "Then you did have something to keep you warm." after he knows about the candle, and so he refuses to give him the money. Why did Malek act this way?

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---

3. Why did Mansour wait one week after what happened to invite Malek to dinner?

---

---

4. Why did Mansour choose to cook dinner using the flame of a candle? What was he trying to show Malek?

---

---

5. When Mansour called Malek "wise", do you think he really meant it? Why/Why not?

---

---

6. In your opinion, who was wise, Malek or Mansour?

---

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## Vocabulary

**2** Find these words in the text. Then, match them with their corresponding definitions.

sight   receive   roof  
neighbour   loud   proudly

1. A way of speaking or behaving that shows you are pleased with yourself \_\_\_\_\_
2. The cover or top of a building, tent, vehicle etc. \_\_\_\_\_
3. Something you can see \_\_\_\_\_
4. Making a lot of noise \_\_\_\_\_
5. To be given something \_\_\_\_\_
6. Someone who lives next to you or near you \_\_\_\_\_

## Grammar

**3** Choose the correct form of the verbs to complete the sentences.

1. One day, Mansour and his neighbour *were talking/talked* about the weather.
2. He *is sleeping/sleeps* on the roof tonight.
3. He *saw/was seeing* a small candle in a window.
4. Mansour *stayed/was staying* on the roof all night.
5. When Malek was about to leave, Mansour *is bringing/brought* out dinner.



# Reading for fun B

## Reading comprehension

**1** After you read *Hayy Ibn Yaqdhan* on pages 78–80 of the Student's Book, answer the following questions.

1. What did Hayy make for himself when he was seven years old?

\_\_\_\_\_

\_\_\_\_\_

2. Which foods did Hayy eat? Find all four foods mentioned in the text.

\_\_\_\_\_

\_\_\_\_\_

3. What did Hayy learn from watching the animals? Give at least two examples.

\_\_\_\_\_

\_\_\_\_\_

4. Why do you think it took so long for Hayy to learn about Allah?

\_\_\_\_\_

\_\_\_\_\_

**2** Are these sentences true (T) or false (F)? Explain why.

1. Nobody knows exactly where Hayy came from.

2. Hayy taught the deer to make sounds like a human.

3. At the age of seven Hayy observed the universe.

4. Hayy used his knowledge to make his way of life better.

5. Hayy learnt about Allah from the beginning.

## Vocabulary

**3** Use the words in the box to complete the sentences.

raised shade tame perfection

1. Danielle's father wanted her to be the best. He expected \_\_\_\_\_ from her.

2. Fadi is not playing with his friends. He's sitting in the \_\_\_\_\_ because the weather is so hot.

3. Maha was \_\_\_\_\_ by her aunt and uncle when her parents died.

4. My grandfather likes to \_\_\_\_\_ wild rabbits and keep them.

## Grammar

**4** Correct the underlined verb form in each sentence. Then, rewrite the sentences.

1. Hayy will realising at the end that all living things are connected as one.

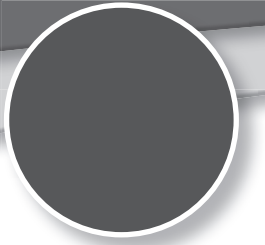
\_\_\_\_\_

\_\_\_\_\_

2. He have saw the ravens burying their food.

\_\_\_\_\_

\_\_\_\_\_



# Test A

## Reading Comprehension

Read the following article.

Scientists discovered that it is possible to change living things – such as animals, vegetables and fruits – by working on their genes. Genes are found in the cells of every living thing. They store information about the living thing they are part of, for example, what it looks like and how it grows.

The world's population is growing, and one day, there may not be enough food for everyone. If scientists are able to change the genes of animals and plants, there will be enough food for many more people. For example, potatoes cannot grow in very cold places. However, some living things, like certain fish, do live in extremely cold places without being harmed. If scientists can find the genes that help these fish to survive, they might be able to transfer the genes to potatoes. Then potatoes could grow in very cold places. This would mean there is food for more people around the world.

