Action Pack 11

Eleventh Grade
Student's Book

Edwina Johnson

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

This level is for Grade 11 students.

The Action Pack series offers learners:

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

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

YORK PRESS
Educational Research Center
www.EducationalRC.org
ISBN 978-614-406-672-0

Cover Photograph: Yarmouk River

Action Pack 11
Eleventh Grade
Student's Book

The Hashemite Kingdom of Jordan
Ministry of Education
إدارة المناهج والكتب المدرسية

Edwina Johnson

AWA2EL
LEARN 2 BE

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION
إدارة المناهج والكتب المدرسية

Action Pack 11

Student's Book
Eleventh Grade

YORK PRESS
Educational Research Centre

Edwina Johnson

Contents

FIRST SEMESTER

Module 1	Starting out	5
	A healthy and active brain	6
Module 2	Celebrations	13
Unit 1	Celebrations around the world	14
Unit 2	Customs and traditions	20
Module 3	Sport	27
Unit 3	The Olympic Games	28
Unit 4	Recreation	34
Revision A		41

SECOND SEMESTER

Module 4	Earth's resources	43
Unit 5	Sources of energy	44
Unit 6	Natural resources in Jordan	50
Module 5	The written word	57
Unit 7	Literature	58
Unit 8	Communication	64
Module 6	World cultures	71
Unit 9	Food	72
Unit 10	Ancient civilisations	78
Revision B		85
Extra reading A		87
Extra reading B		89

Scope and sequence

UNIT	LANGUAGE	SKILLS/TOPICS
Module 1 *Starting out* ***page 5***		
A healthy and active brain *page 6*	**Grammar:** revision of the structures in the previous level **Vocabulary:** positive and negative adjectives, sleep	**Listening:** a patient speaking about the Lung and Sleep Centre **Speaking:** talking about your sleeping habits, talking about solving specific problems **Pronunciation:** consonant clusters **Reading:** a short text about how people should relax **Writing:** two paragraphs about what you do to relax
Project: Write about your free time activities.		
Module 2 *Celebrations* ***page 13***		
1 Celebrations around the world *page 14*	**Grammar:** future forms **Vocabulary:** persuasive words	**Listening:** speakers describing celebrations **Speaking:** explaining which festival you would like to go to **Pronunciation:** combinations of letters with different pronunciations **Reading:** an article about flower festivals **Writing:** a four-paragraph essay about a festival
2 Customs and traditions *page 20*	**Grammar:** modal verbs of obligation and prohibition **Vocabulary:** customs, words with modal meanings, phrasal verbs	**Listening:** customs and traditions across the world **Speaking:** discussing special occasions **Pronunciation:** stress patterns in polite speech **Reading:** a text about welcoming new babies around the world, invitations **Writing:** two paragraphs about customs and traditions in Jordan, an invitation to a celebration, two paragraphs about a recent celebration
Project: Plan a celebration. **Extra reading A** ***page 87***		
Module 3 *Sport* ***page 27***		
3 The Olympic Games *page 28*	**Grammar:** the Present, Past and Future Simple passives **Vocabulary:** sports, sports venues	**Listening:** a radio programme about the Olympic Games **Speaking:** discussing sports facilities in your town **Pronunciation:** sentence intonation **Reading:** a text about the Special Olympics **Writing:** a four-paragraph essay about sports facilities
4 Recreation *page 34*	**Grammar:** the Present Perfect Continuous **Vocabulary:** sports equipment	**Listening:** a talk by a sports coach **Speaking:** talking about a sport of interest **Pronunciation:** intonation in tag questions **Reading:** a text about cycling in Jordan **Writing:** an essay about the benefits of taking part in sporting events
Project: Write a magazine article about a sport. **Revision A** ***page 41***		

Module 4 *Earth's resources* **page 43**		
5 Sources of energy *page 44*	**Grammar:** reported speech (all tenses) **Vocabulary:** sources of energy, synonyms/ near-synonyms	**Listening:** a talk about types of non-renewable energy in Jordan **Speaking:** debating why the school should change to a different kind of power **Pronunciation:** the sound /aʊ/ **Reading:** an interview with a nuclear physicist **Writing:** a four-paragraph essay about renewable energy sources, three paragraphs about crude oil
6 Natural resources in Jordan *page 50*	**Grammar:** reported questions **Vocabulary:** natural resources, near-synonyms	**Listening:** an article about the Natural Resources Authority in Jordan **Speaking:** presenting projects for preserving Jordan's natural resources **Pronunciation:** intonation in expressing advice, instructions, warning, threat, regret, blame, complaint and excuses **Reading:** a text about water resources in Jordan **Writing:** a three-paragraph essay about an organisation that preserves Jordan's natural resources

Project: Write about a source of energy.

Module 5 *The written word* **page 57**		
7 Literature *page 58*	**Grammar:** verbs followed by gerunds or infinitives **Vocabulary:** types of writers, types of books	**Listening:** speakers talking about books **Speaking:** discussing favourite books, talking about certain books **Pronunciation:** diphthongs **Reading:** a review of *Oliver Twist* **Writing:** a four-paragraph essay about your favourite book, a blurb and a review of a book
8 Communication *page 64*	**Grammar:** narrative tenses **Vocabulary:** forms of communication, parts of a newspaper, means of communication	**Listening:** an interview with a young journalist about his work **Speaking:** discussing events about the life of Braille, talking about newspapers or magazines you read, talking about activities **Reading:** a text about Braille, a newspaper article about childhood activities, four short articles, an extract from a novel **Writing:** two paragraphs about your childhood, a story about an unusual or exciting event

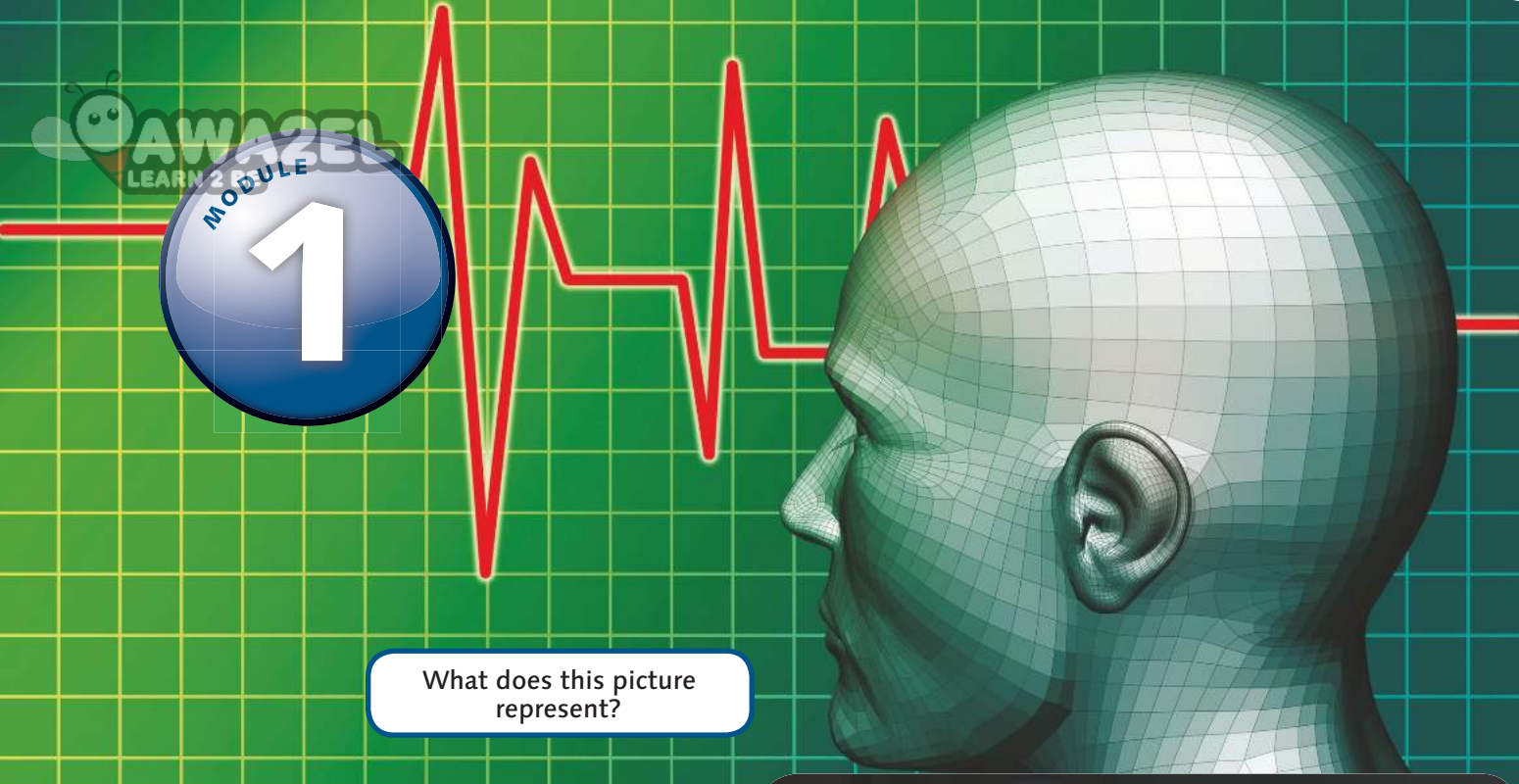
Project: Advertise a book.

Module 6 *World cultures* **page 71**		
9 Food *page 72*	**Grammar:** the causative **Vocabulary:** food, cooking verbs	**Listening:** a conversation about making a recipe **Speaking:** discussing your food intake, talking about a Jordanian dish **Pronunciation:** graphemes with different sounds **Reading:** a text about pizza **Writing:** a four-paragraph essay about your favourite dish, a recipe for your favourite dish
10 Ancient civilisations *page 78*	**Grammar:** modal verbs of possibility in the past **Vocabulary:** civilisations, natural disasters, everyday traditions in the past	**Listening:** a tour around Pompeii **Speaking:** describing an archaeological site you have visited **Reading:** an article about the Minoan civilisation **Writing:** a paragraph about being born in a different place, two paragraphs about Jordanian everyday activities in the past

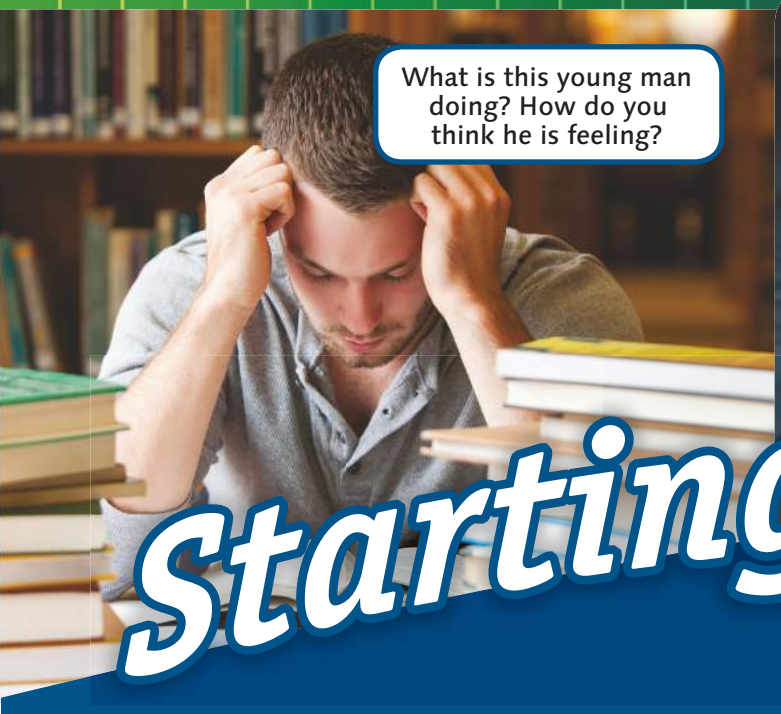
Project: Write about the culture of an ancient civilisation.

Revision B ***page 85***
Extra reading B ***page 89***

MODULE 1



What does this picture represent?



What is this young man doing? How do you think he is feeling?



What is this young man's problem?

Starting out

Outcomes: *It is expected that students will*

- read about the importance of sleep and about how people deal with stress
- listen to a patient talking about his experience at the Lung and Sleep Centre
- use vocabulary related to sleep
- talk about sleeping hours and ways to relax
- write a description of a dream, about what you and your family do together to relax and a diary entry

Project

Write about your free time activities.





A healthy and active brain

Before you begin

1 Look at the pictures. Do you know what happens in our brains when we sleep? What do you think are the health benefits of sleep? Do you think that enough sleep makes you active during the day?

2 DW Read the words in the box. Which words refer to parts of the body? Which words are associated with sleep? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

brainwave	**eyelids**	**heartbeat**	
immune system	**muscle**	**REM**	**soundly**

3 Read and listen to the following article about sleep. Check your answers to exercise 1.

The importance of sleep

Sleep is an essential part of life. Although we think of sleep as a time when we rest completely, it's actually a very busy period for the brain. Scientists claim that sleep is the time when information is sorted and stored by the brain. Sleep is important for reducing stress and keeping the heart, the immune system and the memory healthy.

Scientists have already identified five sleep stages by studying brainwaves. Stage 1 is when we begin to fall asleep. The brain tells the muscles to relax and the heart to beat slowly. This stage makes up about 5% of a young adult's sleeping time.

Stage 2 is a period of deeper sleep. The heartbeat and breathing become slower. This stage makes up about 44% to 55% of a young adult's sleeping time.

Stages 3 and 4 are when we sleep most soundly. Now the brainwaves and heartbeat are at their slowest and our muscles become very relaxed. We might have some dreams in this stage, which makes up about 15% to 23% of a young adult's sleeping time.

Stage 5 is called the REM (Rapid Eye Movement) stage. Although our body is resting, our eyes are moving very quickly beneath our eyelids during this stage. Our heartbeat and breathing become faster, and this is when dreams are most frequent. This stage makes up about 20% to 25% of a young adult's sleeping time.

Comprehension

4 Read and listen to the article again.
Match the stages of sleep with the events that happen.

1 Stage 1	**a** At this stage, we sleep most soundly.
2 Stage 2	**b** This stage lasts for the shortest time.
3 Stages 3 and 4	**c** This stage lasts for the longest time.
4 Stage 5	**d** This is when we usually have most of our dreams.

Reading strategies

Matching

- Underline the key words in the question.
- Look for the key words or their synonyms in the text.
- Match the stage with the correct letter by reading the appropriate part of the text quickly again.
- Choose the summary which best describes each section.

Grammar

5 Work in pairs. In the article on page 6, find one sentence with each of the following grammatical structures. Then, in your notebook, write your own sentences for each of the six items and tell them to your partner.

1 a defining relative clause
2 a non-defining relative clause
3 the Present Perfect with *already*
4 a state verb
5 a dynamic verb
6 the Present Simple Passive

6 Complete the following dialogue with the correct verb forms from the box.

Let's go were asked was done Have/found out/yet must be were given Why don't we do might have continued

Faisal: Kareem, I'm reading about the importance of sleep. Did you know that an experiment **(1)** _____ to show that our brain continues to think while we are sleeping?

Kareem: Really? Who did the experiment?

Faisal: I'm not sure! It **(2)** _____ a group of scientists. Two groups of people **(3)** _____ some questions in a test, but they did not answer them immediately. Both groups **(4)** _____ a test on the questions after only one group had a short sleep.

Kareem: **(5)** _____ you _____ about the result of the experiment _____?

Faisal: Yes! The group who slept for a short time after hearing the test questions knew the answer more quickly.

Kareem: So their brains **(6)** _____ thinking about the problem while they were sleeping.

Faisal: That's right! **(7)** _____ and ask our science teacher if this is true.

Kareem: Good idea! **(8)** _____ also _____ more research on this topic?

Speaking

7 Work in pairs and answer the following questions.

1 What are the advantages of waking up early? What are the disadvantages of oversleeping? Do some research to find scientific arguments?
2 How many hours a day do you sleep? Do you think it is healthy for you to sleep over this period? Why / Why not?
3 How could you improve your sleeping habits?

Research box

What is the normal heart rate for a healthy adult, in a normal resting state?

Writing

8 Describe a dream. Imagine you are arriving at a beautiful destination. In one paragraph, describe who or what you see and what is happening in your dream.

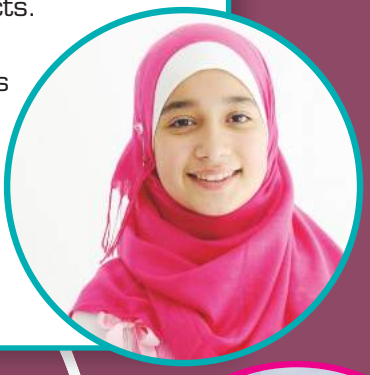
Reading

1 Work in pairs. Do you ever get stressed? What kind of things make you feel stressed?

2 Read about how three people relax or deal with stress. Do you relax in the same ways as any of these people? Discuss with a partner.

A

Zainab: Every time I have exam preparations, I get very stressed and worried. I always wonder whether I will have time to study for all the subjects. I know that I will pass all my exams, as usual, but I always aim at getting high grades. Sometimes the stress that I experience stops me from concentrating on my studies. Mum is very patient with me and she knows very well the kind of stress that I go through before every exam. So she helps me to prepare a well-organised revision timetable, and that makes me feel more confident. I also make sure that I get enough sleep, and I go for a walk every afternoon, which helps me to relax.



B

Andy: I work in a bank in the City of London. I earn a lot of money and have an interesting job, but sometimes I feel really stressed. I travel to work by train, but it takes three hours every day, which is very exhausting. To forget all the stress of the day, I go running after work. Jogging is a great form of exercise. I immediately stop feeling so tense and begin to relax.



C

Waleed: I love my job as a doctor! It makes me really happy to see how patients improve, and most of them are very grateful to the hospital staff. Sometimes, though, we have to make difficult decisions about people, which can be very stressful. Stress is something all doctors have to live with. We usually have to work long hours, and sometimes I get upset if a person is very ill. When that happens, I think about all the positive things that have already happened to me that day, and it makes the situation seem a lot better.



Pronunciation

3 Listen to the words in the box. Notice how the underlined letters are pronounced. Listen again and repeat.

subject **stress** **stop** **through** **improve** **grateful**

Comprehension

4 Read the three paragraphs again and answer the following questions.

1 Complete the following table in your notebook using the information from the three paragraphs.

	Zainab	Andy	Waleed
Who is this person?	a student		
What makes this person stressed?			
How does this person deal with stress?			

2 In your opinion, which way of dealing with stress is the most useful among the ones mentioned in the three paragraphs?

3 What other types of stress can you think of? How do you think they could be dealt with?





Speaking

5 Work in pairs. How do you relax?

A: I play sports and spend time with my friends to relax.

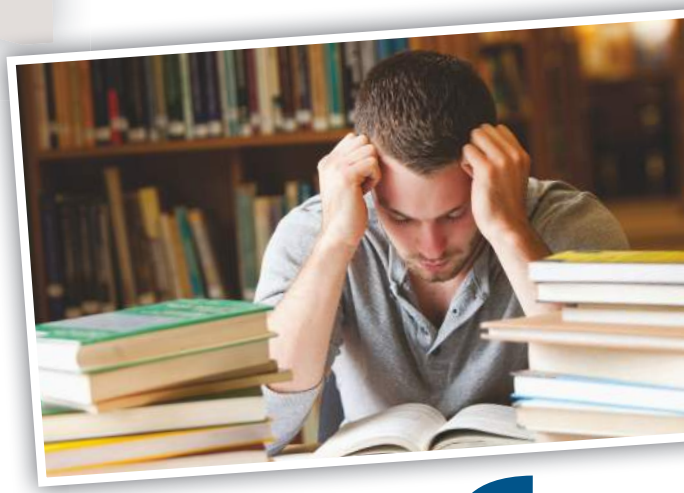
B: I read a book and bake cakes for my family.

Vocabulary: Adjectives

6 Read the adjectives in the box. Which words have positive meanings and which ones have negative meanings?

happy grateful worried stressed
tense great confident upset

Positive	Negative
happy	worried



Speaking

7 Read the adjectives from the box again. When do you experience these feelings?

A: I feel tense when I have a big project.

B: I feel worried when I am late.

Writing

8 Write two paragraphs about two activities you and your family do together to relax.





Listening

1 You are going to listen to a patient speaking about his experience at the Lung and Sleep Centre in Amman. Look at the photographs. What is the difference between the two? What do you think happened?

2 Listen to the patient speaking about the Lung and Sleep Centre and answer the following questions.

1 What is sleep apnea?
2 How did the Centre help this patient sleep better at night?
3 Do you know anyone who suffers from a sleeping disorder? How do you think this Centre could help them?
4 How far do you agree with this statement? 'Sleep centres are a waste of time and people should work out their problems with insomnia.'

Listening strategies

Listening for information

- Before you listen, use visual clues like pictures to predict content.
- Read the questions to help you focus on the needed information.
- While listening, focus on getting the information related to the questions.

Vocabulary

3 Complete the sentences with the correct words from the box. One word is not needed.

lack **snores** **insomnia** **inability** **disorders** **monitored** **apnea**

1 I can't sleep well because my brother _____ very loudly.
2 The doctor _____ the patient's oxygen levels all night.
3 A _____ of oxygen in the lungs can affect your sleep.
4 Sleep _____ happens when there isn't enough oxygen going into your lungs.
5 Sara went to the Centre because of her _____ to sleep.
6 I can't sleep at night and I feel tired all day because of _____.

Comprehension

4 Listen again and complete the sentences.

1 He would involuntarily stop breathing during his sleep, which …
2 Insomnia is the …
3 The Lung and Sleep Centre helped him deal …
4 Taking enough oxygen in while you sleep is important because …

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> *Early to bed, early to rise, makes you healthy, wealthy and wise.*
> **Benjamin Franklin, leader of US independence (1707 CE–1790 CE)**

Speaking

5 **Work in pairs. What advice would you give to the three people who have these problems?**

1 "I spend all evening doing my homework, and I can't relax before going to sleep." (Husam)

2 "My small children often wake up at night, so I am always very tired." (Salma)

3 "I am old and my wife is ill. I find it hard to talk to people about my problems." (Laith)

Speaking strategies

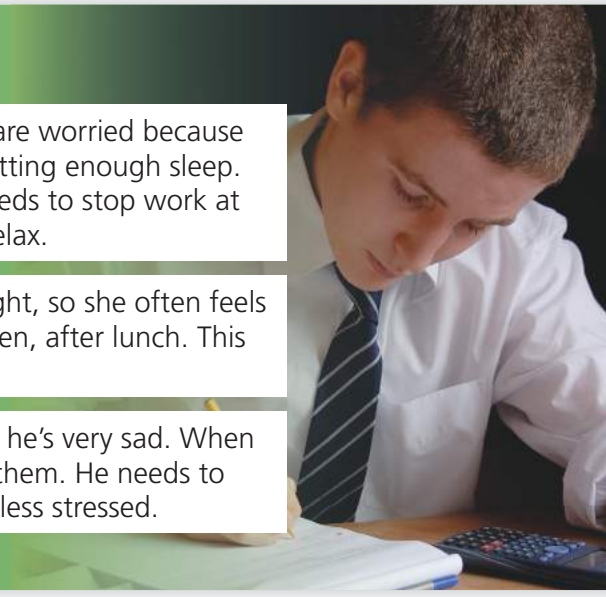
Giving advice

- Read the texts one by one and make notes or write words to remind you.
- Check your notes and make sure you understand. Consider your reply.
- Use the proper terminology, for example *If I were you, I'd ...; You could ...; One thing you could do is ...*

Reading

6 **Read the text below about Husam, Salma and Laith. Is your advice from exercise 5 mentioned in the text?**

How to relax



Husam spends a lot of time on his homework. His parents are worried because they think that he is studying too hard and that he's not getting enough sleep. The problem is that Husam finds it hard to relax. Husam needs to stop work at nine o'clock each evening and read in bed so that he can relax.

