

# Jordan High Note

Grade 8  
Semester 1

## Student's Book

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# Jordan High Note

## Grade 8 Semester 1

Student's Book

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# 01

## The things we do

**VOCABULARY** Daily routines, free-time activities and frequency expressions

**GRAMMAR** Present Simple: affirmative and negative, adverbs of frequency and Present Simple: questions

**LISTENING** A personal podcast, talking about what you like to do

**SPEAKING** Talking about likes and dislikes


**READING** Stereotypes, understanding the main idea

**WRITING** A personal profile

**VIEWING AND PRESENTING** Deciding on a present




## Different routines

**A**  **Lan-Fen** In China, we do exercise before school starts.

**Alia** Wow! Are all those people students at your school?


**Lan-Fen** Yes. We've got 5,000.

**Alia** That's amazing! Our school's got 600 students.


**B**  **Yuna** I get up at 6 a.m. I'm at school until 5 p.m. and then I have extra lessons. I get home at 9 p.m. This isn't unusual in Japan.

**Maha** 😲 That's a LONG day!

**Yuna** I know. And then I do my homework!

**C**  **Luis** We have dinner at 9.30 in the evening. It isn't unusual in Spain.

**Rakan** That's really late! We eat at about 7 p.m. in Jordan. Or maybe 8 p.m. at weekends. I go to bed at 10!

**D**  **Aiden** In the US, students don't go to school on Saturdays and Sundays. Our weekends are free for relaxing, hobbies and free-time activities. My favourite's playing chess with my dad.

**Sami** That's nice. Are your weekends homework-free, too?

**Aiden** Well, we don't get much homework on Fridays. So I get to play more chess!



LESSON 1A VOCABULARY AND GRAMMAR

Present Simple: affirmative and negative


- 1 Look at the photos and read posts A–D on page 4. Decide which post is about:  
1 ☒ free time?  
2 ☐ a meal?  
3 ☐ a morning activity?  
4 ☐ a typical school day?
- 2 Match sentences 1–2 with rules a–b.  
1 ☐ In the US, students don't go to school on Saturdays and Sundays.  
2 ☐ We have dinner at 9.30 p.m.  
a We use the Present Simple to talk about a regular activity.  
b We use the Present Simple to talk about a fact.
- 3 Study the Grammar box and find more examples of the Present Simple in the text.

Present Simple: affirmative and negative

	I • You • We • They	He • She • It
+	I <b>go out</b> with my friends on Saturdays. We <b>get up</b> at 10 a.m. at weekends.	My cousin <b>lives</b> in the UK. My mum <b>goes</b> to work at 7.30 a.m.
–	They <b>don't have</b> lessons on Sundays.	He <b>doesn't go</b> to my school.

Spelling rules for he/she/it:  
Most verbs: **live** → **lives**, **play** → **plays**  
Verb ends in -o, -ch, -sh, -s, -x: **watch** → **watches**  
Verb ends in a consonant + y: **study** → **studies**

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- 4 Read the posts again and choose the correct words.  
1 Lan-Fen **goes / doesn't go** to a very big school.  
2 Yuna **starts / doesn't start** school at 6 a.m.  
3 Rakan **has / doesn't have** dinner at about 7 p.m.  
4 Aiden **plays / doesn't play** chess at the weekend.
- 5 **SPEAKING** In pairs, talk about how your life is different from the people's in the posts.
- 6 Complete the phrases with these words. Which activities are in the photos on page 4?  
do get go ~~go to~~ have  
1 **go to** school/work/bed  
2 \_\_\_\_\_ exercise/homework/housework  
3 \_\_\_\_\_ a shower/lessons/breakfast/lunch/dinner  
4 \_\_\_\_\_ home/out with friends/shopping  
5 \_\_\_\_\_ home/dressed/up
- 7  **1.2 PRONUNCIATION** Put the verbs from the box in the correct column. Listen and check your answers.



eats goes likes lives studies watches

/s/	/z/	/ɪz/
starts	plays	teaches

- 8 **SPEAKING** In pairs, talk about what you do on Saturdays. Then tell the class.

Now go to Workbook page 4 for the next lesson.

LESSON 2A VOCABULARY | Free-time activities and frequency expressions

1 Match verbs 1–12 with activities a–d. Which of the activities can you see in the photos?

- 1 ☒ hang out

2 ☐ go

3 ☐ go to

4 ☐ play

5 ☐ play

6 ☐ listen

7 ☐ read

8 ☐ go

9 ☐ play

10 ☐ go

11 ☐ write

12 ☐ watch
- a shopping

b computer games

c with friends

d a friend's house

a to music

b books

c to the library

d games on your mobile phone

a sport

b a blog

c to the park

d TV or films



2 1.3 Listen to seven people and check your answers to Exercise 1.

3 Look at Fawzi's diary on the right. Complete the sentences.

- 1 He has a tennis lesson on Sunday and Tuesday evenings.
- 2 He \_\_\_\_\_ on Mondays, Thursdays and Saturdays.
- 3 He \_\_\_\_\_ on Friday afternoons.
- 4 He \_\_\_\_\_ on Sundays, Mondays, Tuesdays, Wednesdays and Thursdays.
- 5 He \_\_\_\_\_ on Saturday evenings.
- 6 He \_\_\_\_\_ on Wednesday.

Sunday	4 p.m. 6 p.m.	homework tennis lesson
Monday	4 p.m. 5.30 p.m.	homework football
Tuesday	4 p.m. 6 p.m.	homework tennis lesson
Wednesday	4 p.m. 6 p.m.	homework art club
Thursday	4 p.m. 5.30 p.m.	homework football
Friday	9 a.m. 4 p.m.	make breakfast go to the park
Saturday	9.30 a.m. 6 p.m.	football watch a film

4 Rewrite the sentences in Exercise 3 with the expressions from the box.

once a week   twice a week  
three times a week   five times a week

5 **SPEAKING** Use a word or phrase from each column to talk about how often you do these activities.

have English lessons	once	a day
make dinner for my parents	twice	a week
do exercise	three / four	a month
go to a restaurant	times	a year

Now go to Workbook page 6 for the next lesson.

Grammar Reference > page 67

# LESSON 3A    GRAMMAR

## Adverbs of frequency

- 1 Read *Signs you are an excessive phone user*. Which sentences are true for you?

### SIGNS YOU ARE AN EXCESSIVE PHONE USER

- 1 You **always** check your phone before you get up.
- 2 Your phone battery **usually** dies before you get home.
- 3 You **often** check your phone for new messages.
- 4 You are **never** without your phone.

- 2 Study the Grammar box and put the adverbs in the correct place.

- 1 Your phone is with you. (always)
- 2 You check your phone when you wake up. (usually)

## Adverbs of frequency

We often use adverbs of frequency with the Present Simple:

*never* (0%) < *hardly ever* < *sometimes* < *often* < *usually* < *always* (100%)

We put **adverbs of frequency**:

- before the main verb
- after the verb *be*

Grammar Reference > page 67

- 3 Choose the correct words to complete the sentences.

- 1 I **hardly ever watch / watch hardly ever** football on TV.
- 2 I **hang out sometimes / sometimes hang out** with my cousins.
- 3 My phone **always is / is always** in my pocket.
- 4 I **often check / check often** my phone for messages.
- 5 I **usually go / go usually** shopping on Thursdays.

## Present Simple: questions

- 4 Study the Grammar box and complete the rules.

- 1 We use **do / does** to form Present Simple questions with *he/she/it*.
- 2 We use **do / does** to form questions with *I/you/we/they*.
- 3 In questions with *does*, the main verb **has / doesn't have** an -s ending.

## Present Simple: questions

	I • You • We • They	He • She • It
?	<b>Do</b> you <b>go out</b> on Saturdays? Yes, I <b>do</b> ./No, I <b>don't</b> .	<b>Does</b> he <b>work</b> at weekends? Yes, he <b>does</b> ./No, he <b>doesn't</b> .
Wh-?	What time <b>do</b> you <b>get up</b> on Sundays?	How <b>does</b> your dad <b>go</b> to work?

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- 5 Put the words in the correct order to make questions. Then in pairs, ask and answer the questions.

- 1 games / Does / on / your / her / sister / phone? / play  
*Does your sister play games on her phone?*

- 2 does / often / How / sport? / play / dad / your

- 3 write / you / a / blog? / Do

- 4 shopping? / often / do / you / go / How

- 5 friends? / with / you / hang / out / do / your / Where

- 6 text / you? / often / best friend / How / your / does

- 6 **SPEAKING** In pairs, ask and answer the questions.

- 1 Do you ever switch your phone off?
- 2 How often do you take photos on your phone?

Now go to Workbook page 7 for the next lesson.

☐ I can ask and answer questions about everyday life and use adverbs of frequency.

# LESSON 4A    READING AND VOCABULARY

- 1

**SPEAKING** A stereotype is an idea that most people have about a type of person. Read the stereotypes about teenagers. Do you agree or disagree?  
**a** 'They don't think about the future.'  
**b** 'They aren't interested in the real world.'  
**c** 'They don't do any exercise.'  
**d** 'They're only interested in playing computer games.'
- 2

Study Active Reading. Read the text and match quotes a–d from Exercise 1 with comments 1–4.

ACTIVE READING |  
Understanding the main idea

- Read the text quickly.
- Don't worry about new words.
- Find important words or phrases in each paragraph.

## STEREOTYPES! ARE THEY TRUE?



1.4

1 **EMAN**

My dad often says this about me. It's true that I hardly ever read newspapers. But I read the news online every day. And it isn't all stuff about my favourite actors! At school, we also talk about important events or problems. And we often **look up** more information about them online.

2 **OSAMA**

Do people really think this is true? It's a really old and boring stereotype. I love doing all kinds of things: from playing football to reading books about history. My brother is only 13 and he's the same. When my parents **put on** the TV we usually want to watch the same things.

3 **HAMED**

The problem is, they think I am not serious enough about my future job. I think I have lots of interesting ideas about my future, but my friends and hobbies are more important right now. When I **get back** from school, I don't always want to be serious. We all need to relax sometimes!

4 **MARIAM**

This isn't true! I play sports at school twice a week. I get up at eight on Saturdays and I play volleyball in a team. I usually cycle to school and when I go out, I hardly ever eat fast food. Of course, some teenagers **stay in** all the time and their only hobby is TV or computer games.



**3 Read comments 1–4 on page 8 again and choose the correct answers.**

- 1** Eman thinks that teenagers
  - a** prefer talking about news to reading news.
  - b** are only interested in the news.
  - c** care about the real world.
- 2** What do we know about Osama's taste in television programmes?
  - a** It's often similar to his parents'.
  - b** It's very different from his brother's.
  - c** It's mainly modern.
- 3** Hamed thinks that teenagers
  - a** often have jobs.
  - b** think more about their hobbies than getting a job.
  - c** relax too much.
- 4** Mariam says she
  - a** often eats unhealthy food.
  - b** loves computer games.
  - c** does a lot of sport.

**4 Match the highlighted phrasal verbs in the comments on page 8 with their meanings.**

- 1** to return to a place
- 2** to try to find information in a book or on a computer
- 3** to not leave your home
- 4** to play something, such as a song

**5 Complete the questions with the highlighted phrasal verbs in the comments on page 8. Then in pairs, ask and answer these questions.**

- 1** When you \_\_\_\_\_ from school, do you do your homework or relax first?
- 2** Do you ever \_\_\_\_\_ on Saturday night?
- 3** How often do you \_\_\_\_\_ a favourite song when you get up?
- 4** What kind of information do you often \_\_\_\_\_ on your phone?

**6 REFLECT | Society** Read the quotes. Which group of people are they about? Do you agree with the quotes? Discuss in groups.

“They never listen to young people.”

“They work all the time.”

“They often talk about their jobs.”

“They always watch TV in the evenings.”

**7 SPEAKING** In groups, think of other stereotypical views teenagers have of adults. Are they always true?



LESSON 5A    **SPEAKING**



1 **1.5** Fatima wants to buy a present for her brother, Faisal. Listen and write the three ideas you hear.

2 Study the Speaking box and tick the sentences that are in the dialogue.

**Fatima** What's that?  
**Mum** It's a new lamp for Faisal. It's his graduation. Have you got him a present?  
**Fatima** No, I haven't.  
**Mum** He enjoys playing computer games. What about a game?  
**Fatima** They're expensive! And anyway, I can't stand playing computer games.  
**Mum** OK, but this is a present for Faisal, not ...  
**Fatima** What kind of books does he like reading?  
**Mum** Fatima, I know you like reading, but remember, it's Faisal's ...  
**Fatima** Yes, sure.  
**Mum** I know, he loves going to sports events. What about two tickets to see a football match?  
**Fatima** Actually, that's a good idea. I quite like watching football.  
**Mum** Um, yes ... But Faisal has other friends, Fatima. Remember, it's his graduation.  
**Fatima** Yeah, but I don't like staying in. Thanks, Mum!

**SPEAKING | Talking about likes and dislikes**

**Asking about likes and dislikes**

- ☐ What's **your favourite** film?
- ☐ What kind of books does he **like reading**?
- ☐ Does he **enjoy reading** short stories?

**Like/enjoy/love**

- ☐ You **like reading** (a lot).
- ☐ He **enjoys playing** computer games.
- ☐ He **loves going** to sports events.

**Quite like/don't mind**

- ☐ I **quite like watching** football.
- ☐ I **don't mind staying in** on Saturdays.

**Don't like/can't stand/hate**

- ☐ I **don't like staying in** on Saturdays.
- ☐ I **can't stand playing** computer games.
- ☐ I **hate doing** exercise.

3 Complete the conversations with the correct forms of the verbs from the box.

do   go   hang out   play   watch (x2)

- 1 I quite like **going** to football matches.
  - 2 I like \_\_\_\_\_ with my friends.
  - 3 Does your dad like \_\_\_\_\_ exercise?
  - 4 What kind of computer games do you like \_\_\_\_\_?
  - 5 I love \_\_\_\_\_ videos on my phone!
  - 6 I can't stand \_\_\_\_\_ action films.
- 4 In pairs, imagine it's your friend's graduation and decide on a present.

## LESSON 6A LISTENING AND VOCABULARY

- 1 SPEAKING** In pairs, discuss the activities. Which ones do you like, love or can't stand doing?

cleaning the house   reading magazines  
sleeping late   walking in the rain  
watching cartoons   watching reality TV

- 2** Read the podcast summary. Then in pairs, discuss the question in the summary.




**ALIA'S PERSONAL PODCAST**

What things do you like doing, but you never tell anyone about? Today some of my friends and family members tell me about these things.


- 3**  **1.6** Listen to Alia's conversation with her three friends. Which activity from Exercise 1 does each person enjoy doing? In pairs, check your answers.




- 1** Lama \_\_\_\_\_  
**2** Nawal \_\_\_\_\_  
**3** Zeina \_\_\_\_\_

- 4**  **1.6** Read the questions. Then listen again and answer the questions.

- 1** Who is Lama?  
**2** How does Lama prefer reading her magazines?  
**3** Where is Nawal's dad on Saturday mornings?  
**4** What does Nawal's sister have on Saturday mornings?  
**5** What does Zeina's sister think about reality TV shows?

- 5**  **1.7** Dictation. Listen to Alia talking about what she likes to do. Then write down exactly what you hear.



- 6**  **1.8** Complete the sentences with the prepositions from the box. You can use some prepositions more than once. Then listen and check.



about   about   for   to   with

- 1** I look at the pictures and **dream** about the different places.  
**2** They don't really enjoy reading magazines – they prefer **listening** podcasts.  
**3** I never **tell anyone** my extra sleep.  
**4** My sister doesn't **agree** me.  
**5** I **wait** my parents to go to work.  
**7** Write five sentences using the verbs and the prepositions in Exercise 6.  
**8** **SPEAKING** Do you ever tell anyone about all of the things you like to do? Discuss in groups.

Now go to Workbook page 8 for the next lesson.

LESSON 7A **WRITING** | A personal profile

**I'M DANA**

- 1** I'm 14 and I'm from Jordan. I live with my parents and my sister in a village. My sister and I go to the same school.
- 2** On schooldays I get up at 7 a.m. I usually get home at 2.30 p.m., but on Mondays and Wednesdays I don't get back until 5 p.m. because I go to volleyball and gym clubs after school. My favourite is gym club, but I'm not always very good at it.
- 3** I enjoy doing different things in my free time, but I don't like being alone. On Thursdays, I go out with my cousin, Malak. We usually go to the park. I love watching the birds in the park. My best friend has a lot of board games, so our friends and I often go to her house to play board games.

- 1** Read the profile. Which paragraphs (2–3) match the photos (A–B)?
- 2** Match paragraphs 1–3 in the profile with topics a–c.
- a** ☐ free-time activities
  - b** ☐ personal information
  - c** ☐ daily routine
- 3** Study the Writing box and check your answers to Exercise 2.

**WRITING** | A personal profile

**Paragraph 1**

Introduce yourself (name, age, country/nationality, family):

I'm Dana.

I'm 14 and I'm from Jordan.

I live with my parents and my sister.

**Paragraph 2**

Talk about your daily life:

On schooldays I get up at 7 a.m.

**Paragraph 3**

Talk about your free time – use *like/enjoy/love/can't stand/hate* + *-ing*:

I enjoy doing different things in my free time.



- 4** Read Dana's profile again and answer the questions.

- 1** Who does Dana live with?
- 2** What time does she usually get home after school?
- 3** What clubs does she go to after school?
- 4** Which club does she like most?
- 5** What does she do in her free time?

## WATCH OUT!

We link information in sentences with *and*, *but*, *so*, *because*. We use:

- *and* to connect similar information:  
*I'm 14 **and** I'm from Jordan.*
- *but* to contrast information:  
*My favourite is gym club, **but** I'm not always very good at it.*
- *so* to talk about a result:  
*My best friend has a lot of board games, **so** our friends and I often go to her house.*
- *because* to give a reason for something:  
*I don't get back until 5 p.m. **because** I go to volleyball and gym clubs after school.*

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

- 1 I like watching football, **but** / **because** I don't like playing it.
- 2 I go to school at 7 a.m. **and** / **so** I get home at 2.30 p.m.
- 3 It's Talal's graduation, **so** / **because** I need to buy a present.
- 4 I never play computer games **so** / **because** I think they're a waste of time.
- 5 I buy things online **because** / **but** I don't enjoy busy shops.
- 6 She plays the guitar **but** / **and** she plays the piano.
- 7 I love playing sport, **but** / **so** I can't stand doing exercise.
- 8 We don't live near a swimming pool, **because** / **so** I don't go swimming very often.

## 6 Complete Nadia's profile with the phrases from the box.

going shopping  
he doesn't live with us  
I get up very early  
~~I live in Irbid, in Jordan~~  
I love gadgets  
I get home at about 2.30 p.m.



My name's Nadia. I'm 16 and  
<sup>1</sup> I live in Irbid, in Jordan. I have got  
a brother, but <sup>2</sup> \_\_\_\_\_. He's at  
university, in Amman.  
School starts at 8 a.m. so <sup>3</sup> \_\_\_\_\_.  
Classes finish at about 2 p.m. and  
<sup>4</sup> \_\_\_\_\_. I do homework every  
night. In my free time, I spend a lot  
of time online. I write a blog about  
technology because <sup>5</sup> \_\_\_\_\_.  
I also enjoy reading and <sup>6</sup> \_\_\_\_\_.

## 7 WRITING TASK Write your personal profile.

- Use the Writing box on page 12 as a guide.
- Use linking words: *and*, *but*, *so* and *because*.

 Use the Graphic Organiser to help you plan your writing.

# 02

## No place like home

**VOCABULARY** House, rooms and furniture, household chores, adjectives and their opposites, collocations with *do* and *make*

**GRAMMAR** *There is/There are* with *some* and *any*, *can/can't*

**LISTENING** Roommates, asking personal questions

**SPEAKING** Asking for information

**READING** Adjectives, describing a home

**WRITING** A description of a place

**VIEWING AND PRESENTING** Asking for information about a house



## HOW WE LIVE HOBBY HOUSES

**W**hat are your hobbies? How much time do you spend on your hobby? One, two or three hours a day? In special hobby houses all around the world, people practise their hobbies at home 24/7!