However, some people think that changing genes in living things is not a good idea. They argue that there may be risks that we do not know about which might affect our health and environment. What do you think?

**1** Suggest a good title for the article. (2 marks)

\_\_\_\_\_

2

**2** Read the underlined words in the article. Try to guess their meanings. Then, match them with these definitions. (1 mark each)

1. \_\_\_\_\_ all the people who live in a particular place
2. \_\_\_\_\_ to move from one place to another
3. \_\_\_\_\_ damaged or injured by something
4. \_\_\_\_\_ the possibility that something bad might happen

4

**3** Answer the following questions.  
(2 marks each)

1. How might scientists change our food in the future? Why?

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2. Think of two foods other than the ones mentioned in the article, and then suggest ways of improving them.

---

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3. What risks do you think there might be from changing the genes in living things?

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6

**4** Write three short sentences about the statement 'Scientists should work harder to improve food for the future'. Include reasons for and against the statement, then say whether you think it is a good idea or not.

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3

## Listening

**1** You are going to listen to an article about learning a foreign language. The first time, try to get the general idea. The second time, try to remember the details. Then, write after each statement whether it is true (T) or false (F). (1 mark each)

1. You won't do well in Maths until you've learnt another language.
2. Only some languages will make a difference to your life and the way others see you.
3. The only reason for learning a language is to get a job.
4. Language learning helps people appreciate different ideas and accept change.
5. If you want to understand your own language better, it can help to learn a foreign language.

5

## Speaking

**1** Complete the following dialogue. (1 mark each)

- A** I read an article the other day about a girl who became famous for \_\_\_\_\_.
- B** I heard about it, but I didn't know exactly what happened?
- A** She was \_\_\_\_\_ when she \_\_\_\_\_. Then, \_\_\_\_\_.
- B** What happened in the end?
- A** \_\_\_\_\_.

5

## Language Practice

### 1 Choose the correct form of the verbs. (1 mark each)

- The city still *receives/received* hundreds of tourists every month.
- They usually *go/are going* fishing on Saturday, but today they are going on a trip.
- They *watch/are watching* their favourite film; don't interrupt them!
- Omar *played/is playing* the piano every evening to prepare for the concert next week.
- Jane *teaches/is teaching* her students Spanish at the moment.

5

### 2 Put the verbs in brackets in the correct tense, Past Simple or Past Continuous. (1 mark each)

- The students \_\_\_\_\_ (make) a lot of noise when the teacher came in.
- The baby was crying when his mother \_\_\_\_\_ (hurry) to hug him.
- At that moment, my father \_\_\_\_\_ (read) his newspaper.
- Rami \_\_\_\_\_ (drive) his new car when the brakes \_\_\_\_\_ (stop) working.

5

### 3 Complete the sentences by using the words in the box. (1 mark each)

municipality attractive  
accessories disabled handmade

My town developed some plans last year to make the town more (1) \_\_\_\_\_ for the tourists who visit in huge numbers. The council of the (2) \_\_\_\_\_ took care of the natural environment. It also set up an exhibition near the clock tower. There were (3) \_\_\_\_\_, traditional clothes and (4) \_\_\_\_\_ crafts made by (5) \_\_\_\_\_ people. The procedures were successful and brought along more visitors to the town.

5

## Writing

### 1 Write a paragraph of 80–100 words to describe a hero you read about or watched in a film. You may use the following words. (10 marks)

creative inquisitive moral  
clever brave compassionate

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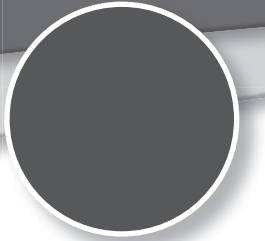
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10

Total  50



## Test B

### Reading Comprehension

Read the following article about Arab buildings.

