



# Jordan High Note

Grade 8  
Semester 1

## Workbook

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# 01

## The things we do

### LESSON 1B VOCABULARY AND GRAMMAR

**Present Simple: affirmative and negative**

**1 ★ Choose the correct forms to complete the sentences.**

- 1** Abbas **get / gets** up at 7 a.m.
- 2** I **have / has** breakfast every day.
- 3** We **like / likes** going to school.
- 4** My parents **eat / eats** pizza on Mondays.
- 5** You **live / lives** in Scotland.
- 6** Clare **come / comes** from Australia.

**2 ★ Read what Fadia says and then complete the text about her with the correct forms of the Present Simple.**

**My name's Fadia.** I get up at 7 a.m. on weekdays and have a shower. I get dressed and eat breakfast. I go to school at 8 a.m. and have lessons from 8.30 until 2.30 p.m. I get home at 3 p.m. and I do my homework. I sometimes watch TV or go out with my cousins.



This is Fadia. She <sup>1</sup>**gets up** at 7 a.m. on weekdays and <sup>2</sup>\_\_\_\_\_ a shower. She <sup>3</sup>\_\_\_\_\_ dressed and <sup>4</sup>\_\_\_\_\_ breakfast. She <sup>5</sup>\_\_\_\_\_ to school at 8 a.m. and <sup>6</sup>\_\_\_\_\_ lessons from 8.30 a.m. until 2.30 p.m. She <sup>7</sup>\_\_\_\_\_ home at 3 p.m. and she <sup>8</sup>\_\_\_\_\_ her homework. She sometimes <sup>9</sup>\_\_\_\_\_ TV or <sup>10</sup>\_\_\_\_\_ out with her cousins.

**3 ★ Choose the correct forms to complete the text.**



**N**amrata and Rupa <sup>1</sup>\_\_\_\_\_ in a village called Thamo in Nepal. People come here to see the beautiful mountains, but for Namrata and Rupa, this is their home. Namrata <sup>2</sup>\_\_\_\_\_ at 6 a.m. and she <sup>3</sup>\_\_\_\_\_ her mother in the kitchen. They <sup>4</sup>\_\_\_\_\_ breakfast together. Rupa <sup>5</sup>\_\_\_\_\_ have breakfast. She <sup>6</sup>\_\_\_\_\_ with her father and their animals. Namrata and Rupa <sup>7</sup>\_\_\_\_\_ to school in Namche, 5 km from their home. Sometimes they meet people from other countries on their way to school. Namrata likes to say hello, but Rupa <sup>8</sup>\_\_\_\_\_ English.

- |                   |                        |
|-------------------|------------------------|
| <b>1 a</b> live   | <b>b</b> lives         |
| <b>2 a</b> get up | <b>b</b> gets up       |
| <b>3 a</b> help   | <b>b</b> helps         |
| <b>4 a</b> eat    | <b>b</b> eats          |
| <b>5 a</b> don't  | <b>b</b> doesn't       |
| <b>6 a</b> work   | <b>b</b> works         |
| <b>7 a</b> go     | <b>b</b> goes          |
| <b>8 a</b> speaks | <b>b</b> doesn't speak |

**4 ★★ Complete the sentences with the negative Present Simple forms of the verbs in brackets.**

- 1** I like school, but I don't like (like) cooking.
- 2** Samia has lunch, but she \_\_\_\_\_ (have) breakfast.
- 3** My friends go out on weekdays, but I \_\_\_\_\_ (go) out with them because I always have a lot of homework.
- 4** We have lessons on weekdays, but we \_\_\_\_\_ (have) lessons on Saturdays.
- 5** My parents speak English, but my dad \_\_\_\_\_ (speak) very good Spanish.
- 6** My mum comes from London, but she \_\_\_\_\_ (live) in London.

**5 ★★ Use the prompts to write sentences in the Present Simple.**

- 1** Ghada / not have / lessons on Fridays. She / go out / with her family  
Ghada doesn't have lessons on Fridays.  
\_\_\_\_\_
- 2** My mum / be from Italy / but / I / not speak / Italian  
\_\_\_\_\_  
\_\_\_\_\_
- 3** I / go to / bed / at 9 o'clock on weekdays, but on Fridays / I / not go to / bed early  
\_\_\_\_\_  
\_\_\_\_\_
- 4** My sister / play tennis / on Saturdays / but I / not play / tennis  
\_\_\_\_\_  
\_\_\_\_\_

- 5** My parents / have breakfast / at 7 a.m., but I / not have / breakfast with them. I / get up / at 7.15  
\_\_\_\_\_  
\_\_\_\_\_

**6 ★★★ Complete the texts with the correct Present Simple forms of the verbs from the box.**

come get up go go (x3)  
have know like not go  
not like not play play (x2)

## OUR ROUTINES

Ramzi <sup>1</sup>goes shopping on Saturdays. I stay at home. I <sup>2</sup>\_\_\_\_\_ shopping because I <sup>3</sup>\_\_\_\_\_ shopping.

Muna <sup>4</sup>\_\_\_\_\_ to English classes on Sunday morning. She walks back home and <sup>5</sup>\_\_\_\_\_ lunch. Then she <sup>6</sup>\_\_\_\_\_ to the park and <sup>7</sup>\_\_\_\_\_ tennis.

We <sup>8</sup>\_\_\_\_\_ playing and watching sports. Yousuf <sup>9</sup>\_\_\_\_\_ football for the school team. I <sup>10</sup>\_\_\_\_\_ football, but I watch football.

My brother <sup>11</sup>\_\_\_\_\_ very early on Sundays because he <sup>12</sup>\_\_\_\_\_ to work at 7 a.m. He <sup>13</sup>\_\_\_\_\_ into my room and says: 'Good morning!' He <sup>14</sup>\_\_\_\_\_ that I want to sleep!

**7 Write five true sentences about your own daily routine using five different verbs from the lesson. Make at least two negative sentences.**

LESSON 2B    **VOCABULARY** | Free-time activities and frequency expressions

1 ★ Choose two correct words to complete the sentences.

- 1 Rola goes *shopping / sport / to the park* on Saturdays.
- 2 Raed doesn't play *sport / computer games / lessons*.
- 3 I go to *the park / shopping / a friend's house* after school.
- 4 I watch *TV / dinner / films* with my friends.
- 5 My parents listen to *photographs / music / the radio* in the evening.

2 ★★ Complete the text with the words from the box.

football   friend's   homework  
lessons   dinner   school   shopping  
sport

I do a lot in my free time. I go to my <sup>1</sup>*friend's* house to watch films. Once a week, I play <sup>2</sup>\_\_\_\_\_. I play <sup>3</sup>\_\_\_\_\_ and tennis. Sometimes, I go to <sup>4</sup>\_\_\_\_\_ at a friend's house and once a week I go <sup>5</sup>\_\_\_\_\_ with my parents or my friends. I have music <sup>6</sup>\_\_\_\_\_ twice a week on Mondays and Thursdays. I go to <sup>7</sup>\_\_\_\_\_ five days a week and I do <sup>8</sup>\_\_\_\_\_ six days a week – but that isn't free time!



3 ★★ Look at Samar's calendar and complete the sentences with the correct frequency expressions.

- 1 She goes to school *five times a week*.
- 2 She goes to a chess club \_\_\_\_\_.
- 3 She tidies her room \_\_\_\_\_.
- 4 She visits her grandma \_\_\_\_\_.
- 5 She goes to an art club \_\_\_\_\_.

OCTOBER					
Sun	29 (Sept) chess club	6 chess club	13 chess club	20 chess club	27 chess club
Mon	30 (Sept) art club	7 art club	14 art club	21 art club	28 art club
Tues	1 art club	8 art club	15 art club	22 art club	29 art club
Wed	2 chess club	9 chess club	16 chess club	23 chess club	30 chess club
Thurs	3 art club	10 art club	17 art club	24 art club	31 art club
Fri	4 no school	11 no school visit grandma	18 no school	25 no school visit grandma	1 (Nov) no school
Sat	5 no school tidy room	12 no school tidy room	19 no school tidy room	26 no school tidy room	2 (Nov) no school tidy room

4 Describe what you do in your free time. Write when you do it and how often you do it.

## LESSON 3B GRAMMAR

### Adverbs of frequency

- 1 ★ Put the adverbs of frequency from the box in the correct order.

hardly ever   never   often  
sometimes   usually

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 usually always

- 2 ★★ Rewrite the sentences with the adverbs of frequency in brackets in the correct place.

1 I am tired at school. (sometimes)  
I am sometimes tired at school.

2 I eat chips. (hardly ever)

3 My mum works late. (often)

4 My dad is angry. (never)

5 This shop has some great things to buy. (usually)

6 My friend checks her phone when I'm with her. (always)

- 3 ★★★ Replace the underlined phrases with the adverbs of frequency from Exercise 1. Use each adverb once.

1 I go to the museum about once a year.

I hardly ever go to the museum.

2 I don't drink coffee. I don't like it.

3 Ali goes to school by bus every day.

4 My parents are at home in the evenings nearly every day.

5 Once or twice a month our teacher gives us a test.

- 6 Faten goes to the library three times a week.

### Present Simple: questions

- 4 Read the questions and write positive and negative short answers.

1 Does your sister play computer games?  
Yes, she does. / \_\_\_\_\_

2 Do your friends write blogs?

3 Do you often go shopping?

4 Does your dad work at the weekend?

5 Do you and your friends go out on weekdays?

- 5 ★★ Read the answers and complete the questions.

1 How often do you go shopping?  
I go shopping about twice a week.

2 Where \_\_\_\_\_ work?  
My dad works in Zarqa.

3 What time \_\_\_\_\_ open?  
The museums open at 9 a.m.

4 How \_\_\_\_\_ go to school?  
I go to school by bus.

- 6 Answer the questions in Exercise 5 so they are true for you.

LESSON 6B VOCABULARY

Pronunciation

ACTIVE PRONUNCIATION |

The final s in plural nouns

Plural nouns end in s which we pronounce in three different ways:

- /s/ (e.g. *books, pets*)
- /z/ (e.g. *games, boys*)
- /ɪz/ (e.g. *boxes, houses*)



1 1.9 Look at three ways of pronouncing the letter s at the end of a plural word. Listen and repeat the three sounds.



/s/      /z/      /ɪz/



2 1.10 Listen and repeat these three words. Match them with the three sounds from Exercise 1.

places      sports      friends



3 1.11 Listen to ten more plural words and write them in the correct column.

/s/	/z/	/ɪz/
	<i>museums</i>	



4 1.12 Listen and repeat. Practise saying these sentences.



- 1 I like horses, birds, computers and books.
- 2 I've got two brothers, two sisters, two parents and lots of friends.
- 3 In my bag, there are headphones, sunglasses, pens and keys.
- 4 At the meeting, there were scientists, nurses, actors and vets.
- 5 After school, you can go to activity clubs, play sports, do extra lessons and other things.

5 Write about one or more of your hobbies.



1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use the Present Simple to talk about daily routines.	Student's Book pp. 4–5	
2	I can talk about free-time activities and hobbies.	Student's Book p. 6	
3	I can ask and answer questions about everyday life and use adverbs of frequency.	Student's Book p. 7	
4	I can understand the main idea of a paragraph and talk about stereotypes.	Student's Book pp. 8–9	
5	I can talk about likes and dislikes.	Student's Book p. 10	
6	I can understand a simple personal podcast and talk about what I like to do.	Student's Book p. 11	
7	I can write a personal profile.	Student's Book p. 12–13	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

### 1 Complete the expressions with the words from the box.

a shower bed ~~computer games~~  
dinner films home homework  
housework out with friends school  
sport TV

- 1 play computer games, \_\_\_\_\_
- 2 go \_\_\_\_\_, \_\_\_\_\_
- 3 do \_\_\_\_\_, \_\_\_\_\_
- 4 go to \_\_\_\_\_, \_\_\_\_\_
- 5 have \_\_\_\_\_, \_\_\_\_\_
- 6 watch \_\_\_\_\_, \_\_\_\_\_

### 2 Complete the sentences with the verbs from the box.

agree with dream about ~~get back~~  
look up put on stay in

- 1 My parents usually get back from work at 7 p.m.
- 2 I often \_\_\_\_\_ facts online for homework projects.
- 3 My cousin thinks action films are great, but I don't \_\_\_\_\_ him.
- 4 I always \_\_\_\_\_ on school nights.
- 5 I often \_\_\_\_\_ travelling to new places one day.
- 6 I usually \_\_\_\_\_ the local radio station in the morning.