Salma has two small children. They are usually awake at night, so she often feels exhausted. She needs to nap at the same time as her children, after lunch. This is how she can make her life much less tiring.

Laith is old and lonely. His wife has recently become ill, and he's very sad. When people try to help him, he doesn't communicate well with them. He needs to talk to someone and share his feelings so that he becomes less stressed.

7 **Read the text above again. Write sentences about the text using the Second Conditional.**

If Husam got enough sleep, he would be able to relax.

Listening

8 **Listen and complete the diary entry. Do you think a diary is usually written in a formal or an informal style?**

6th July; 5.30 pm

We had an exam at school yesterday, so I felt very (1) stressed in the morning. In fact, I was (2) _____! None of my friends believed that I was (3) _____ because they said that I looked so (4) _____. I think that was because I'd done so much revision by the time the exam started – I knew everything! So actually, I feel quite (5) _____ about my results.

Speaking

9 **Write some notes about something that happened to you yesterday. Tell your partner.**

Writing

10 **Write a diary entry about what happened yesterday. Use the diary entry above as a model. Then share your work with the class.**

Project

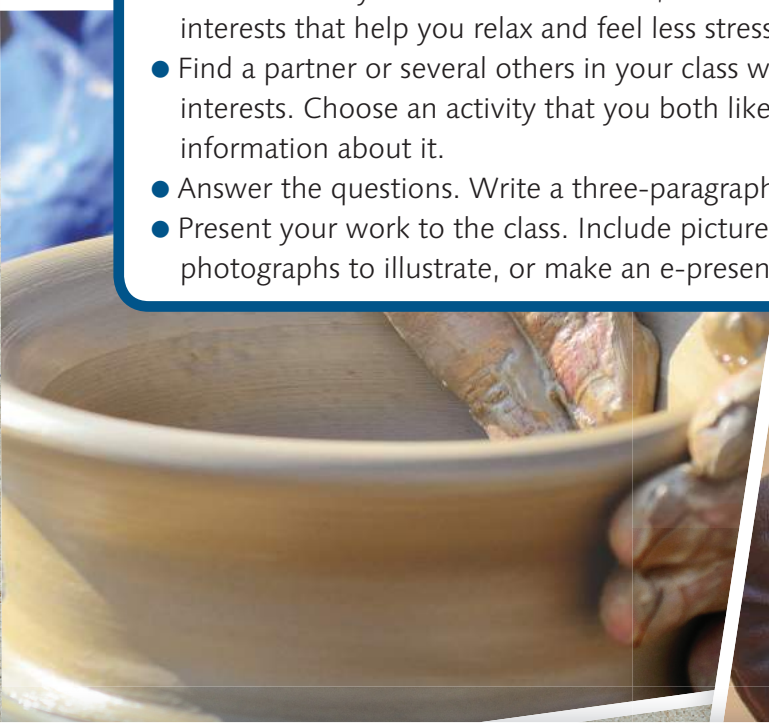
Write about your free time activities.

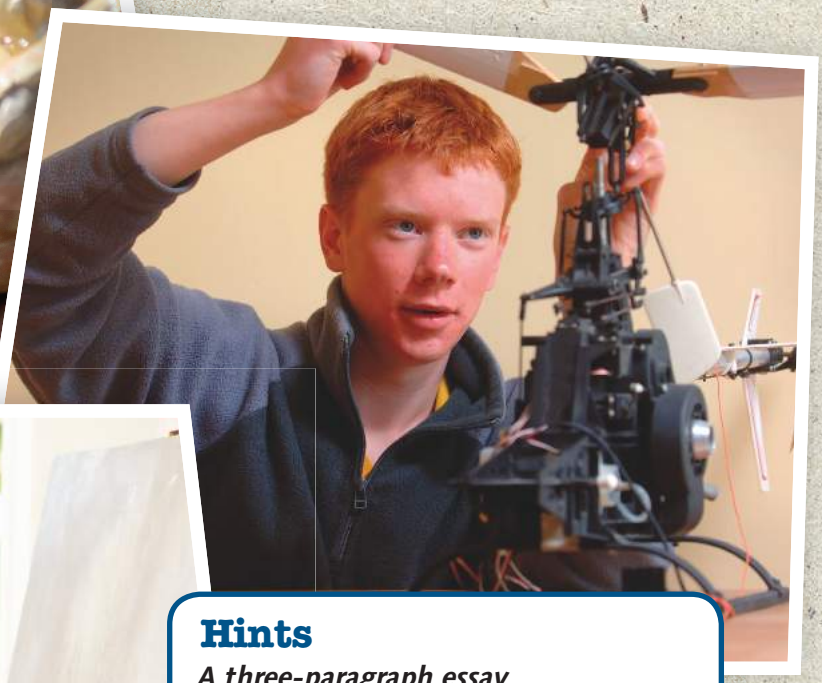
Your task

- Write a list of your free time activities, hobbies or interests that help you relax and feel less stressed.
- Find a partner or several others in your class with similar interests. Choose an activity that you both like, and find information about it.
- Answer the questions. Write a three-paragraph essay.
- Present your work to the class. Include pictures or photographs to illustrate, or make an e-presentation.

Questions

- What is the history of the activity? When did it start and where? How has it developed through history?
- Who are the important people that made remarkable achievements in this activity?
- What skills does the activity require? Are there any rules you need to follow to do or play it?
- Why do you enjoy it?
- Do you recommend it as an activity that your classmates would enjoy?







Hints

A three-paragraph essay

First paragraph

- Introduce the topic.
- State the main idea in a thesis statement.

Second paragraph

- Develop the ideas.
- Discuss what you find out.

Third paragraph

- Conclude the essay by summarising your points.

AWAZEL LEARN 2 BE

MODULE 2



What special customs do you have in your country?

What's happening at this special event?



What do Jordanians do to welcome new babies?

Celebrations

Outcomes: *It is expected that students will*

- read about celebrations, festivals and customs around the world
- listen to speakers describing celebrations
- use vocabulary related to celebrations, words with modal meanings and phrasal verbs
- talk about future plans, special occasions and obligations
- use future forms and modal verbs of obligation and prohibition
- write about a festival or celebration and about customs and traditions in Jordan, and compose an invitation to a celebration

Project

Plan a celebration.





Unit 1

Celebrations around the world

Grammar
future forms

Before you begin

1 Look at the photographs. What can you see? Have you ever been to either of these events? If you have, what do you remember?

Reading strategies

Scan an exposition for particular information

- Read the text and underline the key words.
- Find the corresponding information in the text.

2 DW Read the words in the box. Make groups of adjectives, nouns and verbs. Are there any words below that can be all three? Use the **Activity Book glossary** or a dictionary to help you.

charm cherish dazzling embellished floodlit herald honour host one-of-a-kind scorched stage stroll troupe wares world-renowned

3 Read and listen to the two texts. What kind of texts are they? What is the reason for each festival?

If you're looking for a holiday with a difference, why not escape to these one-of-a-kind festivals in the Middle East? You won't be disappointed!

A

At the end of July every year, Jerash hosts the world-renowned Jerash International Festival. The majestic stones of the ancient city provide a dramatic setting for performances by some of the greatest stars of the Arab and Western worlds. The festival honours the 2,000-year-old history of Jerash by staging a huge variety of entertainment. You'll see singers, dance troupes, orchestras, theatre and art shows, and, of course, plenty of attractions especially for children. As you stroll around the floodlit plazas, you will absorb the atmosphere of the awe-inspiring architecture or simply enjoy a quiet meal and watch skilled craftsmen creating their wares.

You're going to cherish your memories of this truly remarkable event. Book a family holiday you'll never forget in Jerash, Jordan!

B

If you are into festivals that celebrate the seasons, then this one is for you! The Hala February Festival is a dazzling celebration that heralds the arrival of spring in Kuwait. You'll see the surrounding desert transformed from scorched sands to a green canopy of vibrant flora. The arrival of migratory birds and animals adds extra colour to the charm of Hala February Festival. The main attraction is an elaborate procession. Marching bands play, floats drive past, dancers enchant in embellished costumes, and the crowd – that means you! – cheers with the utmost enthusiasm as they witness this spectacle.

You're going to experience the joy and delight of springtime. Book a holiday to Kuwait for Hala February Festival now!

Join the thousands of people who are spending their holiday at festivals this year. Celebrate in the Middle East.

Comprehension

4 Read and listen to the texts again and answer the following questions.

1 What can you do at the Jerash International Festival? Give three examples.
2 What is the most important event at the Hala February Festival? What does it consist of?
3 The festivals might attract different types of people. What type of person would you recommend each festival to?
4 What kind of words does the author use to 'advertise' the two festivals? Give some examples.
5 Why do you think the festivals are described as one-of-a-kind? Do you think that this is a good adjective to describe the festivals? Think about other festivals you have been to or have heard of and compare them.

Pronunciation

5 Listen to the words in the three boxes. What do you notice about the underlined letters? How do you pronounce them? Listen again and repeat.

hosts honours	ancient city	orchestra charm

Speaking

6 Work in pairs. Imagine you and your family are attending one of the festivals in the article this year. What are you going to do there?

Grammar: Future forms

7 Read these sentences taken from the text. They are incorrect. Correct the verb tense for each and justify your answer.

1 You are not going to be disappointed!
2 You are cherishing your memories of this truly remarkable event.
3 Book a family holiday you're never forgetting in Jerash, Jordan!
4 You are seeing the surrounding desert transformed ...
5 You'll experience the joy and delight of springtime.
6 Join the thousands of people who will spend their holiday at festivals this year.

8 Write the questions and answers in your notebook. Use the Present Continuous, the Present Simple, ***going to*** or ***will***.

1 **A** What time / you / go / to the sports centre tomorrow?
B I'm not sure. I think I _____ (go) at about ten o'clock. The centre _____ (open) at nine o'clock.
2 **A** you / do / anything special this evening?
B Yes, it's my brother's birthday and we _____ (go out) for a meal.
3 **A** Have you decided what you / buy / your mother for Mother's Day?
B Yes, I have. I _____ (buy) her some flowers.
4 **A** Look at those black clouds. Do you think there / be / a storm?
B Yes, I think so. I _____ (close) the doors and windows.

Speaking

9 Work in pairs. Talk about your future. Discuss what your plans are for the times in the box. Use future forms correctly.

tomorrow this weekend next month
in the summer in five years' time

Speaking strategies

Preparation

- Check what information you are given for the task.
- Make brief notes for each example.
- Check the grammar that you want to use before beginning to speak.



Listening

1 Look at the photographs **a–c**. Which celebrations from the box do you think they show?

Camel Fair **Winter Carnival** **Gaithersburg Book Festival**

Listening strategies

Listening for specific information

- Read the information you are given. Try to remember it.
- Tell your partner what you remember. Check your book.
- When you listen, try to match the information that you hear with the information in your book.
- Listen again and check your matching. Do you need to change any answers?

Vocabulary: Celebrations

2 Listen to speakers describing the celebrations above. Which words from the box will the speakers use for each celebration? Write the words under the correct celebrations.

bands **competitions** **costumes** **donations** **fireworks** **floats** **ice sculptures** **procession** **authors**

Camel Fair	Winter Carnival	Gaithersburg Book Festival

3 Listen again and answer the following questions.
Which of the celebrations …

1 has processions?
2 includes special costumes?
3 has ice sculptures?
4 takes place in January?
5 involves authors?
6 has participants from all over the world?
7 ends with a fireworks display?

4 Listen to the speakers again. Then, work in pairs completing the table with words, expressions or sentences that state facts about the celebrations as well as the speakers' opinions.

	Fact	Opinion
Speaker 1	It takes place in January every year.	one of the most interesting
Speaker 2		
Speaker 3		

Speaking

5 Which festival from the above would you like to visit the most and why?

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> *It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.*
>
> **Nelson Mandela (1918 CE–2013 CE)**

Grammar: Future forms

6 Choose the correct future forms to complete the advertisement for the Winter Carnival.

Quebec City (Winter Carnival) Tour



Day 1 Arrive in Quebec City

Today you **(1)** ***arrive / are arriving*** in the historic Quebec City. We **(2)** ***are meeting / will meet*** you at the airport and take you to your hotel. We **(3)** ***are providing /are going to provide*** you with full board, so there will be no need for you to bring your own food.

Day 2 Quebec City

Our day at the carnival **(4)** ***starts / is going to start*** first thing in the morning. You **(5)** ***are going to / will*** be able to enjoy winter sports, snow sculptures and canoe races.

Day 3 Quebec City

Today, according to the weather forecast, it **(6)** ***is going to be / is being*** clear and sunny. We **(7)** ***take / are going to take*** you on a city tour so that you visit the major attractions. If you decide to visit the Ice Hotel, you **(8)** ***will enter / are entering*** a fantastic world of ice and snow. The choice is yours!

7 Complete the following conversation with the correct future form of the verbs in brackets.

Khaled: **(1)** _____ your brother _____ (come) home from university for the weekend, Jaber?
Jaber: Yes, he is. He **(2)** _____ (come) tomorrow!
Khaled: You haven't seen him for a long time, right?
Jaber: That's right! We **(3)** _____ (have) so much to talk about, and the best thing is that we **(4)** _____ (go) to the festival together.
Khaled: What time **(5)** _____ the main procession _____ (start)?
Jaber: It **(6)** _____ (start) early on Saturday morning, I think. Come with us!
Khaled: I can't. I'm studying for my exams tomorrow morning.
Jaber: Well, the next day we **(7)** _____ (participate) in the festival competitions. **(8)** _____ you _____ (be able) to come?
Khaled: Yes, definitely!

8 Listen to the dialogue to check your answers.

Writing

9 Write three paragraphs about your plans for a festival or a carnival you are attending in the near future. Think about the following questions:

1 Where and when is the event?
2 What are you going to do there?
3 What do you think the best thing about the event will be?





Reading

1 What's your favourite kind of celebration? What do you enjoy about it? Discuss with a partner.

2 DW Read the words in the box. Which words are connected to special occasions? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

abundantly **commemoration** **fair (n)** **festivities**
imported **legend** **magnificent** **spectacle**

3 The article below is about flower festivals in different places in the world. In your opinion, why do people celebrate flowers? Discuss with your partner, and then read the text to find out.

People have celebrated festivals from the earliest times in history, and many countries love to celebrate nature. Many countries around the world hold flower festivals. Most of these festivals celebrate the flower that represents either the whole country or a particular region. In each country, there are parties, entertainments, family get-togethers and a commemoration of traditions and culture.

In Henan Province in China, people celebrate the Luoyang Peony Festival from 15th to 25th April every year. The peony symbolises wealth and nobility in China, but the colourful flower also has a legend attached! It is said that Empress Wu of the Tang Dynasty banished the peony from her city to the city of Luoyang, where it has bloomed abundantly every year since. Certainly, if you go to Luoyang at this time of year, you will see millions of peony plants in Luoyang Peony Gardens. You can also take part in celebrations such as dance competitions and cultural fairs, as well as watch music and drama spectacles.

Jordan's national flower is the beautiful black iris, a rare flowering plant that is remarkable because it grows among rocks. It is admired for its unique beauty and strength. It is found mainly in the district of Ajloun, north of Jordan, during February and March. Every year, Jordanians honour their national flower by putting on a day of festivities. There are classic car displays, local craft stalls, dance displays, comedians and entertainment designed for children too. All the money that is raised during the Black Iris Festival is donated to local charities.

In the 17th century, tulips were imported from the Middle East to the Netherlands. They are one of the most popular ways to 'say it with flowers', or to send messages of congratulations to loved ones. The Tulip Festival takes place every spring in the North East of Holland, an area that is famous for its colourful tulip fields. People come from all over the world to go on tulip tours, travelling by bike or by bus. A popular activity is watching people dance in traditional wooden shoes that are called clogs. They can also see photographic exhibitions, eat traditional food and, above all, visit the magnificent tulip gardens.

Perhaps the most amazing thing about festivals is how many there are around the world. You can be sure that someone, somewhere, is planning a festival right now, and wherever you live, you will find that there is soon going to be one near you!

Comprehension

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

1 What do the underlined words refer to?
2 Why do many countries hold flower festivals? Find answers from the text as well as from your own.
3 Why do Chinese people celebrate the Luoyang Peony Festival?
4 How do Jordanians show respect to their national flower? Give as much detail as you can, in your own words.
5 If you were in charge of organising the Black Iris Festival, what events and entertainment would you arrange? Why?
6 Explain what 'say it with flowers' means, in your own words.
7 Are there any circumstances in which you would cancel a national festival like the Black Iris Festival? What are they?

Research box

Where in the world could you go to a cheese-rolling festival? What could you do there?

Reading and vocabulary

5 **Randa went to the Black Iris Festival and has written an article about it for the school newspaper. Complete her article with verb phrases from the box.**



getting started **look around** **take place**
~~**woke up**~~ **met up** **settled down**

Saturday was a special day for my family, and for many other Jordanians! We **(1)** woke up early, packed the car and set off for Ajloun very early, so we would not miss any of the events. The mood was amazing – we were all very excited!

An hour or so later, we arrived! The Black Iris Festival was just **(2)** _____, the gates were opening and the events were beginning to **(3)** _____. My father and my brother went to the exhibition of classic cars – and they **(4)** _____ with us later and told us just how magnificent some of the cars were. My mother and I preferred to go and watch some traditional Jordanian dancers on a huge stage in the centre of the festival. They were so good! Later on, the whole family went to **(5)** _____ the traditional crafts stall, and then we **(6)** _____ for our picnic lunch.

Altogether, it was a fantastic day to celebrate our national flower, and the atmosphere was incredible.

6 **Fill in the gaps with the appropriate verb phrases in the correct form from exercise 5, and then ask and answer the questions with a partner.**

1 What time did you wake up this morning?
I woke up this morning at 6.30.
2 Do you like to _____ with a book to relax, or do you watch television?
3 What events and celebrations _____ in summer in Jordan?
4 Do you often _____ museums? What interesting artefacts have you seen?
5 Where do you like to _____ with your friends at the weekend?
6 What time do you normally _____ on your homework?

Writing strategies

Writing a descriptive article

- Write down ideas using a spider diagram.
- Organise your ideas into paragraphs.
- Include descriptions, such as what it looked like and how people felt.

Writing

7 **Write a four-paragraph essay about a festival or celebration you have been to. Include the points in the box.**

the date and place **the reason for the festival/celebration**
preparations for the event **traditions, customs or beliefs**



Unit 2

Customs and traditions

Grammar
modal verbs of obligation and prohibition

Before you begin

1 What is the polite way to greet people in your country? Do you think this is the same or different from other countries?

2 DW Read the words in the box. Which words are connected to eating or having a meal? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

bowl chopsticks doorbell host hostess impolite invitation noodles offend shake tap

3 Read and listen to some customs and traditions in different countries. Which customs and traditions are similar to those in your own country?

Customs and traditions across the world

Every society and culture has its own customs and traditions. When you travel to another country, you should make sure that you know these unwritten 'rules' so that you don't offend anyone.

- If someone gives you a present in India, you mustn't open it in front of the person who has given it to you. You must open it in private.
- In many countries around the world, you have to take off your shoes before entering someone's home.
- In Jordan, if you are drinking black coffee with your host, you should show that you have had enough coffee by shaking your cup from side to side. If you would like more coffee, you simply hold out your cup.
- In the countryside in Brazil, many homes haven't got doorbells. So when you visit someone, you must stand outside and clap your hands. If nobody comes to open the door, you can knock, but you can't go inside until it is opened.
- If you are waiting to shake the hand of the Queen of England, you have to wait until she puts out her hand first.
- Accepting invitations can be very confusing. If you are invited to a dinner party which starts at seven o'clock, what time should you arrive? In Turkey, you should arrive exactly on time. In Argentina, you should arrive up to an hour late as arriving on time is considered impolite!
- In Asia, it's considered rude to tap your chopsticks against your bowl. You shouldn't point to someone while holding chopsticks, either.
- Even if you're very hungry and you're eating a meal in China, you mustn't finish your food. It's considered rude because it suggests that you are very hungry and that you haven't had enough to eat.
- You are allowed to eat noodles noisily in Japan – it shows your host or hostess that you are enjoying your meal!

Comprehension



4 Read and listen to the text again and continue the following sentences.

1 If someone gives you a present in India, you must …
2 In Jordan, you should …
3 In the countryside in Brazil, you can't …
4 To shake the hand of the Queen of England, you have to …
5 If you are invited to a party in Argentina, you mustn't …
6 In Asia, you shouldn't …
7 In Japan, you can …

Speaking

5 Work in pairs. Compare the sentences in exercise 4 with the customs in your country. Are they the same or different?

If someone gives us a present, we don't have to open it in private. We can open it in front of them.

Grammar: Modal verbs of obligation and prohibition

6 Choose the correct words in the sentences.

1 Flash photography isn't allowed in the art gallery, so you ***mustn't*** / ***don't have to*** use your camera flash.
2 I ***mustn't / don't have to*** be late to school.
3 If you want to enter the competition, you ***can / should*** write your name in this list.
4 You ***don't have to / must*** obey your parents!
5 When you visit another country as a tourist, you ***can't / have to*** check whether you need a visa.
6 You aren't allowed to eat in the library, so you ***don't have to / shouldn't*** bring food inside.

Speaking

7 Work in pairs. What are the rules at home and at school? Use ***must***, ***mustn't***, ***should***, ***shouldn't***, ***can***, ***can't***, ***have to*** and ***don't have to***. How many sentences can you make?

A: In my house, we must take our shoes off before we go into the house.
B: In my house, my brother and I must help our mother in the kitchen.
A: At school, we must listen to the teacher.
B: At school, we can't chat in class.

8 Work in small groups. Choose a country. Find out about the customs and traditions in your chosen country. Tell the class.

In Britain, people have to start work about nine o'clock. They can't go home for lunch. They must wear smart clothes to work. They have to work from Monday to Friday.

Writing

9 Write two paragraphs about the customs and traditions in Jordan.

Research box

In Thailand, what is the polite way to greet someone? What is it called?



Speaking

1 What do your relatives do when there is a new baby in the family? Is this typical for your country, or is it specific to your family? Discuss with a partner.

Reading

2 Read about some traditions surrounding the birth of a newborn baby. Which country from the box do you think each tradition is from?

Turkey
Saudi Arabia
Bali
Germany

Welcoming new babies around the world

The birth of a newborn baby is a special occasion all over the world, and of course there are many traditions that follow similar patterns worldwide. However, there are some that are peculiar to one country or a group of countries. Here is a guide to some of the more diverse ways to observe this universally important event.

1 Newborn baby girls are likely to be welcomed into the world with a tree-planting party in _____. The baby's relatives typically plant two trees, which are then chopped down and sold when she gets engaged. The proceeds from this tree-planting venture are then used to buy her wedding dress. Additionally, the German government has come up with a list of accepted names, which parents are expected to choose from when they name their child.

2 In _____, new mothers might well ask you not to give them gifts until the baby has been born. When a mother has given birth, she is supposed to stay inside with her baby for 28 to 40 days. This is to protect the baby's immune system, and develop the bond between mother and baby. After this period, mother and baby will be capable of going out to visit neighbours and family. This is when you should give them gifts.

3 You won't see a newborn baby lying on a blanket in any homes in _____. Tradition there means that relatives are willing to carry the baby around for about 100 days at the beginning of his or her life. This period of healing and holding might well last longer than this, as well!

4 In several Muslim countries, including _____, new parents are likely to shave the head of their week-old baby, and then weigh the hair. The parents are expected to give gold and silver to charity after the birth, to thank God for blessing them with a child. The weight of the hair should be equal to the amount of gold and silver that is given. This custom might well form a part of an *aqiqah*, or welcoming ceremony, where the baby is given his or her name.