Arab buildings are famous for certain special features. These include the use of light, geometry and water.

Light is an important feature in Islamic design. It shines down onto the special geometric patterns that can be found inside many Arab buildings. These patterns are usually created using basic shapes that are repeated hundreds of times to make one big piece of art.

Outside in the courtyards of many Arab buildings, there are fountains. Water symbolises life. It is also an important reminder of cleansing for Muslims, who purify themselves using water before entering the mosque.

Next time you see an Arab building, think about its features and the important tradition they belong to.

**1 Find the words in the article that match these definitions. (1 mark each)**

1. \_\_\_\_\_ a distinctive part of a thing
2. \_\_\_\_\_ to represent something else
3. \_\_\_\_\_ decorated with repeated lines and shapes
4. \_\_\_\_\_ an area with no roof that is usually surrounded by walls
5. \_\_\_\_\_ making something clean

5



**2** Match the words from the article with the words that have the opposite meaning. (1 mark each)

- |              |                  |
|--------------|------------------|
| 1. important | a. destroyed     |
| 2. basic     | b. insignificant |
| 3. found     | c. lost          |
| 4. created   | d. complex       |

4

**3** Answer the following questions. (3 marks each)

1. Three important features of Arab buildings are mentioned in the article. Think of any other feature you have seen in a building and describe this feature in one or two short sentences.

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2. According to the article, how are geometric patterns made? Do you think they are easy or difficult to make? Explain your answer.

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6

## Listening

**1**  You are going to listen to a letter from Sara to Nadia. The first time, try to get the general idea. The second time, try to remember the details. Then, answer the questions. (1 mark each)

1. Where is Sara now?

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2. How many times has she been to Lebanon before?

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3. Which famous historical sites has she visited?

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4. What activity has Sara done, other than visiting historical sites?

---

5. Where is she going next?

---

5

## Speaking

**1** Complete the following dialogue. (1 mark each)

**A** Did you hear about the organisation that is recruiting volunteers to preserve \_\_\_\_\_?

**B** Yes, but in what ways do you think the organisation does this?

**A** I looked at their website and saw that \_\_\_\_\_.

**B** That's really interesting. Do you think they will \_\_\_\_\_?

**A** I think they will because you \_\_\_\_\_.

**B** Then, I have to \_\_\_\_\_.

5

## Language Practice

**1** Write the following statements in the negative and the interrogative forms. (2 marks each)

1. He has been to Jerash twice before.  
Negative \_\_\_\_\_

Interrogative \_\_\_\_\_

2. Hussam will join in the game today.

Negative \_\_\_\_\_

Interrogative \_\_\_\_\_

3. My friends will come from Amman at the weekend.

Negative \_\_\_\_\_

Interrogative \_\_\_\_\_

6

**2** Complete these sentences using *can/can't* and *have to/don't have to*. (1 mark each)

1. You \_\_\_\_\_ participate in the game if you don't want to.

2. Children under the age of 10 \_\_\_\_\_ sit in the front seat of a car.

3. You \_\_\_\_\_ stop at a red light when driving.

4. Samer \_\_\_\_\_ play judo. He started when he was very young.

4

**3** Write the words and expressions in the correct columns. (½ mark each)

umpire    citadel    space shuttle  
athletics    zero gravity    pitch  
astronomer    fortification  
forum    Olympic Games