### 3 Complete the conversation with the correct forms of the verbs in brackets.

**Hanan** So, what <sup>1</sup>do you do (you/do) in your free time?

**Muna** Well, I <sup>2</sup>\_\_\_\_\_ (watch) sports often.

**Hanan** Cool! What type of sports <sup>3</sup>\_\_\_\_\_ (you/like) watching?

**Muna** I <sup>4</sup>\_\_\_\_\_ (love) watching football and basketball.

**Hanan** Really? Me too! My brother <sup>5</sup>\_\_\_\_\_ (not like) sports at all!

**Muna** So what <sup>6</sup>\_\_\_\_\_ (your brother/do) in his free time?

**Hanan** He <sup>7</sup>\_\_\_\_\_ (listen) to music or <sup>8</sup>\_\_\_\_\_ (read) books. He <sup>9</sup>\_\_\_\_\_ (not enjoy) reading short stories.

### 4 Put the adverbs of frequency a-f into the correct order.

- |   |                                      |
|---|--------------------------------------|
| a <input checked="" type="checkbox"/> never | d <input type="checkbox"/> always    |
| b <input type="checkbox"/> often            | e <input type="checkbox"/> sometimes |
| c <input type="checkbox"/> hardly ever      | f <input type="checkbox"/> usually   |

### 5 Add adverbs of frequency to these sentences to make them true for you.

1 I listen to music in my bedroom.

2 My family and I watch TV on Thursday night.

3 My mum helps me do my homework.

4 My brother does the housework.

5 It rains in my country.

6 Our teachers give us a lot of homework.

## USE OF ENGLISH

### 6 Choose the correct words a–c to complete the texts.

- 1 If you and your friends like \_\_\_ to the museum, this 2 for 1 offer on tickets is perfect for you!

a go      b goes      c going

- 2 Come and \_\_\_ English at our English club, 4–6 p.m.

a speak      b speaking      c speaks

- 3 The basketball team meets \_\_\_ a week for training.

a one      b once      c one time

- 4 Do you find it hard to get \_\_\_ in the morning? Then maybe you need more sleep!

a over      b to      c up

- 5 This is an invitation to our family meal \_\_\_ 7 p.m., on Monday, 1st September.

a at      b in      c on

## READING

### 7 Read texts 1–2 and choose the correct answers: a, b or c.

1

Hi Jack,  
I live in Aqaba in the south of Jordan. In my free time I like playing computer games and watching TV series with my friends. We sometimes play volleyball in the park after school.

Hamed

- a Hamed likes playing football at the weekends.  
b Hamed loves playing games on his phone.  
c Hamed enjoys hanging out with his friends.

2

### VOLLEYBALL MATCH, NEW STADIUM

GATES OPEN: 6.45 p.m.

GATES CLOSE: 10.15 p.m.

TICKETS: adults 8 JOD, children 5 JOD

- a The gates open at a quarter past eight.  
b The event is three and a half hours long.  
c The tickets are the same price for adults and children.

## SPEAKING

### 8 In pairs, take turns to ask and answer the questions.

- 1 What do you usually do after school?  
2 How many hours of homework do you do on weekdays?  
3 How often do you play sport?  
4 What do you usually do at weekends?

## WRITING

### 9 Read part of an email from Salah.

I'm Salah and I'm Jordanian but I live in Madrid. Please write and tell me about yourself, your family and your friends. Tell me about your school and what you do on a typical day. What do you like doing in your free time?

**Write an email to Salah telling him about yourself and your life.**

# 02

## No place like home

### LESSON 1B VOCABULARY AND GRAMMAR

*There is/There are with some and any*

#### FLAT FOR SALE

- 2 bedrooms
- 1 bathroom
- Big living room
- Big kitchen with table (no dining room)
- Balcony
- Attic (no room under the hall)
- New windows
- No stairs!



1 ★ Read the advert and complete the sentences with *there is*, *there isn't*, *there are* or *there aren't*.

- 1 There are two bedrooms.
- 2 \_\_\_\_\_ one bathroom.
- 3 \_\_\_\_\_ a big living room.
- 4 \_\_\_\_\_ new windows.
- 5 \_\_\_\_\_ a balcony.
- 6 \_\_\_\_\_ an attic, but \_\_\_\_\_ a room under the hall.
- 7 \_\_\_\_\_ a big kitchen, but \_\_\_\_\_ a dining room.
- 8 \_\_\_\_\_ any stairs.

2 ★ Read the advert again and match questions 1–8 with answers a–d. Each answer matches two questions.

- 1 ☐ Are there two bedrooms?
  - 2 ☐ Is there a balcony?
  - 3 ☐ Is there a room under the hall?
  - 4 ☐ Are there any stairs?
  - 5 ☐ Is there a dining room?
  - 6 ☐ Are there new windows?
  - 7 ☐ Is there an attic?
  - 8 ☐ Are there two bathrooms?
- a Yes, there are.  
b No, there isn't.  
c Yes, there is.  
d No, there aren't.

### 3 ★★ Complete the dialogue with the correct forms of *there is* and *there are*.

- Amal** This flat has two floors. <sup>1</sup>Are there stairs in the flat?
- Nada** Yes. Upstairs, <sup>2</sup>\_\_\_\_\_ two bedrooms.
- Amal** <sup>3</sup>\_\_\_\_\_ a bathroom upstairs?
- Nada** Yes, <sup>4</sup>\_\_\_\_\_. And <sup>5</sup>\_\_\_\_\_ a bathroom downstairs, too.
- Amal** Great! <sup>6</sup>\_\_\_\_\_ a dining room?
- Nada** No, <sup>7</sup>\_\_\_\_\_, but <sup>8</sup>\_\_\_\_\_ a study.
- Amal** A study! That's good. <sup>9</sup>\_\_\_\_\_ a balcony?
- Nada** Yes, <sup>10</sup>\_\_\_\_\_ two balconies.
- Amal** Sounds perfect!

### 4 ★★ Complete the sentences with *a*, *some* or *any*.

- 1 Is there a bathroom upstairs?
- 2 Are there \_\_\_\_\_ people here?
- 3 There are \_\_\_\_\_ sofas in the living room.
- 4 Look. There's \_\_\_\_\_ plant on the balcony.
- 5 There are \_\_\_\_\_ books for you in the living room.
- 6 There aren't \_\_\_\_\_ lessons today.

### 5 ★★ Choose the correct words a-c to complete the text.

Hi Salem,

We're on holiday in Barcelona. We've got a great 'casa', that's a house. <sup>1</sup>\_\_\_\_\_ some awesome pictures inside the house. There are also <sup>2</sup>\_\_\_\_\_ art materials. I think the people who live here are artists.

The balcony is very big! There's <sup>3</sup>\_\_\_\_\_ table and we have breakfast outside in the morning.

You know a lot about Barcelona. Are there <sup>4</sup>\_\_\_\_\_ interesting places you think I should visit?

There's <sup>5</sup>\_\_\_\_\_ parade in the town tonight. I love parades!

See you soon,

Yousuf

- |   |            |             |            |
|---|------------|-------------|------------|
| 1 | a Is there | b There are | c There is |
| 2 | a any      | b a         | c some     |
| 3 | a some     | b any       | c a        |
| 4 | a some     | b any       | c a        |
| 5 | a some     | b any       | c a        |

### 6 ★★ Put the words in order to make sentences.

- 1 is / studio / there / in / town / art / this / an / ?  
Is there an art studio in this town?
- 2 the / a / there / on / wall / poster / is  
\_\_\_\_\_
- 3 isn't / there / bedroom / computer / in / a / my  
\_\_\_\_\_
- 4 there / big / house / a / is / garden / behind / the / ?  
\_\_\_\_\_
- 5 any / weekend / are / this / there / football matches / ?  
\_\_\_\_\_

### 7 Write a description of a friend's house.





# LESSON 2B **VOCABULARY** | Rooms and furniture

1 ★ Complete the words with one letter in each gap.

## **Bedroom**

1 wardrobe

2 s \_\_\_\_\_ f

3 b \_\_\_\_\_

## **Kitchen**

4 c \_\_\_\_\_ k \_\_\_\_\_

5 f \_\_\_\_\_ d \_\_\_\_\_

6 d \_\_\_\_\_ h \_\_\_\_\_ s \_\_\_\_\_ r

## **Bathroom**

7 sh \_\_\_\_\_ w \_\_\_\_\_

8 m \_\_\_\_\_ r \_\_\_\_\_ r

9 w \_\_\_\_\_ h \_\_\_\_\_ s \_\_\_\_\_ n

## **Living room**

10 a \_\_\_\_\_ c \_\_\_\_\_ r

11 f \_\_\_\_\_ p \_\_\_\_\_ c \_\_\_\_\_

12 c \_\_\_\_\_ p \_\_\_\_\_ t

2 ★★ Match the words from Exercise 1 with the definitions.

- 1 You keep clothes in it. wardrobe
- 2 You put it on the floor to make it look nice. \_\_\_\_\_
- 3 You wash your hands in it. It's in the bathroom. \_\_\_\_\_
- 4 It's a comfortable thing to sit on, but you can't lie on it. \_\_\_\_\_
- 5 You can wash your whole body in this. \_\_\_\_\_
- 6 It's a machine to clean cups and plates in. \_\_\_\_\_
- 7 You use it to cook food. \_\_\_\_\_

3 ★★ Look at the photo above and decide if the sentences are true (T) or false (F). Rewrite the false sentences to make them true.

- 1 ☒ There is a cup under the desk.  
There is a cup on the desk.
- 2 ☐ There are some boxes between the desk and the bed.  
\_\_\_\_\_
- 3 ☐ There is a chair behind the desk.  
\_\_\_\_\_
- 4 ☐ The bed is next to the wall.  
\_\_\_\_\_
- 5 ☐ There is a laptop on the desk.  
\_\_\_\_\_
- 6 ☐ There are some flowers under the desk.  
\_\_\_\_\_

4 Write about a room in your house. Say what there is in the room and where it is.

# LESSON 3B GRAMMAR AND VOCABULARY

## Can/can't

1 ★ Look at the notes and complete the sentences with *can* or *can't* and the correct verb.

	Muna	Lama
cook dinner	✓	✓
iron clothes	X	X
speak French	✓	X
paint well	✓	X
draw well	✓	✓
speak Spanish	X	✓

- Muna can cook dinner.
- She \_\_\_\_\_ French, but she \_\_\_\_\_ Spanish.
- She \_\_\_\_\_ paint well and she \_\_\_\_\_ draw well.
- Lama \_\_\_\_\_ dinner, but she \_\_\_\_\_ clothes.
- She \_\_\_\_\_ draw well, but she \_\_\_\_\_ paint well.
- Muna and Lama \_\_\_\_\_ dinner, but they \_\_\_\_\_ clothes.

2 ★★ Read the questions and write short answers.

- Can Ali's dad drive?  
✓ Yes, he can.
- Can your mum cook Italian food?  
✓ \_\_\_\_\_
- Can you read books in Japanese?  
X \_\_\_\_\_
- Can you ride a bike?  
✓ \_\_\_\_\_
- Can you and your friends play tennis?  
X \_\_\_\_\_

3 ★★ Put the words in order to make sentences.

- you / French / can / speak / ?  
Can you speak French?
- grandad / online / your / information / look / up / can / ?  
\_\_\_\_\_
- can't / mum / friends / always / my / my / understand  
\_\_\_\_\_
- can / school / I / from / my / house / my / see  
\_\_\_\_\_
- roof / dad / your / your / on / climb / can / ?  
\_\_\_\_\_
- pictures / friend / good / my / very / best / paint / can  
\_\_\_\_\_

4 ★★★ Use the prompts to write questions and answers using *can*.

- your brother / use / the washing machine? X  
Can your brother use the washing machine?  
No, he can't.
- you and your sister / make / a cup of tea? ✓  
\_\_\_\_\_
- your dad / cook dinner? ✓ eggs but X meat  
\_\_\_\_\_
- you / do / the washing-up? ✓ but / not enjoy it!  
\_\_\_\_\_

LESSON 5B    **VOCABULARY**

Vocabulary extension

1 Do you share a bedroom with your brother or sister? If yes, write about the things you like or dislike about sharing a room. If no, write about the things you like or dislike about having your own room.



Pronunciation

ACTIVE PRONUNCIATION | Silent *h*

We pronounce the letter *h* with a /h/ sound (e.g. a **h**otel).  
In some words, *h* is silent (e.g. an **h**our).



2 2.6 Tick the words which contain a silent *h*. Listen, check and repeat.