Vocabulary: Words with modal meanings

3 Read the words in the box. Decide what each word means and match it with its synonym below.

likely	expected	might well	had better
would rather	supposed to	willing to	capable of

1 can _____
2 probably _____
3 will possibly _____
4 would prefer to _____
5 it would be better _____
6 what is (socially) expected _____
7 wants to _____
8 should _____

Speaking

4 Cover the article on page 22 and add more information to these sentences.

1 You are not supposed to give gifts to the mother until the baby is born. You are expected to …
2 If you would rather choose an 'interesting' name for your baby, you had better not live here! German parents might well plant …
3 The newborn baby's feet are not supposed to touch the floor in this country! Some mothers would rather carry them for longer than 100 days …
4 Families with newborn babies are very likely to shave the baby's head and weigh the hair. They are expected to …

Speaking strategies

Interacting fluently

- Start a conversation by asking your partner his or her opinion.
- If you agree, tell your partner that you do. You can say, 'Yes, you're right,' or 'I agree with you on that.'
- To keep the conversation going, you can say 'I wonder what you think about ...' or 'What's your experience of ...'

5 Talk to your partner about some social traditions in Jordan, starting with those surrounding a newborn baby. Use the vocabulary and language introduced in this lesson.

Writing

6 Write down five sentences describing these traditions. Ensure that you use the language correctly. Vary the expressions that you use.

Listening

7 Think of three situations in which you should be very polite. Discuss these with a partner. In your opinion, how does being very polite change the way you speak? Think about what your voice sounds like and the words you use.

8 Now listen to three people speaking. The people are being very polite. What do you think is the context of each sentence?

9 Listen again. Write down the words that you hear. Which words are emphasised? Underline them. Where does the speaker's voice rise, in tone? Draw a line over the word, like this.

Pronunciation

10 Look at the stress patterns you have drawn. Listen once more to the recording and then read the sentences to your partner. Are you polite enough?



Vocabulary: Celebrations

1 **Match the words for different celebrations with their definitions.**

1 leaving party	**a** a party celebrating finishing school or university
2 get-together	**b** a party to say goodbye to someone
3 ceremony	**c** a celebration of the day on which someone is born
4 birthday party	**d** a public event with music, food, etc.
5 festival	**e** an informal gathering
6 graduation party	**f** a formal event to celebrate an occasion

Reading

2 **When do you write invitations? How often do you write invitations?**

3 **Read the texts. Which texts are invitations, and which are replies?**

4 **Match each invitation with its correct reply.**

Reading strategies

Reading for general information

- Read the question then read the text quite quickly to find the answer.
- Don't worry about words you don't know.
- Think about the general meaning of the text.
- Highlight key words which help you to answer the question.

A

The Old People's Home in our town is having a small get-together this weekend. There will be a light dinner and some entertainment. We need volunteers to help out. Would you like to come? It would mean a lot to the elderly if you could help them to have a good time. They would enjoy your company! It would also be an opportunity for me to catch up with you again!

B

Thanks very much for the invitation! I'd love to come and help. I'm looking forward to meeting these older people and helping them to have a good time.

C

I regret that I won't be able to come and wish Laila well. Unfortunately, I have another commitment that day, which I can't get out of. Please tell her I'll look her up next time I visit Jordan, and wish her every happiness for the future!

D

As you know, Laila's work experience with us is over, and she's going back to Jordan next week. We're having a small leaving party for her. It'll take place in the office after work on Thursday. I hope you'll all join in as we say goodbye to her. Please let me know if you can come.

Vocabulary: Phrasal verbs

5 Rewrite this paragraph in your notebook, replacing the underlined verbs and phrases with the underlined phrasal verbs from exercise 4 on page 24.

Some relatives have moved to our neighbourhood. We're having a welcome party for them on Saturday. It's going to (1) happen in our garden. Would you like to (2) participate? I'd love you to meet them – I think you'd get on well. I haven't seen you for so long either, and I'd love to (3) exchange news and information with you! You can't (4) avoid this special party; I'm (5) very excited about seeing you again! I'll (6) make contact with you in a few days to make sure you're coming.



Speaking

6 Look at the photographs. What makes a special occasion 'special'? With a partner, discuss how important the following things are to you.

good food **entertainment** **music** **friends and family** **photographs** **the location** **the occasion** **new experiences** **new people** **special clothes** **happy memories**

I think that memories are the most important thing. An occasion will always be special if you have happy memories of it.

Read the Hadith. Try to translate it into Arabic, and then talk about the implications that this Hadith has on your own life.

> ***Prophet Mohammad (PBUH) said,***
> ***"I was sent (by Allah) to perfect the sublime morals."***
> **Musnad Imam Ahmad Ibn Hanbal**

Writing

7 Choose one of the celebrations in exercise 1 on page 24. Write an invitation to the event. Work in pairs.

8 Exchange your invitation with another student's invitation. Write a reply to the invitation.

9 Write two paragraphs about a recent celebration. What were you celebrating? How did you celebrate?

Project

Plan a celebration.





Your task

- Work in groups. Choose a name that is related to a celebration for your group (Eid, Ramadan, Graduation, Birthday, Get together, Festival, Carnival, Fair, etc.) This will be your theme for your project.
- Look at the pictures. Discuss what you see.
- Answer the questions. Discuss and make notes. Write an invitation card, including all the details.
- Each member of the group will be responsible for preparing one aspect of the celebration: setting and decorations, clothes ('dress code'), entertainment and food. You can research for ideas. Bring in the items themselves or bring in photographs.
- Each group sends the invitation card to another group to write a reply.
- Present your project to the class. The group that has the best project is the winner!

Questions

- Why did you choose your celebration?
- When and where is the event going to take place (school, sports centre, town)?
- Who are you going to invite (family, friends, classmates, the elderly)?
- What will the dress code be? Will you make any suggestions for the people you are inviting (costumes, traditional clothes, modern clothes, formal/informal outfits)?
- How will you decorate the place (wall decorations, lighting, balloons)?



➤ Now go to Extra reading A

MODULE 3

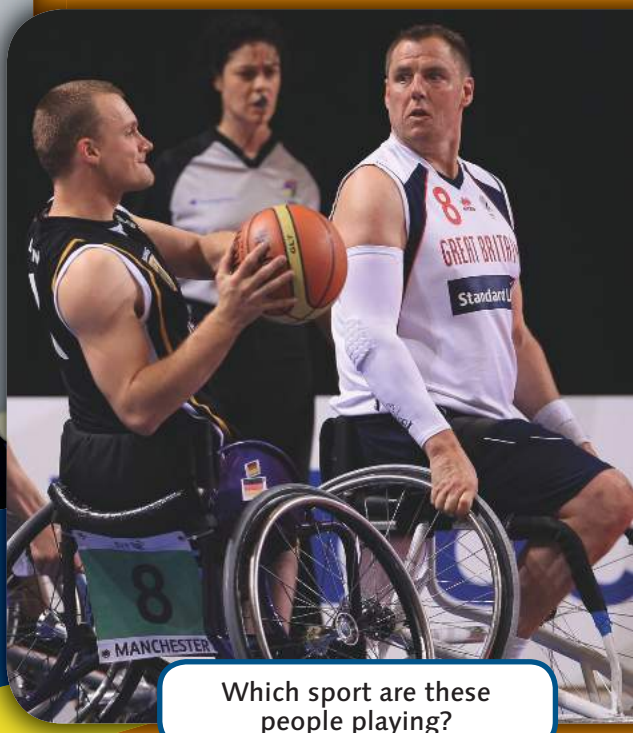


At which international competition can you see these rings? What do they signify?



Who is this sportswoman? What sport does she do?

Sport



Which sport are these people playing?

Outcomes: *It is expected that students will*

- read about the Paralympics, Special Olympics, a female British dressage equestrian, and cycling in Jordan
- listen to a radio programme about the Olympic Games and another programme about three different sports
- use vocabulary related to sports, sports venues and sports equipment
- talk about sports and the sports facilities in your local area
- use the Present, Past and Future Simple passives, and the Present Perfect Continuous
- write about the sports facilities in your local area and about the benefits of taking part in sports

Project

Research a sport.





Unit 3

The Olympic Games

Grammar
the Present, Past and Future Simple passives

Before you begin

1 What do you know about the Paralympic Games? Look at the photographs. Discuss with a partner.

2 DW Read the words in the box. Which sports are played using a ball? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

athletics **basketball** **cycling** **rowing** **rugby** **sailing** **tennis**

3 When were the first Summer Paralympic Games held? Read and listen to the article to find out.

ⓐ The largest sporting events in the world today are the Summer and Winter Olympic Games, which are held regularly and watched on television by millions of people around the world. The next largest sporting events are the Summer and Winter Paralympic Games.

The first athletic event that was organised specifically for disabled athletes took place in 1948 CE. A sports competition was organised for British ex-soldiers who had disabling injuries. ⓑ It was believed that **they** could be helped to get well again, and be given more confidence by taking an active part in sport. The event took place on the day that the 1948 Summer Olympics in London, England, opened. At that time, the Games were called the 1948 International Wheelchair Games.

Four years later, in 1952 CE, 130 athletes were invited to take part. ⓒ The first Summer Paralympic Games were held in Rome, Italy, in 1960 CE.

In 1976 CE, the Winter Paralympic Games became a major event on the sporting calendar, when **they** were hosted for the first time by Sweden.

At first, only wheelchair athletes could take part in the Paralympics, but now there are other categories of disability, including one for people with visual disabilities. ⓓ The Paralympics are scheduled to take place every four years, and it is arranged that the Winter games occur two years after the Summer games. The Summer programme now includes more sports than the first games, among **them** athletics, basketball, cycling, rugby, tennis and sailing. Rowing is the newest sport on the Paralympic programme, and ⓔ certainly more sports will be added to the list in future.

Comprehension

4 **Read and listen to the article again and answer the questions.**

1 What do the words in **bold** refer to?
2 Why was a sports competition organised for disabled athletes in 1948 CE?
3 How often do the Paralympic Games take place?
4 What sports are part of the Paralympic Games?
5 Do you think that Paralympic athletes should be permitted to take part in the Olympics if their scores are high enough to compete? Why / Why not?

Grammar: The Present, Past and Future Simple passives

5 **Match the following sentences with the underlined sentences from the article. Then, choose another sentence from the article and change it into the passive form.**

1 Rome, Italy, was host to the first Summer Paralympic Games in 1960 CE.
2 People will organise the Paralympic Games every four years.
3 People believed that they could help the ex-soldiers get well again, and give them more confidence by taking an active part in sport.
4 The Summer programme will certainly include more sports in future.
5 People hold the Summer and Winter Olympic Games regularly and millions of people around the world watch them on television.

Speaking

6 **Work in pairs. Use the following guidelines to ask questions about the Paralympic Games and answer them in full sentences. Use the Past, Present and Future Simple passives. (Remember you will need to change the verbs into past participles too.)**

1 What – the Paralympic Games – rank today (the second biggest sporting event in the world)
2 In 2012 CE – how many Jordanian athletes – involve in the Paralympic Games (12 Jordanian athletes)
3 How many medals – win by Jordanian athletes – 2004 Summer Paralympics (two)
4 Who – Jordan's first Paralympic silver medal – win – by (Imad Gharbawi)
5 Where – the next Paralympic Games – hold (Rio de Janeiro, Brazil)



Imad Gharbawi

Writing

7 **Work in pairs. Write three more sentences about the Paralympic Games using the Past, Present and Future Simple passives.**

Research box

Which three colours make up the Paralympic symbol? What is the significance of these three colours?






Listening

1 Where and when do you think were the first ancient Olympic Games held? Discuss with a partner.

2 Listen to the radio programme and check your answer to exercise 1.

The Summer and Winter Olympic Games are events in which the world's best athletes compete with one another. The **(1)** Summer Olympics are the biggest and are held every **(2)** _____. At the Summer Olympics, there are competitions in more than **(3)** _____ different sports.

Today's Olympic Games are based on a competition that was invented in Ancient Greece **(4)** _____ years ago. These games were first held at **(5)** _____ in Greece. They lasted **(6)** _____ and were only attended by men. They included sports such as wrestling and chariot-racing.

Jordan's appearance in the 2012 Summer Olympic Games was its **(7)** _____ Olympic participation, with its first appearance in **(8)** _____. Since then, a growing number of talented Jordanian athletes have been encouraged to aim for international success. Dana Haidar is one of Jordan's top-performing tae-kwondo athletes. Using her high profile, she has launched a campaign for children's sport in schools. It encourages **(9)** _____ to take up sports and increase awareness of the importance of being healthy.

Jordan is proud of its athletes and its growing athletic tradition. Today, more resources are devoted to increasing the size of the team, and Jordan's athletes are inspired by the prospect of winning an Olympic medal to continue doing their best.

3 Listen again and complete the text of the radio programme.

Listening strategies

Listening for detail

- Look at the words around the gaps.
- Think about what kind of word is needed.
- Listen and complete the missing information.

Comprehension

4 Listen again and answer the following questions.

1 Where did the idea of the Olympic Games first come from?
2 What kind of sports did the ancient Olympics include?
3 How long has Jordan been a participant in the Olympic Games?
4 Describe what the Jordanian Olympic team's goals are, in your own words.
5 Do you think it is important for athletes to campaign for sport in the community like Dana Haidar does? Why / Why not?

Vocabulary: Sports

5 Match the sports in the box with the photographs.

archery diving
fencing snowboarding
rowing weightlifting

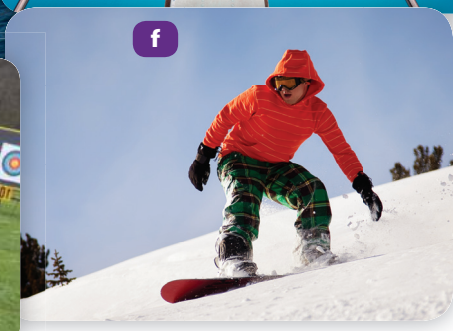












6 In which of the sports …

1 do you wear clothes to protect your face and body?
2 do you jump off a board?
3 do you sit in a boat?
4 do you lift heavy objects?
5 do you slide on snow using a board?
6 do you use a bow and arrows?

Pronunciation

7 Read these sentences to your partner. Look at the blue marks; what do you think is missing?

1 I'm ∧ tired.
2 We had ∧ a nice evening.
3 It was a ∧ cold night last night.
4 The view from the top of the mountain was ∧ spectacular.

8 Listen to the sentences. What is the difference in wording? What effect does this have on the meaning as well as tone of the sentence?

Quotation

Read the quotation. Do you agree with it? Why / Why not?
Translate the quotation into Arabic.

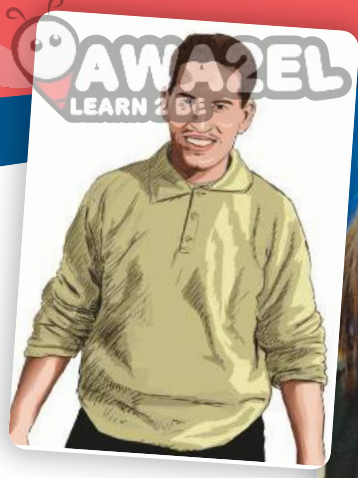
> *They can because they think they can.*
> **Virgil, Roman poet (70 BC–19 BC)**

Speaking

9 Work in pairs. Ask and answer the questions about sports.
Use some words to emphasise your answer.

1 Have you ever tried any of the sports mentioned in exercise 5?
2 Which sports do you do regularly?
3 Which sports are completely new to you?
4 Which sports are team sports or individual events?
5 Which sports would you like to watch during the next Olympics? Why?

10 Imagine that you are organising a sports event at your school. Work in pairs and make a list of sports that you would like to offer. Discuss other issues that you might have to deal with, for example, safety, equipment, seating, refreshments, etc.









Reading

1 Who do you think Special Olympics events are for? Discuss with a partner.

2 Read the text and check your answer to exercise 1.

Special Olympics

In the early 1960s, Eunice Kennedy Shriver, a university athlete from the USA, decided to give children with intellectual disabilities the chance to take part in sports. She felt that they were unfairly excluded from sporting events. So she held a one-day event for these children in her own garden. Eight years later, in 1968 CE, the first International Special Summer Olympic Games were held in the USA. A thousand people with intellectual disabilities from the USA and Canada competed in different sports.

Today, Special Olympics is the world's largest sports organisation for children and adults with intellectual disabilities. The Special Olympics World Games are held every two years, with more than 32 Olympic-style sports, including gymnastics, football and swimming.

El-Araby Houfeya is a Special Olympics athlete from Morocco. When he was very young, he was told that he had an intellectual disability. He accepted that he would never achieve the same success as his six siblings. He learnt how to read and write, and spent a lot of time playing football with other boys in the neighbourhood. Then, one day in 1992 CE, he took part in a football competition. Although he hadn't had any formal training, he impressed spectators with his skill. After the game, Princess Lalla Amina of Morocco, who supported Special Olympics in her country, asked to meet this talented boy. She told him about Special Olympics Morocco. El-Araby Houfeya joined the organisation and began to take part in their events. It was a moment that changed his life.

El-Araby Houfeya did horseriding and played football in Special Olympics competitions, and, through the organisation, began to travel to different countries. His confidence in himself grew, and he realised that perhaps his sporting talent wasn't the only talent he had. He began to look for employment, and eventually took a job with a security company. This helped him to become more financially independent.

Today El-Araby Houfeya is a successful married man and a proud father. He has been promoted in his job, but he says he will always support Special Olympics.

Comprehension

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

1 What do the underlined words refer to?
2 Where did the idea of Special Olympics first come from?
3 Why did El-Araby Houfeya have low expectations for his future?
4 What event changed El-Araby Houfeya's attitude and his life?
5 What do you think the benefits are for people with intellectual disabilities in joining Special Olympics?
6 If you knew someone with an intellectual disability, would you encourage them to take part in Special Olympics? Why / Why not?

Reading strategies

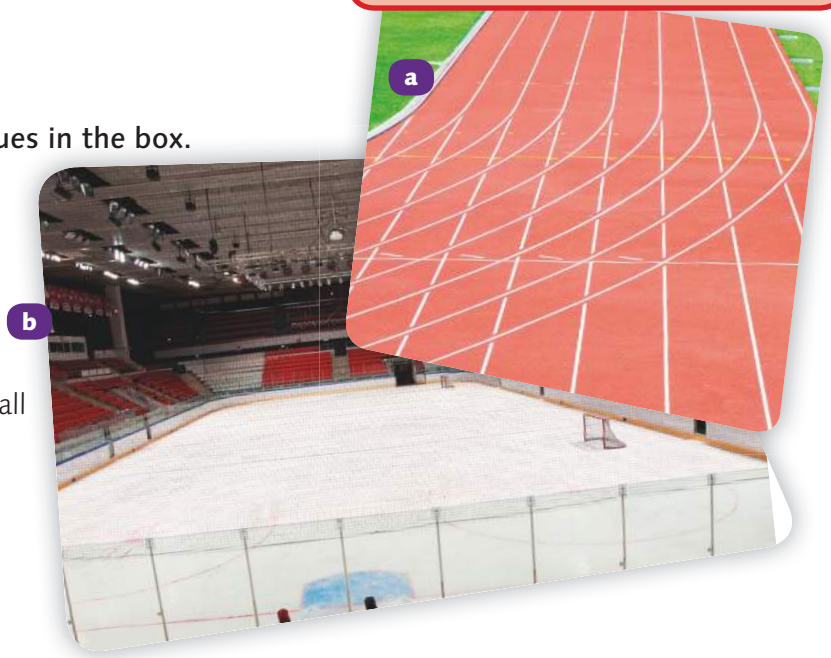
Answering critical-thinking questions

- Read the question. What part of the article says something similar?
- Read relevant parts of the article again.
- Try to think about your reactions to the information.
- Apply your reactions to the questions.

Vocabulary: Sport venues

4 **Match the sports with the correct venues in the box. Name the venues in the photographs.**

track court pool
river, sea or lake ~~pitch~~ rink



1 football pitch
2 tennis / badminton / squash / basketball
3 ice skating / ice hockey
4 water polo / diving
5 sailing / rowing
6 running

Speaking

5 **Discuss the questions in pairs. Then share your ideas with the class.**

1 Are there any sports facilities in your town or city?
a If so, do you use these facilities? How often?
b If not, what sports facility would you like to have?
2 Are there any stadiums in your town or city?
a If so, what sports are played there?
b If not, do you think it would be a good idea to have a stadium? Why / Why not?
3 Do some research about the nearest sports facilities and stadiums to your town or city. What sports are they used for?

Speaking strategies

Talking about your daily life

- Read through the questions. Warm up with your partner by discussing the less challenging questions first.
- When you have warmed up, remember to include advanced-level vocabulary.
- Keep it natural. Ask your partner what he/she thinks.

Writing

6 **Write a four-paragraph essay summarising the ideas you discussed in exercise 5.**

a Discuss each of the three questions in one paragraph, and in the last paragraph, explain how important it is to have sports facilities and stadiums nearby.
b Then, exchange essays with your partner, and review and edit their work, paying special attention to spelling, punctuation and grammar.





Unit 4

Recreation

Grammar

the Present Perfect Continuous

Before you begin

coach dressage
equestrian groom
training trot

1 Read the title of the unit. Do you know what it means? How do you think it is related to the photographs above?

2 DW Read the words in the box. What sport links all these words? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

3 Read and listen to the text. What's so special about Charlotte Dujardin as a British female rider?

The scene is the London International Horse Show, on the 17th of December 2013, and the opening event is dressage, which is a show of skill and communication between rider and horse. Into the stadium trots a beautiful brown horse, with his rider on his back. They stand perfectly still, waiting for the music to begin. As the first chords are played, they start a routine which will break the only record they haven't broken until now.

This unstoppable team is Valegro and his rider Charlotte Dujardin. They are now world champions in dressage, and they haven't been beaten for three years. She rose to fame at the Olympics, where she won Great Britain's first-ever gold medal for dressage. This showed everyone that she was a skilled horsewoman, and she has only got better since then. However, Charlotte, who is Valegro's trainer as well as his rider, comes from a humble background.

She was born in a town north of London that is called Enfield, and her love for horses and riding began at the early age of two years old! Charlotte's mother was fond of horses and so she understood Charlotte's love for the animals and her hobby. Both Charlotte's parents worked extremely hard to make enough money to fund Charlotte's passion. Charlotte grew up with horses, taking lessons at the local riding school and spending as much of her free time as she could helping out to care for the horses she rode.

Since she was 16 years old, Charlotte has been working at the stables of a famous horseman, Carl Hester. Carl asked her to work for him, as a groom, after she won a competition. Hester asked Charlotte to train Valegro, and they made an excellent team from the beginning. Their partnership has been developing ever since.

Charlotte's passion has not been lessened by her success. She trains hard, of course, but she says that she still finds time to relax with Valegro, going for rides in the countryside near her parents' home. Ever since her first global success, she has been trying as hard as she can to keep her home life as simple and stress-free as possible, by spending time at home.

She says that her family and friends (and horse) are the reason she has been able to stay relaxed and confident enough to keep up her score of unbroken records. However, her mother says she has always known Charlotte would be a star!

Comprehension

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

1 What is special about the horse and rider's performance in the event described in the first paragraph?
2 What is meant by the words 'humble background'? Explain with reference to paragraph 3.
3 How did Charlotte meet her horse Valegro? Explain in your own words.
4 Name two things that Charlotte does to relax.
5 Why do you think Charlotte and her horse are such a successful team?
6 Does this story inspire you to take up a hobby or try harder at something you are passionate about? Why / Why not?

Grammar: The Present Perfect Continuous

5 **Rewrite the following summary about Charlotte Dujardin in your notebook, using the Present Perfect Continuous for the verbs in brackets.**

Charlotte **(1)** has been training (train) in dressage since she was very young. She **(2)** _____ (win) competitions all over the world, and she has broken many records in her career so far. Since she was employed by Carl Hester, she **(3)** _____ (work) as a team with her horse, Valegro. She has always said that having free time is really important to her. Ever since she started riding, her mother **(4)** _____ (say) that she would be a star!