Space	Sports	Buildings

5

## Writing

**1** Write a paragraph of 80-100 words to describe an ancient or a modern building. (10 marks)

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10

**Total** 50

# Glossary

## Module 1

**accessory** /ək'se:səri/ (noun) an item like a bag, hat or belt that you wear because it looks nice

**attractive** /ə'træ:ktɪv/ (adjective) pleasant to look at

**auditory** /'ɔ:ɪtəri/ (adjective) relating to the ability to hear

**collect** /kə'lekt/ (verb) to bring or gather together

**disabled** /ˌdɪs'eɪbld/ (adjective) someone who can't use a part of their body properly

**handmade** /'hændmeɪd/ (adjective) made by people using their hands, not by a machine

**kinaesthetic** /ˌkɪnəs'tetɪk/ (adjective) relating to the position and movement of the parts of the body

**municipality** /mju:nɪsɪ'pælɪti/ (noun) a town or city government that makes decisions on local affairs

**visual** /'vɪʒuəl/ (adjective) relating to the ability to see

## Module 2

**achievement** /ə'tʃi:vmənt/ (noun) a thing done successfully by effort, courage, or skill

**cattle** /'kætl/ (noun) cows and bulls kept on a farm for their meat or milk

**classical** /'klæsɪkəl/ (adjective) belonging to a traditional style or set of ideas

**compete** /kəm'pi:t/ (verb) to try and win a competition

**crop** /krɒp/ (noun) a plant such as wheat, rice, or fruit that is grown by farmers and used as food (see picture 3 on Student's Book p.20)

**distinctive** /dɪ'stɪŋktɪv/ (adjective) having a special quality, character, or appearance that is different and easy to recognise

**exceptional** /ɪk'se:pʃənəl/ (adjective) very good in an unusual way

**explorer** /ɪk'splɔ:rə/ (noun) someone who travels to places that no one else has been

**hard-working** /ˌhɑ:d'wɜ:kɪŋ/ (adjective) working with a lot of effort

**herb** /hɜ:b/ (noun) a small plant that is used to improve the taste of food, or to make medicine

**impressive** /ɪm'pre:sɪv/ (adjective) something you admire because it is very good, large, important, etc.

**inspire** /ˌɪn'spaɪə/ (verb) make someone believe they can do something

**patriotism** /ˌpeɪtriətɪzəm/ (noun) great love for your country

**poverty** /'pɒ,vəti/ (noun) the situation or experience of being poor

**record** /'rekɔ:d/ (noun) a piece of information that is written down so that it can be looked at later

**remain** /rɪ'meɪn/ (verb) to continue to be in the same state or condition

**skill** /skɪl/ (noun) the ability to do something well

**storytelling** /'stɔ:ri,teliŋ/ (noun) the act of telling stories

**tough** /tʌf/ (adjective) physically or emotionally strong and able to deal with difficult situations

**treatment** /'tri:tmənt/ (noun) medical care given to someone who is ill

**tribe** /traɪb/ (noun) people who are united by race, customs, language, beliefs, etc.

**wheat** /wi:t/ (noun) a plant that produces the grain that bread is made from (see picture 1 on Student's Book p.20)

## Module 3

**attack** /ə'tæk/ (*verb*) to use physical violence against someone

**battle** /'bætl/ (*noun*) a fight between groups of people as a part of a larger war

**brave** /breɪv/ (*adjective*) doing something difficult even though you feel afraid

**caring** /'keəriŋ/ (*adjective*) showing kindness towards others

**clever** /'klevə/ (*adjective*) quick to understand; intelligent

**compassion** /,kəm'pæʃən/ (*noun*) a strong feeling of care for someone in pain, and the desire to help them

**compassionate** /,kəm'pæʃənət/ (*adjective*) showing sympathy towards others

**creative** /kri'eɪtɪv/ (*adjective*) having good imagination or original ideas

**dedicated** /'dedɪ,keɪtɪd/ (*adjective*) someone who works very hard at what they do because they care a lot about it

**encourage** /,ɪn'kʌrɪdʒ/ (*verb*) to give someone the courage or confidence to face something difficult

**focused** /'fəʊkəst/ (*adjective*) concentrating on something and giving it particular attention

**frightening** /'fraɪtnɪŋ/ (*adjective*) making you feel afraid or nervous

**grab** /græb/ (*verb*) to take hold of something or someone with a sudden movement

**great** /greɪt/ (*adjective*) famous for being able to do something extremely well

**honest** /'ɒnɪst/ (*adjective*) always telling the truth

**injure** /'ɪndʒə/ (*verb*) hurt yourself or someone else

**inquisitive** /,ɪn'kwɪzɪtɪv/ (*adjective*) asking many questions and trying to know all the details about something or someone