### **A A SKATEBOARDER'S DREAM**

This Californian house is a skateboarder's dream! There aren't any straight walls in it, so it's possible to skate along the floor and up the walls. You get around the house on four wheels: from the living room, dining room and kitchen area to the bedroom and bathroom area. Then go outside and practise some new moves on the skateboarding area.

### **B A CLIMBER'S PARADISE**

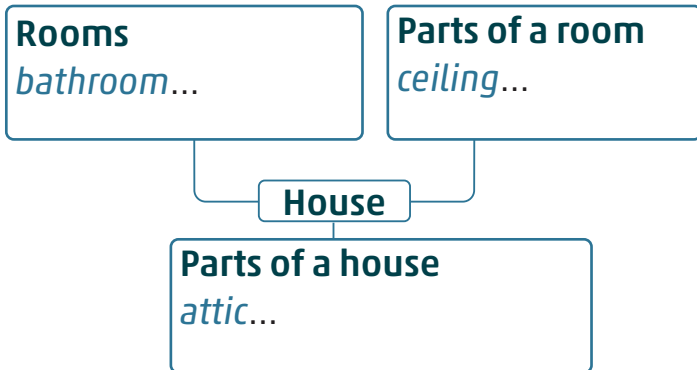
This house in Osaka is perfect for climbers – there aren't any stairs! You use your hands and feet to climb up the high walls to the bedrooms upstairs. There are only two floors, and there isn't an attic, but it is possible to climb up to the roof. Then climb down to the front of the house and start all over again!

### **C A HOME ART STUDIO**

But what if painting is your hobby? Are there any hobby houses for art lovers? Yes, of course there are. In this London house there's an art studio in the room under the hall. In the studio, there are some brushes and some painting tools. There's a desk, a canvas and a palette for painting in lots of colours, too.

- 1 Look at the photo on page 14 and say which of the things below you can see. Then add the words to the vocabulary map.

attic balcony bathroom bedroom  
ceiling dining room door floor  
garage hall kitchen living room  
roof stairs study wall window



- 2 Read the text on page 14 and match houses A–C with questions 1–3. Which house:

- 1 ☐ has a special place under the hall?  
2 ☐ hasn't got any stairs?  
3 ☐ hasn't got any straight walls?

*There is/There are with some and any*

- 3 Look at examples 1–3 and complete rules a–b. Then study the Grammar box and check.

- 1 There are some brushes in the studio.  
2 There aren't any straight walls.  
3 Are there any hobby houses for art lovers?  
a We use **some / any** in affirmative sentences.  
b We use **some / any** in negative sentences and questions.

*There is/There are with some and any*

	Singular	Plural
+	<b>There is ('s)</b> an attic.	<b>There are ('re)</b> some stairs.
–	<b>There is not (isn't)</b> a garden.	<b>There are not (aren't)</b> any pictures.
?	<b>Is there</b> a special room? Yes, <b>there is</b> . No, <b>there isn't</b> .	<b>Are there any</b> flats here? Yes, <b>there are (some)</b> . No, <b>there aren't (any)</b> .

Grammar Reference > page 67

- 4 Complete the text with *there is*, *there isn't*, *there are* or *there aren't*.


My sister Halima is a great artist. On the walls in her bedroom <sup>1</sup>*there are* some fantastic drawings. In my favourite drawing <sup>2</sup>\_\_\_\_\_ a wonderful white horse running across a river. <sup>3</sup>\_\_\_\_\_ a house behind the horse and <sup>4</sup>\_\_\_\_\_ some trees next to the house. But <sup>5</sup>\_\_\_\_\_ a person on the horse's back. In fact, <sup>6</sup>\_\_\_\_\_ any people in Halima's drawings because she only likes drawing horses.

- 5 **SPEAKING** Work in pairs. Describe your dream house to your partner. Use *there is/there are*.

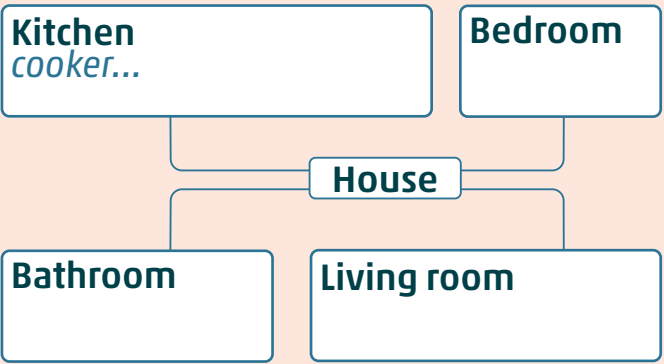
*There are three bedrooms, a bathroom, a kitchen and a living room in my house.*

Now go to Workbook page 12 for the next lesson.

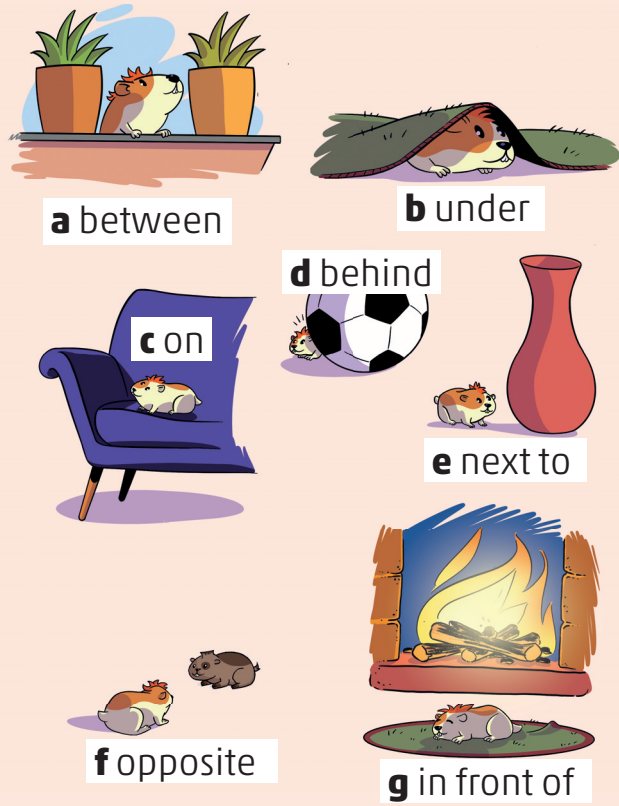
LESSON 2A **VOCABULARY** | Rooms and furniture

**1**  **2.1** Listen and add the words from the box to the vocabulary map. In pairs, decide what other rooms some of the items can go in.

armchair bath bed carpet cooker  
cupboard dishwasher fireplace  
fridge (LED)TV microwave  
mirror rug shelf shower sink  
sofa toilet wardrobe washbasin  
washing machine



**2** Study the pictures below and say where the animal is.  
*a The animal is between the plants.*  
**Prepositions of place**



**3** Look at the picture and complete the text with the prepositions of place in Exercise 2.



The living room has got a black and white rug <sup>1</sup>on the floor and there are big windows <sup>2</sup>\_\_\_\_\_ the sofa. <sup>3</sup>\_\_\_\_\_ the sofa there's an armchair. There is a little table <sup>4</sup>\_\_\_\_\_ the sofa. There is another sofa <sup>5</sup>\_\_\_\_\_ the wall with the TV. A cupboard <sup>6</sup>\_\_\_\_\_ the TV is a good place for your photo albums. There's a fireplace <sup>7</sup>\_\_\_\_\_ the TV and some shelves.

**4** **SPEAKING** In pairs, role play the situations. Student A, go to page 73. Student B, go to page 74.

Now go to Workbook page 14 for the next lesson.

1 Read the article. Who is it for?

# IS YOUR HOME SUITABLE FOR ME?

I'm Dalia and I've always used a wheelchair. I live in a flat which makes it easy for me to do most things that able people can do. But many buildings are not the same. It is easy to forget how small changes can make a big difference to people like me. So first of all, think about your school, the local shops and all the other buildings you use every week. Answer these simple questions:

- Can a wheelchair user enter the building without going up steps?
- Is the building on more than one floor?

- If yes, can wheelchair users access the upper floors?
- Are there wide spaces in each room for wheelchair users to move around easily?
- Are there shelves or devices which are high up so wheelchair users can't reach them?
- Can a wheelchair easily go into toilets and do they have sinks which are low enough to reach?

If three to six answers are 'No', then it makes it very difficult for people like me to use this building.

2  2.2 Listen to Dalia talking to her friend and complete the sentences with the words from the box.

cook ~~do the washing-up~~ iron  
keep my room tidy clean vacuum  
wash and dry

- 1 Low sinks also mean that I can do the washing-up.
- 2 I can't \_\_\_\_\_ on the cooker.
- 3 I can \_\_\_\_\_ clothes if I need to.
- 4 I can \_\_\_\_\_ the carpets with the vacuum cleaner, and I can \_\_\_\_\_ the floor if I have a mop or broom.
- 5 I can \_\_\_\_\_ when I want to.
- 6 I can't \_\_\_\_\_ very well.

## Can/can't

3 Look at the examples and tick the correct sentence.

- 1 You can do nearly all the things I can do in a house, Dalia.
  - 2 What other household chores can you do?
- a ☐ Can has the same form for all persons.
- b ☐ Can has different forms for different persons.

## Can/can't

We use **can** and **can't** to talk about ability.  
**I • You • He • She • It • We • They**

+ I **can** run five kilometres.

- He **can't** play tennis.

? **Can** you tidy the house?  
Yes, I **can**./No, I **can't**.

Grammar Reference > page 68

4 Complete the conversation with **can** or **can't**.

Hala I <sup>1</sup>**can't** use this microwave!

Sana Really? It's easy!

Hala But I <sup>2</sup>\_\_\_\_\_ work it out.

Sana No problem! My mum <sup>3</sup>\_\_\_\_\_ make a meal in it.

Hala I'm sure she <sup>4</sup>\_\_\_\_\_ do that, but I only want to heat some milk to make hot chocolate!

5 **SPEAKING** In pairs, ask and answer questions from the box in Exercise 2.

**A** *Can you keep your room tidy?*

**B** *Yes, I can.*

Now go to Workbook page 15 for the next lesson.

☐ I can use **can** and **can't** to talk about household chores.

LESSON 4A    **READING AND VOCABULARY**

**1 SPEAKING** What do you miss when you are away from home?

the food   your bedroom   your friends  
your things   your routines

*I miss all my things.  
I miss the food, especially my  
grandma's cooking!*

**2** Study Active Reading below and answer the questions about the text on page 19.

- 1** What can you see in the photo?
- 2** Read the title. Can you guess what the text is about?

**ACTIVE READING | Predicting**

Before you read, look at the title and the photos. This can help you guess what the text is about.

**3** Read the text on page 19 and answer the questions.

- 1** According to the author, what do people usually do in the living room?
- 2** Where does Huda like to be in her house?
- 3** Which is Huda's father's favourite place in the house?
- 4** Why is the ironing in Huda's sister's room?
- 5** Who usually makes the meals in Huda's house?
- 6** What objects does Huda miss when she's not at home?
- 7** When is Huda's house noisy?

**4** Work in pairs. Look at the adjectives highlighted in the text and try to work out their meaning. Then match them with the opposites in the table.

Adjective	Opposite
<b>1</b> traditional	
<b>2</b> empty	
<b>3</b> uncomfortable	
<b>4</b> small	
<b>5</b> quiet	
<b>6</b> same	
<b>7</b> terrible	
<b>8</b> normal	
<b>9</b> light	

**5** Complete the text with adjectives from Exercise 4.

I live in an apartment in Amman. In Amman, it's <sup>1</sup>*normal* to live in an apartment. There are only two bedrooms, but it's really <sup>2</sup> \_\_\_\_\_ because it's on the top floor where it's often sunny. It's also very <sup>3</sup> \_\_\_\_\_ because we're right in the city centre, where you can hear traffic all the time and the streets are always <sup>4</sup> \_\_\_\_\_ of people. It's quite a <sup>5</sup> \_\_\_\_\_ home, not like my grandparents' traditional house in the country.

**6 REFLECT | Society** In pairs, answer the questions.

What makes a good neighbour?  
Are you one? What about your neighbours?

# What makes your HOUSE A HOME?



2.3

The words 'home' and 'house' don't mean the same in English. A home is a place where someone lives and feels comfortable, which could be a house, a flat or even a boat! But a house is always a building. A **modern** house in towns and cities is a building with four walls and a roof above it, usually in a street with lots of other houses around it. In most houses there are rooms for **different** activities. So people can eat in the kitchen, sleep in the bedrooms, wash in the bathroom and relax in the living room.

My favourite room is my bedroom. It has all my stuff in it and I love it. My dad loves reading in the **comfortable** armchair in the living room. My younger brother spends a lot of time in the **big** garden – he loves playing there with his friends! My older sister is away at university, so her bedroom is the room for ironing. And my mum can

cook really well, so she's usually in the kitchen.

When I'm away from home, I sometimes feel homesick. Of course, I miss all my games, my books and my photographs, but I also miss family routines. Our house is **noisy** in the morning before work and school, when it is **full** of people. Then, when I get back in the evening, there is the **fantastic** smell of my mum's cooking. So my house is also my home. It is a **special** place for me to live. Every summer, when it's not **dark** in the evenings, all the neighbours talk together in the street. I have good neighbours. They are always friendly but respect other people's privacy. They offer help when it is needed and always participate in neighbourhood events. That all helps to make it the perfect home for me.

*by Huda Albanna, student and future journalist*



## LESSON 5A LISTENING AND VOCABULARY

### 1 Read the text and answer the questions.

#### ROOMMATE

Do you ever go on holiday with a friend? If you do, this means you might have to share a room for a few days or even weeks. So what makes a good (and bad) roommate?

### 2 **SPEAKING** Work in pairs. What qualities in a roommate are important to you? Number the qualities 1 to 5 (1 = very important). Compare your list with a partner.

- a ☐ a clean and tidy person
- b ☐ a quiet person
- c ☐ a person with the same interests
- d ☐ a person with healthy habits
- e ☐ a generous person, e.g. they share books/games

**A** *Number 1 for me is 'a clean and tidy person'.*

**B** *The most important one for me is 'a person with the same interests'. It's easy to talk about things if you share the same interests.*



### 3 **2.4** Read the questions. Then listen and choose the correct answers.

- 1 Husam and his family visited Amman because
  - a Husam's cousin is studying there.
  - b Husam is going to university there next year.
  - c Husam wants to do a questionnaire.
- 2 The university thinks it's very important to match students
  - a with the same interests.
  - b from the same town.
  - c who study the same subjects.

- 3 Osama wanted to live with
  - a a friend from school.
  - b someone from the same part of the country.
  - c someone new he could be friends with.
- 4 Before university started, Osama suggested to his roommate
  - a that they should meet before they started.
  - b a list of things to bring.
  - c that they learnt to cook and clean.

### 4 **2.5** Complete the sentences with *do* or *make*. Then listen and check.



- 1 Before students start at the university, they do a questionnaire.
- 2 The university will make its best to match people with similar interests.
- 3 Osama wanted to make a new friend when he got there.
- 4 He could make suggestions about which things to take – for example, a microwave or a small fridge.
- 5 You are going to go on holiday with a friend and share a room. In groups, write five questions for a roommate questionnaire. Then compare your questions with another group and choose the best ten questions.
- 6 **SPEAKING** Ask the questions in your questionnaire in your group. Compare answers and find the best roommate for you in the group.

Now go to Workbook page 16 for the next lesson.

1 Lama, her sister Alia and her parents want to rent a flat for a holiday. Read the advert and answer the questions.

- 1 Where is the flat?
- 2 Do you think it would be suitable for a holiday? Why?
- 3 Is the flat ready for rent? How do you know?

INFORMATION

REVIEWS (0)

LOCATION

Modern, tidy flat Aqaba, Jordan

\*NEW ON THE WEBSITE TODAY\*

4 Guests 2 Bedrooms 4 Beds

Description: quiet flat, only 10 minutes' walk from the beach.

Available now! Minimum two nights.

2 2.10 Study the Speaking box.



Listen to the conversation and answer the questions in the box. Then read the conversation again and check.

Suha

Hello.

Amal

Hi. My name's Amal. My family are coming to Aqaba for a week's holiday. Can you give me some information about the holiday flat for rent?

Suha

The flat? Yes, of course. How can I help?

Amal

How many bathrooms are there?

Suha

Just one.

Amal

Is there a shower?

Suha

Yes. There's a bath and a new shower.

Amal

Has the flat got a garden? Can we cook outside?

Suha

There's a small garden and a BBQ.

Amal

What do you mean by 'small'?

Suha

Well, there's space for four people.

Amal

What's that noise?

Suha

That's just the washing machine.

Amal

Oh, OK. Have you got a dishwasher? I hate washing up!

Suha

Um, sorry, no.

Amal

OK.

Suha

So when do you want to rent the flat?

Amal

From Saturday to Saturday.

Suha

That's the 16<sup>th</sup> until ...

Amal

No, the 9<sup>th</sup> until the 16<sup>th</sup>.

Suha

The 9<sup>th</sup>? But that's tomorrow.

Amal

Yes. Is that OK?

Suha

Um, that's fine.

Amal

OK. See you tomorrow. About 12 p.m.? Bye!

Suha

Thanks. Bye.

SPEAKING | Asking for information

- Can you give me some information about the flat for rent?
- How many bathrooms are there?
- Is there a shower?
- Has the flat got a garden?
- Can we cook outside?
- What do you mean by 'small'?
- Have you got a dishwasher?

3 In pairs, role play the situations. Student A, go to page 73. Student B, go to page 74.



## Ghada

My room is always clean and tidy because I like to know where all my stuff is. I love art, so there are pictures by my favourite artists on the walls. I sometimes sit at my round table and draw, but I only put the good pieces of art up for people to see. There's a big purple armchair in front of the window. I often go to sleep in it because it's so comfortable! And there's a big bed with beautiful green covers on it next to the window. Opposite the bed there is a big wardrobe for my clothes. There is a big mirror on it, so I can check how I look before I go out! At weekends my friends come over and we do crafts and talk together. I really like my room because it's comfortable and shows my personality and interests!

👍💬 comment



- 1 Look at the picture on page 22 and read Ghada's online post. Does the post show Ghada's personality and interests?
- 2 Read the post again and tick the true sentences.
  - 1 ☒ Ghada's room is clean and tidy.
  - 2 ☐ Her armchair is uncomfortable.
  - 3 ☐ There is a bed next to the window.
  - 4 ☐ She likes spending time with her friends.
  - 5 ☐ There isn't a mirror in her room.
- 3 Complete Saeed's post with the words from the box.

but in front of ~~messy~~ on so wall



## Saeed

I love my bedroom. It's never <sup>1</sup>~~messy~~ because I'm good at keeping it tidy. I've always got lots of books and papers <sup>2</sup>\_\_\_\_\_ the desk. There's a comfortable chair <sup>3</sup>\_\_\_\_\_ it. It's light blue because that is the colour of my favourite football team. And there are some signed posters of my favourite players on the <sup>4</sup>\_\_\_\_\_. There's a big bed under the window, <sup>5</sup>\_\_\_\_\_ it's light in the morning when I wake up. There is also a big wardrobe in my room, <sup>6</sup>\_\_\_\_\_ there aren't many clothes in it, because I don't really like clothes shopping. I like my room because it's my space.

comment

- 4 **WRITING TASK** Write a description of your bedroom. Use the Writing box to help you.

Use the Graphic Organiser to help you plan your writing.

### WRITING | A description of a place

#### Opening

Start with a general description of your room:

I love my bedroom, but it's very small.  
My room is always clean and tidy.

#### Description

Describe your room in more detail. Include these things:

furniture: **armchair, bed, chair, desk, wardrobe**

parts of a room: **door, floor, window**

prepositions of place: **in front of, on, next to, under**

your hobby/interest: **I'm a football fan./I sometimes draw.**

adjectives: **comfortable, big, light blue, tidy**

linkers: **and, because, but, so**

#### Conclusion

Say why you like your room:

I really like my room because it's comfortable and shows my personality!  
I like my room because it's my space.

### WATCH OUT FOR TIME WASTERS!

You send us your study problems. We give you advice.



FADI

*I'm really untidy. My school bag is a mess and I can never find anything on my desk. I waste a lot of time trying to find my homework, my books, a ruler or a rubber.*

**Our advice:**

First, tidy your desk, your bag and your pencil case. Do it now and do it every day! Before you start your homework, put everything you need (textbook, exercise book, dictionary, pens, pencils, rubber, etc.) on your desk. That way you don't need to stop studying to look for things.