- 1 ☐ how
- 2 ☒ why
- 3 ☐ what
- 4 ☐ home
- 5 ☐ his
- 6 ☐ half
- 7 ☐ hour
- 8 ☐ him

3 2.7 Listen to some words containing a silent *h*. Write them correctly. Listen and repeat.



- 1 wheel
- 2
- 3
- 4
- 5
- 6

4 2.8 There are seven question words beginning with *wh*-. Write them in the correct column. Listen, check and repeat.



Silent <i>h</i>	/h/ sound
what	

5 2.9 Sometimes two or more words sound the same, but have a different spelling. Listen and choose the word you hear.



I wanted a whole apple, but there's a hole in it.

- 1 hour / our
- 2 where / wear
- 3 whose / who's
- 4 whole / hole
- 5 hour / our
- 6 weather / whether

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use <i>there is/there are</i> and <i>some</i> and <i>any</i> to talk about my home.	Student's Book pp. 14–15	
2	I can talk about rooms, furniture and the location of things in a house.	Student's Book p. 16	
3	I can use <i>can</i> and <i>can't</i> to talk about household chores.	Student's Book p. 17	
4	I can predict what a text is about and talk about houses.	Student's Book pp. 18–19	
5	I can identify specific information in an interview and talk about roommates.	Student's Book p. 20	
6	I can ask for information about a house or flat.	Student's Book p. 21	
7	I can write a description of a place.	Student's Book pp. 22–23	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

1 Read the descriptions and write the rooms or parts of a house.

- 1 You sleep here. bedroom
- 2 You cook here. \_\_\_\_\_
- 3 You relax here. \_\_\_\_\_
- 4 You wash yourself here. \_\_\_\_\_
- 5 You work here. \_\_\_\_\_
- 6 You park your car here. \_\_\_\_\_

2 Label the photos.



3 Look at the photo and complete the description of the room with the correct prepositions of place.

There's a big desk and a chair <sup>1</sup>in front of the window. <sup>2</sup> \_\_\_\_\_ the window, there's a comfortable bed. There is a big wardrobe full of clothes <sup>3</sup> \_\_\_\_\_ it. On the floor, <sup>4</sup> \_\_\_\_\_ the bed and the desk, there's a beautiful blue rug. There's also a big map <sup>5</sup> \_\_\_\_\_ the wall. On the desk there's a lamp and a computer <sup>6</sup> \_\_\_\_\_ a little bookshelf.



4 Complete the post with the correct form of *there is*, *there are*, *some* or *any*.

### Topic: Typical British houses

**Question:** What are British houses like?  
How many rooms <sup>1</sup>are there?  
Are there <sup>2</sup> \_\_\_\_\_ special features in British houses?

**Answer:** My house <sup>3</sup> \_\_\_\_\_ two floors in my house. Downstairs <sup>4</sup> \_\_\_\_\_ a bathroom, a big living room and a kitchen. <sup>5</sup> \_\_\_\_\_ a dining room, but in the kitchen <sup>6</sup> \_\_\_\_\_ a big table and there are <sup>7</sup> \_\_\_\_\_ chairs. Upstairs <sup>8</sup> \_\_\_\_\_ another bathroom and three bedrooms. Like in all old British houses, the rooms have high ceilings and big windows, but there aren't <sup>9</sup> \_\_\_\_\_ balconies! In front of the house there are <sup>10</sup> \_\_\_\_\_ parking spaces for cars and a lovely garden behind.

Mustafa

5 Complete the conversation with *can*/*can't* and the verbs in brackets.

- Manal** What things around the house <sup>1</sup>can you do (you/do)?
- Faten** I <sup>2</sup> \_\_\_\_\_ (keep) my room tidy.
- Manal** Everyone <sup>3</sup> \_\_\_\_\_ (do) that!
- Faten** My sister <sup>4</sup> \_\_\_\_\_! Her room is always messy!
- Manal** <sup>5</sup> \_\_\_\_\_ (you/iron) your clothes?
- Faten** Yes, I <sup>6</sup> \_\_\_\_\_!
- Manal** But I bet you <sup>7</sup> \_\_\_\_\_ (not/cook)!
- Faten** No, I <sup>8</sup> \_\_\_\_\_! <sup>9</sup> \_\_\_\_\_ (you/cook)?
- Manal** Yes, my sister and I <sup>10</sup> \_\_\_\_\_ (make) spaghetti bolognese. We make it every Saturday for our parents.

## USE OF ENGLISH

### 6 Complete the text with a word from the box.

area door in next some  
suggestions traditional

Seaview Cottage is a lovely place for a family holiday. It's a(n) <sup>1</sup> \_\_\_\_\_ house for a perfect countryside experience, but with all the things you need for modern-day life.

...

When you open the front <sup>2</sup> \_\_\_\_\_ and walk into the living room, there is a lovely fireplace and <sup>3</sup> \_\_\_\_\_ comfortable sofas and armchairs. There's a big kitchen <sup>4</sup> \_\_\_\_\_ to the living room with a cooker, a fridge and a microwave. There's also a bathroom with a toilet, washbasin and bath <sup>5</sup> \_\_\_\_\_ it. Upstairs there are two bedrooms with windows looking out on the garden. One of the windows is also a door to the outside <sup>6</sup> \_\_\_\_\_.

The house is in Brixham village in the UK, so you can walk everywhere and we are happy to make <sup>7</sup> \_\_\_\_\_ about good places to eat or visit in the area. Click [here](#) for more information and available dates.

## LISTENING



### 7 2.11 Listen and complete the notes about a flat. Write one or two words in each gap.

#### STRATEGY | Notes completion

Read the notes you need to complete carefully before you hear the recording for the first time. Try to predict if the word or information you need to listen for is a place, a name, a number, etc.

### FLAT IN IRBID

It's perfect for us – there are <sup>1</sup>*four* big bedrooms! The kitchen's very new – it's only <sup>2</sup> \_\_\_\_\_ old. In the kitchen there's a sink, a <sup>3</sup> \_\_\_\_\_, a cooker, a microwave and a washing machine.

When it's sunny, the best room in the flat is the <sup>4</sup> \_\_\_\_\_.

The flat doesn't have a dining room, but there's a <sup>5</sup> \_\_\_\_\_ in the kitchen.

When it's not too hot, you can sit outside, but the garden's a bit <sup>6</sup> \_\_\_\_\_.

## SPEAKING

### 8 In pairs, role play the situation below. Then change roles and do the task again.

#### Student A

Phone Student B to ask about a flat for rent. Ask for some information about the flat. Ask:

- how many bedrooms there are.
- some questions about the kitchen.
- some questions about the living room.
- if the flat has a garden or a balcony.

#### Student B

You have a flat for rent. Use the prompts below to write some notes about the flat. Answer Student A's questions.

- Number of bedrooms
- What's in the kitchen?
- What's in the living room?
- Garden or balcony?

## WRITING

### 9 Write an email to a friend about another friend's house or flat. Use the Writing box on page 23 of the Student's Book to help you.

# 03

## Eat in – eat out

### LESSON 1B

### VOCABULARY AND GRAMMAR

**Nouns: countable and uncountable nouns with *some/any/no***

**1 ★ Which words are countable and which are uncountable? Find the odd one out in each group.**

**1** beef rice coffee tomato

**2** bread biscuit crisp egg

**3** butter cake sandwich  
chocolate

**4** spinach potato yoghurt  
cheese

**5** juice tea ice cream sardine

**6** tuna apple pasta cereal

**7** lettuce milk egg water

**2 ★ Choose the correct words to complete the sentences.**

**1** Are there \_\_\_ biscuits?

**a** some **b** a **c** any

**2** Have you got \_\_\_ milk?

**a** any **b** a **c** some

**3** There isn't \_\_\_ yoghurt.

**a** no **b** some **c** any

**4** There's \_\_\_ beef in the shop.

**a** any **b** no **c** a

**5** Have we got \_\_\_ egg?

**a** no **b** any **c** an

**6** We need \_\_\_ pasta.

**a** a **b** any **c** some

**7** Oh, no! There are \_\_\_ crisps left!

**a** any **b** no **c** a



**3 ★ Complete the dialogue with *how much* or *how many*.**

**Muneer** I hate shopping.

**Fadi** Me too. Let's be quick.  
Here's the shopping list.  
You get these things, OK?

**Muneer** OK, but <sup>1</sup>*how much* beef do you want?

**Fadi** About one kilo.

**Muneer** And <sup>2</sup>\_\_\_\_\_ butter?

**Fadi** About 250 g.

**Muneer** <sup>3</sup>\_\_\_\_\_ eggs do you want? Six or twelve?

**Fadi** Get twelve. Right, see you in a minute.

**Muneer** Wait! <sup>4</sup>\_\_\_\_\_ apples do you want?

**Fadi** I don't know. Four?

**Muneer** OK, one last thing.  
<sup>5</sup>\_\_\_\_\_ chocolate do you want?

**Fadi** Chocolate? There isn't any chocolate on the list.

**Muneer** I know, but I'm hungry and I want to eat something before we get home.

**4 ★★ Complete the sentences with the words from the box.**

a an any are aren't many  
much no some

- 1** There is some butter, but there isn't \_\_\_\_\_ bread.
- 2** I've got \_\_\_\_\_ apple, but I haven't got \_\_\_\_\_ potato.
- 3** How \_\_\_\_\_ fruit and how \_\_\_\_\_ vegetables do you eat every day?
- 4** There \_\_\_\_\_ any crisps for the picnic, but there \_\_\_\_\_ some biscuits.
- 5** There are \_\_\_\_\_ eggs in the fridge. Not one!

**5 ★★ Use the prompts to write sentences with *some, any, much* and *many*.**

- 1** How / chicken / there?  
*How much chicken is there?*
- 2** I / got / water, but / not / got / juice  
\_\_\_\_\_
- 3** you / got / sugar?  
\_\_\_\_\_
- 4** There / not / cheese  
\_\_\_\_\_
- 5** there / meat?  
\_\_\_\_\_
- 6** How / eggs / you / want?  
\_\_\_\_\_
- 7** There / some / sardines, but / there / any / tuna  
\_\_\_\_\_
- 8** there / apples?  
\_\_\_\_\_
- 9** We / not / got / milk  
\_\_\_\_\_

**6 ★★★ USE OF ENGLISH Complete the dialogue with one word in each gap.**

- Ali** Mum wants some sandwiches for the picnic this afternoon. Can you help?
- Noura** Yes, of course. Have you got <sup>1</sup>any bread?
- Ali** Yes, here it is.
- Noura** There's <sup>2</sup>\_\_\_\_\_ butter in the fridge.
- Ali** I know. I've got it.
- Noura** <sup>3</sup>\_\_\_\_\_ there any meat?
- Ali** <sup>4</sup>\_\_\_\_\_ is some chicken, but Mum doesn't eat meat.
- Noura** OK, no problem. There <sup>5</sup>\_\_\_\_\_ some eggs here. I can cook them and make egg sandwiches.
- Ali** How <sup>6</sup>\_\_\_\_\_ eggs do you want to cook?
- Noura** Three or four.
- Later ...**
- Noura** OK, the sandwiches are ready.
- Ali** Great. And we've got two apples and <sup>7</sup>\_\_\_\_\_ crisps. We just need juice now.
- Noura** How <sup>8</sup>\_\_\_\_\_ do you want?
- Ali** Two litres.
- Noura** There we are.
- Ali** Thanks. There's <sup>9</sup>\_\_\_\_\_ bag on the cupboard. We can put it all in there.

**7 Imagine you're going on a picnic. Make a list of the food and juice you would take with you.**

LESSON 2B **VOCABULARY** | Food products, containers, prices

1 ★ Complete the names of containers with a vowel in each gap.

- 1

tin
- 2

b \_ x
- 3

j \_ r
- 4

b \_ g
- 5

c \_ n
- 6

c \_ rt \_ n
- 7

b \_ ttl \_
- 8

p \_ ck \_ t

2 ★★ Complete the shopping list with the names of containers from Exercise 1.

- 1

a bottle of water
- 2

a \_\_\_\_\_ of tuna
- 3

four \_\_\_\_\_ of crisps
- 4

a \_\_\_\_\_ of mayonnaise
- 5

two \_\_\_\_\_ of juice
- 6

a \_\_\_\_\_ of sweets
- 7

two \_\_\_\_\_ of tomato sauce
- 8

a \_\_\_\_\_ of chocolates

3 ★★ Complete the dialogue with the prices in words.

Asma Water is <sup>1</sup>forty-nine piasters (49p) a bottle, so four bottles are <sup>2</sup>\_\_\_\_\_ (1.96 JOD).