Speaking

6 **Look at the photographs. What have the people been doing? Use the verbs in the box.**

pack **paint** **study** **cook**



7 **Work in pairs. Ask and answer questions using the Present Perfect Continuous.**

1 you / do / for the past hour?
A: What have you been doing for the past hour?
B: I've been learning about the Present Perfect Continuous.
2 you / learn / in your English lessons this week?
3 sport / you / play / in P.E. this term?
4 your classmates / do / for the past half hour?







Listening strategies

Listening for particular information

- Read through the text before you listen.
- Predict what words are needed for the gaps.
- Listen and check your answers.

Listening

1 Do you do any of the sports in the photographs? Discuss with a partner.

2 Listen to a radio programme about three sports. What aspect of sport does it talk about?

3 Listen again and complete the texts.

Golf

During the 15th century, a similar game to golf was played in Scotland. Back then, instead of using strong and durable **(1)** _____, people used to hit **(2)** _____ using wooden sticks. Later on, after getting tired of hitting pebbles, players started trying other things until the **(3)** _____, as we know it today, was invented. **(4)** _____ are now found in many Middle Eastern countries, such as Jordan, Bahrain and the United Arab Emirates.

Fencing

Fencing began as a way of practising for duels in the Middle Ages, when **(5)** _____ used to prepare themselves by fighting, in pairs, with swords that were not very sharp. It was made into a spectator sport in Spain and Italy, and fencing **(6)** _____ have been extremely popular events since then. Until the **(7)** _____, scoring was extremely difficult, with a whole group of judges watching to see if one fencer had 'hit' the other. However, the judges were replaced by an electrical scoring **(8)** _____, with an audible tone and a red or green light indicating when a touch landed.

Badminton

People have been playing sports with a shuttlecock and **(9)** _____ for thousands of years. They were mentioned in written documents about Ancient Greece around 2,000 years ago. Children played versions of the game in the Far East, and in India in the **(10)** _____. In 1873 CE, the sport made its way back to England. It was played by guests at a house party. The name of the house was **(11)** _____ House. The sport has been growing in popularity and has become the fastest racquet sport: a **(12)** _____ can travel up to 320 kilometres per hour.

Comprehension

4 Listen to the information about the origins of the three sports again and answer the questions.

1 How did the game of golf use to be played in the past?
2 How was fencing scored before the 1930s?
3 How did the game of badminton begin in England?
4 Which of the three sports do you think is most interesting to watch or play? Explain.

Listening

5 Listen to this interview with a professional golfer. What do you notice about the intonation of the questions? Are they all the same?

6 Look at the questions written below. Listen to them again. Match questions 1–3 with their purpose ***a*** or ***b***. Two questions have the same purpose.

1 You've been doing very well this season, haven't you?
2 You didn't have so much luck last year, did you?
3 You haven't got any tips for aspiring golfers out there, have you?

a to check information we already know
b to ask for information we don't know

Pronunciation

7 Write two tag questions using the two types of intonation ***a*** and ***b***. Work with your partner to check each other's intonation.

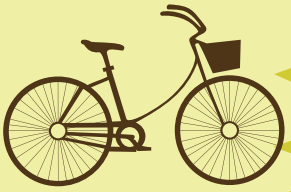
Research box

? What is the Dunwich Dynamo?

Reading

8 How popular is cycling in Jordan? Discuss with your partner. Then read the text to find out about this sport.

Cycling: past, present and future



Amman at 7:30 am on a day in spring, 2014 CE: People are on their way to work. Some are driving; some are walking and some are cycling along a cycle route.

Ten years ago, cycling in Jordan was almost unheard of. Nowadays, cyclists are everywhere; cycling is fast becoming both a popular hobby and a useful mode of transport. Organisations such as *Cycling Jordan* have been set up to promote the ecological and health benefits of the sport. These have been a great success, with bicycle-hire businesses starting up, and cycling tours of the country becoming more and more common.

The cycling movement has grown to include school children, teenagers, families and aspiring athletes. Cycling is one of the most flexible forms of transport, for a long-distance journey through the mountains or a quick trip to the shops!

Despite this, there is still work to be done if more people are to take up cycling. The roads are still not safe enough, and knowledge about how to cycle safely is not yet widespread.

Share the Road, a branch of *Cycling Jordan*, is working to spread awareness of how to cycle safely, both in the city and on long-distance bike rides. It offers advice to motorists on how to drive with cyclists on the road, and advice to cyclists – of which the most important must be 'Wear a helmet at all times'. Hopefully, as awareness of how to cycle safely spreads, more and more people will join the cycling revolution!

Comprehension

9 Read the text again and answer the questions.

1 What do the underlined words refer to?
2 What is the main difference, according to the article, between a street in Amman in 2004 CE and the same street in 2014 CE?
3 Why do you think the writer of the article calls cycling a 'useful' mode of transport?
4 What are the two main problems that remain for road cyclists in Jordan? What is being done to resolve them?
5 Do you think that *Share the Road* is doing enough to increase awareness of the sport? Why / Why not?
6 Discuss the advantages and disadvantages of a city where private transport, such as cars and private taxis, is banned. Would you cycle or take public transport? Why?

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> ***Education is what remains after one has forgotten what one has learned in school.***
> **Albert Einstein (1879 CE–1955 CE)**

Vocabulary: Sports equipment

1 Look at the photographs. Name the sports equipment that you can see. Choose words from the box.

oars racquet ice skates helmet shuttlecock goggles stick bat


a


b


c


d


e


f


g


h

2 Work in pairs. Say a rule or the name of the sport associated with the equipment. Can your partner guess which equipment you are describing?

A: You use this in table tennis. You hit the ball with it.
B: It's a bat – picture f.

3 Work in pairs. Write the rules for three sports. Read the rules to the class. Can anyone guess the sport you are describing?

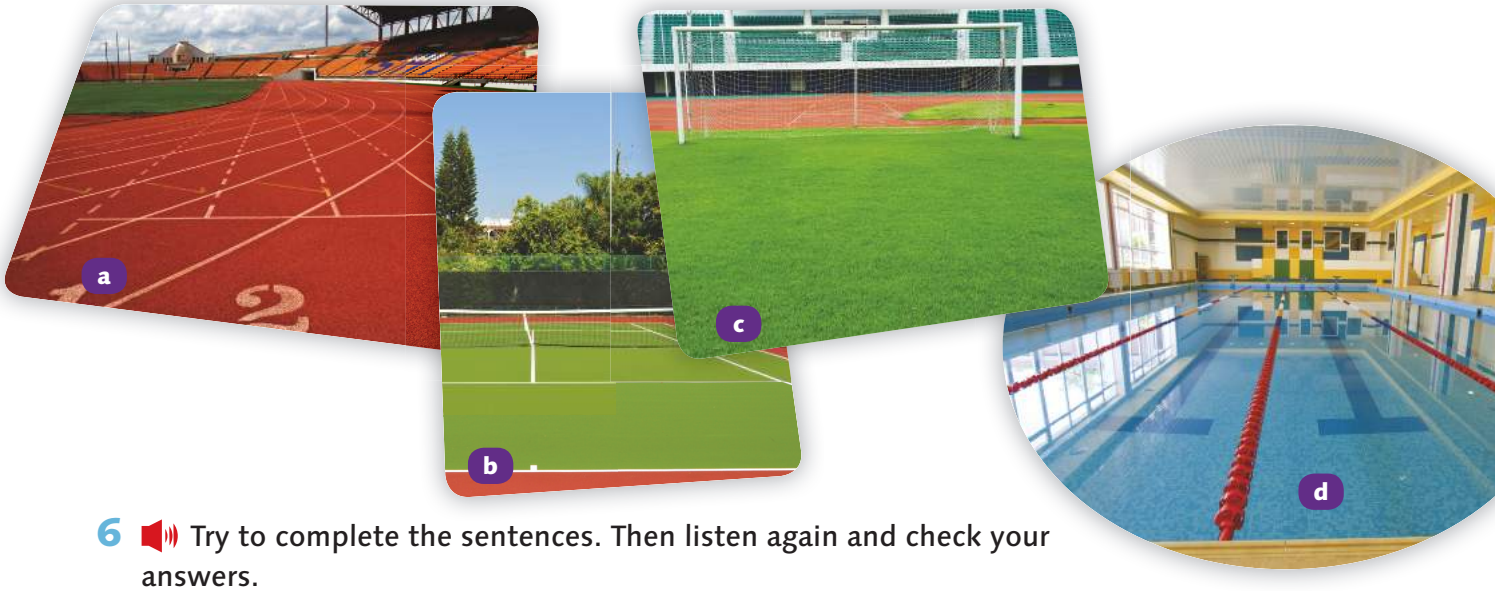
A: You have to hit the ball over the net. You can't throw the ball, kick it or catch it in your hands.
B: Is it tennis?
A: Yes, it is!

Listening

4 Listen to a talk by a sports coach. What is the sports coach talking about? Choose the correct topic.

a the benefits of playing sports
b why some sports can be dangerous
c the origins of different types of sport

5 Listen again and put the four photographs in the order that the sports coach follows in his talk from 1 to 4.



6 Try to complete the sentences. Then listen again and check your answers.

1 Swimming builds up strength and improves stamina, too.
2 You can use up a lot of energy when you play _____.
3 _____ increases strength and flexibility.
4 _____ is excellent for your legs, heart and lungs.
5 The good thing about _____ is that it helps improve agility.
6 _____ exercise uses all of the body, all of the time.

Speaking

7 Choose a sport you have played. Tell your partner about it and about its benefits to your health.

Writing

8 Write a paragraph about the sport you chose in exercise 7, answering these questions:

1 How long have you been doing this sport?
2 How often do you do this sport, and where?
3 Why do you enjoy it?

9 What benefits are there in taking part in sports? Write an essay of three paragraphs giving your views. Consider physical, emotional and social factors.

Writing strategies

Writing a three-paragraph essay

- Write a plan for three paragraphs: introduction, body and conclusion.
- In the first paragraph, introduce the topic and include a thesis statement.
- In the developing paragraph explain the three factors.
- In the third paragraph summarise the main points.

Project

Research a sport.



Your task

- Choose a sport you'd like to learn more about or you'd like to tell someone about. Identify your purpose and your readers.
- Research the topic aiming to answer the *What*, *When*, *Who*, *Where*, *Why* and *How* of the sport. Read various articles and take notes.
- Make a plan. The introduction has to catch your readers' attention. The middle of the article has to develop the answers about the sport. The end has to be appealing.
- Write a draft. Use simple clear language. Decide on the style and tone.
- Rewrite the draft to shape it into a magazine article that contributes positively to the topic. Start with a quote or an interesting incident and end in a captivating way – just like the introduction.
- Review your article having your audience in mind. Make sure there are no grammar, spelling or punctuation errors.
- Choose a headline. Make it attractive.
- Include photos you've taken or pictures you found.

Questions

- Where is your chosen sport played? Why is it popular?
- What is the history of your chosen sport? When did people start playing the sport?
- How is the sport played?
- What equipment is used in this sport?
- Are competitions held around the world in this sport?
- Do you think there will be any changes made to the rules of this sport in the future?





Revision A





1 Listen to this radio interview about eating better for better sleep. What kind of advice do you think the doctor will give?

2 Listen again. Try to remember what foods will help you sleep better and what foods will make you sleep worse. Put them in the table below.

Foods for better sleep	Foods that stop you sleeping well

3 Listen to the text one more time and do the following exercises.

1 Check your answers as you listen. Write three sentences in your notebook in your own words giving advice about eating to sleep well.
2 Add three foods to each column. Research this if you need to.
3 Roleplay the interview with a partner. Close your books and try to remember as much as possible.

4 Read the story below. Now close your books. With your partner, tell the story without reading it.

> Last summer, builders rebuilt the school hall. They redesigned the playground. They fixed the roof. They renovated the bathrooms. They improved the appearance of the school a lot.



5 Read the story again. Then, retell it with your partner as if you were a news reporter, using the passive. You can start by saying ***Last summer, the school hall was rebuilt***.
Work in new pairs. Make up another short news story. Use the passive where necessary.

6 Read this article about the Olympic Opening Ceremony. Give two ways in which the writer thinks it is special.

In the summer of 2012, incredible sporting achievements were celebrated with a unique theatrical spectacle that marked the opening of the Olympics in London. The Olympic stadium was transformed into a stage for a four-hour event that told the history of Britain, up until the modern day.



The spectacle involved thousands of volunteers. These amateur performers and crew put together an incredible show, demonstrating impressive teamwork and a professional attitude throughout. The volunteer cast took the audience on a time-travelling journey from rural England, through the Industrial Revolution, to the 1960s, using dances and sketches that represented each decade.

The special effects were also impressive, with light-shows, optical illusions, incredible scene changes and smooth mechanics. It was a spectacle that appealed to the emotions too. Moments of pride followed moments of humour. Rowan Atkinson (better known as Mr Bean) interrupted an orchestral piece in his own comic style.

After an event such as this, only one thing remained: to pay tribute to the athletes taking part in the Summer Olympics. The Olympians marched around the stadium, capturing the magic of this moment! As the audience watched breathlessly, the Olympics were declared officially open.

To this day, audience members and people who watched the spectacle on their televisions are still talking about the incredible achievement of this celebratory opening ceremony.

7 Answer the following questions with a partner.

1 Read the description for a second time and give the ceremony a name. Why did you choose this name?
2 In the second paragraph, the writer mentions the volunteers. What two aspects of their participation is the writer impressed by?
3 Summarise the four main elements of the show in your own words. Write about 50 words.
4 Why do you think the spectacle made such a big impression on its audience?

8 Imagine you're at the Olympic Games and you are now writing postcards. Write a postcard to a friend telling them about what you have done and seen so far.

9 Next write a postcard to your mother, telling her about your plans, and what you promise to do when you get back.

AWAZEL LEARN 2 BE

MODULE 4

What can you see? Where do you think this place is?

What do you think this river is used for?

What do you call this place? What do these towers emit?

Earth's resources

***Outcomes:** It is expected that students will*

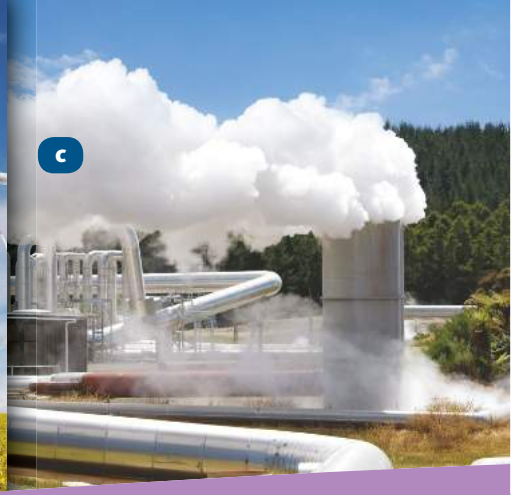
- read about a nuclear physicist, crude oil, water resources in Jordan and oil consumption in Jordan
- listen to a talk about non-renewable energy in Jordan and an article about Natural Resources Authority in Jordan
- use vocabulary related to sources of energy, natural resources, compound adjectives and word formation
- talk about energy sources, daily water usage and preserving Jordan's natural resources
- use reported speech (statements and questions)
- write about an energy source, the importance of crude oil and a review of a programme

Project

Write about a source of energy.







Unit 5

Sources of energy

Grammar

reported speech (all tenses)

Reading strategies

Completing a text

- Read through the text first to have an idea of what it is about.
- Look at the words in the box. Think about how each word is used.
- Look at each gap and consider the best word to insert in the gap.

Before you begin

1 Look at the pictures of different energy sources. Do you know what they are called?

2 DW Read the words in the box. Which refer to energy from the sun and which refer to energy from the wind? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

cell generator heat panels solar sunlight turbines wind farms windy

3 Three students have researched renewable energy sources. Read and listen to the conversation. Complete the text with the words in the box.

turbines electricity solar steam plant panels fuel generator cell

Teacher: Our project today is to find out about renewable energy resources. That means resources which are continually replaced and will not run out any time soon. Ramzi, what have you chosen as an example of a renewable resource?

Ramzi: The sun is a renewable source of energy. A lot of living things depend on its energy for heat and light. This energy can also be captured and used to power things. For example, if you have a **(1)** _____ calculator, it contains a solar **(2)** _____, which uses sunlight to power the calculator. Solar **(3)** _____ that are used on houses have thousands of solar cells, and they make electricity from the sun's heat. The major advantage of solar energy is that, after the solar panels have been installed, electricity is not expensive to generate.

Teacher: What about you, Nadia? What did you find out?

Nadia: In windy places, wind energy can be used to make electricity, using wind **(4)** _____. These turbines are found in 'wind farms'. They have blades that are attached to a **(5)** _____ at the centre. The wind spins the blades and the generator runs. This makes **(6)** _____. However, wind turbines can't work if there is no wind, and sometimes the wind speed is so high it damages them.

Teacher: Ibrahim, what's your example of a renewable resource?

Ibrahim: It's biomass. Biomass is **(7)** _____ material and animal waste that is used as **(8)** _____. For example, wood is a biomass fuel as long as we continue to plant new trees to replace those we cut down. Biomass can be used to provide heat and also to make electricity. The biomass is burnt to heat water and make **(9)** _____. The steam is then used to make electricity.

Comprehension

4 **Read and listen to the conversation again and answer the questions.**

1 What do the underlined words refer to?

2 Which is the only form of renewable energy that is a fuel?

3 What disadvantages do the three energy sources have? Complete the following table.

Disadvantages of energy sources		
Solar	Wind	Biomass

4 In what other situations would biomass fuel not be renewable? Explain your answer.

5 Which of the energy sources in exercise 3 do you think is the best for producing electricity? Justify your answer.

6 Wind turbines are expensive to build and maintain although the electricity they generate does not cost much at all. Is wind power a good source of renewable energy?

Pronunciation

5 **In the text on page 44, we have three words that have the same sound. Listen to these words in the box and identify the sound. What other letter combinations make this same sound?**

our out about

Read the text and find another word that has the same sound.

Grammar: Reported speech (all tenses)

6 **Dr Peter Green, an expert in renewable energy sources, talks about how waste can be reused to produce energy. Summarise his report, beginning *Dr Green said (that) ...***



"In New Jersey, USA, there has been a problem with growing rubbish dumps for almost a century. The issue became so great on one island in the area that there was more space taken up by waste than living space. The island was finally called a 'toxic zone', and people were told to leave the island. For a while, the dump grew and grew, until a group of scientists visited the island because they had decided to convert this waste into fuel. After this, experts in the field have worked hard to create a cleaner, 'greener' New Jersey, and these days, rubbish dumps are carefully separated into reusable and unusable waste. The forward-thinking state set a good example, and now not only the rest of the USA, but also some other countries such as Russia and China are following New Jersey's lead."

Speaking

7 **Work in groups of three. Student A says a sentence about renewable energy sources. Student B reports it to Student C using reported speech. Then start again with Student C. Rotate roles.**

Research box

Which, if any, renewable energy sources emit greenhouse gases?

Writing

8 **Write a four-paragraph essay about one renewable energy source using the information you have learnt in this lesson. Write about the advantages and disadvantages of the energy source. Do some research on the Internet on experts speaking about this energy source and include their opinion in your essay using reported speech.**





Speaking

1 What do you think a nuclear physicist does?

Speaking strategies

Making guesses

- Get a general idea of what the speaker is aiming to convey.
- Look for key words and underline them.
- Decide what the subject of the information is.
- Make several guesses.
- Choose the most logical one.

2 Read these extracts from an interview with a nuclear physicist. What do you think the questions are? Work with a partner and write your ideas.

1 I mostly work with nuclear engineers to produce new forms of equipment.
2 There isn't really ever a typical day.
3 I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.
4 I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students ...
5 I recommend that you get some kind of work experience in a laboratory ...

Reading

3 Read the interview with Sana, a nuclear physicist, and check your answers to exercises 1 and 2. Does Sana mention any of the points that you made in exercise 1?

Interviewer: Good afternoon and welcome to *Your Career in Science*. In the studio today, we have Sana, a nuclear physicist, who is going to tell us about her job. Welcome, Sana. How are you today?
Sana: Hi. I'm fine, thanks. It's good to be on the show.
Interviewer: I'm sure we'd all like to know about your job. What exactly do you do?
Sana: I mostly work with nuclear engineers to produce new forms of equipment. It's hard work, but I enjoy the intellectual challenge.
Interviewer: Can you describe a typical day at your work?
Sana: Well, there isn't really ever a typical day. Sometimes, I work from 9 am to 5 pm, but I might have to travel from one end of the country to the other to get to where I am needed. Sometimes, I have to work at night to complete my experiments, and at other times, I have to write a report very quickly. I have to work very long hours from time to time.
Interviewer: Are there any other kinds of work that you do?
Sana: I used to teach Physics at a university, so I spent a lot of time with students. I really enjoyed teaching, but now I do a lot more research. I also do practical, hands-on work like testing the safety of the radioactive levels in different locations.
Interviewer: How did you become a nuclear physicist?
Sana: Well, I always wanted to work in Science. I studied scientific subjects at school and really enjoyed them. When I left school, I got a degree in Physics and then became a research assistant. After that, I worked on a PhD and taught university students before getting this job.
Interviewer: Have you got any advice for young people who want to follow your career path?
Sana: I recommend that you get some kind of work experience in a laboratory to see if you enjoy the type of work, and also to see if it suits you. Although my job is very stressful, I find it exciting and I enjoy it every day!

Comprehension

4 Choose the best answer for each question.

1 What does Sana's job **NOT** currently involve?
a working with other people
b travelling
c teaching
d making experiments

2 How did Sana get the necessary education to become a nuclear physicist?
a She studied really hard at university.
b She really wanted to be a scientist.
c She studied science at school and university, and then taught it.
d She read a lot about science and nuclear physics.

3 What negative things does Sana say about her job?
a It is sometimes dangerous.
b It is difficult to relax if you are a nuclear physicist.
c She did not recommend it to anyone.
d The job is not as exciting as she thought it would be.

Reading strategies

Answering multiple-choice questions

- Read the questions first and eliminate any obviously incorrect options.
- Next, underline key words in the questions and skim the text to locate the information.
- Cover the options **a**–**d** and try to answer the questions.
- Check your answers against the text.

Vocabulary

5 Match the words below with their synonyms or with words that have a close meaning.

challenge **engineer** **hands-on** **laboratory** **assistant**
helper **practical** **workshop** **inventor** **test**

Now decide if one word from each pair would fit the sentences below better. In some sentences you may be able to use both words in the same way.

1 I like to _____ myself, so I try to run further every day.
I _____ myself on my vocabulary often, so that I don't forget it.

2 The boss' _____ prepared all the papers for the meeting.
There were many _____s at the festival, and they were all working voluntarily.

3 The _____ of the telephone is Alexander Graham Bell.
The type of _____ that designs houses is called an architect.

4 I prefer _____ work because I am a _____ person.

5 A scientist uses his _____ to do experiments.
My father fixes things in his _____.

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> *Energy is at the heart of the economy. We were amongst the first countries in the region to realise the importance of gradual diversification of energy sources to protect our country.*
> **His Majesty King Abdullah II of Jordan (1962 CE–)**

Speaking

6 Work in groups of four. Your teacher will assign your group a type of energy source to research. You are going to explain to the class why your school should change to this kind of power. Make notes about how the energy is produced, the advantages and the disadvantages.

7 You are going to have a debate. Organise your notes so you can make a presentation, shared among all four members of the group. Afterwards, have a class discussion, and then vote for the best source of energy for your school.







Listening

1 Work in pairs and discuss what you can see in the photographs.

2 Listen to a professor talk about different types of non-renewable energy in Jordan. Which type(s) of energy is/are not used at the moment in Jordan, but will be very important in Jordan's future?

