



إدارة المناهج والكتب المدرسية

Action Pack 9

Ninth Grade

Activity Book

Virginia Paris



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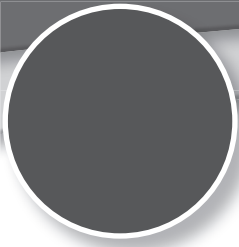
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I remember ...

- 1** Help Fadia solve these riddles to find out the words related to space. (2 marks each)

Riddle A

I am not natural. Man made me. I circle around Earth or the Moon to collect information or for communication.

What am I?

Riddle B

I am a person. I work in the field of science. I study the stars, planets and the universe.

Who am I?

Riddle C

I am a group of planets and other objects. My planets circle around a big shining star that gives light and energy.

What am I?

6

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

1. I _____ to school when I saw my friend.

- a. am walking b. walked
c. was walking

2. It was dark when we finally _____ home.

- a. arrive b. arrived
c. were arriving

4

3. I _____ you if you can't do it.

- a. will help b. help
c. was helping

4. I usually watch TV at the weekend, but now I _____ my homework.

- a. am doing b. do c. will do

5. I think schools _____ very different in the future.

- a. become b. are becoming
c. will become

10

- 3** Rewrite the sentences using these modal verbs. One of them is used more than once. (2 marks each)

have to don't have to can can't

1. You have the choice to do some exercises in the morning.

2. It's not necessary to write in pen.

3. It's necessary for you to have breakfast every day.

4. You are not allowed to come to school without your books.

5. It's important to get to school on time.

10

4 Find five mistakes in some of the verb forms in this paragraph. Then, rewrite the paragraph with the corrected verbs. (1 mark each)

Did you ever visit a historical site? I didn't go to one since I was a child. I remember going with my parents to the Roman Theatre in Amman. My mum has started telling me the history of this theatre when we got there. I never saw such a great building with a great history. I never forget this amazing trip!

5

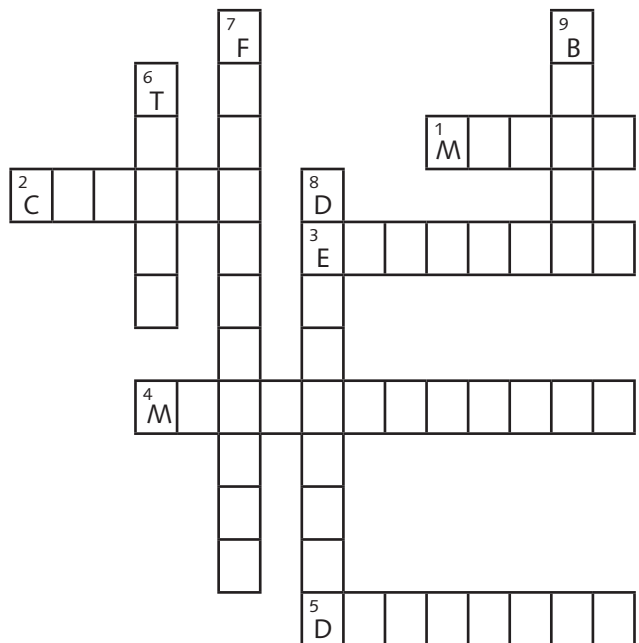
5 Find the words in the puzzle below. (1 mark each)

scrapyard spacesuit judo compass
astronomer destination forum
hockey goal military

G	D	R	E	M	O	N	O	R	T	S	M
S	E	O	Y	E	K	C	O	H	C	M	I
C	S	S	C	R	A	P	Y	A	R	D	L
J	T	L	J	T	E	T	E	J	A	P	I
E	I	J	S	P	A	C	E	S	U	I	T
W	N	A	I	H	D	G	E	O	A	D	A
K	A	F	R	O	N	O	J	U	D	O	R
R	T	O	I	C	U	A	I	T	M	Z	Y
O	I	R	O	K	A	L	N	P	S	V	W
V	O	U	T	E	C	O	M	P	A	S	S
E	N	M	J	Y	U	S	C	Y	T	Y	D
A	S	T	R	O	N	O	M	E	R	D	L