Omar That's OK. How much is chocolate?

Asma This is <sup>3</sup>\_\_\_\_\_ (60p), but it isn't very nice. We can get some good chocolate for <sup>4</sup>\_\_\_\_\_ (1.15 JOD).

Omar Yes, good idea. Mum wants some oil, but this is <sup>5</sup>\_\_\_\_\_ (5.25 JOD)!

Asma Don't worry. We can get some good oil for <sup>6</sup>\_\_\_\_\_ (2.20 JOD). Here. Is that it?

Omar Yes. So that's ...  
<sup>7</sup>\_\_\_\_\_ (5.31 JOD), I think. I've only got  
<sup>8</sup>\_\_\_\_\_ (4.50 JOD).

Have you got <sup>9</sup>\_\_\_\_\_ (81p) you can give me?

Asma Yes, here you are. Here's a dinar.

4 ★★★ Look at the pictures and use the words from the box to make a list of products with the container, the name of the food and the price in words.

biscuits chocolates juice water  
tuna mayonnaise

1 A packet of biscuits – sixty piasters

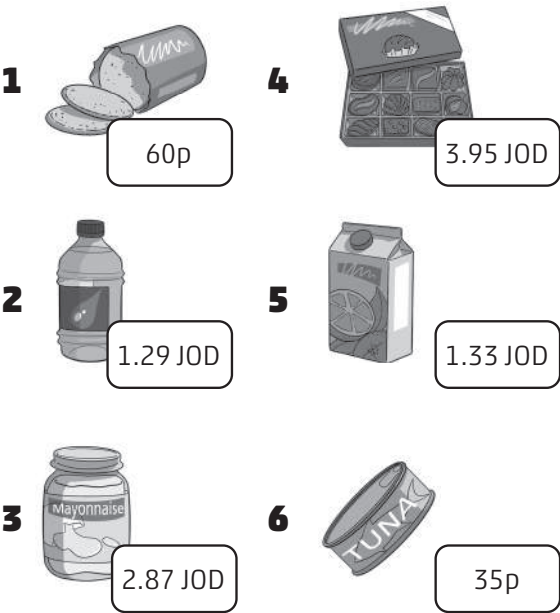
2 A \_\_\_\_\_ – \_\_\_\_\_

3 A \_\_\_\_\_ – \_\_\_\_\_

4 A \_\_\_\_\_ – \_\_\_\_\_

5 A \_\_\_\_\_ – \_\_\_\_\_

6 A \_\_\_\_\_ – \_\_\_\_\_



5 Write about the food that you sometimes buy. What does it come in (packet, tin, etc.) and how much does it cost in dinars?

## LESSON 4B GRAMMAR

**Quantifiers:** *a lot of, too many, too much, a few, a little, not many, not much*

**1 ★ Choose the correct words to complete the sentences.**

- 1** I've got **a lot of / many** pasta.
- 2** There isn't **many / much** sugar.
- 3** There is a **little / few** milk. I think we can have a cup of coffee.
- 4** There are too **many / much** potatoes. We've got five for each person!
- 5** There are a **little / few** tomatoes, so we can make a salad.

**2 ★★ Complete the dialogue with the words from the box.**

few little lot ~~many~~ much (x2) of

**Ziad** So, doctor. What do you think?

**Doctor** I think you eat too <sup>1</sup>**many** sweets and too <sup>2</sup>\_\_\_\_\_ chocolate.

**Ziad** I always have a <sup>3</sup>\_\_\_\_\_ carrots for lunch.

**Doctor** Very good, but you also eat a <sup>4</sup>\_\_\_\_\_ of bread and meat and you don't drink <sup>5</sup>\_\_\_\_\_ water.

**Ziad** I drink a <sup>6</sup>\_\_\_\_\_. A glass a day.

**Doctor** You need four glasses of water a day. So, eat a lot <sup>7</sup>\_\_\_\_\_ fruit and vegetables and no sweets or chocolates. Come back and see me in a month.

**Ziad** OK, thank you.

**3 ★★★ USE OF ENGLISH** Complete the text with one word in each gap.



Not many of my friends have a hot lunch at school. Most of us have sandwiches. A <sup>1</sup>**few** people have biscuits or crisps for lunch, but not <sup>2</sup>\_\_\_\_\_. Most people want to be healthy, so a <sup>3</sup>\_\_\_\_\_ of my friends bring things like a small yoghurt and an apple to school. Sometimes, we put our lunch on the table and we take a <sup>4</sup>\_\_\_\_\_ food from each person. I usually have too <sup>5</sup>\_\_\_\_\_ bread, so one friend takes one of my sandwiches. It's a great idea and we never waste any food – well <sup>6</sup>\_\_\_\_\_ much anyway.

**4 Describe lunchtime at your school. Is there a canteen? What kind of food can you get there? What do you and your friends eat and drink?**



LESSON 5B VOCABULARY

Vocabulary extension

1 ★ Complete the names of the jobs with a vowel in each gap.

- 1 w \_ \_ t \_ r
- 2 b \_ k \_ r
- 3 f \_ \_ d ph \_ t \_ gr \_ ph \_ r
- 4 d \_ \_ t \_ t \_ \_ n
- 5 r \_ st \_ \_ r \_ nt r \_ v \_ \_ w \_ r
- 6 ch \_ f
- 7 b \_ tch \_ r

2 ★ Complete the sentences 1–6 with the words from the box.

spoon plate knife bowl glass  
fork cup

- 1 Please use your \_\_\_\_\_ and fork, not your fingers!
- 2 Would you like a \_\_\_\_\_ of soup for lunch?
- 3 I'd like a \_\_\_\_\_ of coffee with milk, please.
- 4 Some people eat dessert with a \_\_\_\_\_ and \_\_\_\_\_.
- 5 He always drinks a \_\_\_\_\_ of milk before bed.
- 6 This pizza needs a big \_\_\_\_\_!

Pronunciation

ACTIVE PRONUNCIATION |  
/u:/ and /ʊ/ sounds

English has long and short vowel sounds.

- long sound /u:/ (e.g. *food*)
- short sound /ʊ/ (e.g. *good*)



3 3.11 Listen to the sounds /u:/ and /ʊ/ on their own and repeat.

4 3.12 Listen and repeat. Then write the words in the correct column.



/u:/	/ʊ/
food	good

5 3.13 The /u:/ sound can be made by different combinations of vowels, not just oo. Listen to 12 words and repeat them. Then complete the table.



oo	ue	ou	u	ui	ew
spoon					

6 3.14 The /ʊ/ sound can also be spelled with different vowels. Listen to three pairs of words and write them down. What vowels represent the /ʊ/ sound in each pair of words?



- 1 wolf      2      3

7 3.15 Listen and find the word that has a different vowel sound to the other words in each group. Listen again and repeat.



- 1 food cook pool
- 2 full put music
- 3 roof balloon good
- 4 afternoon cook look
- 5 fruit butcher juice
- 6 foot queue tuna

8 Write about the food you like the taste of and the food that you don't like the taste of.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use countable and uncountable nouns to talk about diets.	Student's Book pp. 26–27	
2	I can talk about food products, containers and prices.	Student's Book p. 28	
3	I can order food in a restaurant.	Student's Book p. 29	
4	I can use quantifiers to talk about amounts.	Student's Book p. 30	
5	I can understand the main idea of a radio interview and talk about people and food.	Student's Book p. 31	
6	I can identify specific information in an article and talk about restaurants.	Student's Book pp. 32–33	
7	I can write a restaurant review.	Student's Book pp. 34–35	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Complete the table with the words from the box.

beef butter cheese chicken  
drinks ice cream juice lettuce  
meat potatoes sardines spinach  
tea tomatoes tuna yoghurt

Countable	Uncountable
	beef

2 Match the foods with the containers.

- 1 ☒ a box of

2 ☐ a can of

3 ☐ a bag of

4 ☐ a jar of

5 ☐ a tin of
- a mayonnaise

b chocolates

c tuna

d sweets

e tomato sauce

3 Write two food-related jobs for each category.

Restaurant jobs: \_\_\_\_\_, \_\_\_\_\_  
Shop jobs: \_\_\_\_\_, \_\_\_\_\_  
Media jobs: \_\_\_\_\_, \_\_\_\_\_

4 Match the items in pictures a–g with the words from the box.

- ☒ bowl

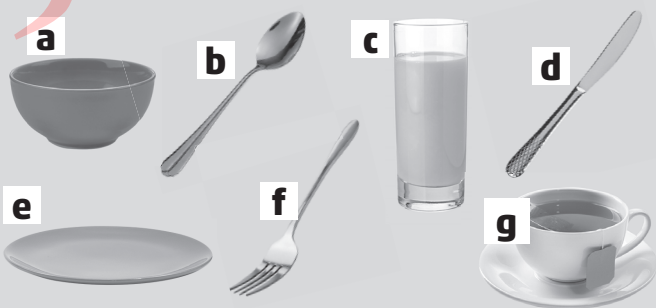
☐ cup

☐ fork

☐ glass
- ☐ knife

☐ plate

☐ spoon



5 Choose the correct words to complete the sentences.

- 1 I usually eat **a / an** apple at break time every day.

2 Habib has **any / no** breakfast before he goes to school, so he's hungry by ten o'clock.

3 There isn't **a / any** meat in this dish – it's vegetarian.

4 I'd like **any / some** coffee, please. Black with **any / no** milk.

5 There's **a / an** packet of biscuits in the cupboard if you want **no / some**.

6 Are there **any / no** nuts in this cake? I'm allergic to them.

6 Complete the conversation with the phrases from the box.

a few a little how many how much  
not many not much too many  
too much

- Osama <sup>1</sup>How much milk have we got in the fridge?

Husam <sup>2</sup>\_\_\_\_\_.! We need some more.

Osama What about eggs? <sup>3</sup>\_\_\_\_\_ are there in the carton?

Husam Let me look. There are only <sup>4</sup>\_\_\_\_\_ eggs left – just four.

Osama That's <sup>5</sup>\_\_\_\_\_. I want to make some cakes later.

Husam Do you need butter? We have only got <sup>6</sup>\_\_\_\_\_.

Osama It's OK. I don't want to make cakes with <sup>7</sup>\_\_\_\_\_ butter. It's not good for you.

Husam True. And <sup>8</sup>\_\_\_\_\_ cakes are not good for you, so I think I should eat them all!

USE OF ENGLISH

7 Complete the text with a word from the box.

lunch chef in chicken order  
away find

THE RED CHILLI



**A new Indian restaurant is now open in your area.**

Come and eat <sup>1</sup>in or take out with our free local delivery service.

We offer a range of meat: <sup>2</sup>\_\_\_\_\_, beef or lamb, fish and vegetarian meals.

Take a look at our online menu to <sup>3</sup>\_\_\_\_\_ out what today's special dishes are.

And we plan to give <sup>4</sup>\_\_\_\_\_ free homemade desserts to our first 100 customers! Don't miss out because our <sup>5</sup>\_\_\_\_\_ makes excellent cakes!

**So hurry up and come to our restaurant.**

You can book a table Monday to Sunday for <sup>6</sup>\_\_\_\_\_ (12–3 p.m.) or dinner (6–10 p.m.). You can also <sup>7</sup>\_\_\_\_\_ your meals online at **redchilli.website**

READING

8 Read the text and answer the questions.

1 Where is The Health Kitchen?

2 Why do you need to book a table?

3 What kind of food can you have there at lunchtime?

4 What kind of food do they serve in the evenings?

*The Health* KITCHEN

**A** There's a great new restaurant in town called The Health Kitchen and the food's amazing. It's always very busy so book a table! At lunchtime they serve sandwiches, soup and salads. The prices are quite low. For example, chicken soup with bread and butter costs 3.50 JOD and a tuna salad with chips is just 5 JOD. The desserts also aren't very expensive: a piece of carrot cake is only 3 JOD. In the evenings, their chef cooks dishes from all over the world. For example, you can choose a Thai chicken curry, a Spanish paella, or an Italian pasta dish. They also have some very tasty vegetarian dishes.

**B** So why is the restaurant called The Health Kitchen? Well, first, all the food is 100 percent organic and is 'zero kilometre'. This means that all ingredients come from the local area. Second, they tell you the number of calories in each dish. The staff are really friendly and helpful – they know a lot about the chef's food, so they can recommend the best dishes for you to try. In my opinion, it's a fantastic restaurant. It's my birthday next month, so maybe I can celebrate it with my family at The Health Kitchen! It's opposite the station.