3 Listen again and complete the notes. You will need to write a phrase or a few words in each gap.

Jordan depends a lot on **(1)** _____ sources. Ninety-six per cent of the country's energy comes from oil and natural gas imported from neighbouring Arab countries. Because of this dependence on other countries, Jordan has invested in research projects to identify **(2)** _____ of energy.

At the moment, imported natural gas is used to fulfil the country's energy needs and to **(3)** _____. However, a recent discovery of natural gas in Jordan means that, in the future, less natural gas will need to be imported.

Oil shale rock has also been found in Jordan, most notably in the west-central area.

Shale oil can be produced from this type of sedimentary rock. It is a substitute for crude oil, but the **(4)** _____ for shale oil is more expensive. The process is also quite dangerous and produces a lot of **(5)** _____. At the moment, no shale oil industry exists in Jordan but several companies are considering using it to generate **(6)** _____.

Nuclear power holds hope for Jordan's future energy supply. Plans are in place to construct two **(7)** _____ which will double the country's electricity generation capacity. Jordan plans to get 60 per cent of its **(8)** _____ from nuclear energy by 2035 CE.

Speaking

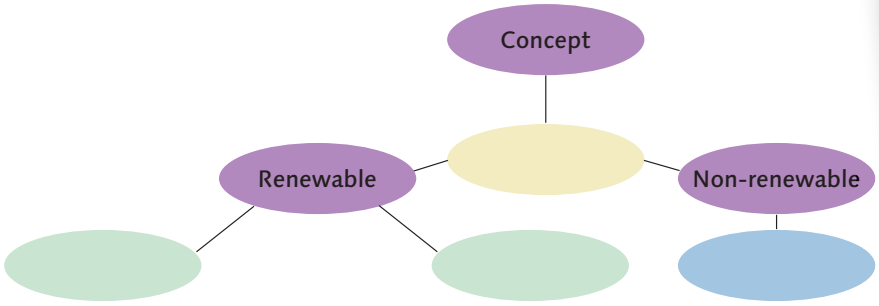
4 Which of the words in the box below refer to the following energy sources **a–c**?

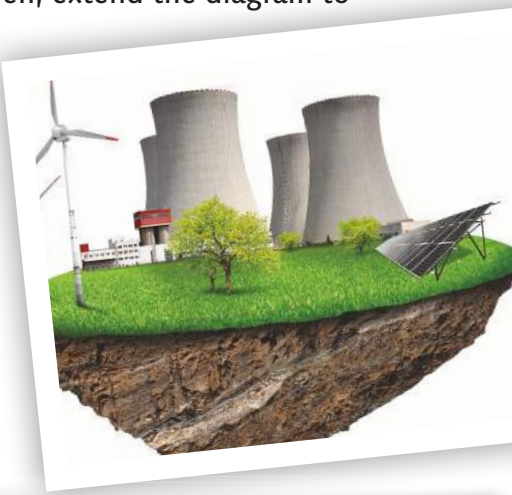
imported	**expensive**	**dependence**	**liquid**	**thermal**
substitute	**reactors**	**hope**	**investments**	

a natural gas **b** shale oil **c** nuclear power

5 With a partner, choose one non-renewable energy source from exercise 4 and briefly explain why you think it is the best one for the future of Jordan.

6 Look at the photograph on the right. What concept does it suggest? Complete the following chart accordingly in your notebook. Then, extend the diagram to include examples of each concept.





Reading

7 Read the text below. What does it describe?

Crude oil is currently the most important source of energy in the world. It is a fossil fuel which is formed over many years by the decomposition of organic compounds, or anything that contains the element Carbon. These organic materials come from the remains of animals and plants. When sediment and other organic materials are buried deep under the ground under high temperature and pressure, crude oil is formed. It then undergoes many different processes before it is ready to be used as energy, and from it we get petrol, diesel and kerosene, among other fuels. However, due to the time taken to form new supplies of crude oil, it is considered to be a finite, non-renewable source of energy.



8 Find the words 1–4 in the text and match them with their definitions **a–d**.

1 decomposition	**a** matter that settles to the bottom of a liquid
2 organic	**b** the process of decaying
3 sediment	**c** limited in size or supply
4 finite	**d** something that came from living matter

Writing

9 The text in exercise 7 states that crude oil is currently the most important source of energy in the world. Do some research, make notes and write a short report to explain this statement in three paragraphs divided as follows:

Paragraph 1: topic sentence
Paragraph 2: supporting paragraph
Paragraph 3: concluding sentence







Unit 6

Natural resources in Jordan

Grammar
reported questions

Before you begin

1 Look at the photographs. What can you see?

2 DW Read the words in the box. Which words are adjectives? What do they describe? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

abundant	biofuels	derived	hydro
primary	self-taught	tidal	worldwide

3 Read and listen to the quiz show. What subjects does the quizmaster ask Jamal about?

MASTERMIND

Quizmaster: Today on the show we have Jamal Sabah, who is a self-taught expert on the history and future of Earth's resources. Jamal, you are going to answer as many questions as you can about Earth's resources.
Jamal: OK.
Quizmaster: Start the clock! What are the seven types of renewable energy?
Jamal: They are solar, wind, hydro, biomass, wave, tidal and geothermal.
Quizmaster: Correct! Why is solar energy called 'primary renewable energy'?
Jamal: It's the origin of many other sources of energy. It's also the most abundant renewable energy resource.
Quizmaster: Is wood a renewable energy source?
Jamal: Er, it is in Europe. However, if growing it, cutting it, drying it and transporting it uses more energy than it actually provides when it's burnt, we cannot say that it is renewable.
Quizmaster: What is the difference between renewable and fossil fuels?
Jamal: Time. Fossil fuels were created longer ago, but both fuels are derived from living matter.
Quizmaster: What are the two main kinds of solar technology?
Jamal: Solar Water Heating, which delivers hot water through pipes, and Solar PV, or photovoltaics, which delivers electricity through cables.
Quizmaster: Which country is the largest producer of nuclear power?
Jamal: I think that it's the USA. I read somewhere that they produce 30 per cent of all the nuclear-generated electricity in the world.
Quizmaster: Finally, what energy source, according to experts, will be the most common in the future?
Jamal: That's a difficult question. Erm, experts say it will be nuclear power, but they also say that we have to develop the way it is produced because otherwise it will be very dangerous.
Quizmaster: Well, thank you Jamal. I can tell you that you got every single question right. Well done!

Comprehension

4 **Read and listen to the quiz show again and answer the questions. You may need to do research on the Internet, in the school library or in a public library to know some of the answers.**

1 What do the underlined words refer to?
2 Jamal says that solar energy is the origin of many other sources of energy. Give examples of these sources.
3 Do you think that wood is a renewable energy source in Jordan? Why / Why not?
4 Is solar power common in Jordan? If so, give real examples of how and where it is used. If not, give suggestions of how and where these two technologies could be used.



nuclear power plant

Grammar: Reported questions

5 **Zaid is asking his friend Jamal about his appearance on Mastermind. Choose the right option to complete Jamal's answers.**

Zaid: So, what was the hardest question you were asked?
Jamal: I was asked what source of energy **(1)** ***would be / will be / is*** the main energy source in the future. I wasn't sure at first, but I got the answer right!
Zaid: What else did he ask you?
Jamal: It's hard to remember! He asked me if wood **(2)** ***is / has been / was*** a renewable energy source.
Zaid: Oh, right. Did he ask you anything else?
Jamal: He asked me why solar energy **(3)** ***is / had been / will be*** given the term 'primary renewable energy'.
Zaid: Of course you knew the answer.
Jamal: Of course I did. Oh, and he also asked me which country **(4)** ***was / had been / would be*** the largest producer of nuclear power. In the end, I got all the answers right!

Speaking

6 **Work in groups of three, Students A, B and C. Imagine that Students A and C want to introduce themselves to each other, but they need an interpreter because they do not speak the same language. Ask questions, and Student B 'interprets' them using reported questions. Switch roles.**

A: What's your name?
B: She asked you what your name was.
C: My name's Amina. What's yours?
B: She asked you what your name was.
A: My name's Badria.

Writing

7 **Imagine you have taken part in the Mastermind programme about a topic of your choice. Write a review of the programme describing what kind of questions you were asked. Use reported speech and reported questions.**

Writing strategies

Writing a review of a programme

- Before beginning to write, decide whether your review will be positive, negative or neutral.
- Make notes about what happened in the programme.
- Include notes about your recommendations.
- Using your notes, write a three-paragraph review.






Reading

1 Look at the photographs. What do they represent? Discuss your ideas with a partner.

2 Read the text and check your answers to exercise 1.

Water resources in Jordan

Water is essential for life. Our wellbeing, sanitation, agriculture and industry all count upon a supply of water. Beyond these uses, water brings countless other benefits to society. We use it to swim in, sail on and take pleasure in the numerous plants and animals that depend on it. In addition, our health and environment are reliant on an effective wastewater infrastructure. Jordan's scarcity of water is a long-term challenge for environmentalists. Water resources in Jordan have remained quite stable over the years, but Jordan has become a densely-populated country. Current use of water already exceeds renewable supply.

Consequently, the Jordanian government have released the following notice to commence raising awareness of this matter.

1. Jordanians must recognise that the available water supply is finite, and they must take responsibility for this issue within their own households.

2. Accountability must be assumed for water management in Jordan. This responsibility should be recognised by individual citizens, the public sector and the private sector alike. The situation necessitates the combined effort of the Jordanian people to improve conditions within their own environs.

3. A deeper understanding of the available amounts, actual quality and natural protection of Jordan's water resources must be reached. This knowledge will be circulated in schools and throughout the community.

4. Water must be used more efficiently, with more regard for energy needed to heat water for daily usage.

5. Healthy aquatic ecosystems are vital to a high quality of life for Jordanians and must be preserved.

6. The quality and standards of drinking water will be consistently maintained to ensure that Jordanians have potable water that is free from pollutants.

Comprehension

3 Read the text again and answer the questions in your notebook.

1 Out of all the uses of water mentioned in the first paragraph, which do you consider the most important? Why?

2 What does 'this matter' in line 17 refer to?

3 Rephrase point 1 of the government notice in your own words.

4 In point 2 of the notice, what idea is being expressed here? Write one sentence.

5 An educational programme is proposed in point 3. What is its purpose? Explain in your own words.

6 In point 4, what does the word 'regard' imply?
7 Why do you think point 5 is considered an important issue to the government?
8 What does point 6 say will be done to make sure that drinking water is safe?

Vocabulary

4 **Read the text again. Match the words or phrases below with an underlined phrase from the text that has a similar meaning.**



1 need (v.) (lines 1–14) _____
2 as a result (lines 15–22) _____
3 responsibility (lines 19–29) _____
4 partnership (lines 22–30) _____
5 in-depth comprehension (lines 25–35) _____
6 health (lines 1–10) _____
7 numerous different advantages (lines 1–10) _____
8 uncontaminated (lines 35–43) _____
9 routinely monitored (lines 35–43) _____
10 greater concern for (lines 25–35) _____
11 will run out (lines 15–26) _____

5 **Using the appropriate phrase or word you found in exercise 4 to complete this text.**

Humans and animals **(1)** _____ water to survive. **(2)** _____, living in a country where water is scarce requires a **(3)** _____ of the relationship between mankind and nature. Whether we are part of a large business or a small family, we must build a community feeling of **(4)** _____ for our water supply, and use it with **(5)** _____ the world around us. The government provides us with drinking water that is **(6)** _____, and the least we can do is to make a **(7)** _____ to reduce our usage on a day-to-day basis. Yarmouk River is one of the major sources of water supplies in Jordan. The government is working very hard to preserve this water resource.

Writing

6 **Now write a summary (50 words) of these two texts in your notebooks. Use at least six of the phrases in exercise 4.**

Listening

7 **Read the following sentences aloud to your partner. In what situation would you say them?**

complaint advice regret warning apology instructions threat blame

1 I would only have a small bath if I were you. It's better for the environment.
2 Go straight on until you reach the large tree. The nature reserve is right in front of you.
3 I'm going to tell your mum if you waste any more water!
4 If you don't revise well for your exams, you'll regret it!
5 I wish I had drunk enough water yesterday. I feel terrible this morning.
6 There's no hot water left. You shouldn't have had such a long shower.
7 Excuse me, but this soup is cold.
8 I'm sorry. I didn't mean to break the plate.

8 **Listen to some people making the statements. Did they say them in the same way as you?**

Research box

How does the United Kingdom conserve water?

Pronunciation

9 **Listen again. Repeat the sentences during the pauses in the recording. Practise saying them again with a partner.**





Listening strategies

Summarising specific information

- Underline key words in the question.
- While listening, focus on information directly related to the question.
- Write brief notes to make the summary with your partner.

Listening

1 Do you know any organisations in Jordan that deal with natural resources? What kind of jobs do you think they do?

2 Listen to an article about the Natural Resources Authority in Jordan. Close your books. What can you remember about the things this organisation does?

Comprehension

3 Listen to the article again and answer the questions.

1 In your own words, describe the general goals of the NRA.
2 What are the three enterprises? List two activities that each enterprise includes.
3 Which enterprise do you consider the most important? Give reasons.
4 Do you think the NRA could do more to involve school-age students? What could it do?
5 Would you like to take part in the training that the NRA offers? Why / Why not?

Vocabulary: Natural resources

4 Sort the items in the box into the two categories in the table below.

generators **solar energy** **glass** **fresh water** **wildlife** **wind turbines** **wind** **solar cells** **coal** **natural gas** **petroleum** **paper** **forests**

Natural resources	Products

Now write a sentence or two to explain how natural resources and products differ.

Speaking

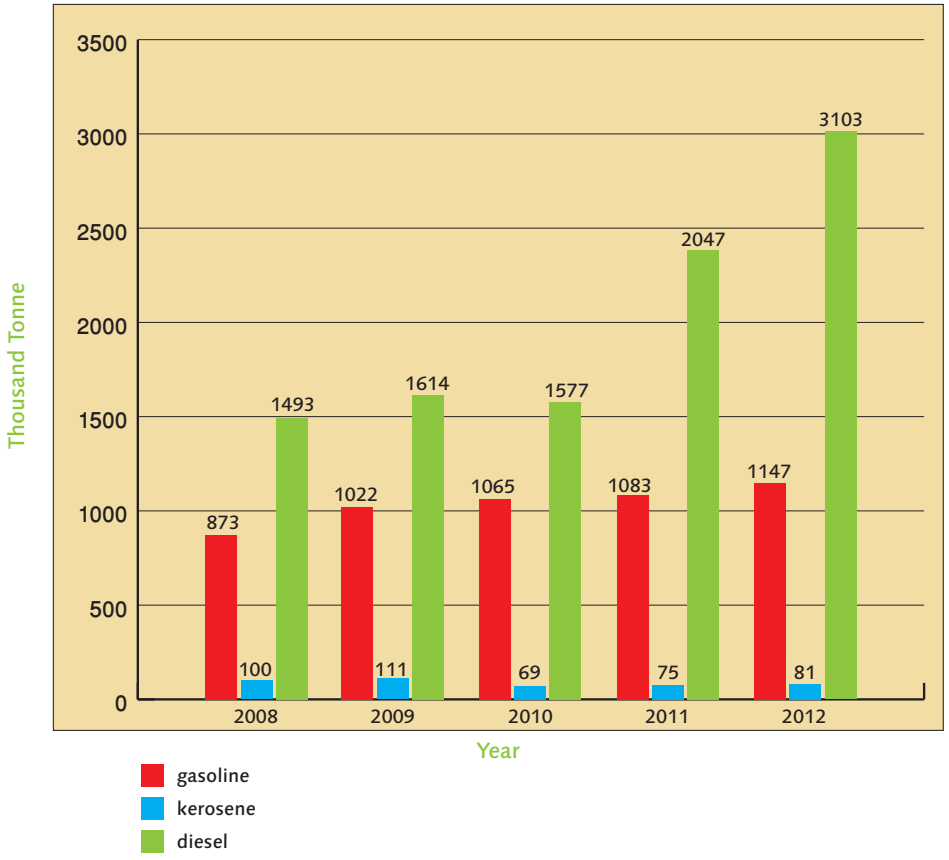
5 Work in groups. Imagine you have established an organisation for preserving Jordan's natural resources. Prepare a presentation to introduce the different projects or activities of this organisation to the class.

6 Answer the questions about the graph below. Use verbs like ***rise***, ***grow***, ***fall*** and ***drop*** for questions 1, 2 and 5.

1. How did the consumption of gasoline change from 2008 CE until 2012 CE?
2. What happened to the consumption of kerosene from 2009 CE until 2012 CE?
3. How many tonnes of kerosene, diesel and gasoline were consumed altogether in the year 2011 CE?
4. In which years was the consumption of diesel above 2,000,000 tonnes?
5. What differences do you notice about the consumption of each of gasoline, kerosene and diesel in 2008 CE and in 2010 CE?

Development of oil products consumption during the period (2008 CE–2012 CE)

Hashemite Kingdom of Jordan



Writing

7 Write a three-paragraph essay about the organisation you presented in exercise 5. Make sure you use linking words to make your paragraphs coherent.

Quotation Read the quotation. Do you agree with it? Why / Why not?
Translate the quotation into Arabic.

> ***Earth provides enough to satisfy every man's need, but not every man's greed.***
> **Mahatma Gandhi (1869 CE–1948 CE)**

Project

Write about a source of energy.

Your task

- Research the discovery of sources of energy using the Internet and the school library.
- Choose one source of energy; it can be either renewable or non-renewable.
- Find answers to the questions. Take notes.
- Write the report in a formal style. Use short, concise paragraphs. Use of the passive also helps to maintain a formal style.
- Use numbered headings and sub-headings.
- Collect data in the form of diagrams or graphs, or draw your own from your research.
- Proofread your report for appropriate form, style and tone.
- Share your work with the class.

Questions

- What is the source of energy?
- How is energy produced from the source?
- What kind of energy is produced (electrical / heat / thermal)?
- What is it used for?
- What are the advantages and disadvantages of this energy source?



Hints

Writing a report

Introduction

- Give background information about the topic.
- Explain the purpose of the report.
- Define key words.

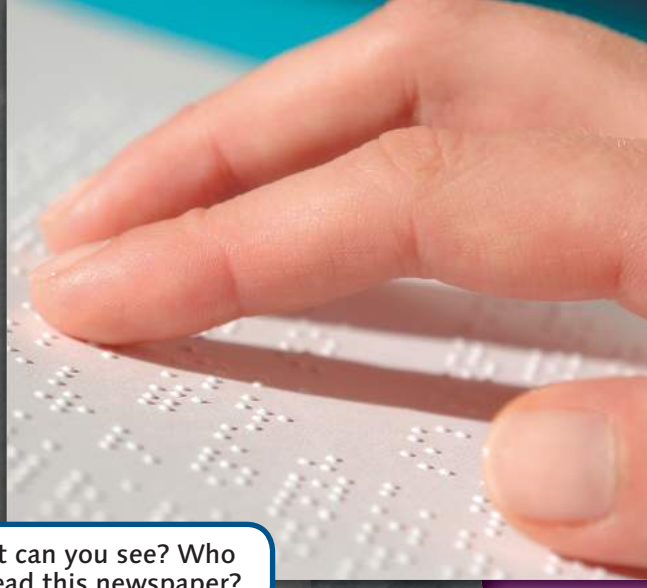
Body

- Include information gathered from the sources.
- Write about findings or results.
- Discuss and explain the findings.

Conclusion

- Refer to the objectives of the report.
- Summarise the main points.

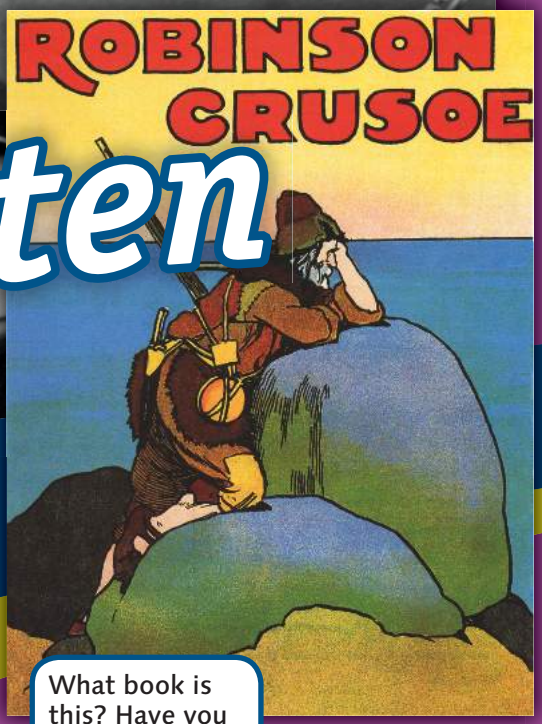
MODULE 5



What can you see? Who can read this newspaper?

Who is this author? What books did he write?

The written word



What book is this? Have you read this book?

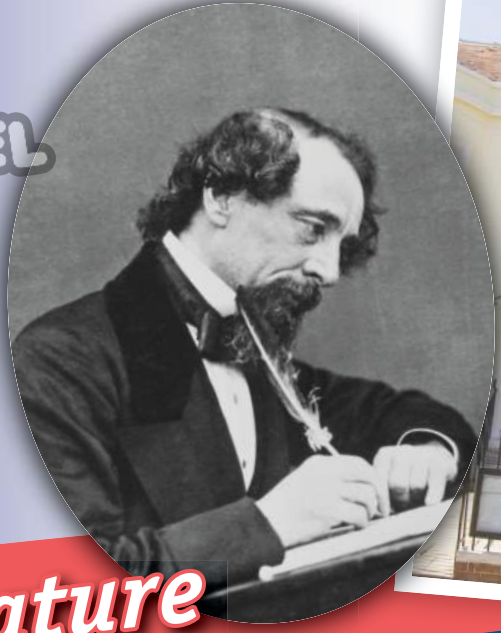
Outcomes: *It is expected that students will*

- read about the life of Charles Dickens, a book review, the development of the Braille system, childhood activities and articles about communication
- listen to people talking about various books and to an interview with a young journalist
- use vocabulary related to types of writers, types of books, forms of communication, parts of a newspaper and means of communication
- talk about your favourite book, newspapers and magazines that interest you and personal childhood activities
- use verbs followed by gerunds or infinitives, and narrative tenses
- write about your reading habits, your favourite book, a blurb and a review, childhood activities and an unusual or exciting event in your childhood

Project

Advertise a book.

Unit 7





Literature

Grammar
verbs followed by gerunds or infinitives

Before you begin

1 What do you know about Charles Dickens? Can you name any of his books?

2 DW Read the words in the box. Which words refer to types of writers? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

author **clerk** **journalist** **lawyer** **narrator** **novelist** **playwright** **poet**

3 Read and listen to the text and check your answers to exercise 1.

Charles Dickens

Charles Dickens was born on 7th February, 1812, in Portsmouth, on the southern coast of England.

He was a quiet boy, who loved reading. When he spoke later of his childhood, he said that he remembered listening to children playing outside, as he sat indoors. He always preferred reading to playing with other children.

At the age of 12, life for his family changed very suddenly. His father had financial problems, so Charles was no longer able to attend school regularly, and he had to work at a factory. The loneliness he felt there was an important influence on his writing, especially in his books *Great Expectations* and *David Copperfield*.

When he was 14, Charles stopped going to school altogether and started working as a clerk in a lawyer's office in London. He didn't like working there.

Luckily, things changed for him again. Charles had always wanted to be a writer, and he became a very respected journalist. He began to write short pieces for publication in the newspaper. In 1836, a series of pieces called *The Pickwick Papers* appeared monthly in the newspaper and were very popular. Dickens was a famous author by then.

Throughout his life, Dickens enjoyed travelling. He travelled to many countries, writing novels and giving talks about the cruelty of slavery. Novels such as *Oliver Twist* and *Dombey and Son* highlighted the cruel treatment of people, especially children, and child labour in the 19th century.

He died on 8th June, 1870, at the age of 58.