LAILA

*For me the biggest problem is social media. I've got lots of friends on social media sites. I get a message from somebody every few minutes, so it's really hard for me to study.*

**Our advice:**

Why don't you reduce the number of your contacts on social media? How many of your friends are really friends? Keep your close friends and family, and delete the others. It's also a good idea to put your phone on silent when you do your homework.



ZIAD

*Sometimes when I do my homework, I can't concentrate. I start thinking about other things, like my favourite TV programmes, my football team's next match or other things that distract me.*


**Our advice:**

You can concentrate on your work better if you give yourself a reward. So after forty-five minutes, stop studying and have a short break. Phone a friend, listen to some music or have a snack. Then start studying again.

**1 In pairs, ask and answer these questions about your study habits.**

- 1** Where do you usually study/do your homework?
- 2** Do you check your phone for messages/go on social media when you study?
- 3** Is your desk always tidy?
- 4** What's your favourite time for studying?

- 2 Read the website on page 24 and write *Fadi, Laila* or *Ziad*.
- 1 Who has problems with his/her studies because of social media? *Laila*
  - 2 Who finds it difficult to find things?
  - 3 Who doesn't always focus very well on his/her homework?
  - 4 Who needs to limit the number of his/her friends on social media?
  - 5 Who needs to have a short break after studying for some time?
  - 6 Who needs to organise his/her things better?

- 3  **2.12** Listen to an interview with an expert on how to avoid time wasters when studying and complete the advice with the words and phrases from the box.

busy close desk off quiet  
remove room switch

LIFE SKILLS | How to avoid time wasters

- Find somewhere <sup>1</sup>*quiet* to study, for example, in your bedroom or in the library.
- <sup>2</sup>\_\_\_\_\_ your email and social media and turn <sup>3</sup>\_\_\_\_\_ your notifications.
- <sup>4</sup>\_\_\_\_\_ off your phone or put it in another <sup>5</sup>\_\_\_\_\_.
- <sup>6</sup>\_\_\_\_\_ magazines, books, photos and computer games from your <sup>7</sup>\_\_\_\_\_.
- Say 'no' to people when you're <sup>8</sup>\_\_\_\_\_.

- 4 Order the tips in the Life Skills box from 1-5 according to how useful they are (1= very useful, 5 = not so useful). Then discuss in pairs.

- 5 Complete the table and calculate the number of free hours you have for studying. Compare your answers in pairs.


QUIZ

HOW MANY HOURS A WEEK DO YOU HAVE FREE FOR STUDYING?

ACTIVITY	NO. OF HOURS PER DAY	NO. OF DAYS	NO. OF HOURS PER WEEK
sleep		× 7 =	
meals (breakfast, lunch, dinner)		× 7 =	
school		× 5 =	
after-school activities		× _____ =	
travel to/from school		× 5 =	
jobs at home		× 7 =	
extra activities (sport, languages, music, etc.)		× _____ =	
time with friends		× _____ =	
TV/computer games		× 7 =	
social media		× 7 =	
			Total: _____

There are 168 hours per week. After all of my activities, I have: 168 - \_\_\_\_\_ hours = \_\_\_\_\_ hours free for studying.

- 6 Do the task below.

 LIFE SKILLS | Project

A Look again at your results in the table in Exercise 5. Decide what your time wasters are. Make a plan to avoid them and to find more time for studying. Use the ideas in this lesson and in the Life Skills box in Exercise 3 to help you design a good plan.

B Follow your plan for one week.

C After the week is over, tell your class which parts of your plan work for you and which don't. Say why.

# 03

## Eat in – eat out

- VOCABULARY** Food and drink, containers, prices, jobs, kitchen items, phrasal verbs  
**GRAMMAR** Nouns: countable and uncountable nouns with *some/any/no*, quantifiers  
**LISTENING** Food photography, restaurant reviews  
**SPEAKING** Ordering food  
**READING** Ethical restaurants, eating at restaurants  
**WRITING** A restaurant review  
**VIEWING AND PRESENTING** Talking about food



### LESSON 1A VOCABULARY AND GRAMMAR

- 1 **SPEAKING** In pairs, look at the photos below and tick the items you can see. Then read the texts. How is your diet different?

- ☒ beef ☐ biscuits ☐ bread ☐ butter ☐ cake ☐ chocolate ☐ coffee  
☐ crisps ☐ eggs ☐ ice cream ☐ juice ☐ lettuce ☐ milk ☐ pasta  
☐ potatoes ☐ rice ☐ sandwich ☐ tomatoes ☐ water

*Lubna doesn't drink coffee, but I do.*

## THE RIGHT DIET FOR YOUR JOB

**What do you need to eat every day?** Well, sometimes it depends on the job you have.



#### LUBNA ALJABI

26 | gymnast

Lubna is a gymnast for her country's national team. She does tricks in the air so she needs to be very strong. It's important what and how much she eats, so she cooks her meals herself.

For breakfast, Lubna usually eats <sup>1</sup>some eggs and drinks <sup>2</sup>some milk. She doesn't drink <sup>3</sup>any coffee. She loves Japanese and Jordanian food, so lunch is sushi rice with tuna and spinach. And today's dinner is beef kefta with some tomatoes and lettuce. She doesn't usually eat any desserts, but she loves chocolate.



#### NADER ALWAKIL



20 | cycle courier

Nader works for a company called Citysprint and takes parcels around the city. His day usually starts with some coffee, <sup>4</sup>a sandwich and then some cake before his first job. Nader always carries energy biscuits and some fruit with him. Does he carry <sup>5</sup>any crisps or coffee? No, he doesn't – just some juice. He doesn't stop for lunch because it slows him down! By dinner time he's really hungry, so he eats some pasta or some meat with potatoes and other vegetables, and sometimes dessert.

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

- 2 Look at the names of the food and drinks in Exercise 1. Write C for the things you can count and U for the things you can't count.
- 3 Match phrases 1–5 in the texts on page 26 with explanations a–d. Check your answers in the Grammar box.
- a ☐ We use *a(n)* with singular countable nouns.
  - b ☐ We use *some* with plural countable nouns.
  - c ☐ We use *some* with uncountable nouns.
  - d ☐ ☐ We use *any* in questions and in negative sentences with uncountable nouns and plural countable nouns.

Nouns: countable and uncountable nouns with <i>some/any/no</i>		
	Countable	Uncountable
+	I often have <b>an</b> apple. I eat <b>some</b> sandwiches.	I eat <b>some</b> cereal.
–	There isn't <b>a</b> fridge. There aren't <b>any</b> eggs. There are <b>no</b> eggs.	There isn't <b>any</b> rice. There is <b>no</b> rice.
?	Have you got <b>a</b> snack? Do you eat <b>any</b> eggs?	Do you drink <b>any</b> milk?
How much?/How many?		
	<b>How many</b> potatoes do you want?	<b>How much</b> coffee do you drink?
Grammar Reference > page 68		

- 4  **3.1** Complete the dialogue with *a, an, some, any* or *no*. Listen and check. 

**Jawad** I'm hungry. What is there to eat?

**Farid** There's <sup>1</sup>*an* apple.

**Jawad** Oh! Have you got <sup>2</sup>\_\_\_\_\_ chocolate?

**Farid** No, I haven't, but there's <sup>3</sup>\_\_\_\_\_ banana if you want it.

**Jawad** You know I hate fruit! Have you got <sup>4</sup>\_\_\_\_\_ biscuits?

**Farid** No, I'm sorry, there are <sup>5</sup>\_\_\_\_\_ biscuits in the house!

**Jawad** You're so healthy! Come on, let's go and buy <sup>6</sup>\_\_\_\_\_ ice cream!

- 5 Complete the questions with *How much* or *How many*. Then answer the questions in pairs.

**1** *How much* meat do you eat every week?

**2** \_\_\_\_\_ sandwiches do you have a week?

**3** \_\_\_\_\_ biscuits do you eat every day?

**4** \_\_\_\_\_ water do you drink every day?

**5** \_\_\_\_\_ fruit do you eat every week?


**6** \_\_\_\_\_ snacks do you have in the evening?

*1 I eat meat twice a week.*

- 6 **SPEAKING** Work in pairs. What do you usually have for breakfast, lunch and dinner?
- I usually have some cereal.  
I drink some juice, but I never have any tea.*

Now go to Workbook page 20 for the next lesson.

## LESSON 2A VOCABULARY | Food products, containers, prices

- 1  **3.2** Look at the pictures and complete labels 1–8 with the words from the box. Then listen and check.

bag bottle ~~box~~ can carton jar  
packet tin



1 a box of chocolates



2 a \_\_\_\_\_ of sweets



3 a \_\_\_\_\_ of tomato sauce



4 a \_\_\_\_\_ of juice



5 a \_\_\_\_\_ of water




6 a \_\_\_\_\_ of tuna



7 a \_\_\_\_\_ of mayonnaise



8 a \_\_\_\_\_ of biscuits


- 2  **3.2 PRONUNCIATION** Listen and repeat the phrases in Exercise 1. Notice how you pronounce *of* /əv/.

- 3 Make a shopping list with the eight containers in Exercise 1. Then, in pairs, find out which things are on your partner's shopping list.

A *Have you got a packet of crisps?*

B *Yes, I have. Have you got a jar of coffee?*

A *No, I haven't.*

- 4  **3.3** Read and match the prices with how you say them. Then listen and check.


1 ☐ 2.50 JOD a one dinar ninety-nine

2 ☐ 3.00 JOD b two dinars fifty

3 ☐ 4.60 JOD c three dinars

4 ☐ 1.99 JOD d four dinars sixty

5 ☐ 70p e seventy piasters

- 5  **3.4** Listen and write the prices.

### OUR SPECIAL OFFERS

one jar of coffee <sup>1</sup>3.46 JOD

three tins of sardines in tomato sauce <sup>2</sup>\_\_\_\_\_ JOD

six packets of crisps <sup>3</sup>\_\_\_\_\_ JOD

### Buy one, get one free!

two bottles of lemonade <sup>4</sup>\_\_\_\_\_ JOD

two bags of salad <sup>5</sup>\_\_\_\_\_ JOD

- 6 **SPEAKING** In pairs, role play the situations. Student A, go to page 73. Student B, go to page 75.

Now go to Workbook page 22 for the next lesson.

# LESSON 3A SPEAKING



1 Look at the photo. In pairs, discuss the questions.

- 1 Do you go to restaurants?  
How often?
- 2 What do you have?

2 3.5 Listen to Part 1 of the conversation. Decide if statements 1–4 are true (T) or false (F).

- 1 ☐ Salwa is at the restaurant.
- 2 ☐ Laila orders two tuna salads.
- 3 ☐ There aren't any cheese sandwiches.
- 4 ☐ Laila's order is 12.50 JOD.

3 3.5 Listen to Part 1 again and answer the questions.

- 1 What does Laila order for herself?
- 2 What does Laila order for Salwa?

4 Study the Speaking box and complete the conversation with one or two words in each gap.

**Waiter** Hi. How can I <sup>1</sup>*help* you?  
**Laila** Hi. I'd like ... Sorry ... Hi, Salwa.  
**Salwa** Sorry, Laila. I'm on my way.  
**Laila** I'm in the restaurant! What would you like?  
**Salwa** A cheese sandwich, please.  
**Waiter** Are you <sup>2</sup>\_\_\_\_\_ to order?  
**Laila** OK. Bye. Sorry about that.  
 Erm ... Can I <sup>3</sup>\_\_\_\_\_ a tuna salad, please? And...

**Waiter** OK. Anything <sup>4</sup>\_\_\_\_\_?  
**Laila** Yes, please. A cheese sandwich.  
**Waiter** We haven't got any cheese. Is chicken OK?  
**Laila** Um, maybe I can check ... No, OK. Chicken is fine.  
**Waiter** <sup>5</sup>\_\_\_\_\_ you like any desserts?  
**Laila** Yes, I'd like a piece of carrot cake, please.  
**Waiter** OK. <sup>6</sup>\_\_\_\_\_ to drink?  
**Laila** Yes, a glass of apple juice, please.  
**Waiter** One glass of apple juice.  
**Laila** <sup>7</sup>\_\_\_\_\_ much is that?  
**Waiter** <sup>8</sup>\_\_\_\_\_ 11.50 JOD, please.

## SPEAKING | Ordering food

Taking orders	Ordering
How can I help you?	Can I have (a tuna salad), please?
Are you ready to order?	I'd like a/some ..., please.
What would you like to eat/drink?	Yes, I want ..., please.
Would you like any cake or desserts?	How much is that?
Anything else?	Here you are.
Anything to drink?	Thank you.
Is that all?	
That's 11.50 JOD, please.	
You're welcome.	

5 3.6 Listen to Part 2. What's the problem with Salwa's food?

6 In pairs, practise the dialogue in Exercise 4.

7 In pairs, role play the situations. Student A, go to page 74. Student B, go to page 75.

LESSON 4A GRAMMAR

1 **SPEAKING** Work in pairs. What types of food do people waste most?

bananas bread cheese eggs  
meat milk potatoes tomatoes



2 **3.7** Listen to an expert and check your answers to Exercise 1.

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

3 Decide if the underlined nouns are countable (C) or uncountable (U). Then study the Grammar box and check your answers.

- 1 We all waste **too much** food. U
- 2 **Not many** people try to change this.
- 3 We don't just waste **a little** bread.
- 4 That's **a lot of** chips!
- 5 Stop buying **too many** things.
- 6 We haven't got **much** milk.

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

	Countable	Uncountable
+	They have <b>a lot of</b> cakes! There are <b>too many</b> olives in this salad. There are <b>a few</b> chips in the bag.	There's <b>a lot of</b> cheese on this pizza. You put <b>too much</b> sugar in your tea! There's <b>a little</b> water in the bottle.
-	Oh, there aren't <b>many</b> biscuits!	There isn't <b>much</b> coffee in the jar.
?	Are there <b>many</b> chocolates in the box?	Do people eat <b>much</b> rice in South America?

Grammar Reference > page 69

4 Choose the correct words to complete the poster.

# Stop

food waste

## SHOP SMART!

- Don't buy too <sup>1</sup>*much* / *many* food when you shop. Make a list.
- Shop more often and only buy a <sup>2</sup>*few* / *little* milk and bread, and a <sup>3</sup>*few* / *little* fresh vegetables.

## STORE SMART!

- Don't keep too <sup>4</sup>*much* / *many* tins in the cupboard and check use-by dates.

## EAT SMART!

- Don't put <sup>5</sup>*a lot of* / *much* things on your plate at one time. You can always have some more.

5 Think of your kitchen at home and write sentences about what there is to eat and drink. Then, in pairs, compare your answers.

- 1 There's a lot of ...
- 2 There isn't much ...
- 3 There are too many ...
- 4 There are only a few ...
- 5 There's a little ...
- 6 There aren't many ...

6 **REFLECT | Society** In pairs, ask and answer the questions.

- 1 Do you waste a lot of food? What do you waste and why?
- 2 What do you do with the leftovers?
- 3 Do you ever give food to the poor or people who need it?

Now go to Workbook page 23 for the next lesson.

## LESSON 5A LISTENING AND VOCABULARY

03

1 Match definitions 1–7 with the jobs in the box.

baker butcher chef **dietitian**  
food photographer  
restaurant reviewer waiter

- 1 gives advice about healthy food and eating **dietitian**
- 2 makes and sells bread
- 3 serves food and juice to customers
- 4 writes about restaurant food
- 5 sells meat in a shop
- 6 takes photos of food
- 7 cooks food in a restaurant



2 **3.8** Study Active Listening. Then listen to part of an interview with Hala. What's her job?

### ACTIVE LISTENING | Understanding the main idea

- Consider what you know about the topic and listen for key words and phrases.
- Listen to the whole recording without stopping.
- Don't try to understand every word.

3 **3.8** Listen again. Which question does Hala answer?

- 1 Is food important to you?
- 2 Can you describe your typical day?



4 **3.9** Listen to the whole interview and complete the sentences with one word in each gap.

- 1 Adel Allaham is a professional chef and \_\_\_\_\_.
- 2 \_\_\_\_\_ and \_\_\_\_\_ are difficult to photograph.
- 3 Hala uses water to make \_\_\_\_\_ and \_\_\_\_\_ look fresh.
- 4 Unfortunately some of the food ends up in the \_\_\_\_\_.

5 **3.10** Look at the photos and match items a–g with the words in the box. Then listen to the descriptions of the photos and check.



☐ bowl ☐ cup ☐ fork ☐ glass  
☐ knife ☐ plate ☐ spoon

6 **SPEAKING** | Complete the sentences with the correct form of the words from Exercise 5. Then, in pairs, ask and answer the questions.

- 1 How many **cups** of tea or coffee do you drink every day?
- 2 Do you have a \_\_\_\_\_ of cereal for breakfast in the morning?
- 3 Do you keep a \_\_\_\_\_ of water next to your bed at night?
- 4 You need a \_\_\_\_\_ and a \_\_\_\_\_ to eat steak. How do you eat a pizza?

Now go to Workbook page 24 for the next lesson.

☐ I can understand the main idea of a radio interview and talk about people and food.



## LESSON 6A READING AND VOCABULARY

**1 SPEAKING** | In pairs, look at photos A and B and discuss the questions.

- 1 Do you ever go out for a meal? What do you usually eat?
- 2 Which of the two restaurants in the photos do you like more? Say why.



**2 What is an ethical restaurant? In pairs, discuss the ideas below.**

it helps homeless people  
it uses natural or local ingredients  
it's cheap or you pay very little  
it's expensive, but the money goes to charity  
it only serves local food

**3 Read the text on page 33 and check your answers to Exercise 2.**

**4 Read the text again and answer the questions.**

- 1 Why do people often eat at home these days?
- 2 Which people does Majeda's Restaurant help?
- 3 Who pays for the free meals?
- 4 How much does an extra piece of pizza cost at The Big Pizza?
- 5 How many homeless people eat at The Big Pizza every day?
- 6 How many dishes do they offer at All Eats?
- 7 How much do you pay at All Eats to eat all you can?

**5 Look at the phrasal verbs highlighted in the text on page 33 and choose the correct option.**

- 1 I want to **find / give** out what happens when you cook an egg in the microwave!
- 2 Sit **down / out**, the food is almost ready!
- 3 Sometimes we eat **in / out** at a restaurant.
- 4 My brother and I **find / help** out at our aunt's restaurant once a week.
- 5 It's difficult, but don't give **out / up**!
- 6 They often **give / help** out information about new restaurants in town.

**6 Write questions with four phrasal verbs from the box. Then ask and answer the questions in pairs.**

eat in   eat out   find out   give out  
give up   help out   sit down

**7 In pairs, ask and answer the questions.**

- 1 How often do you go to restaurants?
- 2 How much do you usually pay to eat?

# Ethical restaurants



3.16

These days people often cook and **eat in** – this saves some money and people can also choose what ingredients they use for their meals. But here are some interesting places around the world to **eat out** and taste great food. They aren't expensive and you can help a few people at the same time.

At **Majeda's Restaurant** in Amman, healthy hot meals are given to people who cannot afford to eat well every week. Customers who use the restaurant are invited to have a delicious meal using local ingredients and, at the same time, help to buy a meal for someone in need. After they have done this, small meal invitations are put on a board by the entrance to the shop. Volunteers then **help out** by distributing around 100 free meals a week to people who need them.

**The Big Pizza Restaurant** in Washington, USA, is a 'pay it forward' restaurant. You pay just \$1 for an extra piece of pizza and a homeless person can eat it later. At the restaurant, staff **give out** post-it notes and customers write personal messages on them. In fact, there are post-it notes all over the restaurant walls, with messages like: 'Have a great day!' 'Don't **give up**!' and 'Enjoy your pizza!' There are also a lot of 'Thank you' messages from homeless people. Around thirty to forty homeless people eat at the restaurant every day – that's 8,500 pieces of pizza in nine months!

**All Eats** is an 'all you can eat' restaurant in London. You pay £4.50 for thirty different local dishes – almost too many to choose from! Office workers, students, tourists and homeless people **sit down** to eat together. On the walls there are facts and figures about how eating local food can help local farms and the environment. You can even **find out** which farms the food came from from the photos and posters on the walls. You can also see how healthy and tasty the local food is.



8 **3.17** Listen to someone talking about an app for restaurants and choose the correct words to complete the sentences.