**moral** /'mɒrəl/ (*adjective*) able to tell the difference between right and wrong

**mural** /'mɪʒərəl/ (*noun*) a large painting that is done on a wall

**robber** /'rɒbə/ (*noun*) someone who steals money or property

**soldier** /'səʊldʒə/ (*noun*) a member of the army of a country

**theft** /θeft/ (*noun*) the crime of stealing

**threaten** /θreɪn/ (*verb*) to tell someone that you will hurt them in some way if they do not do what you want

**wound** /wu:nd/ (*noun*) an injury, especially a cut or hole in your skin

## Module 4

**astronomer** /ə'strɒ,nəmə/ (*noun*) a scientist who studies the stars and planets (see picture 4 on Student's Book p.41)

**catapult** /'kætə,pʌlt/ (*noun*) a device used to throw things with great force

**compass** /'kʌmpəs/ (*noun*) an instrument that is used to show directions, with a needle that always points north (see picture 1 on Student's Book p.41)

**destination** /,destɪ'neɪʃən/ (*noun*) the place that someone or something is going to

**fall apart** /fɔ:l ə'pɑ:t/ (*verb*) to break into pieces

**galaxy** /'gæləksi/ (*noun*) a large group of stars

**launch** /lɔ:ntʃ/ (*verb*) to send a spacecraft into the sky or into space

**Milky Way** /'mɪlki ,wei/ (*noun*) the galaxy that the Earth belongs to (see picture 1 on Student's Book p.37)

**navigate** /'nævɪgeɪt/ (*verb*) to find which way you need to go when you are travelling from one place to another

**orbital debris**/ɔːbɪtl de'brɪ/ (*noun*)

waste matter travelling in another planet's or star's orbit

(see picture on Student's Book p.38)

**revolve** /rɪ'vɒlv/ (*verb*) to

move around or make something move around like a wheel

**rocket** /'rɒkɪt/ (*noun*) a

vehicle used for travelling or carrying things into space

**satellite** /'sætəlaɪt/ (*noun*)

an object that travels around a planet or star

**scrap** /skræp/ (*noun*)

metal or other materials that have become useless

**scrapyard** /'skræpjɑːd/(*noun*) a place where rubbish is collected before being recycled, reused or thrown away**screwdriver** /'skruːdraɪvə/(*noun*) a tool used to turn short metal pins**solar system** /'səʊlə ,sɪstɪm/(*noun*) the system of planets that travel around the Sun

(see picture 2 on Student's Book p.37)

**spaceship** /'speɪsʃɪp/(*noun*) a vehicle for travelling in space

(see picture 2 on Student's Book p.41)

**space shuttle** /'speɪsʃʌtl/ (*noun*) a vehicle that is designed to go into space and return to Earth several times**universe** /'juːnɪvɜːs/ (*noun*)

all of space, the stars and the planets

**zero gravity**/'ziərəʊ ,grævɪti/ (*noun*)

when there appears to be no force of gravity in action

**Module 5****athletics** /'æθ'letɪks/(*noun*) the sport of competing in field events such as running and jumping**bossaball** /'bɒsəbɔːl/(*noun*) a game that is similar to volleyball but is played on trampolines (see picture on Activity Book p.39, exercise 1)**chariot racing**/'tʃæriət ,reɪsɪŋ/ (*noun*) an ancient sport in which two-wheeled vehicles, pulled by horses, would race around a road**court** /kɔːt/ (*noun*) an area

made for playing certain sports such as tennis (see picture 3 on Activity Book p.38, exercise 1)