Comprehension

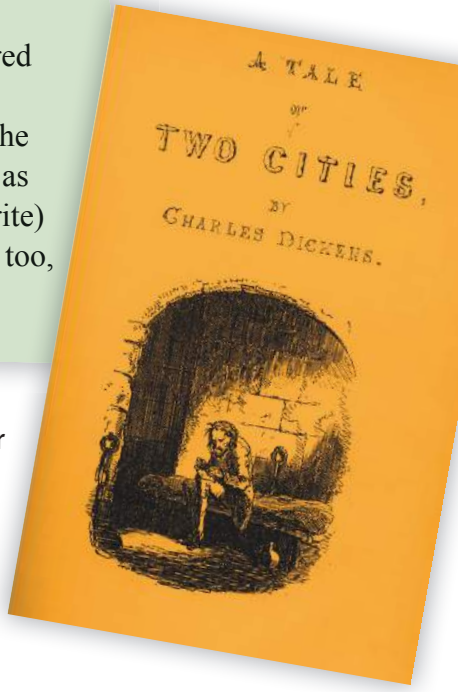
4 **Read and listen to the text again and answer the questions.**

1 Why did Charles Dickens have to stop going to school?
He had to stop going to school because he had to work.
2 How did Dickens' experiences of work influence his writing?
3 What was his first successful published work?
4 What issues did many of his novels highlight?
5 What do you think are the moral problems with using children as labour?
6 Do you think a novel that addresses a social problem would contribute to diminishing these problems? If so, how? If not, why not?

Grammar: Verbs followed by gerunds or infinitives

5 **Complete the summary of the text with the infinitive or gerund form of the verbs in brackets. One of the verbs can be in both forms.**

Charles was a quiet boy, who loved **(1)** reading (read). He remembered **(2)** _____ (listen) to children playing outside. When he was 12, Charles was no longer able **(3)** _____ (attend) school regularly. At the age of 14, he stopped **(4)** _____ (go) to school altogether and started **(5)** _____ (work) as a clerk in a lawyer's office in London. After that, he began **(6)** _____ (write) short pieces for the newspaper. He enjoyed **(7)** _____ (travel) very much too, and travelled all over the world.



Speaking

6 **Work in pairs. Choose the correct alternative. Then ask and answer the questions.**

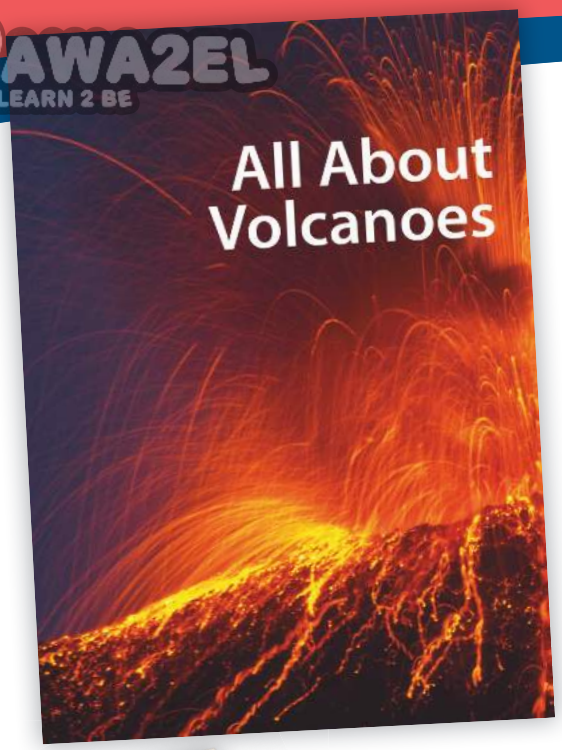
1 What do you suggest – ***playing / to play*** sports or ***reading / to read***?
2 Do you ever avoid ***learning / to learn*** a new language?
3 What do you hope ***doing / to do*** when you finish school?
4 What do you enjoy ***to do / doing*** in your free time?
5 Where do you want ***going / to go*** on holiday?
6 What are you planning ***doing / to do*** this weekend?
7 Do you remember ***starting / to start*** school for the first time?
8 Would you ever consider ***moving / to move*** to another country?

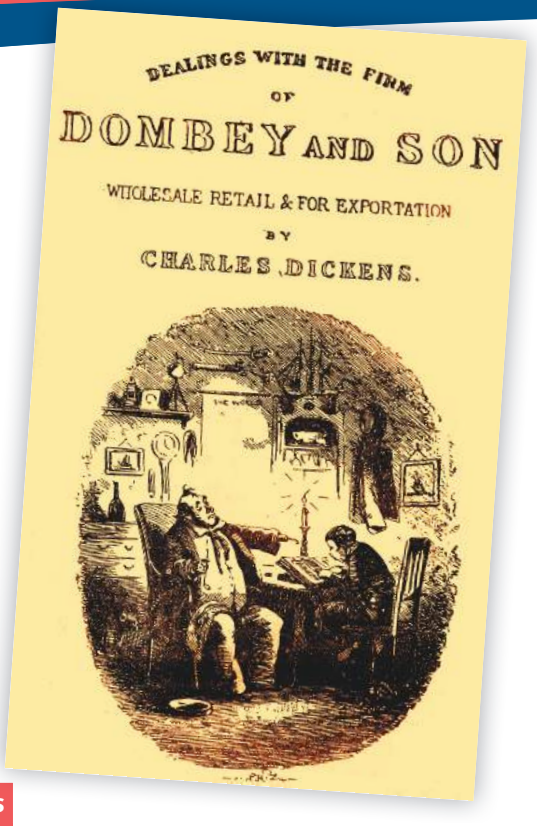
Writing

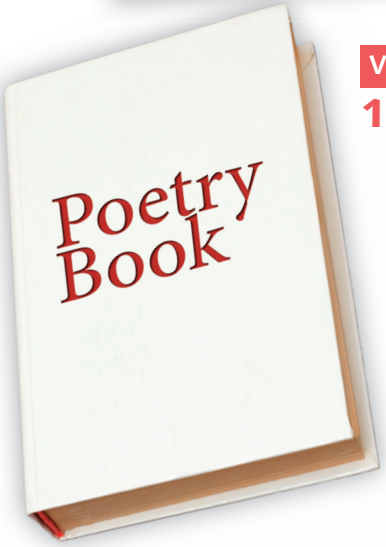
7 **Write two paragraphs about your reading habits. Think about the books you have read or want to read in future. Use the verbs in the box.**

love hate like dislike prefer
decide don't want intend try









Vocabulary: Types of books

1 Complete the book descriptions with the words in the box. You may need to do research on the Internet, in the school library or in a public library to know some of the answers.

short stories **biography** **novel** **poetry** **play** **non-fiction**

1 *Julius Caesar* – a _____ by Shakespeare
2 *Dombey and Son* – a _____ by Charles Dickens
3 *A Child's Garden of Verses* – a _____ anthology by Robert Louis Stevenson
4 *A Thousand and One Nights* – a group of _____ told by a clever woman to keep herself alive
5 *Shakespeare's Life* by J. Maxwell – a _____ of this famous playwright
6 *All About Volcanoes* – an informative _____ book

Pronunciation

2 Listen to the words in the box and pay attention to the pronunciation of the underlined vowels. Listen again and repeat.

biography **poetry** **Julius** **Louis**

Speaking

3 Which of the types of books in exercise 1 do you like reading? Which types of books do you never read? Why not?

Listening

4 Listen to four people talking about some of the books in exercise 1. Match a type of book from exercise 1 with each speaker.

Listening strategies

Listening for overall meaning

- Look again at the types of books in exercise 1.
- As you listen, write key words for each person.
- Don't try to write everything they say.
- Listen again if necessary.
- Match the key words for each person to a type of book.

Comprehension

5 Listen again. Choose the correct speaker.
Which speaker …

1 has just finished reading the book?
2 has just read a book that he/she wouldn't normally read?
3 recommends reading the book when you are on holiday?
4 had to check the meaning of some of the words in a dictionary?
5 says that his/her book is translated from Arabic?
6 says he/she prefers simpler books?
7 mentions that the book includes his/her favourite writer?
8 found it very difficult to stop reading the book?

6 How do the speakers express their opinions?
Complete the sentences, then listen again and check.

1 I prefer …
2 I didn't like …
3 It was too …
4 I found every single story …
5 It's amazing how …
6 I enjoyed …
7 I've always been interested …
8 This isn't usually …

Speaking

7 Work in pairs. Express your opinions about books. Use these titles, or think of your own.

Robinson Crusoe **The Prophet** **Huckleberry Finn** **Treasure Island**
The Boy Judge **Gulliver's Travels** **Emma** **Jane Eyre**

Robinson Crusoe is a fantastic adventure story. I found it really thrilling.
It's amazing how a story as old as that one can still be so enjoyable.

8 Choose your favourite book. Make notes about the aspects in the box.
Answer the questions below in your notes.

the title and the author **the type of book** **the length** **the setting**

1 Why did you decide to read this book?
2 What did you like or dislike about it?
3 Who would enjoy reading this book?
4 Would you recommend the book to your partner? Why / Why not?

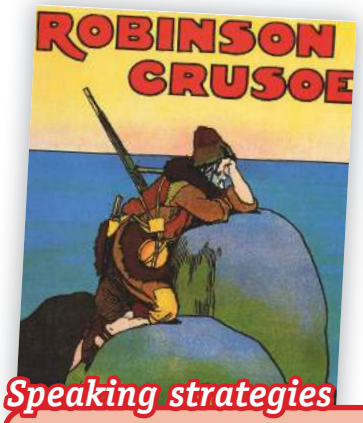
9 Work in pairs or groups and discuss your books.

Quotation Read the quotation. Do you agree with it? Why / Why not?
Translate the quotation into Arabic.

> *A book is like a garden carried in the pocket.*
> Chinese proverb

Writing

10 Write a four-paragraph essay about your favourite book.
Answer the questions in exercise 8.

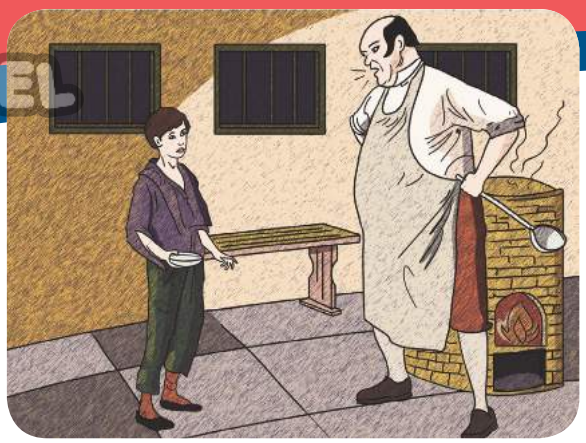


Speaking strategies

Expressing opinions

- Choose five items and rank them in order from best to worst, in your opinion.
- Tell your partner about your ranking, using vocabulary such as 'I like _____ better. 'I prefer _____.'
- Explain your opinions.
- Find out what your partner likes or doesn't like. Discuss your differences of opinion.





Oliver Twist is an orphan who lives in a Victorian workhouse. Life is cruel there, and Oliver suffers a lot. At the age of eleven, he escapes to London, where he meets a boy called Artful Dodger and a man called Fagin, who is the leader of a group of thieves. They are kind to Oliver, but try to teach him to steal. Luckily, Oliver also finds good friends, like Mr Brownlow and Rose Maylie, who want to look after him – but can they protect him from the difficult life of a poor, homeless boy in 19th-century London?

Reading

1 **Read the blurb of *Oliver Twist* and answer the questions.**

1 Where and when does the story take place?

2 Who is the main character?

2 **Read this review of *Oliver Twist*.**
Does the writer recommend the book? Why / Why not?

Oliver Twist

Oliver Twist is one of Charles Dickens' most famous novels and it tells the tale of a young orphan named Oliver. Oliver endures difficult times in 19th-century London, a city full of poverty and crime.

The story, like many of Dickens' other novels, paints a vivid picture of life for the working class, especially children, during the industrialisation of England.

Born in a workhouse, Oliver is treated cruelly, and like all children in a similar position, has to work hard at a young age.

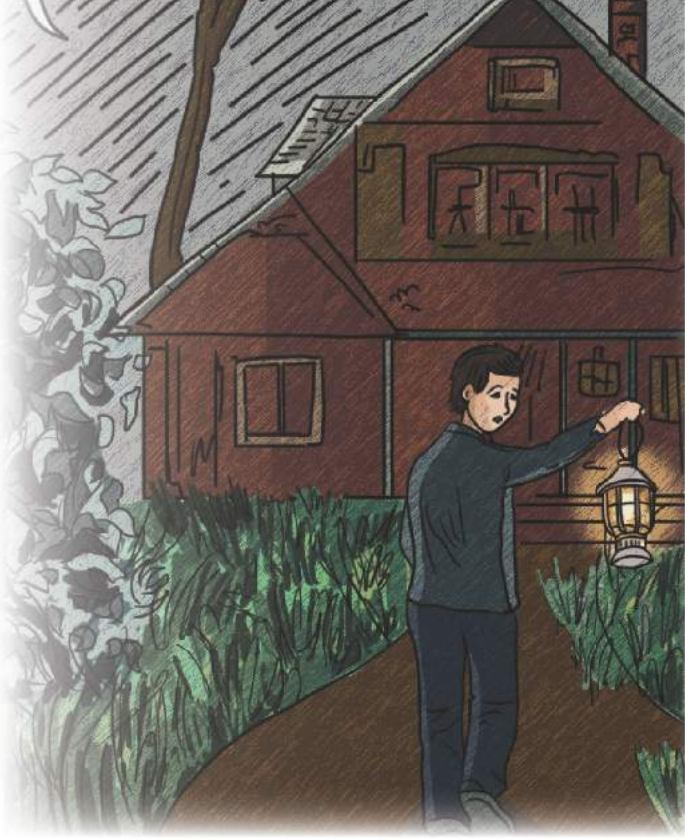
Because of his kind and timid nature, he is often taken advantage of. One of the novel's most famous lines, 'Please sir, I want some more,' is said when Oliver is persuaded by the other boys in the workhouse to ask for another bowl of soup at dinner time. This is unheard of in the workhouse and Oliver is punished for saying it. The incident is the first of many new obstacles he has to face.

As the story progresses, we come across characters like Fagin – a sly old man who 'takes care of' a group of thieving children – the villain, Bill Sikes, and kind Rose and Nancy.

Oliver Twist is a story with many different characters, so it can sometimes get confusing because you have to keep track of so many people. However, Dickens is very skilled at using powerful descriptions of his characters to evoke strong feelings in the reader, feelings of sympathy as well as outrage. Because the characters are so well described, they leave a very memorable image in your mind and this helps to remember who is who.

My favourite character is Mr Brownlow, a kind and generous man, who tries to protect Oliver from the life of poverty and crime that seems inevitable for him. After Oliver is wrongly accused of a robbery, it is Mr Brownlow who believes he is telling the truth, and saves him.

My only complaint was the pace of the book; at the beginning it progresses quite slowly and then suddenly seems to speed up, leading to confusion at the end. However, none of these things alter my opinion that it is a very fine novel, and it is not difficult to see why it has such a special place in English literature.



Comprehension

3 **Read the review again and write answers to the questions in your notebook.**

1 What do the underlined words refer to?
2 Why is an early incident in the workhouse so important in the novel?
3 What does the reviewer of the book think of Dickens' writing style?
4 How does Dickens help the reader to remember all the different characters?
5 How does the reviewer feel about Mr Brownlow?
6 What negative opinion does the reviewer give about the novel?
7 Re-read the last paragraph of the review and translate it into Arabic.

Speaking

4 **Read the extracts from blurbs of books 1–6. Which of the questions in the box are they answering?**

What is the title and who is the author? What type of story is it?
Where is the story set? Who is the main character?
Do you like the way that the book is written? Give reasons.
Would you recommend this book? Give reasons.

1 The main character is a boy called Huckleberry Finn.
2 Yes, I do. It's lively and amusing.
3 It's called *The Old Man and the Sea*, by Ernest Hemingway.
4 It's an exciting thriller. I couldn't put it down.
5 The story takes place in Medieval Italy.
6 I would recommend this book. It is very exciting.

5 **Choose a book that you have read. Then work in pairs to ask and answer the questions in exercise 4.**

Writing

6 **Use your ideas from exercise 5 to write a blurb and a review of your chosen book.**

7 **Share your work with the class. Have any of the reviews encouraged you to read a certain book?**

Writing strategies

Writing a blurb

- Look at the questions and make notes of your answers.
- Read your notes and pick out the most important parts of the story.
- Make sure that you do not include the ending in order to create suspence.
- Organise your notes – check that the events in your blurb will be in the same order as the story.

Research box

What was Charles Dickens' nickname, and what did he publish under it?



Unit 8

Communication

Grammar
narrative tenses

Before you begin

1 How do blind people read? Discuss with a partner.

2 DW Read the words in the box. Which words refer to forms of communication? Check the meaning of any words you don't know in the **Activity Book glossary** or in the dictionary.

alphabet	Braille	drumbeat	mass media	
newspaper	picture	signal	software	symbol

3 Read and listen to the text and check your answers to exercise 1.

The language of Braille

Communication, the sharing of information, ideas and thoughts, can take many forms. Before the development of writing, people communicated via smoke signals, cave paintings and drumbeats. The first systems of writing used pictures to convey meaning. Gradually, as language developed, alphabets evolved, using letters and symbols which represented sounds. These sounds in turn made up words.

The invention of the printing press in the 15th century led to the first forms of mass media: newspapers and magazines. Until then, it hadn't been possible to reach thousands of readers at the same time. However, only sighted people could access these media.

This all changed in 1821 CE. It happened when an officer in the military in France was visiting the Royal Institute of the Blind in Paris. He wanted to demonstrate to the students a system of dots he had invented. These dots allowed soldiers to communicate without speaking. This method of communication caught the attention of Louis Braille, a young man who was studying at the Institute.

After many years of work, Louis Braille had improved and completed the system of raised dots, which became known as Braille. The characters consist of six tactile dots that can form 64 combinations, spelling out letters, numbers and symbols.

By 1868 CE, 16 years after Louis Braille's death, blind people all over the world were using Braille every day. It has also been adapted to scripts in different languages. It enables blind people to read books, maps and labels, and even to press buttons in a lift. A wide range of national daily newspapers are available in Braille, too.

Nowadays, screen-reading software means that the text on a computer screen can be heard aloud. Digital talking books that simultaneously generate output in Braille are also available.

Comprehension

4 **Read and listen to the text again. Answer the following questions.**

1 What do the underlined words refer to?
2 How did mass media contribute to the invention of Braille?
3 Why do you think soldiers had to communicate without speaking?
4 What makes Braille an official system of communication?
5 How does technology nowadays help blind people communicate?
6 Do you think Braille is a practical way for the blind to communicate? Justify your answer.
7 In your opinion, could there be another way for the blind people to "read" in the future? Explain.
8 Do you think blind people should be able to go to the same schools as people who can see? Why / Why not?

Grammar: Narrative tenses

5 **Choose the correct alternative in the sentences from the text.**

1 Until the 15th century, it ***wasn't*** / ***hadn't been*** possible to reach thousands of readers at the same time.
2 Louis Braille first saw the system of dots when an officer in the military in France ***was visiting / had visited*** the Royal Institute of the Blind, in Paris.
3 This method of communication ***was catching / caught*** the attention of Louis Braille, a young man who ***studied / was studying*** at the Institute.
4 After many years of work, Louis Braille ***was improving and completing / had improved and completed*** the system of raised dots.
5 By 1868 CE, blind people all over the world ***had used / were using*** Braille every day.

6 **Read the following text about an organisation which distributes the Holy Qur'an in Braille. Put the verbs 1–8 in the correct form (Past Simple, Past Perfect or Past Continuous).**

Mohammad Balw **(1)** _____ (work) as a flight attendant when his vision **(2)** _____ (start) to get worse. He had to take early retirement from his job as a flight attendant at Saudi Arabian Airlines where he **(3)** _____ (work) for 13 years. During this time, he **(4)** _____ (establish) the 'Meals for the Blind' project, which became famous in 1992 CE.

Mohammad **(5)** _____ (be) worried about the lack of provision for people with low vision and other sight disabilities, so he decided to start a centre for vision rehabilitation in Jeddah, Saudi Arabia. The centre's services were set up in 2002 CE after Mohammad **(6)** _____ (receive) funding from different organisations. While Mohammad **(7)** _____ (set up) his centre, ***Ebsar***, *Lighthouse International* trained six professionals to be ready to rehabilitate people with low vision. After ***Ebsar*** had been formally recognised, Mohammad **(8)** _____ (begin) to set up other projects, one of which was the distribution of the Holy Qur'an, in Braille format, throughout the Arab world.



hands of a blind person reading in Braille

Research box

How do blind people identify banknotes correctly?

Speaking

7 **Work in pairs. Use the Internet or the school library to find out more about the life of Louis Braille. Make notes about him using the Past Simple, Past Perfect and the Past Continuous. Work with another pair of students to ask and answer questions.**







Speaking

1 Which newspapers or magazines do you read? What kinds of story interest you most?

Vocabulary: Parts of a newspaper

2 DW These words are all parts of a newspaper. Look at a recent newspaper. Find the following in your newspaper. Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

article byline caption headline lead story masthead

Listening

3 Listen to an interview with a young journalist about his work. Which of the words in exercise 2 does he mention?

4 Listen again and answer the questions.

1 How did Sami first become involved with the newspaper?
2 How has being a journalist changed Sami's personality?
3 How can people read the work of the young journalists?
4 Why does Sami think that journalists have an important job to do?
5 Do you think a journalist's job is important? Why / Why not?

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> *The single biggest problem in communication is the illusion that it has taken place.*
> George Bernard Shaw (1856 CE–1950 CE)

Reading

5 Work in pairs. Look at the photographs on this page. What were your favourite leisure activities when you were a child?

6 Read the newspaper article. Identify the parts of a newspaper that are presented.

Fifty things to do before you are twelve

Emily Johnson



children playing hide and seek

Think back to your childhood: playing house, cooking on a campfire and flying a kite. Are these things that you had done by the time you were twelve? If not, you've missed out on some important experiences, according to a new report.

The report contains a list of activities that children should experience so that they learn about how people communicate with each other and with nature. The report has been written to try to limit the amount of time that children are spending indoors and on computer games these days. Volunteers were asked to contribute their favourite childhood memories to the list, and from the 400 suggestions, a short list of fifty was compiled.

On the list were these activities:

catching fish with a net
eating an apple straight from the tree
looking for treasure on the beach
playing hide and seek
running around in the meadow
exploring rock pools at the seaside

The report says that many adults could remember a different type of childhood: one in which they had more freedom than children do these days. The author of the report says that she and other colleagues felt that children today hadn't been given the chance to experience nature and learn about the world and human relationships in the same way.

Comprehension

7 Read the article again. Decide if the sentences are true or false. Correct the false sentences.

1 Playing house, cooking on a campfire and flying a kite are inessential experiences for children.
2 The report was written to encourage children to do more outdoor activities.
3 Children in the past did the same activities as children do now, but they had more freedom.

Speaking

8 Work in pairs. Read the list of activities again. Which of those on the list had you experienced before you were twelve? What other outdoor activities had you experienced? How do you think it has helped you become who you are today?

Writing

9 Think about your childhood. By what age had you learnt the skills in the box? Write a paragraph using the Past Perfect. Add other ideas of your own in another paragraph.

walk **ride a bike** **read** **fly a kite** **write** **tell the time**
tie shoelaces **add and subtract sums** **speak a second language**

By the time I was one, I had learnt to walk.

Reading

1 **Look at the headlines of four articles. What do you think the articles have in common?**

1 Holiday message is 50 years late
2 From mobile messaging to published book – communication becomes art
3 'Air-mail' brings best friends together
4 Humans not alone in using sign language

2 **Read the following articles. Match the headlines in exercise 1 with the articles A–D.**

A

A scientific research project has found that wild chimpanzees use at least 66 gestures to communicate with each other.