## NAME OF APP:

Get It

**What the app does:** helps to stop <sup>1</sup>**food** / **paper** waste in restaurants.

**Information:** number of <sup>2</sup>**dishes** / **meals** and their price.

**How to search:** by <sup>3</sup>**area** / **town** or by the name of a restaurant.

**How to order:** <sup>4</sup>**call** / **pay online** and collect.

9 **REFLECT | Values** In pairs, discuss the questions.

- 1 Do you like the app? Give the reasons for your answer.
- 2 Find out if there is a similar app in your country.
- 3 Find out how people can use this or similar apps.

## LESSON 7A **WRITING** | A restaurant review

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

- 1 What's your favourite restaurant?
- 2 Why do you like it?
- 3 How often do you go there?
- 4 What food do you order there?

### 2 Read review 1 on page 35 and answer the questions.

- 1 What's the name of the restaurant?
- 2 What is the writer's favourite dish?
- 3 What does the writer like about the restaurant?
- 4 How many TradFood restaurants are there in London and where are they?
- 5 When is the restaurant open?

### 3 Read review 1 again and tick the things that have capital letters in English. Is it the same in your language?

- ☒ countries/nationalities
- ☐ days/months
- ☐ the pronoun 'I'
- ☐ names of cities and streets
- ☐ new sentences
- ☐ parts of the day
- ☐ people's names/surnames

### 4 Read review 2 and put capital letters where they are missing.

### 5 Read review 2 again and answer the questions.

- 1 Where is the restaurant?
- 2 What does the writer like about the restaurant?
- 3 What are the staff like?
- 4 Why do you have to wait sometimes?
- 5 When is the restaurant open?

### 6 Study the Writing box. Read the examples from Ramzi's review and find more examples in Nasser's review.

#### **WRITING** | A restaurant review

- Write the name and the type of the restaurant:  
**TradFood isn't just a restaurant with an interesting name, it's also a place to try amazing British food.**
  - Describe it and say why people like it:  
**It's very popular because it serves very good food.**
  - Give information about the menu and your favourite dish:  
**The menu features traditional British dishes such as fish and chips. My favourite dish is the speciality Shepherd's Pie.**
  - Say what you particularly like about the restaurant:  
**I really like the traditional theme and the comfortable chairs.**
  - Give the location and the opening hours:  
**There are two TradFood restaurants in London, in Bram Street and Ivybridge Lane, open all day Monday to Sunday.**
- Don't forget to check your spelling and capital letters!

### 7 **WRITING TASK** Write a restaurant review. Use the Writing box to help you.

-  Use the Graphic Organiser to help you plan your writing.



**Ramzi Aladib, 18 September**

- 1 TradFood** isn't just a restaurant with an interesting name, it's also a place to try amazing British food. It's very popular because it serves very good food, and great coffee. As you can guess, the menu features traditional British dishes such as fish and chips. My favourite dish is the speciality Shepherd's Pie, made from meat, vegetables and mashed potatoes. I really like the traditional theme (there are black and white photos on the walls) and the comfortable chairs. It is not all traditional either – there is free wi-fi! The staff are cool too because they don't make you leave as soon as you finish eating. There are two TradFood restaurants in London, in Bram Street and Ivybridge Lane, open all day Monday to Sunday. Three more TradFood restaurants are going to open around the UK in September.

**Nasser Alra'i, 24 April**

- 2 Flower Market Restaurant** is a beautiful place to enjoy a meal in the middle of the busy city of Tokyo. The restaurant is inside a flower market, and it's full of fresh flowers and plants which you can buy – I love it! Everything looks and smells beautiful. You can choose from lots of different teas – they make them all using fruits and flowers! Each cup of tea comes with a free biscuit! The food is fantastic and everything looks very pretty! The staff are really friendly and helpful, too. It can get busy, so you sometimes have to wait. It's in Central Plaza and it's open from Monday to Sunday between 11 a.m. and 8 p.m.



# 04

## School life

**VOCABULARY** School, school subjects, classroom objects, education collocations

**GRAMMAR** Present Continuous, Present Simple and Present Continuous

**LISTENING** Unusual journeys to school

**SPEAKING** Asking for, giving or refusing permission

**READING** Schools with unusual subjects

**WRITING** An internet forum post

**VIEWING AND PRESENTING** Talking about education



### LESSON 1A VOCABULARY AND GRAMMAR

**1 SPEAKING** Look at the words in the box. Say which rooms or places you go to each day of the week.

art room canteen computer room gym hallway library playing fields  
science lab staffroom



**2 4.1** Read and listen to the conversation. Which places from Exercise 1 are the people in or going to?

- Laith** Is he coming?
- Omar** No, he isn't. Oh, wait. No, it's Raed. Hold on, Raed!
- Raed** Oh, hi Omar. What are you doing in the hallway? Basketball practice is starting in the gym now.
- Omar** I'm not going to basketball practice today. I'm doing a science project with Laith and Malek, so we're staying in the library at lunchtime today.
- Raed** With Malek? He's sitting in the staffroom with Mrs Alwakil right now. He's not feeling very well. He's waiting for his mum to come. Anyway, I've got basketball practice now. Bye!
- Omar** Bye. Laith? I'm back. Malek isn't coming. He's going home.
- Laith** OK. Well, we can't use the computers because the Grade 7 class are using them. But I'm finding out lots of information in this book I'm reading.
- Omar** Great! Are you writing it down?
- Laith** Yes, I'm making notes in my notebook.

## Present Continuous

**3 Read the sentences. Then choose the correct option in the rule below.**

**1** I'm doing a science project.

**2** Malek isn't coming.

We use the Present Continuous to talk about activities that **happen regularly / are happening now**.

**4 Read the Grammar box and check your answer to Exercise 3.**

### Present Continuous

We use the **Present Continuous** to talk about actions that are happening now.

**+** I'm **having** lunch at the moment.  
She's **getting up** now.  
They're **playing** games.

**-** I'm **not talking** to anyone.  
He **isn't coming**.  
You **aren't listening**.

**?** **Are** you **doing** your homework?  
Yes, I **am**./No, I'm **not**.

**Wh-?** Where **is** she **going**?

#### Spelling rules:

*do* → *doing*, *write* → *writing*,  
*swim* → *swimming*

**Grammar Reference > page 69**

**5 Complete the sentences. Use the Present Continuous affirmative or negative. Then check with the conversation on page 36.**

**1** Omar and Raed **aren't talking** (talk) in the staffroom.

**2** Malek \_\_\_\_\_ (feel) well.

**3** Laith \_\_\_\_\_ (find out) information.

**4** Omar \_\_\_\_\_ (do) a project.

**5** The Grade 7 students \_\_\_\_\_ (use) the computers.

**6 Write sentences about people in your classroom. Use the words and phrases from the box to make affirmative and negative sentences in the Present Continuous.**

do an exercise   play a game   read  
sit on chairs   talk

**1** I'm ...

**2** One person ...

**3** A few students ...

**4** Our teacher ...

**5** A lot of students ...

*1 I'm doing an exercise now.*

**7 Study Watch Out! and read the sentences. Is the speaker describing an event happening now or a temporary situation?**

**1** We're leaving right now. Do you want to come? **now**

**2** I'm learning English at school this year.

**3** I can't talk now. I'm having breakfast.

### WATCH OUT!

We also use the Present Continuous to talk about temporary situations that aren't happening exactly at the time of speaking:

*I'm doing some new subjects this term.*

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

**1** What TV shows are you watching at the moment?

**2** Are you reading any interesting books at the moment?

**3** Are you doing any after-school activities this term?

**Now go to Workbook page 28 for the next lesson.**

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

1 Match the school subjects with definitions 1–11.

Art ~~Biology~~ Chemistry  
Digital Skills Drama  
Foreign Languages Geography  
History Maths  
Physical Education (PE) Physics

- 1 In Biology, we learn about animals and plants.
- 2 In \_\_\_\_\_, we study important events from the past.
- 3 In \_\_\_\_\_, we learn about electricity and atoms.
- 4 In \_\_\_\_\_, we study elements and substances.
- 5 In \_\_\_\_\_, we exercise and play sport.
- 6 In \_\_\_\_\_, we learn how to draw and paint.
- 7 In \_\_\_\_\_, we study numbers.
- 8 In \_\_\_\_\_, we learn how to act.
- 9 In \_\_\_\_\_, we learn how to use computers and write computer programs.
- 10 In \_\_\_\_\_, we study things like countries or weather.
- 11 In \_\_\_\_\_, we learn how to speak, read and write in a different language.



2 **4.2** Listen and match the school subjects in Exercise 1 with lessons 1–6 in the recording.

- 1 Art
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

3 Match objects 1–11 in the picture below with the words from the box.

- ☒ calculator ☐ dictionary ☐ folders
- ☐ headphones ☐ highlighter
- ☐ keys ☐ notebook ☐ ruler
- ☐ school backpack ☐ textbook
- ☐ tissues

4 **4.3 PRONUNCIATION** Listen and notice the number of syllables and the stress (for example SCI-ence, CHEM-is-try). Then listen again and repeat the words.



●.	●..	●...	.....	...●.
Science	Chemistry	calculator	Biology	education
_____	_____	_____	_____	_____

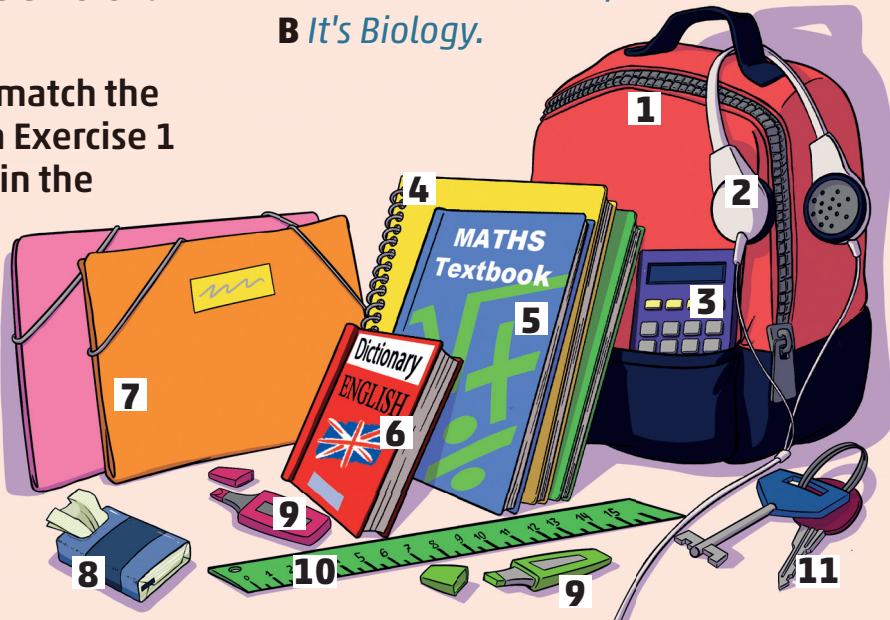
5 **4.4** Listen to five more words and write them in the correct column in the table in Exercise 4.



6 **SPEAKING** In pairs, take turns to describe a school subject or object in the picture in Exercise 3 for your partner to guess.

A *We have it on Mondays. We learn about animals and plants.*

B *It's Biology.*



Now go to Workbook page 30 for the next lesson.

## LESSON 3A GRAMMAR

### 1 In pairs, read the text and answer the questions.

- 1 Why do you think some schools have No Pens Day Wednesday?
- 2 Do you think this is a good idea? Say why.

#### NO PENS DAY WEDNESDAY

No Pens Day Wednesday happens once a year, every year in the UK. The aim of the day is to improve students' listening and speaking skills. Thousands of schools join the event. For one day, students put down their pens. They don't write anything all day. 'It's a great idea,' says Dalia Allaham, a student in Brighton. 'On Wednesdays, we usually practise writing essays, but today we're talking about our favourite characters in the book that we're reading this term.'

### Present Simple and Present Continuous

#### 2 Read the Grammar box and decide if the underlined verbs are in the Present Simple (PS), Present Continuous for now (PC for now), or Present Continuous for temporary situations (PC temporary).

#### Present Simple and Present Continuous

We use the **Present Simple** to talk about regular actions/activities and facts.

We **have** art lessons twice a week.

**Time expressions:** always, usually, every day, once a week, etc.

We use the **Present Continuous:**

- to talk about actions happening now
- to talk about temporary situations.

Today we're **practising** coding.

This term I'm **learning** to paint.

**Time expressions:** (right) now, at the moment, this week/month/term, etc.

**Grammar Reference > page 70**

- 1 No Pens Day Wednesday happens once a year. **PS**
- 2 On Wednesdays, we usually practise writing essays, but today we're talking about our favourite characters in the book we're reading this term. \_\_\_\_\_

### 3 Choose the correct form of the verb to complete the sentences.

- 1 We **have** / **are having** Maths classes twice a week.
- 2 **Do you eat** / **Are you eating**? Please don't eat near the computer.
- 3 Sports Day **happens** / **is happening** once a year at our school.
- 4 I **learn** / **'m learning** to write computer code this term.
- 5 **Do you eat** / **Are you eating** meat or are you a vegetarian?

### 4 Complete the email with the correct Present Simple and Present Continuous forms of the verbs in brackets.

Hi Fawzi,  
Takeover Day <sup>1</sup>happens (happen) once a year in my school. Students take over adult roles at school for just one day. For example, some students <sup>2</sup>\_\_\_\_\_ (become) teachers for the day, others <sup>3</sup>\_\_\_\_\_ (be) cooks or school secretaries. I'm the assistant head teacher of my school today. At the moment, I <sup>4</sup>\_\_\_\_\_ (sit) in a meeting about school meals. Head teachers <sup>5</sup>\_\_\_\_\_ (have) a lot of difficult meetings, but I <sup>6</sup>\_\_\_\_\_ (enjoy) this one. All the other teachers <sup>7</sup>\_\_\_\_\_ (listen) to my opinions!

### 5 SPEAKING In groups, ask and answer the questions.

- 1 What do you usually do after school on Wednesdays?
- 2 Are you learning to do something new at the moment? What is it?

Now go to Workbook page 31 for the next lesson.

- ☐ I can use the Present Simple and the Present Continuous to talk about regular actions and activities happening now/temporary situations.

# LESSON 4A READING AND VOCABULARY

**1 SPEAKING** Imagine you can study at any school. What's important to you? Put the phrases in order 1–6 (1 = very important). Then compare your ideas in groups.

- ☐ subjects you can study
- ☐ the school building
- ☐ opinions about the school
- ☐ the sports
- ☐ the distance from your house
- ☐ friends at the same school

**2 Study Active Reading.** Then read the article on page 41. Complete the school profile.

Name	<sup>1</sup> <u>The Lab</u>
Where	<sup>2</sup> _____, USA
The school day	Starts: <sup>3</sup> _____ Finishes: <sup>4</sup> _____
Number of students	About: <sup>5</sup> _____
Subjects	Typical subjects and designing <sup>6</sup> _____

## ACTIVE READING | Finding specific information

- Read the questions or task. Think about what information you need, e.g. a number, a name or a date.
- Read the text quickly and find the parts of the text with the information you need. Don't worry about the rest of the text.

**3 Read the article again. Answer the questions.**

- 1** How old are the students at the school?
- 2** How much is breakfast at the school?
- 3** What do students often do for the app development companies near the school?

- 4** When does the canteen serve food?
- 5** What adjectives does the author use to describe the students at the end of the article?

**4 Look at the highlighted phrases in the article on page 41. Complete the collocations with the words from the box.**

break exam (x2) grades project  
qualification subject

- 1** You can do a subject, a \_\_\_\_\_
- 2** You can take an \_\_\_\_\_, a \_\_\_\_\_
- 3** You can get a \_\_\_\_\_, good/bad \_\_\_\_\_
- 4** You can pass an \_\_\_\_\_

**5 Choose the correct words to complete the article.**

Jordan aims to have a King Abdullah II School for Excellence in each governorate of the country.



Students at the school are all of high ability and are expected to <sup>1</sup>\_\_\_\_\_ their exams with top marks. They do normal <sup>2</sup>\_\_\_\_\_ such as Maths and English but also have labs for computers, science and vocational training. They can also do special <sup>3</sup>\_\_\_\_\_ in facilities which include a theatre and music hall.

- 1** **a** make  
**b** pass  
**c** take
- 2** **a** subjects  
**b** activities  
**c** languages
- 3** **a** practice  
**b** projects  
**c** qualifications

# App development at a school

## by Abeer Alqadi



4.5

Today I'm visiting The Lab in Boston in the USA. It's a school for students between the ages of 14 and 19. The school is different from normal schools: students mix lessons with real work and each day starts at 9 a.m. and finishes at 5 p.m., like a typical working day.

The time is 8.45 a.m. and some students are arriving at school. Some are already enjoying a free breakfast inside. They're all wearing uniforms and they look smart. The school looks like the office of an internet tech company!

It's now 9 a.m. and school is starting. First there's an assembly in the school hall. I'm sitting in a really comfortable chair. This isn't like my old school ...

Lessons usually start at 9.20 a.m. But today is App Development Day at the school and the students are doing projects in teams all day. Each team is designing, writing and making an app. They have adults to help them. But the adults aren't teachers – they're real app designers. In fact, there are a lot of app development companies near the school. Students often test apps for the companies and sometimes they get money for it.

Suddenly it's 1 p.m. and I'm getting hungry. When is lunch?

'There isn't a special time,' a student tells me. 'The school serves food all day so students can take a break when they need to – like in the working world.'

In the canteen, students and teachers are eating together and talking about their apps. In total, there are about 250 students at The Lab.

Students don't only study app development, of course. They do typical subjects like Maths, Foreign Languages and History. They take exams, too. But at the end of their time at the school, they also get a qualification in designing apps.

The students at the school look happy and motivated. They want to learn, they want to pass their exams and get good grades.

This really isn't like my school. I want to be a student again, but in this school.



## 6 REFLECT | Society In pairs, discuss the questions.

- 1 Does your school include similar activities to the school above?
- 2 Do you think practical subjects like designing computer games or planning an adventure are useful or a waste of time? Say why.
- 3 Would you like to study at a school like The Lab? Why?
- 4 What new subjects would you like to do at school? Say why.

# LESSON 5A LISTENING AND VOCABULARY

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

- 1 How long does the journey to school take?
- 2 What do you usually do on the journey?

2 **Look at the photos. Find these things.**

canal ladder plane skaters

3 **4.6** Listen to the podcast. Number the photos A-C in the order the speakers mention them.



1 ☐ 2 ☐ 3 ☐

4 **4.6** Read the questions. Then listen again and choose the correct answer.

- 1 The students in China
  - a use the ladders to go to school every day.
  - b don't see their parents at weekends.
  - c live about a kilometre from their school.

2 The Rideau Canal

- a is eight kilometres long.
- b is open for skating for about two months.
- c is closed in the afternoons.

3 Theo Brown

- a studies at a university in Poland.
- b takes a flight on Wednesdays and Fridays.
- c spends more money than he should.



5 **4.7** Complete the sentences from the podcast with the adjectives from the box. Then listen and check.



dangerous expensive freezing  
fun tiny

- 1 These Chinese students are from a *tiny* village in the mountains.
- 2 That looks like a \_\_\_\_\_ journey for children.
- 3 It looks cold – in fact, it's \_\_\_\_\_!
- 4 Ice-skating! That's a \_\_\_\_\_ way to get to school.
- 5 But London is really \_\_\_\_\_, so Theo lives in Poland.

Now go to Workbook page 32 for the next lesson.

## LESSON 6A SPEAKING

### 1 Look at the photo and answer the questions.

- 1 Where are the people in the photo?
- 2 What do you think they are talking about?

### 2 4.12 Listen to Muna and Nada's conversation. Which things does Muna ask to borrow from Nada? Which of them does Nada not give her?



### 3 4.12 Read the dialogue and complete the gaps from memory. Listen again to check.

**Muna** Hi, is anyone sitting here?

**Nada** Hi, Muna. No ... That's all my stuff. Sorry. That Maths video is quite loud!

**Muna** Thanks. Can I borrow your  
1 \_\_\_\_\_, please?

**Nada** Yes, of course. Here you are.

**Muna** Nada, could I borrow your  
2 \_\_\_\_\_? Mine is at home.

**Nada** Yes, sure. But I have Physics homework today, so I need it soon. There are apps, you know ... for your phone.

**Muna** I know, but I don't have one. Just one more thing ... Is it OK if I use your 3 \_\_\_\_\_?

**Nada** No, sorry, you can't. I'm using it at the moment. OK?

### 4 Study the Speaking box and complete the conversations with one or two words in each gap.

1 A \_\_\_\_\_ ask you a question?

B Yes, \_\_\_\_\_.