10

6 Read the clues and write the words in the puzzle. (1 mark each)



ACROSS

- able to tell the difference between right and wrong
- loving
- a person who goes to places to learn about them
- a town or city government that makes decisions on local matters
- relating to someone who can't use a part of their body properly

DOWN

- a group of families in a traditional society having the same traditions and culture
- very scary
- committed
- courageous

9

MODULE
1

Starting out

1 Fill in the blanks with one of the following words or expressions.

loyal personality outgoing
interests sense of humour

- a. Asma is very friendly and is always smiling. She has a wonderful _____.
- b. Mohammad and I are best friends. We share some of our secrets with each other. He's very _____.
- c. Muneer is my cousin. He loves meeting new people and can't sit still. He's _____.
- d. Omar and Hussein always joke and make people laugh. They have an amazing _____.
- e. Nadia has many _____. She likes reading, playing tennis and swimming.

2 Use three words from exercise 1 of your own choice to write your own sentences.

- 1. _____

- 2. _____

- 3. _____

3 Correct the underlined verb form in each statement or question.

- a. Ziad have took the English test three times so far.

- b. We will watch the football game at the moment.

- c. How do you prepare for your exams yesterday?

- d. Will your friend goes with us to the theatre?






- e. Have you ever work as a waiter?

4 Use the words from the box to complete Fadia's description of her family as she introduces them to her friend.

impression serious reliable close talented

- a. This is my father, Rami. He has a strong personality. He gives the _____ that he's always serious, but he's also very funny.
- b. This is my mother, Sarah. I always talk to her and ask her for advice. We're very _____.
- c. This is my older brother, Sami. I can always count on him. He's so _____.
- d. This is my sister, Mariam. She is quiet, sincere and sensible. She's _____.
- e. Finally, this is my little sister, Reem. She loves taking pictures with her new camera. She's a _____ photographer.

5 Look at the pictures. What was Amer doing on these days and at these times? Write sentences using the Past Continuous.

	2 p.m.	3 p.m.	4 p.m.	5 p.m.
Sunday				
Monday				
Tuesday				
Wednesday				
Thursday				

On Sunday, Amer was playing football at 5 p.m.

6 Look at the job interview advice and complete the summary. Use *have to*, *don't have to*, *can* and *can't*.

✓	X	Not essential! It's your choice.	It's a good idea.
<ul style="list-style-type: none"> • be on time • be friendly 	<ul style="list-style-type: none"> • give false information about your skills and experience • make negative comments about previous employers 	<ul style="list-style-type: none"> • wear a suit – it depends on the job • say yes immediately if you are offered the job 	<ul style="list-style-type: none"> • arrive ten minutes early • write a thank-you letter to your interviewer after the interview

First of all, you (1) _____ be on time for your interview. You (2) _____ try to arrive at least ten minutes early, if possible. You (3) _____ wear a suit, though – it depends on the job. When you meet the interviewer, you (4) _____ be friendly. You (5) _____ give false information about yourself, and you (6) _____ make negative comments about your previous employer.

Remember, you (7) _____ say yes immediately if they offer you the job – go home and think about everything very carefully first. You (8) _____ also write a thank-you letter to the interviewer after the interview – it always gives a good impression. Good luck!

7 Use these notes to write a paragraph.

Samir (be) / Grade 9. He (be) / serious student. He (like) all subjects, especially science. Samir / (study) for the science test at the moment. He thinks he / (do) well tomorrow. He (want) / become a scientist / future. His dream (help) people with disabilities. This (be) why he (want) to become / scientist.

8 Complete the following sentences.

a. I have to study for my English test, but ...

I have to study for my English test, but my friends are coming for a visit.

b. Sarah was watching a film when ...

c. Ahmad and Ramez were very tired, but ...

d. She usually reads before she sleeps, then ...

e. We were in the house when ...