*By Lama*

9 Read Part B of the text and complete.

1 The Health Kitchen uses food products from \_\_\_\_\_.

2 When you choose a dish, you know \_\_\_\_\_ calories it has.

3 \_\_\_\_\_ can give you advice about the dishes.

4 Lama wants to go there next month because it's \_\_\_\_\_.

SPEAKING

10 In pairs, discuss the question.

What's your favourite dish?

WRITING

11 Write a restaurant review. Use the Writing box on page 34 of the Student's Book to help you.

## LESSON 1B VOCABULARY AND GRAMMAR

## Present Continuous

## 1 ★ Put the words in order to make sentences.

- 1 in / students / the / are / classroom / the / sitting

The students are sitting in the classroom.

- 2 to / talking / are / who / you / ?

- 3 for / friends / waiting / my / I'm

- 4 are / the / book / at / reading / moment / you / what / ?

- 5 the / teacher / staffroom / in / resting / our / is

- 6 are / year / you / subjects / this / studying / what / ?

## 2 ★ Read the questions and write short answers.

- 1 Are you working?

✓ Yes, I am.

- 2 Is your mum shopping?

X \_\_\_\_\_

- 3 Is your dad sleeping?

✓ \_\_\_\_\_

- 4 Is your sister watching TV?

✓ \_\_\_\_\_

- 5 Are your friends playing football?

X \_\_\_\_\_

## 3 ★★ Use the prompts to complete the mini-conversations in the Present Continuous.

Muna Rola is sleeping.

Rola I / not / sleep. I / chat / with my friends

I'm not sleeping. I'm chatting with my friends.

Ziad Osama and Salem are watching TV.

Osama and Salem We / not / watch TV. We / play a board game

2 \_\_\_\_\_

Abbas All the students are wearing jackets today.

Jamal No / not. Raed / wear / a jumper

3 \_\_\_\_\_

Nada Mum's reading a book.

Mum I / not / read a book. I / write / an email

4 \_\_\_\_\_

Jaber Why are you using your phone?

Me I / not / use my phone. I / wait / for a phone call

5 \_\_\_\_\_

4 ★★ Use the prompts to write questions in the Present Continuous.

- 1 What / you / write?  
What are you writing?
- 2 Where / Fatima and Maha / go?  
\_\_\_\_\_
- 3 What / your parents / watch?  
\_\_\_\_\_
- 4 What sport / the students / play?  
\_\_\_\_\_
- 5 Who / learn / English at the moment?  
\_\_\_\_\_

5 ★★ Complete the text with the correct Present Continuous forms of the verbs in brackets.

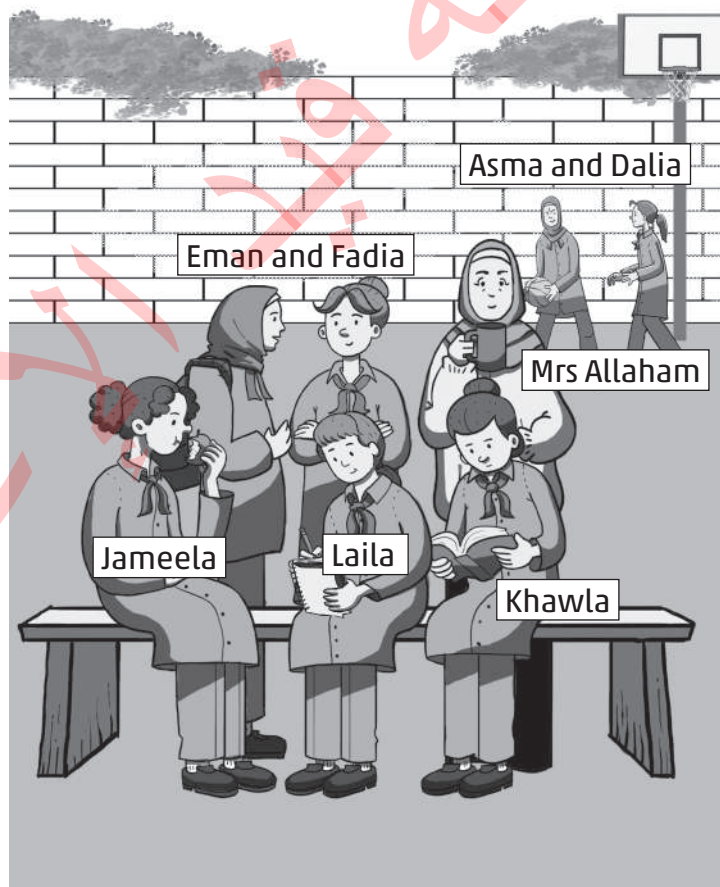
Welcome to this live video feed from our school. It's lunchtime. Here's the library. You can see some students. They <sup>1</sup> are reading (read). They <sup>2</sup> \_\_\_\_\_ (not talk). You can't talk in the library. I can see a teacher. Oh, dear. She <sup>3</sup> \_\_\_\_\_ (ask) me to leave the library.

Outside, it <sup>4</sup> \_\_\_\_\_ (rain), but some students <sup>5</sup> \_\_\_\_\_ (run) in the playing fields. They run every day. I don't want to go and film them because I don't want my phone to get wet. We can go to the canteen. Some students <sup>6</sup> \_\_\_\_\_ (have) lunch.

This is Mrs Alsha'er. 'Hello, Mrs Alsha'er. I <sup>7</sup> \_\_\_\_\_ (make) a film about our school. Do you want to say something?' No, she can't. She <sup>8</sup> \_\_\_\_\_ (go) away. I think she <sup>9</sup> \_\_\_\_\_ (get) ready for this afternoon's lessons. And now the bell <sup>10</sup> \_\_\_\_\_ (ring). It's time to finish. Thanks for watching.

6 ★★★ Write sentences about the picture using the Present Continuous.

- 1 Mrs Allaham is drinking coffee.
- 2 Laila \_\_\_\_\_.
- 3 Asma and Dalia \_\_\_\_\_.
- 4 Khawla \_\_\_\_\_.
- 5 Eman and Fadia \_\_\_\_\_.
- 6 Jameela \_\_\_\_\_.



7 Write a few sentences about what you and your friends or members of your family are doing at the moment.

LESSON 2B **VOCABULARY** | School subjects and classroom objects

1 ★ Complete the school subjects with one letter in each gap.

- 1 *Biology*
- 2 P \_\_\_\_\_ s \_\_\_\_\_ l  
E \_\_\_\_\_ c \_\_\_\_\_ n
- 3 H \_\_\_\_\_ t \_\_\_\_\_ y
- 4 C \_\_\_\_\_ i \_\_\_\_\_ y
- 5 F \_\_\_\_\_ g \_\_\_\_\_  
L \_\_\_\_\_ g \_\_\_\_\_ g \_\_\_\_\_
- 6 P \_\_\_\_\_ s \_\_\_\_\_ c \_\_\_\_\_
- 7 D \_\_\_\_\_ g \_\_\_\_\_ l  
S \_\_\_\_\_ s
- 8 M \_\_\_\_\_ s
- 9 A \_\_\_\_\_
- 10 D \_\_\_\_\_ a
- 11 G \_\_\_\_\_ g \_\_\_\_\_ y

2 ★★ Complete the questions with the words from the box. There are two extra words.

calculator dictionary folder  
headphones highlighter keys  
ruler backpack textbooks tissue

- 1 I need to clean my face. Have you got a tissue?
- 2 I can't work out  $24 \times 56$  in my head. Can I use your \_\_\_\_\_?
- 3 Your bag is full of important pieces of paper. Why don't you keep them tidy in a \_\_\_\_\_?
- 4 I don't know this word. Can I borrow your \_\_\_\_\_?
- 5 Don't leave your books on the table. Why don't you put them in your \_\_\_\_\_?
- 6 Those lines are not very straight. Why don't you use a \_\_\_\_\_?
- 7 I want you to do Exercise 3 on page 75. Please open your \_\_\_\_\_.
- 8 I want to remember these words. Can I borrow your yellow \_\_\_\_\_?

3 ★★ Complete the dialogue with the words from the box.

calculator dictionary Foreign  
headphones ~~key~~ Maths ruler

- Saeed** Oh, no!
- Talal** What's wrong?
- Saeed** I haven't got the <sup>1</sup>key for my locker.
- Talal** What's inside it?
- Saeed** My English-French <sup>2</sup>\_\_\_\_\_. I need it to translate these words for this afternoon. I'm terrible at <sup>3</sup>\_\_\_\_\_ Languages. And I need my highlighters.
- Talal** What do you need them for?
- Saeed** To highlight new words, so I can learn them. My <sup>4</sup>\_\_\_\_\_ is in there too.
- Talal** Is that important?
- Saeed** Yes. I like to draw lines under the name of the topic. And I haven't got a <sup>5</sup>\_\_\_\_\_.
- Talal** Use the one on your phone.
- Saeed** We can't use phones in <sup>6</sup>\_\_\_\_\_ lessons. What a terrible day!
- Talal** Don't worry! You can borrow my equipment. Relax. Oh, by the way. Can I have my <sup>7</sup>\_\_\_\_\_? I want to watch a revision video at lunchtime.
- Saeed** Sorry, Talal. They're in the locker too.

4 Write about the most important things you need to take to school. Explain why they are important and for which lessons.

## LESSON 3B GRAMMAR

### Present Simple and Present Continuous

#### 1 ★ Complete the sentences with the correct forms in bold.

- 1 I usually go to school by car. Today, I am going by bus. **GO / AM GOING**
- 2 In today's PE lesson, we \_\_\_\_\_, but we usually \_\_\_\_\_.  
**PLAY FOOTBALL / ARE RUNNING**
- 3 My sister \_\_\_\_\_ a book at the moment. It's surprising. She always \_\_\_\_\_ books. **READS / ISN'T READING**
- 4 My parents hardly ever \_\_\_\_\_ TV. They \_\_\_\_\_ TV today because there is some important news. **WATCH / ARE WATCHING**
- 5 My friends and I \_\_\_\_\_ about a film. We usually \_\_\_\_\_ about school or our plans, but the film is amazing! **TALK / ARE TALKING**

#### 2 ★ Match the questions with the answers.

- 1 ☐ Are you wearing jeans today?
  - 2 ☐ Is your sister eating breakfast at the moment?
  - 3 ☐ Does your brother read books?
  - 4 ☐ Do your parents work at the weekend?
  - 5 ☐ Is your brother reading a book now?
  - 6 ☐ Do you wear a uniform to school?
  - 7 ☐ Are your parents working at the moment?
  - 8 ☐ Does your sister always eat breakfast?
- a** Yes, he does.      **e** No, I don't.  
**b** Yes, they are.    **f** No, they don't.  
**c** Yes, I am.        **g** No, she isn't.  
**d** Yes, she does.    **h** No, he isn't.

#### 3 ★★ Complete the text with the correct words from the box.

are don't is buying is watching  
moment once shows usually

#### THE NATIONAL OLIVE FESTIVAL

<sup>1</sup> \_\_\_\_\_ a year, in autumn, it is the National Olive Festival in Amman. It's autumn now so I am visiting the festival with my parents and my friends Rana and Samia. At the <sup>2</sup> \_\_\_\_\_, my dad <sup>3</sup> \_\_\_\_\_ a demonstration of how they make olive oil. They <sup>4</sup> \_\_\_\_\_ use any olives for this, but only choose the best olives. Samia and I <sup>5</sup> \_\_\_\_\_ watching a demonstration of local cooking. The best chefs <sup>6</sup> \_\_\_\_\_ use olive oil to cook with, and it looks delicious! The festival also <sup>7</sup> \_\_\_\_\_ handicrafts from around the country. My mother <sup>8</sup> \_\_\_\_\_ something at a stall now!

#### 4 ★★★ Read the answers and write questions in the Present Simple or the Present Continuous.

- 1 Where does your teacher live?  
My teacher lives in Amman.
- 2 \_\_\_\_\_?  
My dad is sleeping at the moment.
- 3 \_\_\_\_\_?  
I usually go to bed at nine o'clock.
- 4 \_\_\_\_\_?  
My brother is wearing jeans and a T-shirt.
- 5 \_\_\_\_\_?  
Today, I am sitting next to Ali.
- 6 \_\_\_\_\_?  
I usually sit next to Sawsan, but she isn't here today.
- 7 \_\_\_\_\_?  
I play sports three times a week.
- 8 \_\_\_\_\_?  
I'm reading a book called *David Copperfield*.

#### 5 Imagine you are doing something unusual today. Write about your normal day and how today is different.

LESSON 5B    **VOCABULARY**

Pronunciation

**ACTIVE PRONUNCIATION | /i: / sound**

In English, /i:/ is a long vowel sound (e.g. *tree*).