**fencing** /'fen,sɪŋ/ (*noun*) a

game in which opponents fight with long, thin swords

(see picture 2 on Activity Book p.41)

**goal** /gəʊl/ (*noun*) an area between two posts where a ball must go in order to score points

(see picture 5 on Activity Book p.38, exercise 1)

**gymnastics** /'dʒɪm'næstɪks/(*noun*) a set of exercises that test physical strength and skill

(see picture 5 on Activity Book p.41)

**hockey** /'hɒki/ (*noun*) a

game played between two teams of eleven in which players use sticks to hit a ball into a goal; it can also be played on ice (see picture 1 on Activity Book p.41)

**ice diving** /'aɪs ,daɪvɪŋ/(*noun*) scuba diving under a layer of ice

(see picture 6 on Activity Book p.41)

**judo** /'dʒuːdɔː/ (*noun*) a

Japanese sport in which you must throw your opponent to the ground

**medal** /'medl/ (*noun*)

a piece of metal given to the winner of a competition

(see picture 2 on Student's Book p.54)

**net** /net/ (*noun*) the object that players must hit the ball over in games like tennis

(see picture 4 on Activity Book p.38, exercise 1)

### **neurological**

/ˌnjuərəˈlɒdʒɪkəl/ (*adjective*) relating to the scientific study of the nervous system and its diseases

**opponent** /əˈpəʊnənt/ (*noun*) someone who tries to win over another person in a competition or game

**pitch** /pɪtʃ/ (*noun*) a sports field marked out with lines  
(see picture on Student's Book p.59)

**referee** /ˌrefəˈriː/ (*noun*) someone who makes sure that the rules of a game are followed  
(see picture 1 on Activity Book p.38, exercise 1)

**umpire** /ˈʌmpraɪə/ (*noun*) in some sports like tennis, the referee is called the umpire

**volleyball** /ˈvɒliˌbɔːl/ (*noun*) a game in which players use their hands to hit a leather ball over a high net  
(see picture 1 on Student's Book p.57)

## **Module 6**

**carve** /kɑːv/ (*verb*) to make an object or a design by cutting a piece of wood or stone

**citadel** /ˈsɪtədəl/ (*noun*) a strong building where people could go for safety if their city was attacked

**complex** /ˈkɒmpleks/ (*noun*) a group of buildings or a large building used for a particular purpose

**ditch** /dɪtʃ/ (*noun*) a long narrow hole at the side of a field, road, etc. to hold or remove unwanted water

**empire** /ˈempraɪə/ (*noun*) a group of countries that are all controlled by one ruler or government

**fortification** /ˌfɔːtɪfɪˈkeɪʃən/ (*noun*) towers, walls, etc. built around a place in order to protect it or defend it

**forum** /ˈfɔːrəm/ (*noun*) a large outdoor public place

**growth** /grəʊθ/ (*noun*) the process of getting larger in size or developing

**heritage** /ˈherɪtɪdʒ/ (*noun*) the traditional beliefs, values, customs, etc. of a family, country or society

**incorporate** /ɪnˈkɔːpəreɪt/ (*verb*) to include something as part of a group, system, plan, etc.

**military** /ˈmɪlɪtəri/ (*adjective*) used by or relating to the army

**perform** /pəˈfɔːm/ (*verb*) to present a form of entertainment to an audience

**prehistoric** /ˌpriːhɪˈstɔːrɪk/ (*adjective*) relating to the time in history before anything was written down

**preserve** /prɪˈzɜːv/ (*verb*) to save something or someone from being destroyed

**renovate** /ˈrenəˌveɪt/ (*verb*) to fix a building or old furniture so that it is in good condition again

**route** /ruːt/ (*noun*) a road that you take to get somewhere

**site** /saɪt/ (*noun*) a place where something important or interesting happened

**suggest** /səˈdʒest/ (*verb*) to give an idea to someone

**track** /træk/ (*noun*) a prepared area of land used to race on

## Irregular verbs

### Base Form

be  
become  
begin  
bend  
bite  
break  
bring  
build  
burn  
buy  
catch  
choose  
come  
cost  
cut  
do  
draw  
dream  
drink  
drive  
eat  
fall  
feel  
find  
fly  
forget  
forgive  
get  
give  
go  
grow  
have  
hear  
hide  
hit  
hold  
hurt  
keep  
know  
learn  
leave  
lend  
let