2 A Is it \_\_\_\_\_ I use your dictionary?

B \_\_\_\_\_, but you can't. It's at home.

3 A Could \_\_\_\_\_ your highlighter?

B Yes, that's fine. \_\_\_\_\_ are.

### SPEAKING | Asking for, giving and refusing permission

#### Asking for permission

Can I borrow your phone, please?

Could I borrow your calculator?

Is it OK if I use your ruler?

#### Saying 'yes'

Yes, of course.

Yes, sure. Here you are.

Yes, that's fine.

That's no problem.

#### Saying 'no' (and giving a reason)

No, sorry. (I don't have one.)

I'm sorry, you can't. (I'm using it now.)

### 5 In pairs, take turns to ask for permission and respond.

1 borrow your phone

2 look at your answers

3 open the window

4 go out with my friends

5 take a break

6 use your highlighter

7 move your backpack

A *Can I borrow your phone, please?*

B *No, sorry. I don't have it with me.*

### 6 In pairs, role play the situation. Student A, go to page 74. Student B, go to page 75. Then change roles.



# What is a typical day like at an international school in Jordan?

**Mariam, Secondary School student in Amman**

**I'm at an international school in Amman. I'm 14 and I'm in Grade 8.**

I arrive at school on the bus at 7.45 a.m. Our school day starts at 8.15 and our first lesson is at 8.15. Then we have two hours of lessons. These include Arabic, English, Maths, Science and PE. I really enjoy English. It's my best subject.

At 10.30 a.m. there is a half-hour break. I usually have a chat with my friends. Then there are three more lessons before another break from 1.15 p.m. to 1.30 p.m. I often have a quick snack.

We have two more lessons before school ends at 2.50 p.m., but there are a lot of afternoon clubs and activities which include art, crafts club and sports. This term, I'm doing robotics!



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

- 1 **SPEAKING** What can you see in the photo?
- 2 **Read the question on the website and Mariam's answer. Find three topics Mariam mentions.**

extra activities after school  
the computers at school  
the food at lunchtime  
her favourite subject  
sports

- 3 **Study the Writing box. Find the phrases in Mariam's post.**

### **WRITING** | An internet forum post

- Introduce yourself (your name, your school, your age, your year):  
*I'm at an international school in Amman. I'm in Grade ...*
- Say what happens in the morning:  
*Our school day starts at ...  
Then we have ...  
At 10.30 a.m. ...*
- Say what happens at break:  
*I usually chat with ...  
I often have ...*
- Talk about the afternoon and after-school activities:  
*We have ... lessons before school ends at ...  
There are a lot of afternoon clubs and activities which include ...  
This term, I'm doing ...*

4 **Study Watch Out!** Then replace the underlined words and phrases in 1–4 with a pronoun.

- 1 I really enjoy English. English is my best subject.
- 2 I never bring sandwiches to school. I can't stand sandwiches!
- 3 We like the Maths teacher, Mrs Alsarrai, but Mrs Alsarrai is not in school today.
- 4 We're lucky because we have great playing fields at our school. The playing fields are really big!

1 *I really enjoy English. It is my best subject.*

#### WATCH OUT!

We use pronouns to avoid repeating nouns:

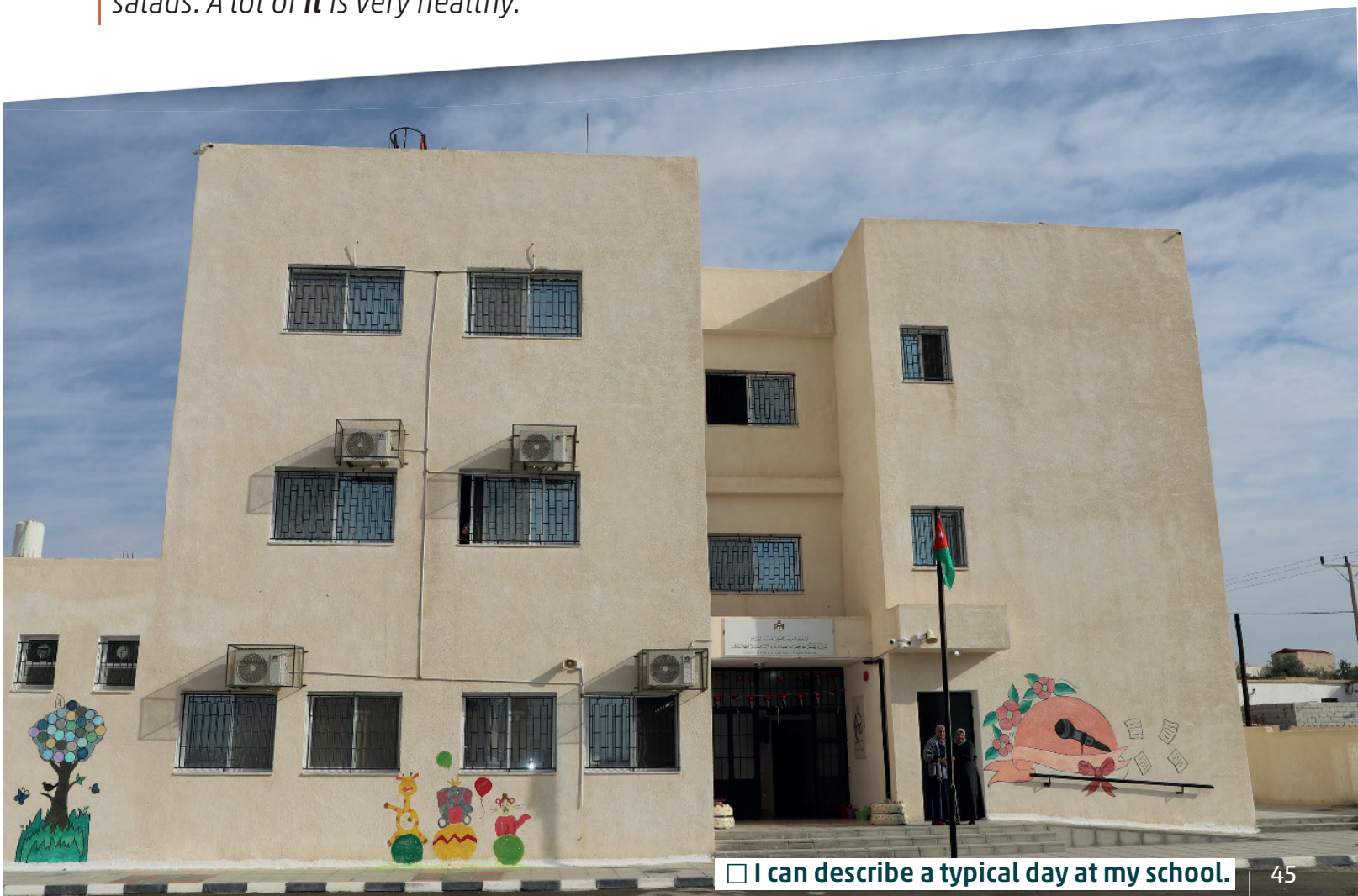
*You can also buy **food**, like soup, rice and salads. A lot of **it** is very healthy.*

5 **SPEAKING** Work in pairs. Compare your school and Mariam's school. Use the prompts in Exercise 2 to help you.

6 **WRITING TASK** Write about your school. Use the text on page 44 to help you. Use the Writing box as a guide.

- Use pronouns to avoid repeating nouns.
- Use linking words: *and*, *but* and *then*.

 **Use the Graphic Organiser to help you plan your writing.**



☐ I can describe a typical day at my school.



## Taking stress out of exams

**This month, Zeina Alsa'ati, director of the Student Support Centre, discusses how to cope with the stress of exams.**

Pre-exam stress is one of the biggest problems in students' lives. It makes you feel bad and stops you from thinking clearly. So here are my tips to help you revise, relax and reduce the stress of exams.

**1** □ The best way to cope with exam stress is to have a good study plan. Decide which subjects to study every day and how much time to spend on each one. And don't wait until just before the exam to begin your revision.

**2** □ When you get tired, you don't learn so well. So take a short break every 45–60 minutes. Change the subject you're studying when you start feeling tired. And try studying with a friend. It's more fun when there are two of you.

**3** □ When we don't understand something, we feel stressed. It's normal. But don't worry about it, do something about it! Ask your teacher for help. All teachers want their students to do well in exams.

**4** □ Your body needs exercise for your brain to work better. So don't study all the time. It can just make you more stressed. Do some sport, go to the gym or just go for a walk, but get up and move!

**5** □ It's important for your brain to rest, so try to get eight hours' sleep every night. Eat a healthy diet and avoid drinks with caffeine that can stop you from sleeping well.

**6** □ Finally, if after following all this advice, you still feel stressed, then don't keep it a secret. Talk to someone, your mum or your dad, a friend or a teacher, and tell them how you feel. We all need help sometimes.

**1 Order these situations from the least (1) to the most (5) stressful. Then compare in pairs. Can you think of anything more stressful?**

- ☐ You lose your phone.
- ☐ You wake up late and don't have time for breakfast.
- ☐ You don't have access to the internet and you're doing a school project.
- ☐ Your end of year exams start tomorrow.
- ☐ You are sitting an important exam.

**2 Discuss in pairs. What can you do to avoid stress in situations like those in Exercise 1?**

**3 Read the article on page 46 and match headings A-F with the advice for revising 1-6.**

- A** Don't be afraid to ask
- B** Be organised and start early
- C** Make it interesting
- D** Eat and sleep well
- E** Don't keep your stress to yourself
- F** Healthy body, healthy brain

**4 Complete the Life Skills box with the words below.**

answer breaks carefully early  
eight exercise late revising talk  
teacher

### LIFE SKILLS | How to manage exam stress

Start <sup>1</sup>revising a long time before the exam, but don't study all the time - take short <sup>2</sup>\_\_\_\_\_ often. Take care of yourself: try to get <sup>3</sup>\_\_\_\_\_ hours' sleep every night, have a healthy diet and get lots of physical <sup>4</sup>\_\_\_\_\_. Ask your <sup>5</sup>\_\_\_\_\_ to explain complicated things and <sup>6</sup>\_\_\_\_\_ to someone if you feel stressed. The night before the exam, go to bed <sup>7</sup>\_\_\_\_\_. In the morning have a good breakfast, but don't be <sup>8</sup>\_\_\_\_\_ for your exam. Read the exam paper <sup>9</sup>\_\_\_\_\_, make a plan and <sup>10</sup>\_\_\_\_\_ the easy questions first.

**5 Do the task below.**

### LIFE SKILLS | Project

**A** Imagine you have an important test in two weeks' time.

Plan your revision timetable. Decide:

- which subjects to study
- what to do when you aren't studying
- when and where to study
- when to have breaks/relax/see friends
- what kind of exercise to do and when to do it
- when to sleep.

**B** Present your timetable to the class. What do you think of your classmates' timetables?

# 05

# Appearances

**VOCABULARY** Personality adjectives, appearance, clothes, family and lookalikes

**GRAMMAR** Past Simple

**LISTENING** Clothes and the environment

**SPEAKING** Shopping for clothes

**READING** Appearance, similarities

**WRITING** An informal email

**VIEWING AND PRESENTING** Talking about clothes



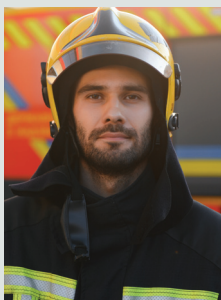
## LESSON 1A VOCABULARY AND GRAMMAR

1 Read the texts quickly. What are the heroes' names and why were they heroes?

### INSPIRING PEOPLE

Last week we asked readers to write about their heroes when they were kids. Who were they? What could they do?

1 When I was four, there was a fire in my house. I was in bed upstairs and my parents couldn't reach me. Fortunately, our neighbour Sultan was a firefighter. He climbed a ladder and saved me. He was so brave! After that Sultan was my hero and my friend. He was creative and full of good ideas. He could write poems, ski and lots more. Unfortunately, he doesn't live here now. I miss him. **HUSAM, MAFRAQ**



2 On my first day at my new school, I went into the wrong classroom. I felt really embarrassed. But then a teacher came into the room and welcomed me. The teacher's name was Mrs Alhalawani. She did so much for me. She was always very helpful. I wasn't confident. But Mrs Alhalawani taught me to believe in myself. I studied hard and got good results. She was easy-going and funny, but she also encouraged her students. **LUBNA, MA'AN**



Past Simple: *to be* and *can*

2 Look at the examples underlined in the text. Complete the sentences with *could* or *was/were*.

1 We use \_\_\_\_\_ to talk about ability in the past.

2 We use \_\_\_\_\_ for the verb *to be* in the past.

Past Simple: *to be* and *can*

*to be*

I • He • She • It

We • You • They

+ I **was** happy.

We **were** brave.

- It **wasn't** funny.

You **weren't** helpful.

? **Was** he brave?  
Yes, he **was**./No, he **wasn't**.

**Were** they confident?  
Yes, they **were**./  
No, they **weren't**.

*can*

I • You • He • She • It • We • They

+ We **could** draw very well.

- I **couldn't** dance.

? **Could** they sing?  
Yes, they **could**./No, they **couldn't**.

Grammar Reference > page 72

### 3 Complete the text with the correct forms of *could*, *was* or *were*.

My neighbour Ghada <sup>1</sup>*was* my hero when I <sup>2</sup>\_\_\_\_\_ little. We <sup>3</sup>\_\_\_\_\_ the same age. She <sup>4</sup>\_\_\_\_\_ two years older than me. I <sup>5</sup>\_\_\_\_\_ do all the things she <sup>6</sup>\_\_\_\_\_ do because I <sup>7</sup>\_\_\_\_\_ big and strong like her, but she <sup>8</sup>\_\_\_\_\_ always helpful.

#### Past Simple: affirmative

#### 4 Look at the examples and answer the questions.

- 1 I started at a new school.
- 2 I felt really embarrassed. A teacher came into the room.
- a What do you add to a regular verb to make it past?
- b Which two verbs have irregular forms?

#### Past Simple: affirmative

We use the **Past Simple** to talk about things that started and finished in the past.

I • You • He • She • It • We • They

##### Regular verbs

We **watched** TV last night.

##### Irregular verbs

We **went** to Greece in 2023.

##### Time expressions

last week/night/year/month, yesterday, 30 years/two minutes/five days ago, in 1950/April/the 1990s

#### Grammar Reference > page 71

#### 5 Find the Past Simple forms of the verbs in the box in the texts and decide if they are regular or irregular.

ask ~~come~~ climb do encourage  
feel get go save study teach  
welcome

Regular verbs	Irregular verbs
<i>asked</i>	<i>came</i>

#### 6 5.1 Complete the text with some of the verbs from Exercise 5. Then listen and check.



My grandad <sup>1</sup>*came* from a small town. He <sup>2</sup>\_\_\_\_\_ the first person in our family to go to university. He <sup>3</sup>\_\_\_\_\_ Geography. After university he <sup>4</sup>\_\_\_\_\_ a job at a television station. During his life he <sup>5</sup>\_\_\_\_\_ some amazing things. In 2004, he <sup>6</sup>\_\_\_\_\_ to the South Pole to make a documentary. He was my hero.

#### 7 5.2 PRONUNCIATION Listen and put the verbs from the box in the correct column. Then listen again and check.



~~asked~~ ~~cried~~ ~~decided~~ described  
died ended pushed saved  
shouted started stopped watched

/t/	/d/	/ɪd/
<i>asked</i>	<i>cried</i>	<i>decided</i>

#### 8 Match the highlighted adjectives in the text on page 48 with the definitions.

- 1 My brother makes me laugh. He's really *funny*.
- 2 My mum's afraid of nothing. She is very \_\_\_\_\_.
- 3 My best friend has a lot of imagination. She is very \_\_\_\_\_.
- 4 I'm generally relaxed and calm. I'm \_\_\_\_\_.
- 5 My sister always does things for other people. She is so \_\_\_\_\_!
- 6 I don't believe in myself. I'm not \_\_\_\_\_.

#### 9 SPEAKING In groups, talk about people you know. Use the adjectives from Exercise 8.

*Nour is really funny. She always makes me laugh.*

Now go to Workbook page 36 for the next lesson.

LESSON 2A VOCABULARY | Appearance, clothes

1 Match the words in the box with the clothes 1–18 in the pictures.

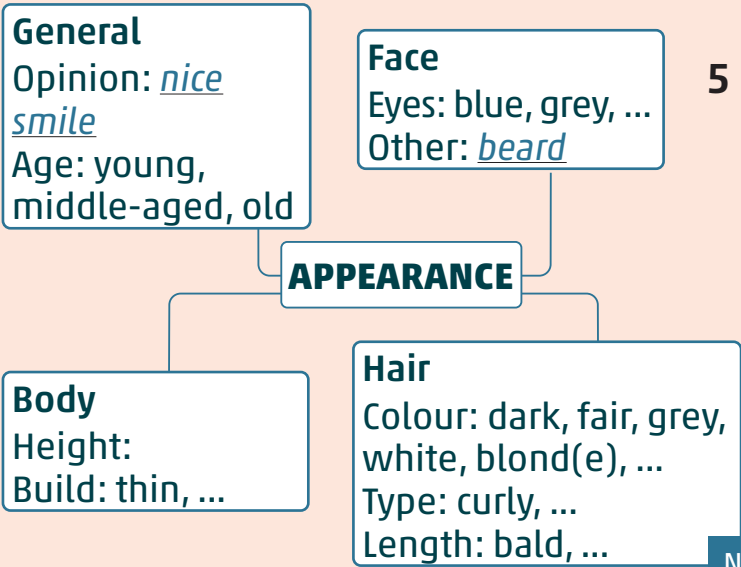
- ☐ boots   ☐ cardigan   ☐ coat  
☐ dress   ☐ hat   ☒ jacket   ☐ jeans  
☐ jumper   ☐ shirt   ☐ shoes   ☐ skirt  
☐ socks   ☐ T-shirt   ☐ top  
☐ tracksuit bottoms   ☐ tracksuit top  
☐ trainers   ☐ trousers

2 Read the descriptions and look at the people in the pictures. Complete the vocabulary map using the words from the descriptions.

Alia is quite **short** and **slim**. She has got **long, straight red hair** and **green eyes**. She's wearing a blue hat and a green scarf.

Muna has got **medium-length, wavy brown hair** and she's got **a nice smile**.

Fadi is **tall** and **well-built**. He has got **short black hair** and **a beard**.



3 Study *Watch Out!* and complete the sentences with the words in the correct order.

1 Alia has got (big / blue / eyes / lovely).

2 Zaid has got (hair / curly / black).

3 Habib is a (tall / man / young).

WATCH OUT!

For appearance we use this order of adjectives:

opinion	<i>nice</i>
length/size	<i>short tall</i>
age	<i>young</i>
type	<i>curly</i>
colour	<i>brown</i>
noun	<i>hair woman</i>

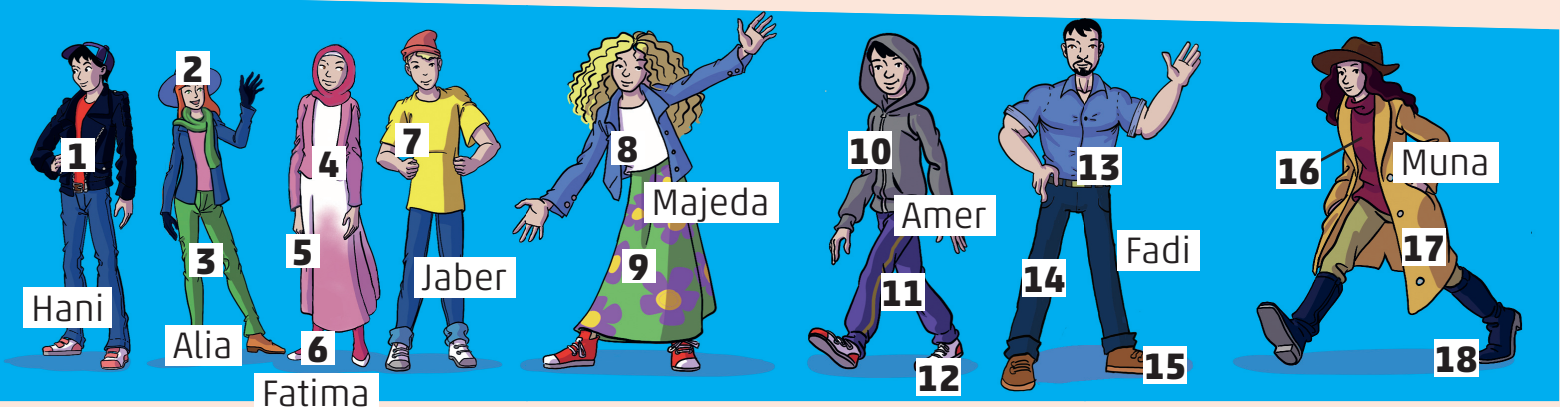
4 Write descriptions of three of the other people in the pictures.