9 Write the questions to the following answers.

a. Is he wearing a hat?

No, he isn't wearing a hat.

b. _____

Yes, she will visit her grandma tomorrow.

c. _____

No, he doesn't want to become a scientist.

d. _____

No, Fatima cannot travel to Egypt to see the pyramids.

e. _____

Yes, I am doing my homework.

10 Look at the table below. Then, write sentences using the Present Perfect Simple to answer the questions about what has and has not happened.

	✓	✗
Talal	football	table tennis
Mazen	England	France
Nour	to her brother	to her best friend

1. Which sport has Talal practised this year?

2. Which place has Mazen never been to?

3. Has Nour written a letter to her best friend before?

11 Match the words in column A with the words that have the opposite meaning in column B.

A	B
1. to pursue	a. to obey
2. mysterious	b. ordinary
3. superb	c. to give up
4. to reign	d. clear
5. valuable	e. worthless

MODULE
2

The man who wears a kufiyyah...

First section

Vocabulary

- 1 Use the words from the box to fill in the table below.

comfortable formal casual
trendy smart fashionable

Occasion	Type of clothes
dinner with friends	
business interview	

- 2 Use the words in exercise 1 to write your own sentences.

comfortable: _____

formal: _____

casual: _____

trendy: _____

smart: _____

fashionable: _____

Grammar

Relative Pronouns

- 3 Circle the correct relative pronoun.
- The young man **which** / **whose** briefcase is grey is the new employee.
 - The charity shop **where** / **that** I sold some of my clothes donated them to the poor.
 - My grandfather is the man **which** / **who** is wearing a thobe in the photo.
 - In charity shops, you can buy accessories **that** / **whose** are quite cheap.
 - The Jordanian traditional costume, **who** / **which** is still worn by many people today, is sold in this shop.

Comparison

4 Complete the table with the correct form of the comparatives and the superlatives.

Adjective	Comparative	Superlative
bright	<i>brighter</i> _____	<i>the brightest</i>
big	_____	_____
trendy	_____	_____
practical	_____	_____
careful	_____	_____
fashionable	_____	_____
good	_____	_____
bad	_____	_____

5 Write definitions of the words in the box using relative pronouns.

fashion designer clock umbrella
hero doctor fish kufiyah
archaeologist

A fashion designer is a person who designs clothes.

Second section

Grammar

1 Join the sentences with the relative pronouns in brackets.

- a. This is a book. I read it last week. (that)
- _____
- _____
- b. There were three people in the car. They wore the same uniform. (who)
- _____
- _____
- c. Jordan is a country. We spent our holidays in Jordan last year. (where)
- _____
- _____
- d. Malak is my friend. Malak's sister won the national spelling competition. (whose)
- _____
- _____
- e. He invented a pen. The pen can translate the words it writes. (that)
- _____
- _____
- f. Samer's car broke down again. Samer's car is new. (which)
- _____
- _____

Third section

Communication

A memory contest



1 Your teacher will divide you into two teams. Find a name for your team.

2 Re-read Module 2 with your team, and write down five questions in your notebook about things you learnt about types of clothes, traditional garments, workplace ethics and colour psychology.

Example: What is a sari?

3 Each team will take turns to ask and answer the questions. Both groups will have one minute to find the correct answer, write it down and say "Ready". The first team to say "Ready" will get ten points for each correct answer and will lose five points for each incorrect answer.

Fourth section

Focus on writing

Punctuation: Revision

- **Capital letters:** We use capital letters at the beginning of sentences, for the first person singular pronoun (*I*), for the days of the week (*Sunday*), for the months of the year (*January*) and for proper names (*Taleb*).
 - **Full stops:** Sentences start with a capital letter and end in a full stop.
 - **Commas:** We use commas after the words **first**, **second**, **third**, etc., when these words introduce elements in series; before **but** and **so** to connect two independent clauses; and when we list three or more items.
 - **Apostrophes:** We use the apostrophe when we write the subject pronoun and the verb as one word (*I'm*), as well as the auxiliary with **not** (*don't*). It is also used to show that something belongs, is related to or is part of a person, a place or a thing (*Saleem's brother*).
- 1 Rewrite this passage in your notebook using capital letters, full stops, commas and apostrophes as necessary.