We can spell /i:/ in different ways:

- ee (e.g. *see*)
- ea (e.g. *leave*)
- ey (e.g. *key*)



**1** **4.8** Listen to the /i:/ sound on its own and in different words and repeat.



**2** **4.9** Listen and write seven words which have the /i:/ sound.

- 1** see

**2** \_\_\_\_\_

**3** \_\_\_\_\_

**4** \_\_\_\_\_
- 5** \_\_\_\_\_

**6** \_\_\_\_\_

**7** \_\_\_\_\_

**3** Complete the table with the words from Exercise 2.

/i:/ sound spelled with ee	/i:/ sound spelled with ea
see	

**4** **4.10** All the words below have the /i:/ sound. Complete the words with the letters ea or ee. Listen and repeat.



- 1** meal

**2** b\_\_\_\_f

**3** dr\_\_\_\_m

**4** t\_\_\_\_nager
- 5** agr\_\_\_\_

**6** cl\_\_\_\_n

**7** ch\_\_\_\_se

**8** r\_\_\_\_d

**5** **4.11** Complete the sentences with one word in each gap. Each word has the /i:/ sound. Listen and check.



- 1** I play football for the school team.

**2** Put the ice \_\_\_\_\_ in the freezer to keep it cold.

**3** Do you prefer swimming in a pool or in the \_\_\_\_\_?

**4** How much sugar is in this tea? It's really \_\_\_\_\_.

**5** I'm really tired. I need to \_\_\_\_\_.



1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use the Present Continuous to talk about things happening now or temporary situations.	Student's Book pp. 36–37	
2	I can talk about school, school subjects and classroom objects.	Student's Book p. 38	
3	I can use the Present Simple and the Present Continuous to talk about regular actions and activities happening now/ temporary situations.	Student's Book p. 39	
4	I can identify specific information in an article and talk about school life.	Student's Book pp. 40–41	
5	I can identify key details in a podcast and talk about commuting.	Student's Book p. 42	
6	I can ask for and give or refuse permission.	Student's Book p. 43	
7	I can describe a typical day at my school.	Student's Book pp. 44–45	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

### 1 Match definitions 1–10 with the words in the box. There are two extra words.

- ☐ Art ☐ Biology ☐ canteen  
☐ Chemistry ☐ Drama ☐ Geography  
☐ gym ☐ hallway ☐ History  
☒ library ☐ Physics ☐ staffroom

- 1 You read books here.
- 2 You learn about the past in this subject.
- 3 You eat your school lunch here.
- 4 Teachers meet and prepare lessons here.
- 5 You act in plays in this lesson.
- 6 You do Physical Education (PE) here.
- 7 You draw pictures in this lesson.
- 8 You study plant and animal life in this lesson.
- 9 You learn about electricity and atoms in this lesson.
- 10 You learn about the world in this lesson.

### 2 Choose the correct words to complete the sentences.

- 1 Turn to page 21 in your **notebooks / textbooks**, please!
- 2 You need to use a **calculator / dictionary** to solve this Maths problem.
- 3 I haven't got any **headphones / highlighters** to mark the important parts in the book.
- 4 Class, please put your things away in your **folders / backpacks**. It's break time.

### 3 Complete the sentences with the Present Continuous forms of the verbs in brackets. Tick the sentences that talk about temporary situations.

- 1 ☐ Maher \_\_\_\_\_ (not use) his mobile phone, he \_\_\_\_\_ (do) his homework.
- 2 ☐ I \_\_\_\_\_ (not run) this week because I feel ill.
- 3 ☐ 'What \_\_\_\_\_ (you/read)?' 'It's a book about art.'
- 4 ☐ '\_\_\_\_\_ (they/have) lunch?' 'No, they \_\_\_\_\_ (not be). They \_\_\_\_\_ (eat) chocolate!'

### 4 Complete the text with the Present Simple or Present Continuous forms of the verbs in brackets.

## INDEPENDENCE DAY

Across Jordan today, students <sup>1</sup>are not studying (not study) in their classrooms, they <sup>2</sup>\_\_\_\_\_ (take) part in celebrations for Independence Day. This year it's on Sunday 25<sup>th</sup> May. On Sunday mornings, Salwa in Amman usually <sup>3</sup>\_\_\_\_\_ (study) Physics in the Science Room, but today she <sup>4</sup>\_\_\_\_\_ (enjoy) the colourful decorations in the streets. Her younger sister Nadia usually <sup>5</sup>\_\_\_\_\_ (go) to primary school, but this morning, her aunt <sup>6</sup>\_\_\_\_\_ (paint) her face the colour of Jordan's flag! Salwa's dad <sup>7</sup>\_\_\_\_\_ (be) usually at work, but today he is with Salwa's mum at the shops. They <sup>8</sup>\_\_\_\_\_ (look) for special offers. Salwa's grandma always <sup>9</sup>\_\_\_\_\_ (cook) delicious food for the family, but for Independence Day, she <sup>10</sup>\_\_\_\_\_ (prepare) mansaf, the national dish. And all the family <sup>11</sup>\_\_\_\_\_ (wait) for the amazing Independence Day fireworks in the evening. What about you? Tell us what you usually <sup>12</sup>\_\_\_\_\_ (do) on a Sunday, and what <sup>13</sup>\_\_\_\_\_ (happen) today!

## USE OF ENGLISH

### 5 Choose the correct words a–c to complete the texts.

**1** **SPORTS DAY** starts at 9 a.m. on the school \_\_\_ fields. Don't be late!

**a** drama    **b** playing    **c** game

**2** This year all students studying \_\_\_ Languages can take part in our school exchange project.

**a** Foreign    **b** funny    **c** strange

**3** **PLEASE WEAR \_\_\_ AND NOT SHOES IN THE SCHOOL GYM AT ALL TIMES!**

**a** headphones    **c** trainers  
**b** tissues

**4** If you are interested in \_\_\_ a programming project this term, come to the computer room at 3 p.m.

**a** doing    **b** getting    **c** taking

**5** **Please don't climb over the school walls. It's against the rules and it's \_\_\_.**

**a** crowded    **c** expensive  
**b** dangerous

## LISTENING

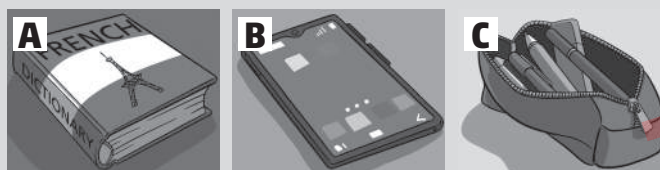


**6** **4.13** Read questions 1–3 and study the pictures. Then listen and choose the correct answer for each recording.

**1** How does Halima travel to school when the weather is bad?



**2** What does Nour borrow from Alia?



**3** Which homework is Kareem doing?



## SPEAKING

**7** In pairs, take turns to ask and answer the questions.

- 1** What time do you usually finish school?
- 2** What is your favourite subject?
- 3** Which subjects do you find difficult?
- 4** What are you learning in English at the moment?
- 5** Which books are you reading at the moment?

## WRITING

**8** Write an email to an English-speaking student about your typical school day in which you:

- introduce yourself (your name, your school, your age, your year)
- say what happens in the morning
- say what happens at lunchtime
- talk about the afternoon and after-school activities.

# 05

# Appearances

## LESSON 1B VOCABULARY AND GRAMMAR

### Past Simple: *to be* and *can*

#### 1 ★ Choose the correct forms to complete the sentences.

- 1 Yesterday **was / were** a really exciting day.
- 2 Where **was / were** you last night?
- 3 The students **was / were** noisy and the teacher **was / were** annoyed.
- 4 He **was / were** my dad's favourite author.
- 5 My parents learnt French when they **was / were** at university.
- 6 When we **was / were** in London, our apartment **was / were** in a nice street.

#### 2 ★ Match questions 1–6 with short answers a–f.

- 1 ☐ Was she in a famous film?
- 2 ☐ Could they paint when they were young?
- 3 ☐ Could your grandmother sew?
- 4 ☐ Were they on holiday in July?
- 5 ☐ Was I there when it happened?
- 6 ☐ Could he play baseball when he was young?

- a No, she couldn't.
- b Yes, he could.
- c Yes, you were.
- d Yes, she was.
- e No, they weren't.
- f Yes, they could.

#### 3 ★★ Complete the text with **was, were, wasn't, weren't, could or couldn't**.

When I was young, I <sup>1</sup> **couldn't** read well. It <sup>2</sup> \_\_\_\_\_ very difficult for me. At school, all the other children <sup>3</sup> \_\_\_\_\_ read well, but not me. My parents <sup>4</sup> \_\_\_\_\_ very worried. Then, one day, I watched a TV show about a boy like me. The writer had the same problems that I had. He <sup>5</sup> \_\_\_\_\_ read well at school, either. My parents bought me his first book. It <sup>6</sup> \_\_\_\_\_ easy to read, but I wanted to finish it and, in the end, I did. His books <sup>7</sup> \_\_\_\_\_ easy to find in our town, but I eventually got them all. My reading got better, and I still often read them these days.

### Past Simple: affirmative

#### 4 ★ Which verbs are regular and which are irregular? Find the odd one out in each group.

- 1 ask (do) live start
- 2 describe die have like
- 3 play wait talk win
- 4 be can come watch
- 5 get give go like
- 6 eat love speak teach

**5 ★★ Put the words in order to make sentences.**

- 1** year / studied / last / we / the Past Simple  
We studied the Past Simple last year.
- 2** 2022 / friends / in / my / visited / Egypt  
\_\_\_\_\_
- 3** week / we / exam / last / an / had  
\_\_\_\_\_
- 4** an / ago / watched / days / old / two / Ibrahim / film  
\_\_\_\_\_
- 5** in / job / September / got / new / mum / a / my  
\_\_\_\_\_

**6 ★★ Use the prompts to write sentences in the Past Simple.**

- 1** last Saturday: I / have / a birthday dinner
- 2** 2017: Mrs Alfarran / start / teaching
- 3** two weeks ago: my dad / get / new job
- 4** last month: his sister / win / an English competition
- 5** 2022: her cousin / get / married
- 6** three months ago: our class / go / on a school trip
- 7** ten years ago: I / not / can / speak French
- 8** 2024: their sister / be / born

- 1** I had a birthday dinner last Saturday.
- 2** \_\_\_\_\_
- 3** \_\_\_\_\_
- 4** \_\_\_\_\_
- 5** \_\_\_\_\_
- 6** \_\_\_\_\_
- 7** \_\_\_\_\_
- 8** \_\_\_\_\_

**7 ★★★ Complete the text with the correct Past Simple forms of the verbs from the box.**

be cook eat have help invite  
organise take talk work



My grandmother <sup>1</sup>was a teacher. She <sup>2</sup>\_\_\_\_\_ very hard and always <sup>3</sup>\_\_\_\_\_ her students. When I was eight years old, she <sup>4</sup>\_\_\_\_\_ a reading event. She <sup>5</sup>\_\_\_\_\_ everyone in our community. Everyone <sup>6</sup>\_\_\_\_\_ their favourite book. My grandmother <sup>7</sup>\_\_\_\_\_ some delicious food. We <sup>8</sup>\_\_\_\_\_ the food and <sup>9</sup>\_\_\_\_\_ about our books. We <sup>10</sup>\_\_\_\_\_ a lot of fun!

**8 Write a few sentences about an inspiring person you know.**

LESSON 2B    **VOCABULARY** | Appearance, clothes

1 ★ Put the words from the box under the correct headings.

boots   cardigan   coat   hat   jeans  
shoes   skirt   top   tracksuit bottoms  
tracksuit top   trainers   trousers  
T-shirt

1 What you wear on your feet:  
boots

\_\_\_\_\_

2 What you wear on your legs:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3 What you wear on your body:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4 What you wear when it's cold outside:

\_\_\_\_\_  
\_\_\_\_\_

2 ★★ Write the names of clothes that match these definitions.

- 1 They are trousers. They are often blue. jeans
- 2 Women often wear this under a jacket. d\_\_\_\_\_
- 3 It's like a small coat. You wear it over a shirt or dress. j\_\_\_\_\_
- 4 Men usually wear one to work under a suit. s\_\_\_\_\_
- 5 You wear these on your feet under your shoes. s\_\_\_\_\_
- 6 It's longer than a jacket. You wear it when it's cold or rainy. c\_\_\_\_\_

3 ★★ Complete the dialogue with one word in each gap.