*Amer is slim and quite tall. He's got short dark hair and brown eyes. He's wearing a grey tracksuit top.*

5 REFLECT | Society In pairs, discuss the question.

Do you think it's important to be positive when talking about other people's appearance or personality? Say why.

Now go to Workbook page 38 for the next lesson.





- 1 **5.3** Listen to the conversation. What items of clothing do Adel and Hani decide to buy?

- 2 **5.3** Study the Speaking box and complete the dialogue with one word in each gap. Listen to the conversation again to check.

**Assistant** Hello. Can I <sup>1</sup> *help* you?

**Hani** No, thanks. I'm just <sup>2</sup> \_\_\_\_\_.

**Adel** Um. Yes, please. I'm looking <sup>3</sup> \_\_\_\_\_ a green T-shirt.

**Assistant** OK. There are some here. What <sup>4</sup> \_\_\_\_\_ are you?

**Adel** Medium.

**Assistant** Here you are.

**Adel** Thanks.

**Adel** Can I try these <sup>5</sup> \_\_\_\_\_?

**Assistant** Of course. The changing <sup>6</sup> \_\_\_\_\_ are over there.

**Adel** Thanks.

**Assistant** <sup>7</sup> \_\_\_\_\_ they fit?

**Adel** The jeans are great. But have you got this T-shirt in a small?

**Assistant** Sorry. No.

**Adel** Hani? Are you ready to go?

**Hani** I'm ready. I like this T-shirt. Does it <sup>8</sup> \_\_\_\_\_ me?

**Adel** Yes, it's <sup>9</sup> \_\_\_\_\_. Can we go?

**Hani** No, it doesn't <sup>10</sup> \_\_\_\_\_ right. I don't like the colour.

**Adel** OK. I need to pay for these jeans.

**Hani** No problem!

**SPEAKING | Shopping for clothes**

**What sales assistants say**  
Can I help you?

Do you need any help?

What size are you?

The changing rooms are (over there).

Does it/Do they fit?

**What customers say**  
Yes, please. I'm looking for ...

No, thanks. I'm just looking.

Small/Medium/Large.

Can I try this/these on?

Yes, it's/they're perfect.

Have you got this (T-shirt) in a small/medium/large?

Does it/Do they suit me?

No, it doesn't look right.

- 3 **5.4** Put the conversation in the correct order. Listen and check.



**a** ☐ **Assistant** Here you are.

**b** ☐ **Assistant** Of course. The changing rooms are over there.

**c** ☐ **Assistant** What do you think? Does it fit?

**d** ☒ **Assistant** Hi. Can I help you?

**e** ☐ **Assistant** OK. We have three different ones at the moment. What size are you?

**f** ☐ **Customer** Medium, please.

**g** ☐ **Customer** Where? Oh, there. OK. Thanks.

**h** ☐ **Customer** Thanks. Can I try it on?

**i** ☐ **Customer** Yes, it does. I really like it.


**j** ☐ **Customer** Yes, please. I'm looking for a blue jacket.

- 4 Think of an item of clothing you want to buy. In pairs, practise the conversation in Exercise 3.

- 5 In pairs, role play the situation. Student A, go to page 74. Student B, go to page 75.

LESSON 4A GRAMMAR

1 **SPEAKING** In pairs, compare how people looked in the past with the way people look today.

2  **5.5** Listen and read the conversation between Maha and Grandma. Who are the people in the photo?

**Grandma** Did you find the photo album, Maha?  
**Maha** Oh! No, I didn't. Where did you put it?  
**Grandma** I put it on the coffee table last night. Here it is. Oh, look! That's me when I was 18.  
**Maha** You look so pretty! Did Grandad take that photo?  
**Grandma** No, he didn't. That's Grandad next to me.  
**Maha** What did you say?  
**Grandma** That's Grandad. He had straight hair when he was young. He didn't go bald until he was 40.  
**Maha** Did you always dress like that in those days?  
**Grandma** That was our wedding day! No, we didn't dress like that at work.  
**Maha** I love your dress! Did you keep it?  
**Grandma** Yes, I did. It's in my wardrobe.

Past Simple: negative and question forms

3 Look at the examples. Then complete rules a and b.

- 1 Did you find the photo album?
- 2 We didn't dress like that at work.
- a To make negative sentences in the Past Simple, we use \_\_\_\_\_ + infinitive without to.
- b To make questions in the Past Simple we use \_\_\_\_\_ + I/you/he/she/it/we/they + infinitive without to.

4 Study the Grammar box. Then find more examples of the Past Simple in Maha and Grandma's conversation.

Past Simple: negative and question forms	
	I • You • He • She • It • We • They
+	He <b>liked</b> the film. They <b>had</b> a conversation.
-	He <b>didn't tell</b> her. They <b>didn't talk</b> about his T-shirt collection.
?	<b>Did</b> he <b>like</b> the film? Yes, he <b>did</b> ./No, he <b>didn't</b> .
Wh-?	What <b>did</b> you <b>eat</b> ?
Grammar Reference > page 71	

5 Make the sentences negative.

- 1 I went shopping last weekend.  
*I **didn't go shopping last weekend**.*
- 2 I bought a new phone yesterday.
- 3 I went to the park on Saturday.
- 4 I met my best friend when I was four.
- 5 My parents gave me a laptop for Eid.
- 6 My sister and I played video games last night.
- 7 I enjoyed the last film I saw online.


6 **SPEAKING** Use the sentences in Exercise 5 to make questions. Then ask and answer the questions in pairs.

- A *Did you go shopping last weekend?*
- B *Yes, I did.*
- A *What did you buy?*
- B *I didn't buy much, but I bought a case for my phone.*

Now go to Workbook page 39 for the next lesson.

## LESSON 5A LISTENING AND VOCABULARY

1 How can buying new clothes harm the environment? Make a list of your ideas.

2  **5.6** Listen to the first part of the interview. Which of your ideas from Exercise 1 do the speakers mention?

3  **5.7** Listen to the rest of the interview. Tick the things that are mentioned.


- 1 ☐ Buy good quality clothes.
- 2 ☐ Give old clothes to charity.
- 3 ☐ Repair your old clothes.
- 4 ☐ Only buy two or three things a year.
- 5 ☐ Buy recycled clothes.

4 Study Active Listening. Then read sentences 1–5 and decide what information you need.

- 1 The interviewer's jacket is \_\_\_\_\_ years old. *number*
- 2 Last year Nawal bought shoes that aren't \_\_\_\_\_.
- 3 Nowadays, people usually \_\_\_\_\_ their old clothes.
- 4 The interviewer remembers her grandmother repairing \_\_\_\_\_.
- 5 It's \_\_\_\_\_ to find recycled clothes.

### ACTIVE LISTENING | Finding specific information

- Think about the topic before you listen.
- Read the sentences or questions before you listen and decide what information you need. For example, what kind of word do you need – an adjective, a noun or a verb? Do you need a number, a place, a date or something else?
- Listen for the information you need. Don't try to understand every word.

5  **5.7** Listen to the interview again and complete the sentences in Exercise 4 with one or two words.

6 **REFLECT | Society** In pairs, discuss the questions. Then compare your answers with other pairs.

- 1 Do you follow any of the advice in the interview? Which advice? Is there any advice you want to follow?
- 2 What other advice do you follow for sustainable shopping? Think about food shopping, gadgets, toys, books.
- 3 What other things do people in your country do to help the environment?

Now go to Workbook page 40 for the next lesson.

## LESSON 6A READING AND VOCABULARY

- 1 SPEAKING** Work in pairs. Describe the pairs of people in photos A–C on page 55. What's similar and what's different about them? Do you think they are brothers and sisters or twins? Talk about the things below.

age build clothes eye colour  
height hair (style, colour, length)  
other features

*I think the two men in picture B are similar, but they are wearing different clothes.*

- 2** Read the text on page 55. Check your answers to Exercise 1.
- 3** Read the text again. Match sentences A–E with gaps 1–3. There are two extra sentences.
- A** They decide on our eye and hair colour, as well as the size of our face, eyes, mouth and nose.
- B** But you can't always find a match.
- C** So they might not look similar to each other.
- D** But what happens if your mother has brown eyes and your father has blue eyes, for example?
- E** It would be great to meet my twin!
- 4** Read the text again and answer the questions.
- 1** In what ways does the writer look like his brother?  
*Their face, eyes and hair are similar.*
- 2** What decides the way we look?
- 3** Why do many people have brown eyes?
- 4** What does a child need to get to have blue eyes?
- 5** Why do some twins look the same as each other?
- 6** Why don't all twins look the same?

- 5** Complete the sentences with the correct form of the words from the box.

different from lookalikes  
looks different look like similar to  
identical the same

- 1** I *look like* my grandmother, I'm tall and slim.
- 2** My little sister is \_\_\_\_\_ the rest of my family – she's very serious, but we tell jokes all the time.
- 3** Is that your mother in the photo? You don't look very \_\_\_\_\_ her!
- 4** I'm exactly \_\_\_\_\_ as my dad – we're both very easy-going!
- 5** My brother \_\_\_\_\_ from the rest of the family because he's the only one with red hair.
- 6** My twin brother and I are \_\_\_\_\_ – we're the same height and our faces are similar – but we're not \_\_\_\_\_ – our personalities are really different.
- 6** Use the phrases from Exercise 5 to write four sentences about your family.  
*I'm different from my two sisters – they're both confident, but I'm quite shy.*  
*We look different too because ...*
- 7 SPEAKING** In pairs, take turns sharing your sentences from Exercise 6.

# FAMILY LOOKALIKES

05



5.13

Do you have any brothers and sisters? If you do, can people tell that you are brothers and sisters, or are they surprised? People say that my brother and I look **the same**. His face, eyes and hair are very **similar to** mine. So brothers or sisters can **look like** each other – but sometimes they can look different.

What decides what we look like? Genes are the things in our body which carry the instructions for building our bodies when we are born.

1

We all have two parents, so genes are passed on from your mother and your father. <sup>2</sup>

Some genes are 'stronger' than others. The gene for brown eyes is a 'strong' (dominant) gene, so if a child has a brown-eye gene from the mother and a blue-eye gene from the father, the child will have brown eyes because the brown eye gene is dominant. However, a child could also get a less strong (recessive) blue-eye gene from each parent, even if one of them has brown eyes. If this happens, the child will have blue eyes. The same is true of things such as hair colour, size of nose, etc.

So some brothers and sisters can **look quite different from** each other. Even twins don't always look the same. Some twins share 100% of their genes, in which case they will look **identical**. However, other twins only share about 50% of their genes, like most brothers and sisters. <sup>3</sup> They might not be **lookalikes** at all.

You probably knew that the people in the photographs were all brothers and sisters, but did you guess that only one pair was a twin? It was picture B!



LESSON 7A   **WRITING** | An informal email

1 Read the email and put the things below in the order they are mentioned in the text.

☐ Interests

☐ Appearance

☐ Personality

New message from Imad

Hi Kareem,  
How are you? What's new? Guess what! I met a boy called Rakan last Saturday and he knows you! He says he was in your class at primary school. Do you remember him?  
He's quite tall and he's got short dark hair and brown eyes.  
We started talking about football and friends – and he's actually really funny and easy-going. We have a lot in common.  
He really likes sport – he plays in a local basketball team. He also loves watching skateboarding and reading comic books like me.  
Do you fancy meeting Rakan and me in town next weekend?  
Text me!  
Bye for now,  
Imad

Imad



**2 Match questions 1–3 with the categories from the box. Then find the answers to the questions about Rakan in the email.**

- ☐ appearance   ☐ personality  
☐ interests

- 1** What does he like?  
**2** What does he look like?  
**3** What is he like?

**3 Study the Writing box. Then put Amani's email to Samia in the correct order.**

**WRITING | An informal email**

- Open the email:  
Hi Kareem,  
How are you?
- Say who it is about:  
I met a boy called Rakan last Saturday.
- Describe the person's appearance:  
He's quite tall and he's got short dark hair and brown eyes.
- Describe the person's character:  
He's actually really funny and easy-going.
- Talk about their interests/what you have in common:  
He really likes sport. He also loves watching skateboarding and reading comic books like me.
- Suggest something to do together:  
Do you fancy meeting Rakan and me in town next weekend? Text me!
- End the email:  
Bye for now,  
Imad

**a** ☐ A new girl from Balqa called Randa moved to my school last month. She sits next to me in class and we're great friends!

**b** ☐ Hello Samia,  
How are you?

**c** ☐ Randa's confident and very creative, and she's really helpful, especially in Maths because she's really good at it.

**d** ☐ See you in the summer. Bye for now, Amani

**e** ☐ She's short and slim, and she's got long black straight hair and brown eyes.

**f** ☐ We've got the same interests, photography and books, but we don't like PE or Digital Skills!

**g** ☐ Why don't you come for a visit so you can meet her yourself?

**4 WRITING TASK Write an email about a new friend. Use the Writing box to help you. In your email:**

- describe how you met.
- describe your friend's appearance.
- describe your friend's personality.
- talk about his/her interests and what you have in common.
- suggest something to do together.

 **Use the Graphic Organiser to help you plan your writing.**

**CS1.1**



**ZIAD**, A JORDANIAN BLOGGER, ANSWERS MY QUESTIONS ABOUT THE FOOD HE ATE IN DIFFERENT COUNTRIES.

**So, Ziad, what did you notice about the food you ate on your holidays in other countries?**

Well, in my experience, there was plenty of variety. These days, families in many countries often cook international dishes from other places.

**Why do you think they eat so much international food?**

I think it's because when they go on holiday, they eat the same food as the local people. They like it and want to eat this food at home.

**So you went to Greece?**

Yes, I have some relatives who live in Greece, and they cooked me many different dishes. It is very healthy food.

**Which dishes were your favourite?**

That's a difficult question, but I think my favourite dishes were moussaka and vine leaves.

**I don't know those dishes. Can you tell me about them?**

Sure. Moussaka is made from aubergines, with some meat. There are layers of vegetables and cheese on top. It is really lovely! Vine leaves are the leaves from vines, the plants that give us grapes. Rice is put in the middle of the leaf.

**I also saw photos of a bowl of soup from your travels in Vietnam.**

Yes, that's right. It's called pho, and it's a soup with rice noodles, usually some meat like beef or chicken, and then other vegetables as well. You can add other ingredients such as lime or chilli. I think this is one of my favourite dishes. It is healthy and tastes delicious. People eat it at any time of the day.



**And I think I read you had just come back from Spain.**

Yes, I went to many places in Spain and the food was fantastic.

**What was the best dish?**

Well, I loved paella. It's a rice dish cooked with seafood, vegetables, and sometimes meat. The paella dish is very big, and families sit around a table to share the food.

**And finally, which of these specialities can you recommend?**

That is difficult as all these dishes are delicious! I think you should try pho. You can choose different vegetables or meat, and the soup is great.

**1 Look at the photos A–D on page 58. Which countries do you think these different dishes come from? Read the text quickly to check your ideas.**

**2 In pairs, match the dishes 1–4 with photos A–D. Read the text on page 58 again to check.**

- 1** ☒ pho
- 2** ☐ paella
- 3** ☐ moussaka
- 4** ☐ vine leaves

**3 Read the interview again and answer the questions.**

- 1** How many different dishes does Ziad talk about in the interview?
- 2** Why do people eat international food at home?
- 3** What were Ziad's favourite Greek dishes?
- 4** When do Vietnamese people usually eat pho?
- 5** Which food does Ziad recommend?

**4 Choose the correct words a–c to complete the sentences.**

- 1** When people are on holiday, they usually eat
  - a** food from different countries.
  - b** the local dishes.
  - c** food from their own country.
- 2** When Ziad was in Greece, he ate
  - a** in expensive restaurants.
  - b** in cheap restaurants.
  - c** at his relatives' house.
- 3** When Ziad was with his relatives, his favourite dishes were
  - a** sushi and pho.
  - b** moussaka and vine leaves.
  - c** paella and seafood.

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

- 1** Which of the dishes that Ziad describes would you like to try?
- 2** Which of the dishes wouldn't you like to try? Why not?

**6 REFLECT | Culture In groups, answer the questions.**

- 1** Which is your favourite dish and why?
- 2** What is a traditional breakfast in your country?
- 3** What is a typical weekend lunch or dinner with your family?
- 4** Is takeaway food popular in your home?
- 5** Which international food does your family eat?
- 6** Do you think people eat fewer traditional dishes these days?



### 1 In pairs, answer the questions.

- 1 Do you enjoy reading science fiction books? What about science fiction films?
- 2 What's your favourite adventure story? It can be a book, a film or real life.

### 2 Read the text on page 61 quickly. What language was the secret message written in? Does Axel want to go on the adventure? How do we know?

### 3 Read the text again. Decide if statements 1–5 are true (T) or false (F).

- 1 ☐ Axel only understood the secret message when he saw the back of the parchment.
- 2 ☐ Axel was happy about the secret message on the parchment.
- 3 ☐ Axel wanted to destroy the parchment.
- 4 ☐ Axel's uncle was an Icelandic scientist.
- 5 ☐ Axel decided to tell his uncle the secret message because he was hungry.

### 4 Complete the phrases from the text.

- 1 Not understand: I couldn't make s\_\_\_\_\_ of it.
- 2 Felt more relaxed: At last I calmed d\_\_\_\_\_.
- 3 Started to sleep: I fell a\_\_\_\_\_ on the couch.
- 4 Feel bad for someone: I felt s\_\_\_\_\_ for him.
- 5 Do the same as someone: follow in the f\_\_\_\_\_ of someone.
- 6 Think in a different way: I started to change my m\_\_\_\_\_.

### 5 **LS1.2** Listen to two students in an after-school club talking about their project and answer the questions.



- 1 What project do the students have to do?
- 2 What nationality is the author of *Journey to the Centre of the Earth*?
- 3 What does Ali think about the journey in the story?
- 4 What does Fadi think of Verne's story?
- 5 Has Ali already read the story?
- 6 Why does Ali think it will be difficult to make the story into a film?

### 6 **SPEAKING** In pairs, discuss the questions.

- 1 Axel doesn't want his uncle to discover the secret message because he thinks the journey is too dangerous. Do you think he was right to tell his uncle about the message?
- 2 Was Axel's uncle right to take Axel on the journey? Why do you think that?
- 3 Axel was very worried about the journey and complained a lot. What advice would you give him?

### 7 **WRITING TASK** Imagine you are Axel and you are with your uncle and your guide on the journey. Write a letter to a friend describing the adventure and how you feel.



#### FROM PAGE TO LIFE

The first film based on Verne's novel *Journey to the Centre of the Earth* came out in 1959 and since then there have been many different films and series made based on the story. The most recent was a TV film made in 2008.

# JOURNEY TO THE CENTRE OF THE EARTH

by Jules Verne



LS1.1

I picked up the parchment and studied it. I tried to arrange the letters so that they made Latin words, but it was impossible. I tried every combination of letters I could think of, but I still couldn't make sense of it. I became hot and I felt frustrated.

I picked up the parchment and started to fan myself with it. I saw the back of the parchment and suddenly, I saw some Latin words which I knew: *creterem*, a crater, *terrestre*, of the earth. You can imagine how excited I was. The secret code was broken!

At last I calmed down.

'Now let's see what it says,' I said to myself.