I've lived in the countryside all my life even in the cold days of January my village is smaller quieter and less busy than big cities in my country although it gets a bit busy on Fridays in general there isn't a lot to do as in the city but I like living here first the weather in the countryside is cooler than in the city because there are many forests and trees

around my home second it is easier to travel around here. there isn't a lot of traffic and this means the atmosphere's pollution is lower finally it's friendlier in the village than in the city because everyone knows everyone else one day my brother Omar and I want to experience life in a bigger place and I think it's going to be interesting

Linking words: Reason and result

2 Write these sentences again in your notebook. Use **so that** or **because** to join the two sentences into one.

1. They chose Nazem as Employee of the Month last time. He worked really hard.

They chose Nazem as Employee of the Month last time because he worked really hard.

2. She listened carefully to the teacher in class. She can do well in her exams.

3. I have decided to buy a new laptop. My laptop has become slow lately.

4. He missed the job interview today. He woke up late this morning.

5. They bought souvenirs from Jordan. They remember the places they've been to there.

Spelling

3 Write the correct letters to complete the words.

A good employee (1) a _ i _ _ s _ y the rules of the company they work for. They respect both their boss and their (2) _ ol _ _ ag _ es. They don't wear (3) c _ s _ _ l clothes if the (4) _ r _ ss c _ d _ says otherwise. They don't come late to work and their (5) c _ n _ u _ t at work is (6) ex _ m _ l _ r _ .

Guided writing

4 Write four sentences (two with *so that* and two with *because*) about what you and your family or friends do.

I do my homework before dinner so that I can watch television after dinner.

My friend Huda watches television after dinner because her family don't watch television when they're having dinner.

What I have learnt

1 Complete this text with the correct relative pronoun. (2 marks each)

Most people buy clothes (1) ____ are classical in style. This is because mostly people (2) ____ are celebrities have access to fashionable clothes before they appear in shops. When you see famous people (3) ____ clothes follow a certain trend, you know this is the recent trend (4) ____ most people will wear in the near future. A few months later, you can walk in the streets, (5) ____ you can find most people wearing the same trend. However, be sure that it won't be long before another trend appears to replace the old one!

10

2 Reorder the words and phrases to make sentences. (2 marks each)

1. the company / employee / A good / . / for / the rules / of / they / abides by / work

2. kufiyah / Jordan / costume / . / The thobe / and / make up / , agal / the traditional / of

3. in / wears / . / He / clothes / never / family / formal / gatherings

4. is / more / colour / a / that / . / White / people / makes / relaxed

5. colours / drivers / usually wear / . / bright / so that / them / on the road / Cyclists / can see

10

3 Choose the correct answer. (2 marks each)

1. Tourists like to buy souvenirs ____ remind them of the places they've been to.

a. who b. that c. where

2. Shirts aren't ____ suits for a business meeting.

a. so formal as b. more formal as
c. as formal as

3. A. Which colour is the ____ among red, white and black?

B. Red, for sure!

a. exciting b. most exciting
c. less exciting

4. It's Adel ____ deserves to become Employee of the Month this time.

a. who b. where c. whose

5. Most companies usually have rules ____ tell employees how to behave.

a. whose b. who c. that

10

WHAT I CAN DO

	Always	Sometimes	Rarely
I can sort vocabulary words related to fashion and style according to occasion.			
I can use vocabulary words to write my own sentences.			
I can use relative pronouns to describe different people, places and things.			
I can write definitions of vocabulary words using relative pronouns.			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can use the comparative and the superlative to make comparisons between two people, places or things.			
I can work on the communication exercise, 'A memory contest', with my classmates.			
I can edit a paragraph by using punctuation marks: capital letters, full stops, commas and apostrophes.			
I can use linking words to join sentences.			
I can write the new words from the module correctly.			
I can write sentences about what I, my family or my friends do, using linking words.			
I can write sentences by arranging words in order.			