**Fadia** Tell me about your new teacher.

**Zeina** What about her?

**Fadia** Is she old?

**Zeina** She isn't old, and she isn't young. She's <sup>1</sup>middle-aged.

**Fadia** Is she tall?

**Zeina** No, she's quite <sup>2</sup>s\_\_\_\_.

**Fadia** Is she well-built?

**Zeina** Not really. She is quite <sup>3</sup>s\_\_\_\_, not too thin and definitely not overweight. She's got a nice <sup>4</sup>s\_\_\_\_.

**Fadia** Oh, is that her?

**Zeina** No, that person has got long, dark, <sup>5</sup>w\_\_\_\_\_ hair. Our new teacher has got short <sup>6</sup>s\_\_\_\_\_ hair.

**Fadia** What colour are her eyes?

**Zeina** I think they are <sup>7</sup>g\_\_\_\_\_.

4 Describe someone in your family. Write about their appearance and the clothes they usually wear.



## LESSON 4B GRAMMAR

### Past Simple: negative and question forms

#### 1 ★ Read the questions and complete the short answers.

- Dalia** Did your parents take you to school yesterday?  
**Ghada** No, <sup>1</sup> they didn't.  
**Dalia** Did you go by bus?  
**Ghada** No, <sup>2</sup> \_\_\_\_\_. I walked.

- Jamal** Did Laith speak to Osama yesterday?  
**Kamal** Yes, <sup>3</sup> \_\_\_\_\_.  
**Jamal** Did Osama give him his book back?  
**Kamal** Yes, <sup>4</sup> \_\_\_\_\_.

- Mazen** Did I borrow a book from you last week?  
**Salah** Yes, <sup>5</sup> \_\_\_\_\_.  
**Mazen** Did I give it back to you yesterday?  
**Salah** No, <sup>6</sup> \_\_\_\_\_.

#### 2 ★ Choose the correct forms to complete the sentences.

- I didn't **see / saw** my friends last Saturday.
- Did you **go / went** out last night?
- We didn't **have / had** Physics today because our teacher was ill.
- I **get / got** a letter from my cousin yesterday.
- When did your parents **start / started** their business?
- Mum **make / made** some cakes yesterday. They were great!
- Where did you **buy / bought** your new jeans?

#### 3 ★★ Look at the information and correct the sentences.

##### Last weekend

Raed	visit grandparents
Zeinab	play tennis
Faten	do homework
Nadia	meet friends
Hamed	read a book
Majeda	go shopping

##### Last weekend ...

- Raed went shopping.  
Raed didn't go shopping. He visited his grandparents.
- Zeinab visited her grandparents.  
 \_\_\_\_\_
- Faten read a book.  
 \_\_\_\_\_
- Nadia did her homework.  
 \_\_\_\_\_
- Hamed met his friends.  
 \_\_\_\_\_
- Majeda played tennis.  
 \_\_\_\_\_

#### 4 ★★★ Read the answers and complete the *Wh-* questions.

- Who did you meet in the town centre?  
 I met some friends from school.
- When \_\_\_\_\_?  
 I went to Amman yesterday.
- Where \_\_\_\_\_?  
 We travelled to Madaba by car.
- What time \_\_\_\_\_?  
 I went to bed at 11 p.m. last night.

#### 5 Write about things you did and didn't do last night/weekend/week.

LESSON 5B VOCABULARY

Pronunciation

**ACTIVE PRONUNCIATION |**  
**/s/ and /ʃ/ sounds**  
We usually use the letter *s* in words with the sound /s/ (e.g. *size*) and the letters *sh* in words with the sound /ʃ/ (e.g. *shoe*).  
Sometimes the spelling is different (e.g. /s/ – *face*, *centre*; /ʃ/ – *education*, *machine*, *sure*).

1 **5.8** Look at the groups of words. Circle the /s/ sounds in red and the /ʃ/ sounds in green. Listen and repeat.



- 1 guest      fashion      interest
- 2 first      history      shoe
- 3 soldier      horse      society
- 4 soon      symbol      short
- 5 started      show      century
- 6 stopped      less      awesome



2 **5.9** Listen to ten words and write them in the correct column.

/s/ sound spelled with s	/s/ sound spelled with c
fast	

3 **5.10** Listen to some words which contain the /ʃ/ sound and try to write them correctly.



- 1 tradition
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_

4 **5.11** When there are lots of /s/ and /ʃ/ sounds together they can be quite difficult to say. We call them tongue twisters in English. Listen and repeat this famous tongue twister.



She sells sea shells on the sea shore.

5 **5.12** Here are some more short tongue twisters. Listen and repeat them.



- 1 I'm washing the shy student's shirts.
- 2 This is the chef's speciality.
- 3 Let's go shopping for some sweet and spicy sauce.
- 4 Taste this fish dish. It's delicious.



1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use the Past Simple to talk about the past.	Student's Book pp. 48–49	
2	I can talk about people's appearance and clothes.	Student's Book p. 50	
3	I can shop for clothes.	Student's Book p. 51	
4	I can use the Past Simple to ask questions and give affirmative or negative answers.	Student's Book p. 52	
5	I can identify specific information in an interview and talk about clothes.	Student's Book p. 53	
6	I can understand the structure of a text and talk about family and lookalikes.	Student's Book pp. 54–55	
7	I can write an informal email.	Student's Book pp. 56–57	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words from the box. There is one extra word.

brave confident easy-going  
funny serious

- Not many TV comedians are *funny* these days. They just don't make you laugh!
- Imad was very \_\_\_\_\_ in school and studied hard, so he decided to become a teacher.
- \_\_\_\_\_ people are generally more relaxed and calm.
- As a child, Randa was very \_\_\_\_\_. She loved to meet new people and talked to everyone!

- 2 Look at the pictures and complete the descriptions with the words from the box.

bald beard brown dark jacket  
middle-aged shirt shoes slim  
straight top trousers (x2) young

Ziad



Ziad's a tall, <sup>1</sup>*young* man with short <sup>2</sup>\_\_\_\_\_ hair and a <sup>3</sup>\_\_\_\_\_.

Lama



Lama's a <sup>4</sup>\_\_\_\_\_ woman with <sup>5</sup>\_\_\_\_\_ eyes. She's wearing <sup>6</sup>\_\_\_\_\_ and a <sup>7</sup>\_\_\_\_\_.

Samar



Samar's a tall, <sup>8</sup>\_\_\_\_\_, young woman with long dark <sup>9</sup>\_\_\_\_\_ hair. She's wearing a black <sup>10</sup>\_\_\_\_\_ and <sup>11</sup>\_\_\_\_\_.

Nasser



Nasser is a <sup>12</sup>\_\_\_\_\_, well-built man with brown eyes. He's wearing a white <sup>13</sup>\_\_\_\_\_ and black <sup>14</sup>\_\_\_\_\_.

- 3 Complete the text with the correct form of *was/were* or *could*. Add *not* if necessary.

When we <sup>1</sup>*were* children, we <sup>2</sup>\_\_\_\_\_ do different activities after school. My brother and I <sup>3</sup>\_\_\_\_\_ good at the same things. My brother <sup>4</sup>\_\_\_\_\_ a great footballer, but I <sup>5</sup>\_\_\_\_\_ play sport. I <sup>6</sup>\_\_\_\_\_ really good at art. I <sup>7</sup>\_\_\_\_\_ paint in different styles.

- 4 Complete the sentences with the correct form of the verbs in brackets and complete the short answers. Which verbs are regular and which are irregular?

- My parents *studied* (study) History at university.
- Khalil's team \_\_\_\_\_ (not win) last Saturday.
- '\_\_\_\_\_ (you/see) Malak this afternoon?' 'No, I \_\_\_\_\_. She \_\_\_\_\_ (leave) school at lunchtime!'
- I \_\_\_\_\_ (go) shopping yesterday.

5 ' \_\_\_\_\_ (we/have) any English homework last week?' 'Yes, we \_\_\_\_\_.'

6 The Romans \_\_\_\_\_ (arrive) in Britain in 43 CE.

## USE OF ENGLISH

### 5 Complete the text with the missing words.

#### Inspiring figures

William Shakespeare <sup>1</sup>*was* a very important English writer. He <sup>2</sup> \_\_\_\_\_ at least 37 plays and many poems. He was probably <sup>3</sup> \_\_\_\_\_ in Stratford-upon-Avon <sup>4</sup> \_\_\_\_\_ April 1564, and died there over 400 years <sup>5</sup> \_\_\_\_\_. His parents <sup>6</sup> \_\_\_\_\_ a successful merchant and a farmer's daughter, so the family wasn't poor. William probably <sup>7</sup> \_\_\_\_\_ at King's New Grammar School. He got married at the age of 18 and <sup>8</sup> \_\_\_\_\_ three children. We don't know if he <sup>9</sup> \_\_\_\_\_ write well at school, but in around 1592 he started work as a professional playwright and poet in London. His plays are just as popular today as they <sup>10</sup> \_\_\_\_\_ in the past.

## READING

### 6 Read the article and decide if the sentences are true (T) or false (F).

- 1 When Steve Jobs was a child, personal computers were popular.
- 2 Steve Jobs worked in an office at the beginning of his career.
- 3 Steve met his wife at work.
- 4 He had lots of ideas.
- 5 He still works at Apple.

# Steve Jobs

Steve Jobs was born on 24 February 1955 in California, in the USA. When he was a child, he was interested in engineering. In the 1970s, personal computers weren't very popular. Steve believed that he could change that. With his friend from high school, he started a business called Apple. They worked at Steve's parents' house and designed the Apple computer. It was very successful.

In 1989, Steve taught a class at a university in California. One of the students in the class was Laurene Powell. Laurene and Steve married in 1991. Later, they had three children.

Steve had a very busy working life. He worked on many projects to improve and change technology. He created important products like the music library iTunes, music player iPod, the iPhone smartphone and the iPad.

In 2003, Steve became sick. He discovered that he had cancer, and he died in 2011. Steve Jobs was a very clever man, and his ideas changed the world.

## SPEAKING

### 7 In pairs, discuss the questions.

- 1 What's your best friend like? Describe his/her personality.
- 2 What does your mother look like? Describe her appearance.
- 3 What did you buy when you last went shopping for clothes?

## WRITING

### 8 You made a new friend last weekend. Write an email to your cousin and tell him/her about the person.

## PHRASAL VERBS

- eat in:** Why do people often eat in at home these days?
- eat out:** Why don't we eat out in this new restaurant tonight?
- find out:** To find out more about these courses, visit our website.
- get around:** How does she plan to get around Oxford?
- get back:** When you go out, do you ever get back after midnight?
- get up:** It's important to get up and move your body.
- give out:** At Beach Café, staff give out free coffee in the morning.
- give up:** Don't give up so easily. I'm sure you can do this exercise.
- help out:** Do you sometimes help your mum out at home?
- hold on:** Hold on a minute. I need to wash my hands first.
- put away:** You must put everything away at the end of the lesson.
- put down:** Put down your pens when you finish the exam.
- stay up:** I only stay up late at the weekend.
- try on:** Can I try these jeans on?
- turn off:** Turn off the notifications on your phone.
- wash up:** You can wash up the dishes or make food.

## PREPOSITIONS

### PREPOSITIONS IN PHRASES

#### AT

- at (eight) o'clock:** She usually eats dinner at eight o'clock.
- at lunchtime:** What kind of food can you have there at lunchtime?
- at night:** Don't revise late at night! You should go to bed early.
- at school:** At school, we also talk about important events or problems.
- at the moment:** Are you learning anything new at the moment?
- at weekends:** We go to the park at weekends.
- BY**
- by bus/car/plane/train:** Do you get to school by car or by bus?