I put the parchment on the table and started to read it. I managed to understand all of it. For some moments I sat there without moving. I was frightened by the words. Was it possible? Could this really happen? Was any man ever brave enough to do this? And then I jumped up out of my seat.

'Oh no,' I cried. 'My uncle must not find out about this. When he reads this, he will want to do it himself. He will want to take me with him.'

We will never return to Hamburg.'

I took the parchment over to the fire. I was going to burn it when the door opened and my uncle appeared.

I just had time to put the parchment back on the table. My uncle did not see me. He was still thinking about the secret message. He studied the parchment all night. I fell asleep on the couch.

When I woke up, it was morning. My uncle was still staring at the parchment. His face was white and his eyes were red. I felt sorry for him. I knew the secret of the parchment, but I could not tell my uncle. I knew he would want to follow in the footsteps of the Old Icelandic scientist. That would be very dangerous. That day, there was no breakfast and no lunch. I was very hungry. I started to change my mind.

At about two o'clock, I decided to tell him.

'Uncle Lidenbrock,' I said. 'I think I have found the answer.' I showed him the words I translated: *Go down into the crater of Sneffels which the shadow of Scartans touches before July. Then you will reach the centre of the earth. I have done this.*



Axel



# Word List

## Unit 1



### LESSON 1A VOCABULARY AND GRAMMAR WL1.1

activity (n) /æk'tɪvəti/

amazing (adj) /ə'meɪzɪŋ/

before/after school /bɪˈfɔː/,ɑːftə  
'skuːl/

do exercise /,duː 'eksəsaɪz/

do homework /,duː 'həʊmwɜːk/

do housework /,duː 'haʊswɜːk/

extra lessons /,ekstrə 'lesənz/

free time (n) /,friː 'taɪm/

get dressed /,get 'drest/

get home /,get 'həʊm/

get up /,get 'ʌp/

go home /,gəʊ 'həʊm/

go out with friends /,gəʊ aʊt wɪð  
'frendz/

go shopping /,gəʊ 'ʃɒpɪŋ/

go to bed/school/work /,gəʊ tə  
'bed/'skuːl/'wɜːk/

have a shower /,hæv ə 'ʃaʊə/

have breakfast/lunch/dinner  
/,hæv 'brekfəst/'lʌntʃ/'dɪnə/

have lessons /,hæv 'lesənz/

life (n) /laɪf/

meal (n) /miːl/

play chess /,pleɪ 'tʃes/

routine (n) /ruː'tiːn/

school day (n) /'skuːldeɪ/

unusual (adj) /ʌn'juːʒuəl/



### LESSON 2A VOCABULARY WL1.2

go to a friend's house /,gəʊ tə ə  
'frendz haʊs/

hang out with friends /,hæŋ aʊt  
wɪð 'frendz/

have a tennis lesson /,hæv ə  
'tenɪs 'lesən/

once/twice/three times a week  
/wʌns/,tuwaɪs/,θriː taɪmz ə  
'wiːk/

play computer games /,pleɪ  
kəm'pjʊ:tə geɪmz/

play games on your mobile  
phone /,pleɪ 'geɪmz ɒn jə  
'məʊbaɪl 'fəʊn/

play sport/tennis/football /,pleɪ  
'spɔːt/'tenɪs/'fʊtbɔːl/

spend (v) /spend/

write a blog /,raɪt ə 'blɒg/



### LESSON 3A GRAMMAR WL1.3

check your phone /,tʃek jə 'fəʊn/

die (v) /daɪ/

excessive (adj) /ɪk'sesɪv/

phone battery (n) /'fəʊn ,bætəri/

sign (n) /saɪn/

switch off (phr v) /,swɪtʃ 'ɒf/

take photos /,teɪk 'fəʊtəʊz/

text (n, v) /tekst/

true (adj) /truː/



### LESSON 4A READING AND VOCABULARY WL1.4

adult (n) /'ædʌlt/

be interested in /,bi 'ɪntrɪstɪd ɪn/

boring (adj) /'bɔːrɪŋ/

care about (v) /'keər ə ,baʊt/

cycle (v) /'saɪkəl/

do sport /,duː 'spɔːt/

event (n) /ɪ'vent/

get back (phr v) /,get 'bæk/

hobby (n) /'hɒbi/

look up (phr v) /,lʊk 'ʌp/

modern (adj) /'mɒdn/

online (adv) /,ɒn'laɪn/

put on the TV /,pʊt ɒn ðə ,tɪ'viː/

real world /,riəl 'wɜːld/

similar (adj) /'sɪmələ/

stay in (phr v) /,steɪ 'ɪn/

stereotype (n) /'steriətaɪp/

stuff (n) /stʌf/

teenager (n) /'tiːneɪdʒə/

the news (n) /ðə 'njuːz/

worry about (v) /'wʌri ə ,baʊt/



### LESSON 5A SPEAKING WL1.5

action film (n) /'ækʃən fɪlm/

enjoy (v) /ɪn'dʒɔɪ/

expensive (adj) /ɪk'spensɪv/

good idea /,gʊd aɪ'dɪə/

present for (n) /'prezənt fə/



### LESSON 6A LISTENING AND VOCABULARY WL1.6

agree with (v) /ə'griː wɪð/

dream about (v) /'driːm ə ,baʊt/

family member (n) /'fæməli  
,membə/

listen to (v) /,lɪsən tə/

tell somebody about  
something (v) /'tel ,sʌmbədi  
ə ,baʊt ,sʌmθɪŋ/

wait for (v) /'weɪt fə/



### LESSON 7A WRITING WL1.7

at university /ət ,juːnɪ'veɪsəti/

gadget (n) /'gædʒɪt/

good at (adj) /'gʊd ət/

personal information (n)  
/ˌpɜːsənəl ɪnfə'meɪʃən/

sports training (n) /'spɔːts  
,treɪnɪŋ/

waste (n) /weɪst/

## Unit 2



### LESSON 1A VOCABULARY AND GRAMMAR **WL2.1**

attic (n) /'ætɪk/

balcony (n) /'bælkəni/

bathroom (n) /'bɑːθrʊm/

bedroom (n) /'bedrʊm/

ceiling (n) /'siːlɪŋ/

dining room (n) /'daɪnɪŋ ruːm/

door (n) /dɔː/

floor (n) /flɔː/

front (n) /frʌnt/

garage (n) /'gærɪdʒ/

hall (n) /hɔːl/

kitchen (n) /'kɪtʃɪn/

living room (n) /'lɪvɪŋ ruːm/

roof (n) /ruːf/

stairs (n) /steəz/

straight (adj) /streɪt/

study (n) /'stʌdi/

upstairs (adv) /,ʌp'steəz/

wall (n) /wɔːl/

window (n) /'wɪndəʊ/



### LESSON 2A VOCABULARY **WL2.2**

armchair (n) /'ɑːmtʃeə/

bath (n) /bɑːθ/

bed (n) /bed/

behind (prep) /bɪ'haɪnd/

between (prep) /bɪ'twiːn/

carpet (n) /'kɑːpɪt/

cooker (n) /'kʊkə/

cupboard (n) /'kʌbəʊd/

dishwasher (n) /'dɪʃ,wɒʃə/

fireplace (n) /'faɪəpleɪs/

fridge (n) /frɪdʒ/

furniture (n) /'fɜːnɪtʃə/

in front of (prep) /ɪn frʌnt ɒv/

LED TV (n) /,el ɪː ,diː ,tiː 'viː/

microwave (n) /'maɪkrəweɪv/

mirror (n) /'mɪrə/

next to (prep) /'nekst tə/

opposite (prep) /'ɒpəzət/

rug (n) /rʌg/

shelf (pl. shelves) (n) /ʃelf/  
ʃelvz/

shower (n) /'ʃaʊə/

sink (n) /sɪŋk/

sofa (n) /'səʊfə/

toilet (n) /'tɔɪlɪt/

under (prep) /'ʌndə/

wardrobe (n) /'wɔːdrəʊb/

washbasin (n) /'wɒʃ,betsən/

washing machine (n) /'wɒʃɪŋ  
mə,ʃiːn/



### LESSON 3A GRAMMAR AND VOCABULARY **WL2.3**

clean the floor /kliːn ðə 'flɔː/

cook a meal /,kʊk ə 'miːl/

do chores /,duː 'tʃɔːz/

do the washing-up /,duː ðə  
,wɒʃɪŋ 'ʌp/

keep your room tidy /,kiːp jə  
,ruːm 'taɪdi/

vacuum the carpet /,vækjuəm  
ðə 'kɑːpɪt/

wash/dry/iron clothes /,wɒʃ/  
,draɪ, aɪən 'kləʊðz/



### LESSON 4A READING AND VOCABULARY **WL2.4**

comfortable (adj) /'kʌmftəbəl/

dark (adj) /dɑːk/

different (adj) /'dɪfərənt/

empty (adj) /'empti/

fantastic (adj) /fæn'tæstɪk/

light (adj) /laɪt/

modern (adj) /'mɒdn/

neighbour (n) /'neɪbə/

noisy (adj) /'nɔɪzi/

normal (adj) /'nɔːmə/

quiet (adj) /'kwaɪət/

same (adj) /seɪm/

special (adj) /'speʃəl/

terrible (adj) /'terəbəl/

traditional (adj) /trə'dɪʃənəl/

uncomfortable (adj)  
/ʌn'kʌmftəbəl/

### LESSON 5A LISTENING AND VOCABULARY **WL2.5**



do a questionnaire /  
,duː ə ,kwestʃə'neə/

do your best /,duː jə 'best/

make new friends/suggestions  
/,meɪk ,njuː 'frendz/  
/sə'dʒestʃənz/

match (v) /mætʃ/

roommate (n) /'ruːm,meɪt/

share a room /,ʃeə ə 'ruːm/

### LESSON 6A



### SPEAKING **WL2.6**

available (adj) /  
ə'veɪləbəl/

location (n) /ləʊ'keɪʃən/

rent (v) /rent/



### LESSON 7A WRITING **WL2.7**

cover (n) /'kʌvə/

desk (n) /desk/

personality (n) /,pɜːsən'æləti/

## Unit 3



### LESSON 1A VOCABULARY AND GRAMMAR WL3.1

beef (n) /bi:f/  
biscuit (n) /'bɪskɪt/  
bread (n) /bred/  
butter (n) /'bʌtə/  
cake (n) /keɪk/  
chocolate (n) /'tʃɒklət/  
coffee (n) /'kɒfi/  
crisps (n) /krisps/  
dessert (n) /dɪ'zɜ:t/  
diet (n) /'daɪət/  
eggs (n) /egz/  
ice cream (n) /,aɪs 'kri:m/  
juice (n) /dʒu:s/  
lettuce (n) /'letɪs/  
meat (n) /mi:t/  
milk (n) /mɪlk/  
pasta (n) /'pæstə/  
potato (n) /pə'tetəʊ/  
rice (n) /raɪs/  
snack (n) /snæk/  
sandwich (n) /sænwɪdʒ/  
tomato (n) /tə'mætəʊ/  
tuna (n) /'tju:nə/  
water (n) /'wɔ:tə/



### LESSON 2A VOCABULARY WL3.2

bag (n) /bæg/  
bottle (n) /'bɒtl/  
box (n) /bɒks/  
can (n) /kæn/  
carton (n) /'kɑ:tn/  
jar (n) /dʒɑ:/  
packet (n) /'pækɪt/

price (n) /praɪs/  
special offer (n) /,speʃəl 'ɒfə/  
tin (n) /tɪn/



### LESSON 3A SPEAKING WL3.3

order (n, v) /'ɔ:də/  
vegetarian (n, adj)  
/ˌvedʒə'teəriən/  
waiter (n) /'weɪtə/



### LESSON 4A GRAMMAR WL3.4

keep (v) /ki:p/  
leftovers (n) /'leftəʊvəz/  
store (v) /stɔ:/  
use-by date (n) /'ju:z baɪ deɪt/



### LESSON 5A LISTENING AND VOCABULARY WL3.5

baker (n) /'beɪkə/  
bowl (n) /bəʊl/  
butcher (n) /'bʊtʃə/  
chef (n) /ʃef/  
cup (n) /kʌp/  
dietitian (n) /,daɪə'tɪʃən/  
food photographer (n) /'fu:ɪd  
fə'tɒgrəfə/  
fork (n) /fɔ:k/  
glass (n) /glɑ:s/  
knife (n) /naɪf/  
plate (n) /pleɪt/  
restaurant reviewer (n)  
/'restərɒnt riˌvju:ə/  
spoon (n) /spu:n/  
waiter (n) /'weɪtə/



### LESSON 6A READING AND VOCABULARY WL3.6

delicious (adj) /dɪ'lɪʃəs/  
dish (n) /dɪʃ/  
eat in (phr v) /,i:t 'ɪn/  
eat out (phr v) /,i:t 'aʊt/  
environment (n)  
/ɪn'veɪrənmənt/  
ethical (adj) /'eθɪkəl/  
find out (phr v) /,faɪnd 'aʊt/  
give out (phr v) /,gɪv 'aʊt/  
give up (phr v) /,gɪv 'ʌp/  
help out (phr v) /,help 'aʊt/  
homeless people (n) /'həʊmləs  
,pi:pəl/

natural/local ingredients  
/ˌnætʃərəl/,ləʊkəl  
ɪn'ɡri:diənts/

search (v) /'sɜ:tʃ/  
serve (v) /sɜ:v/  
sit down /,sɪt 'daʊn/  
spend/save money /,spend/  
,seɪv 'mʌni/



### LESSON 7A WRITING WL3.7

opening hours (n) /'əʊpənɪŋ  
,aʊəz/  
speciality (n) /,speʃi'æləti/

## Unit 4



### LESSON 1A VOCABULARY AND GRAMMAR WL4.1

after-school activity (n)  
/ˌɑːftə'skuːl æk'tɪvəti/

art room (n) /'ɑːt ruːm/

canteen (n) /kæn'tiːn/

computer room (n) /kəm'pjʊtə  
ruːm/

gym (n) /dʒɪm/

hallway (n) /'hɔːlweɪ/

library (n) /'laɪbrəri/

playing fields (n) /'pleɪɪŋ fiːldz/

science lab (n) /'saɪəns læb/

staffroom (n) /'stɑːfruːm/

term (n) /tɜːm/



### LESSON 2A VOCABULARY WL4.2

Art (n) /ɑːt/

backpack (n) /'bæk,pæk/

Biology (n) /baɪ'ɒlədʒi/

calculator (n) /'kælkjələtə/

Chemistry (n) /'keməstri/

dictionary (n) /'dɪkʃənəri/

Drama (n) /'drɑːmə/

education (n) /ˌedʒu'keɪʃən/

electricity (n) /ɪˌlek'trɪsəti/

element (n) /'eləmənt/

folder (n) /'fəʊldə/

Foreign Languages (n) /ˌfɔːrɪn  
'læŋɡwɪdʒɪz/

Geography (n) /dʒɪ'ɒɡrəfi/

headphones (n) /'hedfəʊnz/

highlighter (n) /'haɪlaɪtə/

History (n) /'hɪstəri/

keys (n) /kiːz/

Maths (n) /mæθs/

notebook (n) /'nəʊtbʊk/

Physical Education (n) /ˌfɪzɪkəl  
ˌedʒu'keɪʃən/

Physics (n) /'fɪzɪks/

ruler (n) /'ruːlə/

textbook (n) /'tekstbʊk/

tissue (n) /'tɪʃuː/



### LESSON 3A GRAMMAR WL4.3

character (n) /'kærəktə/

essay (n) /'eseɪ/

improve (v) /ɪm'pruːv/

listening/speaking skills (n)  
/ˌlɪsənɪŋ/'spiːkɪŋ skɪlz/

meeting (n) /'miːtɪŋ/

pen (n) /pen/

practise (doing something) (v)  
/ˌpræktɪs 'duːɪŋ ˌsʌmθɪŋ/

put down (phr v) /ˌput 'daʊn/



### LESSON 4A READING AND VOCABULARY WL4.4

adventure (n) /əd'ventʃə/

app designer (n) /'æp dɪˌzaɪnə/

assembly (n) /ə'sembli/

design an app /dɪˌzaɪn ən 'æp/

do a project /ˌduː ə 'prɒdʒekt/

do a subject /ˌduː ə 'sʌbdʒɪkt/

get a qualification (in  
something) /ˌget ə  
'kwɒlɪfɪ'keɪʃən (ɪn ˌsʌmθɪŋ)/

get good grades /ˌget gʊd  
'greɪdz/

motivated (adj) /'məʊtəveɪtəd/

pass an exam /ˌpɑːs ən ɪg'zæm/

practical (adj) /'præktɪkəl/

take a break (from something)  
/ˌteɪk ə 'breɪk (frəm ˌsʌmθɪŋ)/

take an exam /ˌteɪk ən ɪg'zæm/

test (v) /test/



### LESSON 5A LISTENING AND VOCABULARY WL4.5

canal (n) /kə'næl/

closed (adj) /kləʊzd/

dangerous (adj) /'deɪndʒərəs/

expensive (adj) /ɪk'spensɪv/

freezing (adj) /'friːzɪŋ/

fun (adj) /fʌn/

get to school /ˌget tə 'skuːl/

journey (n) /'dʒɜːni/

kilometre (n) /'kɪləˌmiːtə/

ladder (n) /'lædə/

plane (n) /pleɪn/

skaters (n) /'sketəz/

skating/ice-skating (n)  
/'sketɪŋ/'aɪs ˌsketɪŋ/

take (v) /teɪk/

take a flight /ˌteɪk ə 'flaɪt/

tiny (adj) /'taɪni/

village (n) /'vɪlɪdʒ/



### LESSON 6A SPEAKING WL4.6

borrow (v) /'bɒrəʊ/

loud (adj) /laʊd/



### LESSON 7A WRITING WL4.7

chat with friends /ˌtʃæt wɪð  
'frendz/

internet forum post (n)  
/ˌɪntənət 'fɔːrəm pəʊst/

secondary school (n)  
/'sekəndəri skuːl/

# Word List

## Unit 5



### LESSON 1A VOCABULARY AND GRAMMAR

**WLS.1**

brave (adj) /breɪv/  
confident (adj) /'kɒnfɪdənt/  
creative (adj) /kri'eɪtɪv/  
cry (v) /kraɪ/  
easy-going (adj) /,i:zi 'gəʊɪŋ/  
encourage (v) /ɪn'kʌrɪdʒ/  
fire (n) /faɪə/  
firefighter (n) /'faɪə,faɪtə/  
funny (adj) /'fʌni/  
helpful (adj) /'helpfəl/  
hero (n) /'hɪərəʊ/  
inspiring (adj) /ɪn'spaɪərɪŋ/  
push (v) /pʊʃ/  
reach (v) /ri:tʃ/  
save (v) /seɪv/  
shout (v) /ʃaʊt/



### LESSON 2A VOCABULARY

**WLS.2**

appearance (n) /ə'prɪərəns/  
bald (adj) /bɔ:ld/  
beard (n) /bɪəd/  
blue/grey/brown/green eyes  
/ ,blu: ,greɪ ,braʊn ,gri:n 'aɪz/  
boots (n) /bu:ts/  
cardigan (n) /'kɑ:dɪgən/  
coat (n) /kəʊt/  
curly/straight/wavy hair / ,kɜ:li/  
,streɪt ,weɪvi 'heə/  
dark/fair/grey/white/blond(e)/  
red/brown/black hair / ,dɑ:k/  
,feə ,greɪ ,waɪt ,blɒnd ,red/  
,braʊn ,blæk 'heə/  
dress (n) /dres/  
hat (n) /hæt/  
jacket (n) /'dʒækɪt/  
jeans (n) /dʒi:nz/

jumper (n) /'dʒʌmpə/  
middle-aged (adj) / ,mɪdəl 'eɪdʒd/  
nice (adj) /naɪs/  
old (adj) /əʊld/  
scarf (n) /skɑ:f/  
shirt (n) /ʃɜ:t/  
shoes (n) /ʃu:z/  
short/medium-length/long  
hair / ,ʃɔ:t ,mi:diəm ,leŋθ ,ləŋ  
'heə/  
skirt (n) /skɜ:t/  
slim (adj) /slɪm/  
socks (n) /sɒks/  
tall (adj) /tɔ:l/  
thin (adj) /θɪn/  
top (n) /tɒp/  
tracksuit bottoms (n) /'træksu:t  
,bɒtəmz/  
tracksuit top (n) /'træksut ,tɒp/  
trainers (n) /'treɪnəz/  
trousers (n) /'traʊzəz/  
T-shirt (n) /'ti: ʃɜ:t/  
well-built (adj) / ,wel 'bɪlt/  
young (adj) /jʌŋ/