Total number of ticks		
Always	Sometimes	Rarely

MODULE
3

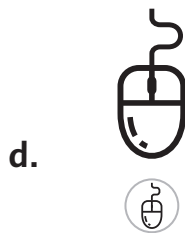
Will computers rule the world?

First section

Vocabulary

1 Match the words from the box with their pictures.

tiny download connect webcam



2 Use the words in exercise 1 to write your own sentences.

download: _____

connect: _____

webcam: _____

tiny: _____

Grammar

be going to (future planning)

3 Complete the passage with the correct form of *be going to*.

is going to affect are going to make is going to be
is going to play are not going to do are going to transform

As the world of computers and computer technology continues to change, many people have wondered what the future of computers and related technologies (1) _____.

Engineers (2) _____ computers and make them smarter. Take robot technology, for example. It has come a long way, but it still has a long way to go. Robots in the future

(3) _____ human lives safer and better. Humans

(4) _____ the things that are too dangerous, like spaceflight, search and rescue – robots are going to do them

instead. Robot and computer technology (5) _____

an important role in our future, and it (6) _____

people all around the globe.

will vs. be going to

4 Circle the correct answer.

1. Hamed rides that motorbike too fast.
 - a. He's going to have an accident!
 - b. He'll have an accident!
2. This holiday is very expensive.
 - a. We're going to need more money from the bank.
 - b. We'll need more money from the bank.
3. I think every family
 - a. will have an electric car by 2030.
 - b. is going to have an electric car by 2030.
4. Taleb
 - a. will travel in July this year.
 - b. is going to travel in July this year.
5. Don't cry, Susie!
 - a. Mum will be here soon.
 - b. Mum is going to be here soon.

5 Make questions to the following answers.

1. Robots in the future aren't going to have human form.
What form aren't robots going to have?
2. Robots are going to do a great deal of work that is too dangerous for humans in the future.
When _____?
_____?
3. Robots are going to work in spaceflight.
Where _____?
_____?
4. Technology is going to transform computers completely to make our lives easier.
Why _____?
_____?
5. Many people will not adapt to the new forms of technology.
Who _____?
_____?
6. Robot technology is going to have a big impact on people around the world.
What _____?
_____?

Second section

Grammar

The Future Simple

1 Underline the correct words to complete the text.

According to a survey of Internet experts, most people agree with predictions that in 30 years we (1) **will / are going to** become more dependent on computers. However, 42% of the people surveyed think that humans (2) **will not / are not going to** have the ability to control this technology.

Experts predict that some people (3) **will / are going to** choose to live without the network. They agree that English (4) **will / is going to** be a universal language for communication, but they also predict that other languages such as Arabic (5) **will / are going to** become as important.

When people were asked this question: (6) **Will the world / Is the world going to** be a better place in 30 years because of the Internet? 48% agreed and 52% disagreed.

2  Now, listen to the text and check your answers.

3 Answer the questions and make your own predictions about the future.

1. What do you think the weather will be like at the weekend?

2. What subjects will you do best this term?

3. What job do you think you will do one day?

4. Do you think you will ever live in another country? Which one, and why / why not?

5. What important things do you think will happen in the world in the next five years?

4 Complete the statements and questions. Use *will/ won't* or *is/are (not) going to*.

1. **A:** Look! There's smoke coming from the grass over there.
B: Someone has dropped a match. Quick, get some water. There _____ be a fire!
2. **A:** This orchestra is really the best in the competition.
B: I agree. I think they _____ win.
3. **A:** Do you think it _____ be warm enough to go to the park tomorrow?
B: I don't know, but I hope it _____ be windy. We _____ have a picnic lunch!