### Past Simple

was/were  
became  
began  
bent  
bit  
broke  
brought  
built  
burned/burnt  
bought  
caught  
chose  
came  
cost  
cut  
did  
drew  
dreamed/dreamt  
drank  
drove  
ate  
fell  
felt  
found  
flew  
forgot  
forgave  
got  
gave  
went  
grew  
had  
heard  
hid  
hit  
held  
hurt  
kept  
knew  
learned/learnt  
left  
lent  
let

### Past Participle

been  
become  
begun  
bent  
bitten  
broken  
brought  
built  
burned/burnt  
bought  
caught  
chosen  
come  
cost  
cut  
done  
drawn  
dreamed/dreamt  
drunk  
driven  
eaten  
fallen  
felt  
found  
flown  
forgotten  
forgiven  
got  
given  
gone  
grown  
had  
heard  
hidden  
hit  
held  
hurt  
kept  
known  
learned/learnt  
left  
lent  
let

**Base Form**

lie  
lose  
make  
mean  
meet  
pay  
put  
read  
ride  
ring  
rise  
run  
say  
see  
sell  
send  
shake  
shine  
show  
shut  
sing  
sit  
sleep  
smell  
speak  
spell  
spend  
spill  
stand  
steal  
stick  
swim  
take  
teach  
tear  
tell  
think  
throw  
understand  
wake  
wear  
win  
write

**Past Simple**

lay  
lost  
made  
meant  
met  
paid  
put  
read  
rode  
rang  
rose  
ran  
said  
saw  
sold  
sent  
shook  
shone  
showed  
shut  
sang  
sat  
slept  
smelled/smelt  
spoke  
spelled/spelt  
spent  
spilled/spilt  
stood  
stole  
stuck  
swam  
took  
taught  
tore  
told  
thought  
threw  
understood  
woke  
wore  
won  
wrote

**Past Participle**

lain  
lost  
made  
meant  
met  
paid  
put  
read  
ridden  
rung  
risen  
run  
said  
seen  
sold  
sent  
shaken  
shone  
showed/shown  
shut  
sung  
sat  
slept  
smelled/smelt  
spoken  
spelled/spelt  
spent  
spilled/spilt  
stood  
stolen  
stuck  
swum  
taken  
taught  
torn  
told  
thought  
thrown  
understood  
woken  
worn  
won  
written



# Assessment Tools

## Assessment Tool 1

Roleplay Assessment Checklist			
	Yes	No	Comments
Could I communicate well and use proper grammar?			
Did I learn new things about different cultures?			
Did I feel comfortable as I was speaking?			
Did I use new words, phrases and sentences accurately?			

## Assessment Tool 2

<b>Letter-Writing Assessment Learning Log</b>			
<b>Student's name:</b>	<b>Date:</b>		
<b>Type of writing:</b> letter	<b>Title:</b>		
<b>Content</b>	<b>Excellent</b>	<b>Good</b>	<b>Satisfactory</b>
Information about changes in your life			
Accuracy			
Sentence structure			
Spelling			
Elements of a letter			
The part(s) I like best:			
This piece can be improved by:			

### Assessment Tool 3

Dialogue Assessment Rating Scale			
	Okay	Good	Excellent
Ability to describe a sequence of events			
Ability to ask different kinds of questions			
Ability to respond to questions			
Ability to speculate and imagine			
Ability to listen and give others time to think			

## Assessment Tool 4

<b>Story-Writing Rating Scale</b>			
	<b>Okay</b>	<b>Good</b>	<b>Excellent</b>
<b>I can</b>			
Organise the events of a story with a beginning, a middle and an end.			
Put events in a sensible order.			
Link events by using expressions such as <i>one day, suddenly</i> and <i>then</i> .			
<b>I can</b>	<b>Grammar</b>		
Use the Past Continuous.			
Use the Past Simple.			
Use punctuation correctly.			
Spell words correctly.			
Write well-structured, full sentences.			