After researchers had spent time with the animals in Borneo, **they** studied 120 hours of video they had recorded. They were looking for signs that the animals were using signals to communicate with each other.

They looked to see if the chimps were looking at each other, in order to be sure that the gestures had a purpose, that is, to communicate something. If the animal didn't respond to the gesture, the gesture was made over and over again, until there was a response.

The results suggest that there is a common system of communication across the species.

B

A postcard sent from Florida has finally reached **its** destination in England. It had been posted in 1957 CE!

This postcard had been addressed to someone working at an education centre. The building had once been a school. Staff at the education centre have been trying to find the addressee.

The card, which appears to have been written by a grandparent, describes a trip to Florida, USA. He wrote that it had rained a bit that day but it was still hot.

A spokesperson for the Post Office said that the postcard had probably been put back in a postbox recently. He said that the mail was never in the sorting office for that length of time.

C

In 2001 CE, a girl called Laura Buxton, from Staffordshire, UK, wrote a message with her name and address on a helium-filled balloon. She then sent **it** into the air, where it disappeared.

A few weeks later, the balloon landed nearly 200 kilometres away in southern England. The man who found it took it to his neighbours, the Buxtons, who had a daughter called Laura. They were surprised to learn that it was from another girl with the same name.

The two girls got in touch with each other, decided to meet and became best friends.

D

An artist has kept all her text messages, and after twelve years, she had collected about 100,000 messages. She kept the first few messages because she enjoyed reading them over again – it was like a personal diary. It is also a record of history, covering world events.

Every time a text message arrived, she saved the contents. She wrote **them** in notebooks when her phone ran out of space to store them. She eventually filled more than 60 notebooks. Then she started copying them on to her computer.

The woman took her collection to a publisher, and the book has now been published and translated into several languages.

Vocabulary: Means of communication

3 Underline all of the words that are forms of communication in the articles. One word has been done for you. Which words are *written* forms of communication?

Comprehension

4 Read the articles again and answer the questions.

1 What do the words in **bold** refer to?
2 What are the four forms of communication in the four articles?
3 How do chimpanzees communicate with each other, according to the scientists in Borneo?
4 Why did the postcard take such a long time to be delivered?
5 Why did the man in southern England take the balloon that he had found to his neighbours?
6 Why do you think that the book of text messages was published?
7 Our idea of communication has changed dramatically in the last 100 years. How do you think it will change in the next 100 years?
8 Letters are still often sent between friends, even though we can just send an email instead. Justify this statement.

Speaking

5 Read this extract from a novel quickly. Which newspaper article from exercise 2 has the same content? Discuss with your partner and give reasons.

When I was ten, my grandfather was having his 60th birthday party. It was a lovely summer day, and the party was in the garden. I suddenly had an idea. I untied one of the brightly coloured helium-filled balloons and wrote a message with my name and address on it. Then I sent it into the air, where the gentle breeze carried it off, high above the clouds.

A few weeks later, the green balloon landed in some thick bushes nearly 200 kilometres away in southern England. A man, who was working in his garden, found it lying there. He read the message and a puzzled look came across his face. He thought that it must belong to his neighbours' daughter and took it to his neighbours' house. They were shocked to learn that it was from another girl with the same name – me!

When the other Laura and I met, we couldn't believe it. We were the same age and height, and we both had brown hair cut in exactly the same style.

Of course, we became friends and we have been best friends ever since.

6 Work in pairs. What are the differences in the two ways of telling the story? What additional information do you learn in the novel in exercise 5?

Writing

7 Write a story about an unusual or exciting event that happened to you when you were a child.

Writing strategies

Writing a story

- Write notes of the main events that you want to include in your story.
- Use adjectives and adverbs to make your story interesting.
- Group the events in a logical order using linking words and coordinate conjunctions.

Project

Advertise a book.



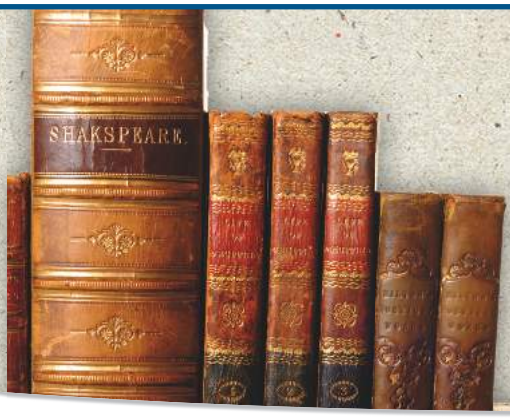
Your task

- In groups of three, choose a book you like (it can be a novel, biography, play, poetry anthology, etc.)
- Make a list of the book's positive points.
- Write a blurb for the book.
- Write an advertising campaign for the book. Display it attractively.
- Present your advertising campaign as an e-presentation.
- Vote as a class for the best advertising campaign.

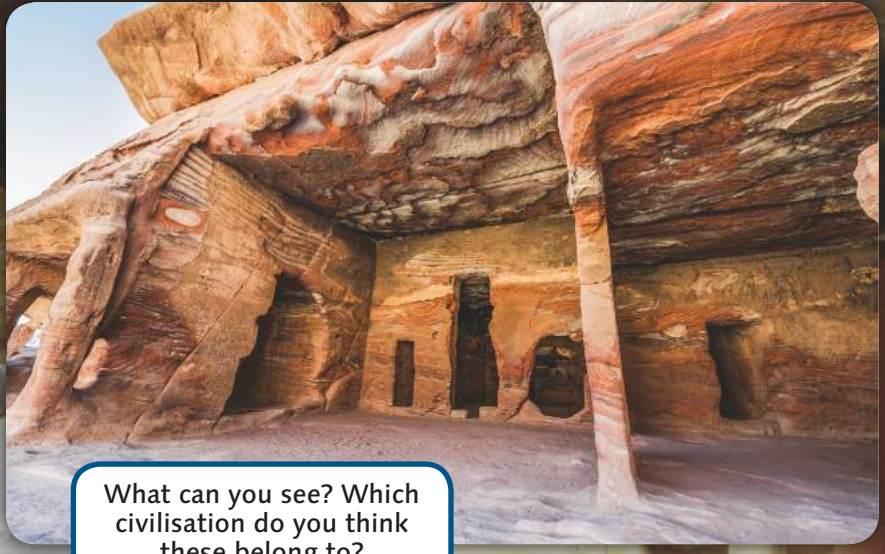
Questions

- What kind of book is it? Why is it a good example of this kind of book?
- What can you say about the style, the tone, the characters, the pace, the setting, your enjoyment from reading it, recommendations?
- What kind of information do you need to include in a blurb? What should you leave out?
- What kind of vocabulary is used in advertising?
- Who is your audience? Why would they enjoy this book?
- How would you promote the book to this audience?
- What kind of graphics are suitable for promoting the book in an e-presentation? (Think about when it was written and the subject matter.)
- After the advertising campaigns have been presented, which book do you think was advertised best? Why?





MODULE 6



What can you see? Which civilisation do you think these belong to?

What can you see? In which country do people eat this?



Where can you see this archaeological site? Do you know how the civilisation was destroyed?

World cultures

Outcomes: *It is expected that students will*

- read about food in different cultures, the history of pizza, favourite foods, the Nabateans and the Minoans
- listen to a recipe for a Jordanian dish and about the city of Pompeii
- use vocabulary related to food, cooking verbs, natural disasters and everyday traditions in the past
- talk about a special meal, the correct amount of different food types, the Jordanian dish *makmura*, an archaeological site and everyday traditions in the past
- use the causative and modal verbs of possibility in the past *must/could/might have (been)*
- write about a special meal, a recipe for your favourite dish and everyday activities from Jordan's past

Project

Write about the culture of an ancient civilisation.



Unit 9

Food

Grammar
the causative

Before you begin

1 Look at the photographs. Which foods have you tried before? Which foods would you like to try? Discuss in pairs.

2 DW Read the words in the box. Which words refer to the names of the foods in the photographs? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

ceviche durian mansaf marinated raw seasoned spiced stew

3 Steven and Robert have just returned from a trip around the world. Read and listen to Steven's account of the different kinds of food they ate. Which food did they like the most?

Different cultures, different food

In **Thailand**, we ate the strangest fruit, the durian. We had it picked right from the tree. It's a huge tropical fruit with a spiky skin. Its smell is so strong that it has been officially forbidden in many public places in Asia! We got it cut open and chopped, and then we ate it raw.

In **South Africa**, we ate a stew made from flowers, which smelt lovely! The flowers grow on top of the water in lakes. We had the flowers cooked with meat and vegetables in a large pot.

We also tried raw fish in **Peru**. It's called *ceviche*, which is a seafood dish. It is made from fresh raw fish, marinated in lemon juice. Robert didn't want it served raw at first, but when he tried it he loved it as much as I did!

In **Jordan**, where our friend Ramzi lives, we tried the most delicious dish. It's actually Jordan's national dish, *mansaf*. It's lamb seasoned with aromatic herbs, sometimes lightly spiced and cooked in yoghurt. It's always served with huge quantities of rice. We had it prepared by Ramzi's mum and it was very delicious! Even though we were full after one dish, she insisted on serving us another, followed by some Arabic sweets, *kunafah*. That was very typical of the Jordanians' hospitality and generosity. Next time I visit Ramzi, I want my favourite dish prepared the first day I arrive!



Comprehension

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

1. What do the underlined words refer to?
2. Why are durians banned in many countries?
3. Do you think a dish made from flowers would taste good? Why / Why not?
4. Why didn't Robert want to try *ceviche* at first?
5. Steven talks about Jordanian hospitality. Why do you think there is this custom of feeding guests a lot of food?
6. If you don't like the food that a host offers you, what do you think you should do? Why?

Grammar: The causative

5 **In your notebook, rewrite the following sentences in your own words.**

1. We had it picked right from the tree.
2. We got it cut open and chopped.
3. We had the flowers cooked with meat and vegetables.
4. Robert didn't want it served raw at first.
5. We had it prepared by Ramzi's mum.
6. I want my favourite dish prepared the first day I arrive.

Now, write three other sentences of your own in your notebook using the causative verb forms *have/get/want something done*.

Speaking

6 **Work in pairs. Take turns to ask and answer questions using the following ideas. Start your questions *Have you ever* or *When did you last ...***

1. have / hair / cut?
2. have / bike / fixed?
3. have / clothes / dry-cleaned?
4. have / suit / fitted?
5. get / professional photo / taken?
6. get / car / washed?
7. get / teeth / cleaned?
8. get / favourite food / prepared?

1 A: When did you last have your hair cut?
B: I had my hair cut a month ago.

7 **Work in small groups. Share your answers to the following questions with your group.**

- What is the best dish you have ever had? Did you prepare it or have it prepared?
- How did you cook it or get it cooked?
- Why was it a special meal?
- Do you want it cooked again? Why?

Writing

8 **Write a four-paragraph essay about the dish that you told your group about in exercise 7. Then, exchange essays with your group and edit your partner's work for spelling, punctuation and the correct use of the causative.**











Speaking

1 Work in pairs. What kind of pizza do you like?

Reading

2 What three ingredients do you think are traditionally in a Margherita pizza? Read the text and check your answer.

The history of pizza

The earliest form of pizza was invented when soldiers needed food to take with them on long marches. They baked a kind of bread flat on their shields and then covered it with cheese and dates. This early pizza was a convenient, healthy food for people who were constantly on the move. The wheat flour base provided energy in the form of carbohydrates, the cheese gave the soldiers calcium, which kept their bones and teeth healthy, and the dates provided protein, fibre and various vitamins and minerals that are necessary to keep the body healthy.

Pizza is also mentioned in the 3rd century BC, when there was written evidence of a flat round bread that had olive oil, herbs and honey on the top. It was baked on hot stones.

When people explored the remains of Pompeii, Italy, they found evidence of a flat flour cake that was baked and widely eaten there at that time. There was also evidence of the first pizza restaurants in Pompeii in the 16th century CE. Visitors can see the pizza ovens in the ruins, even today.

In 1522 CE, travellers returning to Europe from Peru brought back tomatoes with them. The people of Naples added the new tomatoes to their bread, which consisted of flour, oil, salt and yeast, and created the first simple pizza.

In 1889 CE, the King of Italy and his wife, Queen Margherita, were on holiday in Naples in Italy. They asked a famous pizza chef to come and cook for them. He prepared three kinds of pizza. The Queen's favourite one was the one that had been made with a white cheese called mozzarella, a green herb called basil, and ripe, red tomatoes. These were exactly the colours of the Italian flag. The chef named this pizza in honour of the Queen: the Margherita.

In the late 19th century CE, pizza became a popular snack that was sold from stalls on the streets of Naples. When many Italians emigrated to America in the 19th century CE, they took the recipe for pizza with them. Its popularity there spread all over the world, and today it is a favourite dish in almost every country.

Research box

? Contrary to what this article says, some pizzas are not healthy. Why is this?



Comprehension

3 Read the text again and answer the questions.

1 What do the underlined words refer to?
2 The text describes five kinds of pizza since its creation. What are they?
3 Do you think the origin of pizza is from Peru, Pompeii or Naples? Justify your answer.
4 Pizzas are not healthy for everyone. Can you suggest why?
5 What would you add to the soldiers' pizza to make it even healthier? Why?

4 In your notebook, write three more questions about the text for your partner to answer. Ask and answer each other's questions.

Pronunciation

5 Listen to the words in the box. What do you notice about the underlined sounds? Listen again and repeat.

recipe oven mozzarella honour basil stalls

Vocabulary: Food

6 Find and label the food groups in the correct place on the healthy-eating plate **a–e**. Suggest two additional items to go in each group.

carbohydrates
proteins
dairy
fruit and vegetables
fats and sugars



7 Underline all the words for ingredients in the text on page 74. Then add the words in the correct spaces next to the healthy-eating plate.

Speaking

8 Look at the healthy-eating plate again. It shows you how much of each food group you should eat per day. Do you eat the correct amount of each food type? How could you change your diet to improve it?

A: I normally drink about two glasses of milk every day. That's about the right amount, isn't it?
B: I think so. Is there anything you eat too much of? I think I probably eat too much chocolate.
A: Me too! I shouldn't eat so many sweets. We shouldn't really eat sweets every day. Perhaps three times a week is OK, isn't it?

Speaking

1 **Answer the following questions about the famous Jordanian dish, *makmura*. Share your answers with a partner.**

1 Do you like this dish? Why / Why not?
2 Does your mother make this dish at home?
3 Do you have *makmura* on special occasions, or is it an everyday dish?
4 What is *makmura* made from?
5 Do you think *makmura* is healthy? Why / Why not?
6 How could you vary the recipe of *makmura* to make it healthier?

2 **The following photographs show a few steps for making *makmura*. Put them in the correct order.**


a


b


c


d

Listening strategies

Recognising different tones of voice

- Underline key words in the question.
- Note down the key words as you hear them.
- Don't try to write everything – instead use abbreviations.
- Make sure you use your notes to speak soon after writing them.

Listening

3 **Listen to Alia and Nada. Check your answers to exercise 2. Do you think Nada's instructions for making *makmura* are clear?**

4 **Listen again. Complete the recipe below with the missing verbs.**



Recipe: Makmura

Ingredients
dough, flour, chicken, onion, olive oil, salt and spices

a **(1)** _____ the onion and add olive oil and spices to it.
b **(2)** _____ the chicken into 8 pieces and add them to the onion. Add salt.
c **(3)** _____ the chicken until its colour changes.
d Cut the dough into equal-sized pieces and **(4)** _____ flour on the pieces.
e Put the first layer of dough at the bottom of a container made from aluminium.
f **(5)** _____ 2 or 3 pieces of chicken for each layer of dough. The top of the dish should be the last layer of dough.
g Put the dish in the oven for 3 hours.
h When cooked, **(6)** _____ it over onto a large plate.

Comprehension

5 Listen again and answer the following questions.

1 Does your mother use the same ingredients as the ones in exercise 4? Explain.
2 If you were to cook *makmura*, what other ingredients would you add to it?
3 After reading the recipe, do you think it is easy for you to make *makmura*? Why / Why not?
4 Have you tried *makmura* made by different people? Which one did you like the most? Why?





Reading

6 Read the texts. What are the writers' favourite foods? Match each text with the correct photograph above.



A My favourite dish is lamb and white beans. My mother **(1)** ***boils / grills*** the beans in salted water. She also **(2)** ***chops / marinates*** the lamb overnight in olive oil, lemon juice and spices. Then she **(3)** ***grates / roasts*** it in the oven, and serves the beans next to it. Before we eat, we **(4)** ***sprinkle / melt*** fresh herbs, salt and pepper on the dish. It's delicious, and also very healthy!

B To make *tabouleh*, **(5)** ***fry / chop*** the vegetables into small pieces and **(6)** ***grill / mix*** them with olive oil and lemon. Make sure you **(7)** ***slice / season*** the dish well with salt and pepper. *Tabouleh* is salad, and so it is extremely healthy.

C My favourite snack is cheese on toast. I like to **(8)** ***sprinkle / slice*** the cheese into thick pieces and **(9)** ***boil / melt*** it under the grill. It's delicious! I can't have this snack very often because too much cheese is unhealthy, but it's alright if I only eat it occasionally.

Vocabulary: Cooking verbs

7 Read the texts again and choose the correct alternatives in the sentences.

Writing

8 Write a recipe for your favourite dish. Use the model on page 76 to help you.

Read the verse from the Qur'an. Give the original Arabic from the Qur'an, and then talk about how you apply this verse to your daily life.

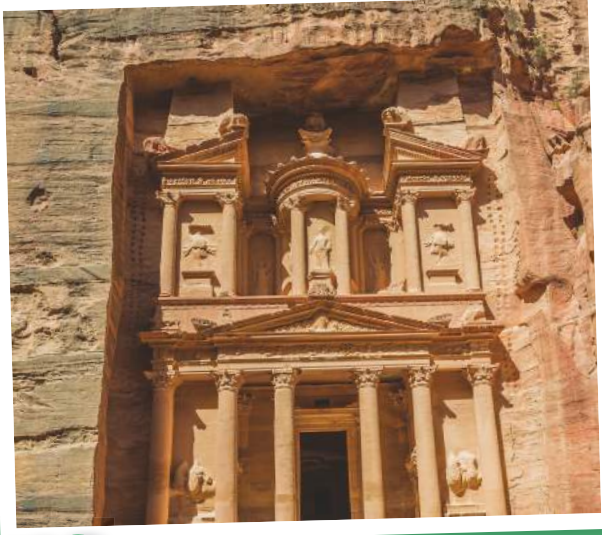
> ***O children of Adam, take your adornment at every Masjid and eat and drink, but be not excessive. Indeed, He likes not those who commit excess.***
> **(Qur'an 7:31)**

Writing strategies

Preparing to write

- Decide on your topic.
- Write a list of the vocabulary that you might need.
- Gather all the information you need.
- Use your vocabulary and information to make a plan. Remember to separate your plan by paragraph.





Unit 10

Ancient civilisations

Grammar

modal verbs of possibility in the past: *must/could/might have (been)*

Before you begin

1 Look at the photographs of Petra. Do you know who lived there in the past? What do you think life was like back then? Discuss with a partner.

2 Read and listen to the text and check your answers to exercise 1. Then, make a list of new words and check their meaning in the **Activity Book glossary** or in a dictionary.

WHO WERE THE NABATEANS?

In Petra, Jordan, there lie the remains of a majestic city carved out of the desert rock. This city was the main area inhabited by the Nabateans, who migrated gradually from Arabia. Originally, they were a nomadic people who chose to settle in various places, such as southern Jordan, the Naqab Desert and northern Arabia.

There is little known about the lifestyle of the Nabateans, except that they were important traders in the ancient world. They might have traded goods such as spices, gold and animals with civilisations such as China, India and Rome because of their convenient position at a commercial crossroads in the world.

Many Roman writers wrote about what the Nabatean culture must have been like, but no one knows for sure. However, they agree that the language of the Nabateans could have been a mixture of Arabic and Aramaic. These Roman writers also say that the Nabateans were ruled by a royal family, and that, unlike many cultures in the ancient world, the Nabatean society might not have used any slaves. In addition to that, the Nabateans must have been expert engineers because they managed to build complicated water conservation systems in the desert terrain.

Despite archaeologists' best efforts, there is a limit to what they can tell us about these fascinating people who lived in Jordan such a long time ago. Although it is still difficult to know much, they can't have been illiterate because there are some inscriptions that remain. However, sadly for us, most of the things the Nabateans made and owned have been too easily destroyed by time or lost in the desert.

Comprehension

3 **Read and listen to the text again and answer the questions.**

1 What do the underlined words refer to?
2 Where did the Nabateans choose to live after emigrating from Arabia? Why do you think they chose to live in these places?
3 What evidence is there to show that the Nabateans were excellent engineers?
4 How was the Nabatean culture different from other ancient cultures?
5 Why do you think 'no one knows for sure' about the culture of the Nabateans?
6 Do you think we will discover more about the Nabateans in the future? If so, why and how? If not, why not?
7 The Nabateans were nomads before they chose to settle in Petra. What reasons can you think of that might have influenced them to settle?

Grammar: Modal verbs of possibility in the past

4 **Complete the following sentences from the text, using the past form of the modal verbs in brackets. Check your answers in the text.**

1 They _____ goods such as spices, gold and animals. (might trade)
2 Many Roman writers wrote about what the Nabatean culture _____ like. (must be)
3 The language of the Nabateans _____ a mixture of Arabic and Aramaic. (could be)
4 The Nabatean society _____ any slaves. (might not use)
5 They _____ illiterate because there are some inscriptions that remain. (can't be)

5 **Choose the correct modal verb in the sentences.**

1 It ***must have been / couldn't have been*** Tom who you saw in the street yesterday – he's gone away for a week.
2 I'm sorry to hear that your trip has been cancelled. That ***might have been / must have been*** a disappointment.
3 I don't know where I've put my glasses. I ***must have left / might have left*** them on my desk at home. Or I ***might have left / couldn't have left*** them in the car.

Speaking

6 **Look at the photographs. Work in pairs and make sentences about what may have happened. Use *must have / might have / could have*.**

a A car might have broken down on the road.











Reading strategies

Reading texts about unfamiliar topics

- Before you read, find out as much as you can about the subject.
- Ask your partner questions about the subject.
- During reading, try to visualise the topic. Relate it to what you know.
- After reading, ask yourself what you have learnt. Find the main ideas of the text.

Reading

1 Look at the photographs. What do you think you are going to read about? Choose the correct topic.

a the museums of Crete
b the ancient people of Crete
c the people living in Crete today

2 DW Read the words in the box. Which words are related to the Minoan civilisation? Check the meaning of any words you don't know in the **Activity Book glossary** or in a dictionary.

cattle **deposits** **navy** **paved roads** **piece together**

3 Read the article and check your answer to exercise 1.

The Minoan civilisation ruled the Mediterranean island of Crete for 1,500 years, until it was destroyed in 1450 BC. The Minoans built the first paved roads in Europe and introduced running water. They had a powerful navy, which might have been why they were such a strong civilisation for so long.

For many years, people have been trying to find out why this developing civilisation might have disappeared. Even after Crete was hit by a large earthquake around 1,700 BC, the Minoans rebuilt their cities. So what caused their civilisation to end?

Many experts say that the end of the Minoan civilisation might have been caused by the eruption of a volcano on the nearby island of Santorini, almost 3,500 years ago.

However, at Knossos in Crete, scientists have been examining deposits of ash, marine species, cattle bones and seashells in the soil. How could these deposits have got there? The only answer is that they must have been deposited in Crete by a tsunami.

Experts have now pieced together a possible explanation of what might have happened. They believe that several tsunamis might have hit the northern and eastern shores of the island, every thirty minutes due to the eruption of the volcano on Santorini. It must have been a terrifying experience for the Minoans living there!