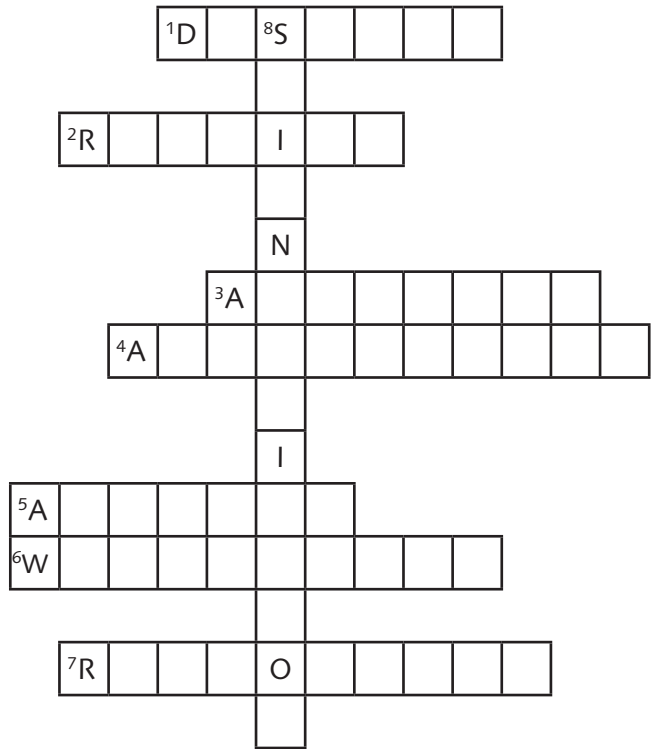
5 Imagine you are in each of the situations below. Write sentences about what you are going to do.

I want to be a teacher. → *I'm going to study English literature at university.*

1. My little brother is having a test tomorrow → I'm ... _____
2. I want to be a professional footballer → I'm ... _____
3. I'm hungry → I'm ... _____
4. It's my mum's birthday tomorrow → I'm ... _____
5. I've worked hard today → I'm ... _____

Vocabulary Corner

6 Read the clues 1–7 and write the words in the puzzle. You are given the first letters.



1. something far away in place or time
2. what is true and factual and not imaginary
3. something exact without any mistakes
4. something that could be a second possibility or a choice between two things
5. development made in any field of study
6. something that has no weight and is not affected by Earth's gravity
7. in a logical manner of thinking

7 What is the word for number 8? Write its clue.

Fourth section

Focus on writing

Punctuation, apostrophes and short forms (Revision)

- 1 Write this newspaper column again in your notebook. Add apostrophes, capital letters, commas and full stops.

one day we wont need to wash our cars anymore well all have a car that washes itself it will have special machines in it that contain sensors ready to receive an order from the driver to start washing well just have to press one button for the soap and another for the water and the car will become clean and shiny in just a few minutes

Spelling

- 2 Complete the words with the correct spelling.



There are hopes that Jordan is going to be the capital of technology in the Middle East. In order to achieve this goal, (1) sp_ci _ _ is _d companies are developing computer technology in schools all over the country. Computer labs will expand and more students in different schools will be able to (2) co_ne_t to the Internet.

The success of Jordan due to the technological (3) a _v_ _c_s it will have, will motivate other neighbouring countries to do the same. The future generation will also become highly skilled in using computers. Many people in Jordan believe that these methods or any other (4) a_t_ _n_t_v_ ways for developing computer technology will turn the hopes into a (5) r_a_i_y.

Linking words

3 Use the words in brackets to join these sentences.

1. In the future, our books will all be contained on one small hand-held screen. Our newspapers will all be contained on one small hand-held screen. (as well as)

In the future, our books as well as our newspapers will all be contained on one small hand-held screen.