## Assessment Tool 5

<b>Speaking Task Assessment Checklist</b>		
	<b>Okay</b>	<b>Very well</b>
We understood the notes about <i>Mercury</i> and <i>Venus</i> .		
Everyone contributed to the discussion about whether we could live on the planet.		
We gave good reasons.		
We could share our ideas with other groups.		

## Assessment Tool 6

<b>Communication Assessment Checklist</b>			
<b>Did I</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Keep my classmates interested?			
Organise my thoughts logically before speaking?			
Practise before speaking?			
Use correct grammar and vocabulary?			
Speak clearly and confidently?			

## Assessment Tool 7

<b>Group Work Assessment Checklist</b>			
	<b>Yes</b>	<b>No</b>	<b>Comments</b>
All members participated in the group activity.			
Members worked together as a team to make the model.			
Members helped one another and worked independently from the teacher.			
Members managed their time properly in order to finish the activity.			

## Assessment Tool 8

<b>Performance Assessment</b>			
<b>1.</b>	Are the events we suggested		
	practical?	Yes	No
	workable?	Yes	No
	helpful?	Yes	No
<b>2.</b>	Are the reasons we gave for our choice of charity		
	enough?	Yes	No
	good?	Yes	No

## Assessment Tool 9

<b>Group and Debate Performance Rating Scale</b>			
<b>1 = Can do better   2 = Good   3 = Excellent</b>			
All members participated in the group activity.	1	2	3
Members worked together as a team to write the argument.	1	2	3
Members listened to others when they were suggesting reasons.	1	2	3
Members helped one another when they were giving evidence.	1	2	3
Add all circled numbers for Total Score			(out of 15)
What we really liked about our group:			

## Assessment Tool 10

<b>Performance-Assessment Checklist</b>		
	<b>Okay</b>	<b>Very well</b>
I could guess most of the words in the text.		
I could discuss the possible meaning of words with my partner.		
I could check the answers using the glossary or a dictionary.		

## Assessment Tool 11

Project Work Assessment Rating Scale			
	Okay	Good	Excellent
Ability to discuss information with a group			
Ability to research information about the past and present of a building			
Ability to analyse which aspects of a building need improving			
Ability to arrange the ideas in a logical way			
Ability to present ideas to the class			
Division of tasks with the group			
Final result			



# Yearly Learning Log

At the end of this year, I can	Yes	No
Recognise how the speaker's emphasis on stress, intonation, words and sentences helps identify the meaning		
Demonstrate understanding of an authentic text		
Respond to critical thinking questions		
Respond to a speaker's opinion		
Develop strategies of active listening in an authentic situation		
Use the sequence of sentences to identify the main idea while listening		
Use appropriate stress and intonation		
Participate in an exchange of information		
Use connecting words to help the listener's comprehension		
Participate in a class discussion		
Roleplay a scene		
Take part in an authentic presentation		
Interview peers about a topic		
Speak clearly and interact with the class		
Take part in a debate to present one's ideas		
Make predictions		
Skim and scan a text		
Understand the meaning of words using context clues to interpret an article		
Analyse the content of a text to make inferences		
Relate new ideas to previous beliefs		
Read independently short passages and stories for information and enjoyment		
Write a paragraph for a specific purpose		
Write a letter that has a specific function		
Make notes to explain a topic or an opinion		
Write an argument applying the conventions of language		
Write a dialogue about a specific authentic purpose		
Use the Internet to locate specific information and make notes		