#### FOR

**for breakfast:** What do you usually have for breakfast?

**for rent:** Is there a flat or house for rent?

#### FROM

**from Monday to Sunday:** You can visit the library from Monday to Sunday.

#### IN

**in August/May/etc.:** Malak usually goes on holiday in August.

**in your free time:** In my free time, I like playing computer games.

**in your opinion:** In my opinion, there are four key stages in a project.

**in the middle of:** It's on a river in the middle of a jungle!

**in the mountains:** These students are from a tiny village in the mountains.

**in the past:** In History, we study important events in the past.

**in the photo:** There's a beautiful blue background in this photo.

#### ON

**on foot:** My dad gets to work on foot.

**on Friday/Monday/etc.:** The weekend starts on Saturday in Europe.

**on holiday:** I'm not going shopping when I'm on holiday in New York!

**on the bus/train/plane/etc.:** I sometimes read a newspaper on the bus.

**on the internet:** There's a lot of useful information on the internet.

**on the menu:** There are many different types of dessert on the menu.

**on Wednesday afternoon:** I'm going shopping on Wednesday afternoon.

**on weekdays:** Faisal goes to bed at ten o'clock on weekdays.

### PREPOSITIONS AFTER NOUNS

**advice for:** Do you have any advice for young directors?

**advice on:** In pairs, ask for and give advice on which sports you should do.

**argument with:** I feel stressed when I have an argument with my friend.

**campaign against:** They started a campaign against plastic bags.

**congratulations on:** Congratulations on winning the race!

**conversation about:** We often have a conversation about the weather.

**experience with:** What was Dalia's first experience with painting?

**expert in:** Today our guest is Claire Price, an expert in the history of clothes.

**expert on:** He's a radio interviewer and an expert on photography.

**grade in:** I got good grades in all my subjects at school this year.

**guide to:** Here is a brief guide to the country's number 1 arts festival.

**ideas on:** Could you share your ideas on how to revise before exams?

**lesson about:** I enjoyed our school lesson about world leaders.

**opinion about:** What's your opinion about this school?

**present for:** How often do you buy presents for your friends?

**presentation about:** What was your History presentation about?

**project on:** The whole school is doing a project on nature this term.

**qualification in:** They also get a qualification in designing computer games.

**time for:** It's time for bed. It's already 10 p.m.

**work on:** It's important to plan your work on the project together.

## PREPOSITIONS AFTER ADJECTIVES

**afraid of:** My mum's afraid of nothing. She is very brave.

**allergic to:** I'm allergic to nuts.

**different from:** Dalia's taste in clothes is very different from her sister's.

**good at:** My favourite club is Spanish but I'm not very good at it.

**good for:** Eating too many cakes isn't good for you.

**happy for:** What a wonderful opportunity! I'm so happy for you.

**stressed about:** I'm stressed about my exams.

**terrible at:** No, sorry – I'm terrible at Maths!

**worried about:** I'm really worried about the Maths exam tomorrow.

## PREPOSITIONS AFTER VERBS

**agree with:** My sister agrees with me: knafeh is the best dessert!

**arrive at:** It's 7.45 a.m. and some students are arriving at school.

**ask for:** Ask your teacher for help.

**believe in:** I don't believe in myself. I'm not confident.

**choose from:** There are 30 vegetarian dishes – too many to choose from!

**concentrate on:** You should concentrate on your work better.

**decide on:** Talk to your friend and decide on the best place to go.

**depend on:** My results depend on how many kilometres I cycle every day.

**divide by:** When you divide one hundred by four, you get twenty-five.

**dream about:** I look at the pictures and dream about the homes.

**dream of:** I'm actually dreaming of taking part in a triathlon.

**feel about:** How did Faisal feel about art classes at school?

**focus on:** Your homework should focus on verbs.

**get to:** How do you usually get to school?

**listen to:** They always listen to their teacher.

**look at:** I love eating food and I also love looking at it.

**pay for:** At JBJ, you never pay for a meal.

**revise for:** I find revising for exams really stressful.

**share with:** Don't share your passwords with anyone.

**speak to:** Why should Eman speak to Salwa?

**spend on:** He spends a lot of money on flights every year.

**stay with:** I'm studying English in Oxford and staying with a host family.

**take care of:** Take care of yourself: try to get eight hours' sleep every night.

**talk about:** At school, we also talk about important events or problems.

**travel to:** How do you travel to school?

**write about:** A reviewer visits restaurants, tries the food and writes about it.

# TIMES AND DATES

## DAYS OF THE WEEK

Sunday  
Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday

## MONTHS

January	July
February	August
March	September
April	October
May	November
June	December

## CARDINAL NUMBERS

1 - one	18 - eighteen
2 - two	19 - nineteen
3 - three	20 - twenty
4 - four	21 - twenty-one
5 - five	22 - twenty-two
6 - six	23 - twenty-three
7 - seven	30 - thirty
8 - eight	40 - forty
9 - nine	50 - fifty
10 - ten	60 - sixty
11 - eleven	70 - seventy
12 - twelve	80 - eighty
13 - thirteen	90 - ninety
14 - fourteen	100 - one hundred
15 - fifteen	101 - one hundred and
16 - sixteen	one
17 - seventeen	

## ORDINAL NUMBERS

1st - first	11th - eleventh
2nd - second	12th - twelfth
3rd - third	13th - thirteenth
4th - fourth	14th - fourteenth
5th - fifth	15th - fifteenth
6th - sixth	16th - sixteenth
7th - seventh	17th - seventeenth
8th - eighth	18th - eighteenth
9th - ninth	19th - nineteenth
10th - tenth	20th - twentieth

21st - twenty-first	70th - seventieth
22nd - twenty-second	80th - eightieth
23rd - twenty-third	90th - ninetieth
30th - thirtieth	100th - hundredth
40th - fortieth	101st - hundred and
50th - fiftieth	first
60th - sixtieth	

## SAYING DATES

**31/3/1992:** The thirty-first of March, nineteen ninety-two.  
**12/11/2020:** The twelfth of November, twenty twenty.  
**5/2/2004:** The fifth of February, two thousand and four.  
**9/6/1778:** The ninth of June, seventeen seventy-eight.  
**24<sup>th</sup> July:** The twenty-fourth of July.  
**13<sup>th</sup> July:** The thirteenth of July.  
**22<sup>nd</sup> April:** The twenty-second of April.

## TELLING THE TIME

**6.00:** It's six o'clock.  
**3.15:** It's quarter past three.  
**2.30:** It's half past two.  
**3.45:** It's quarter to four.  
**12.50:** It's ten to one.  
**24.00:** It's midnight.

WORD BUILDING

PREFIXES THAT GIVE AN OPPOSITE MEANING

Prefix	Examples
un-	uncomfortable, unusual
im-	impossible, impatient
dis-	disagree, discover

SUFFIXES

Noun suffixes

Suffix	Examples
-er	photographer, reviewer
-or	actor, sculptor
-ist	scientist, tourist
-ian	musician, dietitian
-ment	equipment, announcement
-ion	pollution, suggestion
-ness	fitness, illness

Adjective suffixes

Suffix	Examples
-y	windy, snowy
-ous	dangerous, famous
-ed	amazed, excited
-ing	exciting, disappointing

Adverb suffixes

Suffix	Examples
-ly	loudly, easily

Verb suffixes

Suffix	Examples
-ate	create, nominate
-ise	advise, summarise
-ify	justify, modify

PRONUNCIATION TABLE

Consonants

p	perfect, helpful, happen
b	bossy, hobby, job
t	tennis, actor, attend
d	degree, middle, word
k	kitten, school, ask, coach
g	get, luggage, ghost
tʃ	check, match, future
dʒ	bridge, page, soldier
f	false, difficult, laugh, physical
v	verb, nervous, move
θ	third, author, bath
ð	this, father, with
s	saw, notice, sister
z	zone, amazing, choose, quiz
ʃ	ship, sure, station, ocean
ʒ	pleasure, occasion
h	had, whole, chocoholic
m	melon, common, sum
n	neat, know, channel, sun
ŋ	cooking, long, thanks, sung
l	lifestyle, magically, kettle
r	respect, correct, arrival
j	year, use, beautiful
w	window, one, where

Vowels

ɪ	gift, invite
e	gentle, bed
æ	bad, matchbox, plan
ɒ	lot, optimistic, wash
ʌ	love, but, luck
ʊ	foot, good, put
iː	reading, three, magazine
eɪ	race, pay, break
aɪ	twice, bright, try
ɔɪ	enjoy, disappointed
uː	two, blue, school
əʊ	boat, below, no
aʊ	shout, now
ɪə	year, here, serious
eə	chair, various, square
ɑː	mark, father
ɔː	bought, draw, author
ʊə	tourist, flower
ɜː	hurt, third
i	happy, pronunciation, serious
ə	apprentice, actor
u	situation, visual, influence

# REVISION ANSWER KEY

## Unit 1

### Exercise 1

- 1 sport
- 2 home, out with friends
- 3 homework, housework
- 4 bed, school
- 5 a shower, dinner
- 6 films, TV

### Exercise 2

- 2 look up
- 3 agree with
- 4 stay in
- 5 dream about
- 6 put on

### Exercise 3

- 2 watch
- 3 do you like
- 4 love
- 5 doesn't like
- 6 does your brother do
- 7 listens
- 8 reads
- 9 doesn't enjoy

### Exercise 4

- 2 c 3 e 4 b 5 f 6 d

### Exercise 5

Students' own answers

### Exercise 6

- 1 c 2 a 3 b 4 c 5 a

### Exercise 7

- 1 c 2 b

### Exercise 8

Students' own answers

### Exercise 9

Students' own answers

## Unit 2

### Exercise 1

- 2 kitchen
- 3 living room
- 4 bathroom
- 5 office
- 6 garage

### Exercise 2

- 2 bath 3 wardrobe 4 rug
- 5 mirror 6 microwave 7 sofa
- 8 cooker

### Exercise 3

- 2 Opposite 3 next to 4 between
- 5 on 6 under

### Exercise 4

- 2 any
- 3 There are
- 4 there is / there's
- 5 There isn't
- 6 there is / there's 7 some
- 8 there is / there's 9 any
- 10 some

### Exercise 5

- 2 can keep 3 can do 4 can't
- 5 Can you iron 6 can 7 can't
- cook 8 can't 9 Can you cook
- 10 can make

### Exercise 6

- 1 traditional 2 door 3 some
- 4 next 5 in 6 area 7 suggestions

### Exercise 7

- 2 six months
- 3 dishwasher
- 4 living room
- 5 big table
- 6 small

### Exercise 8

Students' own answers

### Exercise 9

Students' own answers

## Unit 3

### Exercise 1

Countable: drinks, potatoes, sardines, tomatoes  
Uncountable: butter, cheese, chicken, ice cream, juice, lettuce, meat, spinach, tea, tuna, yoghurt

### Exercise 2

- 2 e 3 d 4 a 5 c

### Exercise 3

Restaurant jobs: chef, waiter  
Shop jobs: baker, butcher  
Media jobs: food photographer, restaurant reviewer

### Exercise 4

- b spoon c glass d knife
- e plate f fork g cup

### Exercise 5

- 2 no 3 any 4 some, no
- 5 a, some 6 any

### Exercise 6

- 2 Not much 3 How many
- 4 a few 5 not many 6 a little
- 7 too much 8 too many

### Exercise 7

- 2 chicken 3 find 4 away
- 5 chef 6 lunch 7 order

### Exercise 8

- 1 It is opposite the station.
- 2 It is always very busy.
- 3 sandwiches, soup and salads
- 4 Thai chicken curry, Spanish paella, Italian pasta, vegetarian dishes

### Exercise 9

- 1 the local area
- 2 the number of
- 3 The staff
- 4 her birthday

### Exercise 10

Students' own answers

### Exercise 11

Students' own answers

## Unit 4

### Exercise 1

2 History 3 canteen  
4 staffroom 5 Drama 6 gym  
7 Art 8 Biology 9 Physics  
10 Geography

### Exercise 2

1 textbooks  
2 calculator  
3 highlighters  
4 backpacks

### Exercise 3

1 isn't using, is doing ✓  
2 'm (am) not running ✓  
3 are you reading  
4 Are they having, aren't (are not), 're (are) eating ✓

### Exercise 4

2 are taking  
3 studies  
4 is enjoying  
5 goes  
6 is painting  
7 is  
8 are looking  
9 cooks  
10 is preparing  
11 are waiting  
12 do  
13 is happening

### Exercise 5

1 b 2 a 3 c 4 a 5 b

### Exercise 6

1 A 2 B 3 A

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

## Unit 5

### Exercise 1

2 serious  
3 Easy-going  
4 confident

### Exercise 2

2 dark 3 beard 4 middle-aged  
5 brown 6 trousers 7 top  
8 slim 9 straight 10 jacket  
11 trousers 12 bald 13 shirt  
14 shoes

### Exercise 3

2 could 3 weren't 4 was  
5 couldn't 6 was 7 could

### Exercise 4

2 didn't win  
3 Did you see, didn't, left  
4 went

5 Did we have, did

6 arrived

All the verbs are irregular  
except for *arrive*, which is  
regular.

### Exercise 5

2 wrote 3 born 4 in 5 ago  
6 were 7 studied 8 had 9 could  
10 were

### Exercise 6

1 F 2 F (he taught at university)  
3 F (at university) 4 T 5 F (he  
died in 2011)

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

نسخة قياسية  
الأعداد والتجديد