### LESSON 3A SPEAKING

**WLS.3**

fit (v) /fɪt/  
sales assistant (n) /'seɪəlz  
ə,sɪstənt/  
size (n) /saɪz/  
small/medium/large (adj)  
/smɔ:l /'mi:diəm /lɑ:dʒ/  
suit (v) /su:t/  
try on (v) / ,traɪ 'ɒn/



### LESSON 4A GRAMMAR

**WLS.4**

dress (v) /dres/  
go bald / ,gəʊ 'bɔ:ld/



### LESSON 5A LISTENING AND VOCABULARY

**WLS.5**

charity (n) /'tʃærəti/  
quality (n) /'kwɒləti/  
recycled (adj) / ,ri:'saɪkld/  
repair (v) /rɪ'peə(r)/  
sustainable (adj) /sə'steɪnəbl/



### LESSON 6A READING AND VOCABULARY

**WLS.6**

different from (adj) /'dɪfrənt  
frɒm/  
genes (n) /dʒi:nz/  
identical (adj) /aɪ'dentɪkəl/  
instruction (n) /ɪn'strʌkʃən/  
look like somebody /'lʊk laɪk  
,sʌmbədi/  
look/seem different/the same  
/ ,lʊk ,si:m 'dɪfərənt /də seɪm/  
lookalike (n) /'lʊkəlaɪk/  
parent (n) /'peərənt/  
pass on (phr v) / ,pa:s ɒn/  
shape (n) /ʃeɪp/  
similar to somebody  
/'sɪmələ tə ,sʌmbədi/  
surprised (adj) /sə'praɪzd/  
twin (n) /twɪn/

### LESSON 7A WRITING

**WLS.7**

fancy (doing something) (v)  
/ ,fænsɪ ('du:ɪŋ ,sʌmθɪŋ)/



have a lot in common /  
,hæv ə lɒt ɪn 'kɒmən/

primary school (n) /  
'praɪməri sku:l/

Unit 1, Lesson 1A, page 5 Present Simple: affirmative and negative

Present Simple				
Affirmative		Negative		
I/You/We/They	eat.	I/You/We/They	do not (don't)	eat.
He/She/It	eats.	He/She/It	does not (doesn't)	

We use the Present Simple to talk about:

- regular/repeated actions or activities:  
*I **start** each day with some exercise.*
- facts:  
*We **live** in the south of Jordan.*

Spelling rules for third person singular:

- general rule: infinitive + *s*, e.g. *start – starts, drive – drives*
- verbs ending in *-o, -ch, -sh, -s, -x*: + *es*, e.g. *go – goes, watch – watches, wash – washes*
- verbs ending in a consonant and *-y*: *-y + ies*, e.g. *try – tries*

Unit 1, Lesson 3A, page 7 Adverbs of frequency and Present Simple: questions

Adverbs of frequency

never (0%) < hardly ever < sometimes < often < usually < always (100%)

*The battery **always** dies before the end of the day.*

*They **never** leave their phones at home.*

We put adverbs of frequency after the verb *be* and before other main verbs:

*She **is always** busy at the weekends.*

*I **often do** sport.*

We use frequency expressions to talk about how often we do things:

*Jaber goes to the museum **once a month**.*

*My aunt visits us **twice a year**.*

Present Simple: questions

Yes/No questions			Answers
Do	I/you/we/they	take photos?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>do not (don't)</b> .
Does	he/she/it		Yes, he/she/it <b>does</b> . No, he/she/it <b>does not (doesn't)</b> .

Wh- questions

How often	do	you	<b>check</b> messages on your phone?
Where	do	your parents	<b>work</b> ?
What time	does	school	<b>start</b> ?

Unit 2, Lesson 1A, page 15 There is/ There are with some and any

There is/There are with some and any

Affirmative		Negative	
There is ('s)	a picture on the wall.	There is not (isn't)	a picture on the wall.
There are ('re)	some pictures on the wall.	There are not (aren't)	any pictures on the wall.

Yes/No questions		Short answers
Is there	a picture on the wall?	Yes, <b>there is</b> . No, <b>there isn't</b> .
Are there	<b>any</b> pictures on the wall?	Yes, <b>there are (some)</b> . No, <b>there aren't (any)</b> .

We use *there is/there are* to say where things are:

***There is** a big window in the living room.*

***There isn't** a fireplace in this house.*

***There are** a lot of photographs on the wall.*

***There aren't** many houses in this street.*

We use *some* in affirmative sentences:

There are **some** plants in the garden.

We use *any* in negative sentences or questions:

Are there **any** mirrors here?

There aren't **any** chairs in the kitchen yet.

Unit 2, Lesson 3A, page 17 Can/can't

Can/can't					
Affirmative			Negative		
I/You/He/ She/It/We/ They	can	swim.	I/You/He/ She/It/ We/They	can't	swim.
Yes/No questions			Short answers		
Can	I/you/ he/she/ it/we/ they	swim?	Yes, I/you/he/she/it/ we/they <b>can</b> . No, I/you/he/she/it/ we/they <b>can't</b> .		
Wh- questions					
What	can	I/you/he/ she/it/ we/they	do well?		

We use *can* and *can't* to talk about ability:

Sami **can** vacuum the carpets very quickly.

I simply **can't** keep my room tidy.

**Can** you iron your shirts and not burn them?

What **can** she cook very well?

Unit 3, Lesson 1A, page 27 Nouns:  
countable and uncountable nouns  
with *some/any/no*

Nouns: countable and uncountable nouns with <i>some/any/no</i>	
Countable nouns	Uncountable nouns
I always have <b>an</b> egg for breakfast.	I sometimes have <b>some</b> bread too.
I usually take <b>some</b> bananas with me.	
There isn't <b>a</b> bottle of milk in the fridge.	There isn't <b>any</b> milk in the fridge./There is <b>no</b> milk in the fridge.
There aren't <b>any</b> crisps in this packet./There are <b>no</b> crisps in this packet.	
Have you got <b>a</b> sandwich?	Do you eat <b>any</b> pasta in your diet?
Are there <b>any</b> cakes?	
<b>How many</b> snacks do you eat between meals?	<b>How much</b> chocolate do you eat every day?

Countable nouns:

- name things we can count: *There is **an** apple on the table.*
- have singular and plural forms: *This tomato is very sweet.*  
*These tomatoes are big.*

Uncountable nouns:

- name things we cannot count: *I often drink tea.*
- do not have a plural form: *Vegetarians don't eat meat.*

We use *some* with plural countable or uncountable nouns:

There are **some** eggs in the fridge.

Can I have **some** water, please?

We use *any* in questions and in negative sentences with uncountable nouns and plural countable nouns:

Are there **any** potatoes in this salad?

I'm sorry, we haven't got **any** ice cream.

We can use *no* in affirmative sentences to replace *not any*.

There isn't **any** tea in the cupboard = There is **no** tea in the cupboard.

Unit 3, Lesson 4A, page 30 Quantifiers: *a lot of, too many, too much, a few, a little, not many, not much*

Quantifiers: <i>a lot of, too many, too much, a few, a little, not many, not much</i>	
Plural countable nouns	Uncountable nouns
There are <b>a lot of</b> tomatoes on this pizza!	There's <b>a lot of</b> cheese on this pizza.
Don't eat <b>too many</b> sweets because they're bad for you!	Don't use <b>too much</b> sugar because it is bad for you!
There are <b>a few</b> biscuits in the packet – eat them!	There's <b>a little</b> coffee in the pot – drink it!
There are <b>not many</b> tins in the cupboard! Do people eat <b>many</b> potatoes in Jordan?	There is <b>not much</b> mayonnaise in this jar! Do people eat <b>much</b> bread in the UK?

We use *a lot of* to talk about big amounts of countable or uncountable nouns:

*I try to eat **a lot of** vegetables every day.*

We use *too many* to talk about countable nouns when we have more than we need:  
*Eating **too many** crisps isn't good for you.*

We use *too much* to talk about uncountable nouns when we have more than we need:

*There's **too much** salt in this soup.*

We use *a few* to talk about small amounts of countable nouns:

*Can I have **a few** bananas?*

We use *a little* to talk about small amounts of uncountable nouns:

*Add **a little** olive oil to the sauce.*

We use *not many* to talk about small amounts of countable nouns:

*There are **not many** vegetarian dishes.*

We use *not much* to talk about small amounts of uncountable nouns:

*There's **not much** carrot cake left.*

Unit 4, Lesson 1A, page 37 Present Continuous

Present Continuous					
Affirmative			Negative		
I	am ('m)	eating.	I	am not ('m not)	eating.
You/ We/ They	are ('re)		You/ We/ They	are not (aren't)	
He/ She/It	is ('s)		He/ She/It	is not (isn't)	
Yes/No questions			Short answers		
Am	I	eating?	Yes, I <b>am</b> . No, I'm <b>not</b> .		
Are	you/ we/ they		Yes, you/we/they <b>are</b> . No, you/we/they <b>are not (aren't)</b> .		
Is	he/ she/ it		Yes, he/she/it <b>is</b> . No, he/she/it <b>is not (isn't)</b> .		
Wh- questions					
What	am	I	talking about?		
	are	you/we/they			
	is	he/she/it			

We use the Present Continuous:

- to talk about actions that are happening now at the moment of speaking:  
*Listen! The teacher **is talking**.*  
*I can't talk now. I'm **sitting** in the library.*
- to talk about temporary situations:  
*This term we **are learning** Spanish.*

Spelling rules: **-ing form**

General rule: infinitive + **-ing**, e.g. *go – going, play – playing*

Verbs ending in a consonant + **-e**: **-e + -ing**, e.g. *make – making, use – using*

One-syllable verbs ending in one vowel + one consonant: double the consonant + **-ing**, e.g. *sit – sitting, run – running*

Time expressions we use with the Present Continuous:

*at the moment, now, at present*

Unit 4, Lesson 3A, page 39 Present Simple and Present Continuous

Present Simple

We use the Present Simple to talk about:

- regular activities:  
*I often **listen** to music on my way to school.*
- states and permanent situations:  
*We **live** near the mountains.*
- preferences, with verbs like *like, love, hate, prefer*:  
*Children **love** water.*

Time expressions we use with the Present Simple:

*always, often, never, sometimes, usually, every day/evening/week/winter, on Sundays, once a week*

Present Continuous

We use the Present Continuous to talk about:

- activities and events taking place at the moment of speaking:  
*Listen! Asma **is playing** the piano.*
- temporary situations:  
*We **are learning** to write emails now.*

Time expressions we use with the Present Continuous:

*at the moment/right now, now, today, this morning/evening, this month, this summer*

Unit 5, Lesson 1A, page 48 Past Simple: *to be, can* and affirmative of regular and irregular verbs

Past simple: <i>to be</i>					
Affirmative			Negative		
I/He/She/It	<b>was</b>	at school.	I/He/She/It	<b>was not (wasn't)</b>	at school.
You/We/They	<b>were</b>		You/We/They	<b>were not (weren't)</b>	
Yes/No questions			Short answers		
<b>Was</b>	I/he/she/it	at school?	Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>was not (wasn't)</b> .		
<b>Were</b>	you/we/they		Yes, you/we/they <b>were</b> . No, you/we/they <b>were not (weren't)</b> .		
Wh- questions					
Where	<b>was</b>	I/he/she/it?			
	<b>were</b>	you/we/they?			

Past simple: <i>can</i>					
Affirmative			Negative		
I/You/He/She/It/We/They	<b>could</b>	sing.	I/You/He/She/It/We/they	<b>could not (couldn't)</b>	sing.
Wh- questions					
What	<b>could</b>	I/you/he/she/it/we/they		sing?	

We use the Past Simple to talk about events that started and ended in the past. The Past Simple of *be* is *was/were*:  
*They **were** both amazing artists.*  
***Was** she a famous writer?*  
*He **wasn't** happy about the situation.*  
The past form of the verb *can* is *could*. We use *could* and *couldn't* to talk about ability in the past:  
*I **could** write well but I **couldn't** draw when I was a child.*

Past Simple: affirmative

Regular verbs	Irregular verbs
I/You/He/ She/It/We/ They	<b>watched</b> TV.  I/You/He/ She/It/We/ They
	<b>went</b> to the park.

We use the Past Simple to talk about actions and situations that started and finished in the past or happened at a specific time in the past:

Omar **watched** the match yesterday.  
Last year we **went** to Dubai.

**Time expressions we use with the Past Simple:**  
yesterday, last weekend/year, ten days/a minute ago, in 1969/the 1980s/July.

**Spelling rules**

**Regular verbs:**

- infinitive: + -ed, e.g. start – **started**, ask – **asked**
- verbs ending in -e: + -d, e.g. move – **moved**
- verbs ending in a consonant + -y: - y + -ied, e.g. study – **studied**
- verbs ending in one vowel + one consonant: double the consonant + -ed, e.g. stop – **stopped**

**Irregular verbs**

For a list of irregular verbs, see page 72.

Unit 5, Lesson 4A, page 52 Past simple: negative and question forms

Past simple: negative and question forms

Affirmative	Negative
I/You/ He/ She/ It/We/ They	<b>watched</b> TV and <b>went</b> to the park.  I/You/ He/She/ It/We/ They
	<b>did not</b> ( <b>didn't</b> )  <b>watch</b> TV and <b>go</b> to the park.

Yes/No questions	Short answers
<b>Did</b>	I/you/ he/she/ it/we/ they
	<b>watch</b> TV and <b>go</b> to the park?
	Yes, I/you/he/she/it/ we/they <b>did</b> . No, I/you/he/she/it/ we/they <b>didn't</b> .

Wh- questions

What	<b>did</b>	I/you/he/she/ it/we/they	<b>watch?</b>
------	------------	-----------------------------	---------------

We use the Past Simple to talk about events and finished situations from the past.

We use *didn't* + infinitive to make negative sentences in the Past Simple:  
*We **didn't read** this book.*

We use *did* to make questions:  
***Did** you work long yesterday?*

# Irregular Verbs



WL5.8

Verb	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone/been
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
learn	learned/ learnt	learned/ learnt

Verb	Past Simple	Past Participle
leave	left	left
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

STUDENT A

Unit 2, Lesson 2A Exercise 4, page 16

Follow the instructions.  
Draw five Xs in your picture. Don't show your picture to your partner!  
In pairs, ask and answer questions to find the Xs in your partner's picture. You can only ask 15 questions. Use the prepositions from the box to ask and answer questions.

behind   between   on   next to  
under



A *Is there an X under the chair?*  
B *Yes, there is./No, there isn't.*

Unit 2, Lesson 6A Exercise 3, page 21

Follow the instructions. Use the notes below and the phrases in the Speaking box on page 21 to role play the situation.

INFORMATION

REVIEWS (4)

LOCATION

### Beautiful house in central Edinburgh

Edinburgh, Scotland

6 Guests

3 Bedrooms

You see this advert for a holiday house online. Call Student B to find out more information:

- Extra beds? Bathrooms? How many?
- Shower or bath?
- Wi-fi?
- Parking space?

Unit 3, Lesson 2A Exercise 6, page 28

Follow the instructions. Then change roles.

1 You are the customer. Read your shopping list and ask the shop assistant if he/she has got these things. Don't forget to ask about the prices!

Shopping list

- two bags of pasta
- one bottle of oil
- four cartons of juice

- one jar of coffee
- two cans of tomato sauce
- one packet of biscuits

A *Have you got any pasta?*  
B *Yes, I have. How much do you want?*  
A *How much is it?*  
B *99p for a bag.*  
A *I'd like two bags, please.*

2 You are the shop assistant. Look at the table and serve your customer with the items you have got.

PRODUCT	PRICE	NOTES
milk	1 JOD (a bottle)	lots of bottles
eggs	1.62 JOD (a carton)	lots of cartons
butter	1.18 JOD (a packet)	lots of packets
potatoes	95p (a bag)	0
tuna	1.89 JOD (a tin)	0
mayonnaise	2.49 JOD (a jar)	1

Unit 3, Lesson 3A Exercise 7, page 29

Follow the instructions. Use the menu to help you.

MAIN DISHES	
Mansaf	8.50 JOD
Beef steak and chips	7.00 JOD
Vegetable curry	6.50 JOD
Yalanji	6.50 JOD
Spicy pasta	8.00 JOD
Chicken salad	5.99 JOD
Green salad	4.99 JOD
DESSERT	
Baklava	3.00 JOD
Knafeh	3.50 JOD
Ice cream	2.50 JOD

You are the customer in a restaurant. Think about these questions.

- Do you eat meat and fish? Or are you a vegetarian?
- Are you really hungry?
- How much money do you want to spend?

Unit 4, Lesson 6A Exercise 6, page 43

Follow the instructions. Use the Speaking box on page 43 to help you. Then change roles.

You are Student A's mum/dad. Your son or daughter asks your permission to do the things below. If you say 'no', give a reason.

- invite some friends to your house
- go to the shopping centre
- borrow some money

Unit 5, Lesson 3A Exercise 5, page 51

Follow the instructions. Use the Speaking box on page 51 to help you. Then change roles.

You are the shop assistant in a clothes shop.

- Offer to help the customer.
- Find the sizes of clothes the customer wants.
- Answer any other questions the customer has.

STUDENT B

Unit 2, Lesson 2A Exercise 4, page 16

Follow the instructions.

Draw five Xs in your picture. Don't show your picture to your partner!

In pairs, ask and answer questions to find the Xs in your partner's picture. You can only ask 15 questions. Use the prepositions from the box to ask and answer questions.

behind   between   on   next to  
under



B Is there an X on the shelf?

A Yes, there is./No, there isn't.

Unit 2, Lesson 6A Exercise 3, page 21

Follow the instructions. Use the Speaking box on page 21 to help you.

You own a holiday house which you rent online. Student A calls you to find out more information. Read the description below and answer Student A's questions.

It's a beautiful three-bedroom house in central Edinburgh, suitable for six to eight guests. There are two bathrooms: one with a bath and the other with a shower. There are two extra beds, wi-fi and parking space in the street.

Unit 3, Lesson 2A Exercise 6, page 28

Follow the instructions. Then change roles.

1 You are the shop assistant. Look at the table and serve your customer with the items you have got.

PRODUCT	PRICE	NOTES
pasta	99p (a bag)	lots of bags
oil	3.60 JOD (a bottle)	lots of bottles
tomato sauce	85p (a can)	lots of cans
juice	1.34 JOD (a carton)	2
coffee	2.70 JOD (a jar)	0
biscuits	4.20 JOD (a packet)	0

2 You are the customer. Read your shopping list and ask the shop assistant if he/she has got these items. Don't forget to ask about the prices!

Shopping list

- one bag of potatoes
- two bottles of milk
- one carton of eggs
- one packet of butter
- three tins of tuna
- one jar of mayonnaise

B *Have you got any potatoes?*  
A *No, sorry we haven't got any!*  
B *OK. How much is the milk?*  
A *It's one dinar for a bottle.*  
B *OK, can I have two bottles, please?*

Unit 3, Lesson 3A Exercise 7, page 29

Follow the instructions. Use the menu to help you.

MAIN DISHES	
Mansaf	8.50 JOD
Beef steak and chips	7.00 JOD
Vegetable curry	6.50 JOD
Yalanji	6.50 JOD
Spicy pasta	8.00 JOD
Chicken salad	5.99 JOD
Green salad	4.99 JOD
DESSERT	
Baklava	3.00 JOD
Knafeh	3.50 JOD
Ice cream	2.50 JOD

You are the server in a restaurant. Think which things on the menu are available today.

B *Are you ready to order?*  
A *Yes, please. I'd like ...*

Unit 4, Lesson 6A Exercise 6, page 43

Follow the instructions. Use the Speaking box on page 43 to help you.

You're talking to your mum/dad. You want permission to do the things below. Ask questions.

- invite some friends to your house
- go to the shopping centre
- borrow some money

Unit 5, Lesson 3A Exercise 5, page 51

Follow the instructions. Use the Speaking box on page 51 to help you. Then change roles.

You are the customer in a clothes shop.

- Think of three items of clothing you need.
- Ask the assistant for the sizes you need.
- Ask to try the clothes on and decide if you want to buy them.





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