Comprehension

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

1 What do the underlined words refer to?
2 How did the Minoans contribute to the development of civilisation?
3 Why is the disappearance of the Minoan civilisation a mystery?
4 What evidence made the experts believe that Crete was hit by tsunamis?
5 If a civilisation from our days disappeared all of a sudden, what kind of evidence do you think it would leave behind it?
6 Would the disappearance of the civilisation mentioned in question 5 above be a mystery for experts hundreds of years later? Why / Why not?

Vocabulary: Natural disasters

5 **Complete the following paragraph with the words related to natural disasters from the box.**

earthquake **volcano** **flood** **tsunami** **tornado**

Natural disasters happen all around the world; they can sometimes destroy cities and whole civilisations. A **(1)** _____ happens when it rains too much. A large amount of water would overflow from a river or from a dam. Another natural disaster is the **(2)** _____, which is a powerful, destructive windstorm. That's when violent winds rotate and destroy everything around them. A **(3)** _____ is a huge wave in the ocean that causes terrible damage to the land. This disaster can be caused by an **(4)** _____, when the earth shakes from deep inside, which in turn can be caused by the eruption of a **(5)** _____.

Speaking

6 **Look at the objects found in a person's bag. Work in pairs. Make sentences about the person using *might (not) have / must (not) have / could (not) have*.**

The person couldn't have been a child, because there is an adult train ticket.



Speaking strategies

Speculating using evidence

- You can start your conversation by asking your partner 'What do you think happened?'
- Remember to speculate using past modals as well as 'maybe','possibly', etc.
- If you disagree with your partner's speculations, you can say 'Oh, really?', 'Don't you think ...?', 'I'm not sure I agree with you.'

Writing

7 **Imagine that you were born in another part of your country, or even another country. Write a paragraph about the things that would have been different about your life. Use *could (not) have / might (not) have*.**

I might not have learnt the same first language as I do now.

Listening

1 What do you know about Pompeii? Answer the questions.

1 Where was it?
2 What was the population of the city?
3 When was the city destroyed?
4 How was the city destroyed?

2 Listen to a tour guide showing tourists around the city. Check your answers to exercise 1.

3 Look at the photographs a–f. What can you see? Listen again. Place the photographs in the order that each is mentioned.


a The main street

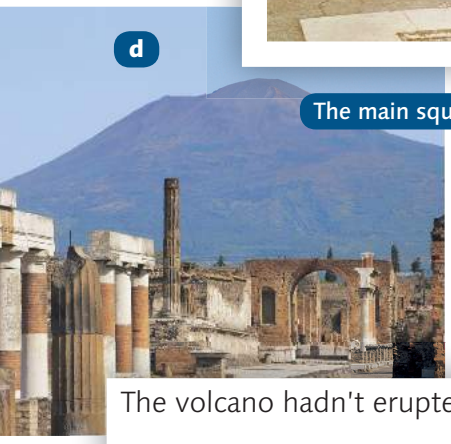
The stone rings were used to _____.


b The House of the Faun

This house must have been _____.


c The amphitheatre

There might have been up to _____ here.


d The main square

The volcano hadn't erupted _____.


e The bakery and the mill

The brick oven looks like _____.


f A restaurant

The holes in the counter _____.

4 Listen again. Complete the sentences under each photograph.

Research box

What are the criteria for a place to become a World Heritage Site? Choose the three most important ones.

Speaking

5 Have you ever visited an archaeological site? What did you see there?

Quotation Read the quotation. Do you agree with it? Why / Why not? Translate the quotation into Arabic.

> *The past is the future of the present.*
> Japanese proverb

Vocabulary: Everyday traditions in the past

6 What do you think the daily lives of your ancestors in Jordan were like? Discuss with a partner.

7 Match the expressions in the box with the correct photograph. Which expressions are traditions related to food?

riding donkeys and horses **lighting streetlamps** **making bread**
fishing **providing water** **harvesting the crops**

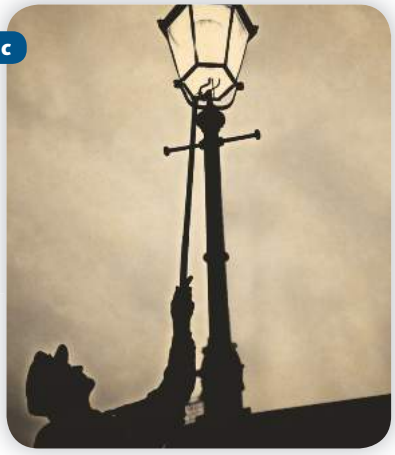
a



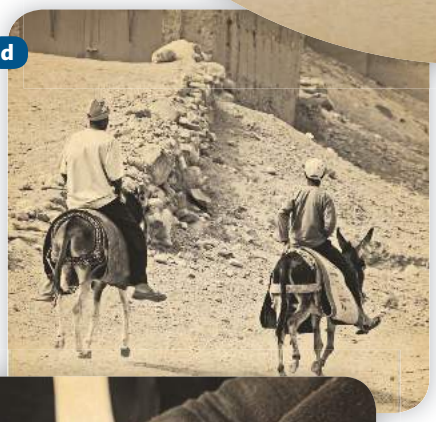
b



c



d



e



f



Speaking

8 Look at the pictures above and answer the following questions in pairs.

1 Which ones were probably not everyday customs in the past in Jordan? Justify your answer.
2 Describe the six pictures and say what you think is happening in each one. Use ***could (not) have / might (not) have / must (not) have***.

Writing

9 Choose two everyday activities from Jordan's past. Write a paragraph about each one. Use ***could (not) have / might (not) have / must (not) have***.

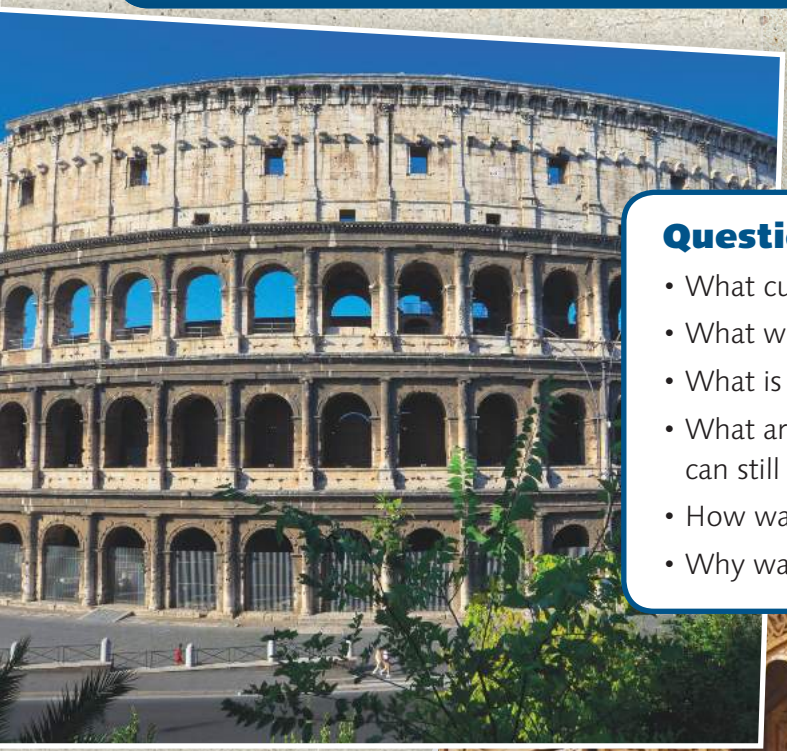
10 Share your work with the class. Who has the most interesting ideas about what life might have been like back then?

Project

Write about the culture of an ancient civilisation.

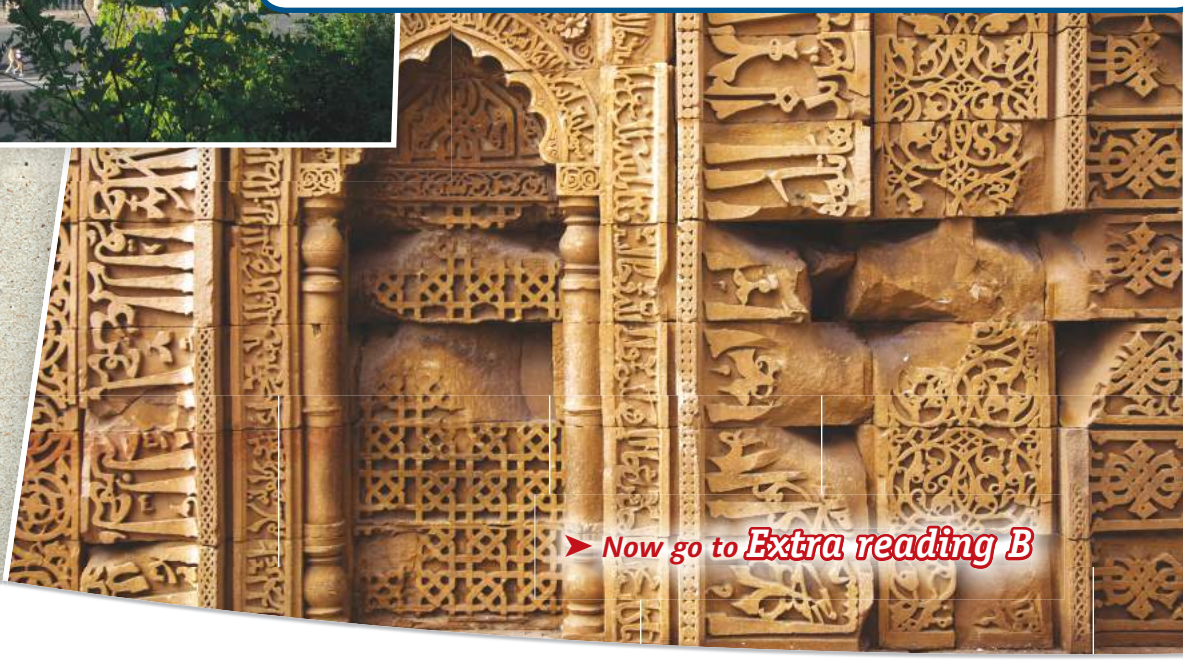
Your task

- Choose an ancient civilisation that interests you. Focus on its culture.
- Write about the culture of your chosen civilisation. Answer the questions. Research the answers using books, magazines and the Internet.
- Use pictures to illustrate your project.
- Share your work with the class.



Questions

- What customs and traditions were there in this civilisation?
- What were the typical foods and dishes in this civilisation?
- What is the history of this civilisation?
- What archaeological sites and artefacts from this civilisation can still be seen?
- How was this civilisation unique?
- Why was this civilisation important?



➤ Now go to Extra reading B

Revision B

1 **Listen to two news reports about a new way of extracting oil that has been discovered.**

1 What kind of process is it? Where is it happening?

2 Place these paraphrases into the correct speaker's column in the table below.

a The advantage of fracking is that we will be able to have access to fairly abundant local fuel and therefore become energy-independent.

b Fracking is now a good choice because it is not done in the ocean, and it is cheaper than traditional oil refining.

c Fracking has not been a recognised process for long enough, so we don't know how bad the damage will be in the future.

d This process is used to get access to the oil and gas that is found in rocks.

e Chemicals and water are pushed down into cracks in the rock until the cracks are made wider.

f Chemicals used in fracking are responsible for environmental damage.

Speaker 1	Speaker 2

2 **Listen to the reports again. Write notes as you listen. Write a short summary, in your own words, about the advantages and disadvantages of fracking.**

3 **Think of an author you like. Write down some of the titles of their books and give them to your partner. Your partner will ask you questions about these books. Answer their questions, and then change partners. Report your conversation to your new partner.**

4 **Complete these questions with the correct verb forms and then ask your partner. Answer your partner's questions.**

1 What do you like _____ at the weekend? (do)

2 What kind of literature do you enjoy _____? (read)

3 Would you prefer _____ a book or _____ a story today? (read / write)

4 Did you remember _____ your bedroom yesterday? (tidy)

5 **Read this article about the history of pasta. Which cultures have used something similar to pasta?**

Pasta is one of the world's most convenient foods. Nearly every country has its own unique version of this easy-to-make, inexpensive dish.

Most people believe that pasta originated in Italy, but in fact, the history of pasta is difficult to trace for several reasons. The word itself is a translation of the verb "to paste" in Italian. This is a reference to the dough which is used to make pasta. The word may come from the Greek *pastein*, which means "to sprinkle". It is also likely that pasta is a descendant of ancient Asian noodles.



A common story is that pasta was brought to Italy from China by Marco Polo. However, pasta was already gaining popularity in other areas of Italy before the time of Polo, which makes this story very unlikely.

Noodles existed in Asia long before Polo's trip to China. Archaeologists believe that central Asia is most likely the first area that produced noodles. From Asia, it travelled to Europe. Some believe that nomadic Arabs brought early forms of pasta westward.

The final journey of pasta occurred during the late 19th century. A large group of immigrants moved from Italy to America, bringing pasta with them. Pasta then became a common food in the United States.

6 **Answer the following questions.**

1 What reason does the writer give for his statement that pasta is a convenient food?
2 What point does the writer make about the origins of pasta?
3 Describe how pasta 'travelled' from the East to the West in your own words.
4 Why do you think that pasta is so popular around the world?
5 Why do you think that, despite the very different foods around the world, pasta is basically the same?

7 **Imagine you are the judge of a cookery show. One of the contestants has made a dish you don't like at all. Decide with your partner what it is, and what is wrong with it.**

You should have fried the onions; you shouldn't have boiled them.
You could have seasoned it better; you shouldn't have used so much salt.

8 **Write a criticism of the dish you chose in exercise 7, using cooking vocabulary and past modals. Don't forget to link your sentences well. Write about 75 words.**

If

by Rudyard Kipling
(abridged)

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too:
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or being hated don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can talk with crowds and keep your virtue,
Or walk with Kings – nor lose the common touch,
If neither foes nor loving friends can hurt you,
If all men count with you, but none too much:
If you can fill the unforgiving minute
With sixty seconds' worth of distance run,
Yours is the Earth and everything that's in it,
And – which is more – you'll be a Man, my son!

PARAPHRASE BY STANZA

If you can

1) remain calm when everyone near you is panicking, and they think you are responsible for the problem;
have confidence that you are acting correctly when everyone thinks you are wrong, but also understand their doubts;
be patient, and tolerate lies being told about you (as well as not being a liar);
not dislike anybody, even if they dislike you;
not try to look or sound too good;

2) not be corrupted by ordinary people or by people in high positions;
be strong enough not to be hurt by either enemies or friends;
value everyone equally;
make the most of every minute of life;

then you will be a content, honorable and reliable human being.

Comprehension

1. Look at lines 1 and 2. What personal quality is the poet recommending here? Do you think this is an important quality? Why / Why not?
2. What do the pronouns 'theirs' and 'it' in line 2 refer to? Look carefully at lines 1 and 2 together.
3. Why do you think the poet recommends making 'allowance for [other people's] doubting too'?
4. Look at lines 9 and 10. Is the following statement correct? 'You should always behave like people in higher social positions.' If it is incorrect, rewrite it.
5. What is meant by 'the unforgiving minute', and why do you think the poet is recommending that the reader fill it with 'sixty seconds' worth of distance run'?
6. Which lines rhyme in this poem? Did this help you read it in your head or aloud? Why / Why not?
7. How is the poem structured? Does this make it easy to understand? Why / Why not?
8. Does this poem inspire you? Why / Why not? If so, in what ways does it inspire you?
9. Which part of the poem do you think is the most important? Why / Why not?

If I Can Stop One Heart from Breaking

by Emily Dickinson

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

Comprehension

1. Look at lines 1 and 2. What does the poet mean by this statement? Do you think it is a big task? Give some examples of how you might be able to carry this out.
2. The words 'ease one life the aching' are very old-fashioned English. Use a dictionary to look up any words you need to, and rewrite the phrase in modern English.
3. This poem is quite a short list of future possibilities. Write another sentence with the ending 'I shall not live in vain.'
4. If you did the things that the poet mentions, would you feel that your life had not been 'in vain'?
5. Now write your own poem.

If I _____(a)
I shall _____(b)
If I _____(a)
Or _____(b)
Or _____(c)
_____(d)
I shall _____(b – same as line 2)

Hard Times

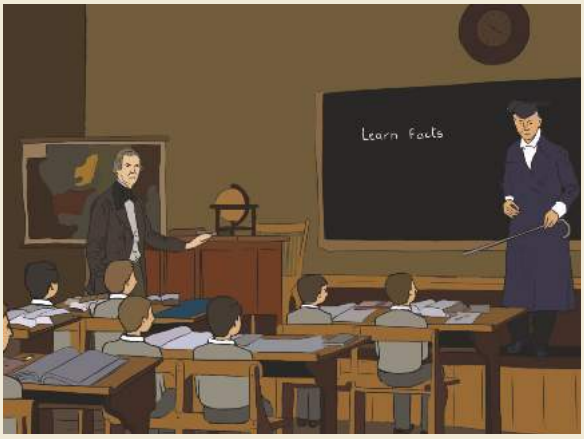
by Charles Dickens

Coketown is an industrial city filled with large, smoking factories. In this grey place, Thomas Gradgrind has opened a school for the children of the factory workers. "They need facts, facts and more facts," he tells the teacher on a school visit. Mr Gradgrind believes that you can pour facts into a child's mind in the same way that you can pour oil into a machine: both will work better that way.

Mr Gradgrind's ideas are shared by a rich man called Mr Bounderby, who owns many of Coketown's factories as well as the local bank. Mr Bounderby is proud of his successful life because, he tells everyone, "I grew up with nothing, without even a mother to help me".

One day, Mr Gradgrind is told that a performer from a circus belonging to a man called Mr Sleary has disappeared. Hearing that the performer's young daughter Sissy is all alone, Mr Gradgrind decides to adopt the girl. Mr Bounderby is not happy that a circus girl will share Mr Gradgrind's home with his daughter, Louisa and his son, Tom. Mr Bounderby thinks he will marry Louisa one day, and believes that a circus girl could be a bad influence on her. "Louisa should only know facts, but Sissy will have imaginative ideas from the circus," he complains.

Sissy finds her new life difficult and wonders when her father will return. Louisa feels sorry for the girl, but her brother Tom tells her it is not good to feel emotions.



One day, Mr Bounderby receives a visit from a poor factory worker called Stephen Blackpool. Stephen explains that he is so poor that he cannot afford a wedding for Rachael, the woman he wants to marry. Mr Bounderby sends Stephen away, saying that he cannot help someone who is so poor. As Stephen sadly walks home, he meets an old woman called Mrs Pegler. She tells him that she waits near the bank every few weeks to see Mr Bounderby. She does not say why she does not want Mr Bounderby to see her.

Some years pass before Mr Bounderby asks Louisa to marry him. Mr Gradgrind tells his daughter that it is logical that she should marry Mr Bounderby because he is rich. Louisa reluctantly agrees.

Life is increasingly difficult for the people working in Coketown's factories. The workers decide to call a strike to protest about their terrible conditions. Stephen Blackpool refuses to join the strike, believing it will make their conditions worse. Because of this, the other strikers refuse to talk to him. When Mr Bounderby hears about the situation, he asks Stephen to spy on the factory workers. Stephen refuses to help Mr Bounderby, who is so angry that he fires him.

That evening, Stephen is surprised when Louisa and Tom visit his poor home. They tell him they were impressed by the loyalty he showed his friends. Tom offers to help Stephen. He asks him to wait outside the bank for the next three nights, and that someone will give him some money. But after the third night, no one has come to help Stephen and he decides to leave the dirty town.

The next morning, Mr Bounderby finds out that his bank has been robbed. People report that they had seen Stephen Blackpool waiting outside the bank at night and everyone assumes he is the robber. Louisa, however, suspects her brother Tom, who is now seriously in debt.

Shortly after this, Louisa's mother dies. Louisa visits her father and seems like a different person. She tells Mr Gradgrind that she has been ruined because of the way he has brought her up. She says she does not want to live like a machine without emotions. Mr Gradgrind is shocked to see how unhappy his daughter has become. He wonders if he has made a terrible mistake with his children and says that he will try to learn about the emotions he has never felt.

Meanwhile, Mr Bounderby is determined to find Stephen Blackpool. Rachael writes to Stephen asking him to return to Coketown so he can clear his name, but her fiancé does not return. Sissy spends time with Rachael each day to comfort her. One evening, as they are walking past Mr Bounderby's house, they are surprised to see one of Mr Bounderby's servants pushing an old woman into his house. "This old woman won't say why she was hiding near the bank. I'm sure she helped with the robbery!" he cries.

Mr Bounderby is shocked to see it is Mrs Pegler and reluctantly admits that she is his mother. Mrs Pegler had brought him up well and sent him to a good school, but when he became rich, he refused to see her again. That is why she visited his bank to watch him, without being seen: she wanted to see what had become of her son. Mr Bounderby confesses that he had not really grown up in a poor home.

The next day, someone hears a noise down an old disused mine. Rachael is horrified to discover that Stephen Blackpool had fallen into the mine on his way back to Coketown. A rescue team manages to get him out, but he is badly injured. He tells Louisa that she must speak to Tom about what happened to clear his name, and then he dies. It is clear that Tom is the bank robber.

Louisa immediately goes to tell her father, but they discover that Tom has disappeared. They learn that he decided to flee from the police with Mr Sleary's circus. Louisa, Sissy and Mr Gradgrind travel all night to find the circus, which is now near Liverpool. When they finally find Tom, he admits his guilt. Louisa says she forgives him and they agree to help him leave the country. Mr Sleary helps Tom on to a ship that is leaving England that night. Tom escapes and is never seen in England again.

Back in Coketown, Mr Gradgrind is a changed man. He decides to devote the rest of his life to helping the poor. He also writes in the newspaper explaining that Stephen Blackpool was an innocent man.

Sissy remains with her adopted father and one day has a family of her own. Her young children grow up full of imaginative ideas. Louisa helps her to bring them up as happy, balanced people with a future that is not only filled with facts.

Comprehension

1 What do these underlined words from the story mean?

1 Mr Gradgrind tells his daugther that it is logical that she should marry Mr Bounderby because he is rich. (lines 52–55)
2 Stephen refuses to help Mr Bounderby, who is so angry that he fires him. (lines 65–67)
3 Mr Bounderby confesses that he had not really grown up in a poor home. (lines 117–119)
4 They learn that he decided to flee from the police with Mr Sleary's circus. (lines 132–134)
5 When they finally find Tom, he admits his guilt. (lines 136–137)

2 Read the text again. Answer the questions.

1 Why does Mr Bounderby complain that Sissy has "imaginative ideas"?
2 Why do the factory workers decide to strike?
3 Why does Louisa suspect that her brother robbed the bank?
4 Why does a servant think Mrs Pegler took part in the robbery?
5 Why do you think Mr Bounderby pretended that he grew up with nothing?

Characters

3 Answer these questions about the characters using the text to support your answers.

1 How do we know that Mr Bounderby is selfish and uncaring?
2 Stephen Blackpool represents the poor factory workers of that time. How does Dickens make the reader sympathise with him?
3 In what ways does Louisa change as the novel develops?
4 In what ways does Mr Gradgrind change as the novel develops?
5 Sissy and Tom are both brought up by Mr Gradgrind. Why do you think that one of them is so good and one is so bad?

Analysis

4 Discuss these questions in pairs.

1 What problems might children have if they are only taught "facts, facts and more facts"?
2 What do you think Dickens felt about the rich and poor people of nineteenth-century England?

Research

5 *Hard Times* was written during the Industrial Revolution. Research how the Industrial Revolution changed life not only in England, but also in the rest of the world.

Acknowledgements

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

Evaluation and Adaptation Committee

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

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

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

التدقيق: منال فاهد أبورمان
المراجعة: ملك محمد المسّاد

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

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

ISBN: 978-614-406-672-0
Printed 2014
Reprinted 2015–2019

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

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

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