2. Internet experts agree that in 30 years, the network will create new opportunities. Internet experts agree that in 30 years we will become more dependent on computers. (also)

3. Most people think that the world will be a better place in 30 years because of the Internet. Other people think completely the opposite. (However)

4. People agree that English will be a universal language for communication. They predict that other languages such as Arabic will become as important. (although)

Guided writing

4 Explain your plans after you've finished school. Use **as well as**, **also**, **however** and **although** to join your ideas.

Although I don't like maths, I'm going to study physics as well as pure maths. I'm going to do this because I'm going to be an astronaut. However, ...

What I have learnt

1 Complete the conversation with the correct form of *will/won't* or *be going to* and the verbs in brackets. (1 mark each)

Laila: Oh! It's New Year again! Time to think about the things I (1) _____ (change) in my life. I've got an idea. I (2) _____ (write) a list.

Nabila: Really! Every year you say you (3) _____ (do) lots of things. I predict that you (4) _____ (not do) any of them.

Laila: This time things will be different – you (5) _____ (see)! I (6) _____ (work) very hard again this year. By the end of the year, I (7) _____ (be) the top student. Then my parents and teachers (8) _____ (be) very pleased with me.

Nabila: I know that (9) _____ (happen) because you always work hard. And I (10) _____ (work) hard too.

Laila: Yes. Let's both be top students!

10

2 Make statements or questions about the future using the words in brackets. (2 marks each)

1. We / have lunch at the café later. (be going to)

2. you think Fares / go to the library tomorrow? (will)

3. What / the weather be like at the weekend? (will)

4. Who / replace Mr Akel when he travels next week? (be going to)

5. At eight o'clock, he / have dinner with his family. (be going to)

10

3 Choose the correct answer. (2 marks each)

1. In 30 years, experts predict that there ____ people who refuse to use the Internet.

- a. are going to be b. will be
c. is going to be

2. I ____ English literature because I need a university degree to teach English.

- a. 'm going to study b. study
c. 'll study

3. Computer technology ____ people all around the world.

- a. affect b. is going to affect
c. will affect

4. You can't make a video call unless you have a ____ webcam in your laptop.

- a. connect b. built-in c. download

5. The report you're writing should be _____. Make sure you write the exact dates.

- a. principle b. accurate
c. alternative

10

WHAT I CAN DO

	Always	Sometimes	Rarely
I can give the vocabulary words related to technology from pictures.			
I can use the vocabulary words related to technology to write my own sentences.			
I can identify the difference between <i>will</i> and <i>be going to</i> .			
I can use <i>will</i> and <i>be going to</i> correctly.			
I can write my own predictions about the future using <i>will</i> .			
I can write sentences about my plans for the future using <i>be going to</i> .			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can roleplay a journalist or a famous scientist.			
I can work in pairs on the communication exercise, 'Roleplaying'.			
I can edit a paragraph by using punctuation marks, apostrophes and short forms correctly.			
I can write the new words from the module correctly.			
I can write a paragraph about my plans for the future using linking words.			
I can write questions by joining phrases together.			

Total number of ticks		
Always	Sometimes	Rarely

MODULE
4

If you are happy, write about it!

First section

Vocabulary

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

<ul style="list-style-type: none"> ■ primitive ■ clay ■ efficient ■ messenger ■ to communicate 	<ol style="list-style-type: none"> 1. being effective 2. to exchange 3. relating to 4. soft wet earth 5. a person 	<ol style="list-style-type: none"> a. information or ideas b. used for making pottery c. who delivers messages as a job d. the earliest times in history e. without wasting time or effort
---	--	---

Primitive means relating to the earliest times in history.

Grammar

First Conditional

2 Choose the correct answer to complete these sentences.

1. Mum won't drive us to school if ____
 - a. we don't ask her.
 - b. we won't ask her.
2. If you hurry up, you ____
 - a. come with us.
 - b. will come with us.
3. I will travel abroad this summer if I ____
 - a. pass all my exams.
 - b. will pass all my exams.
4. If you finish your homework, ____
 - a. you go to the theatre.
 - b. you may go to the theatre.
5. If you want to succeed in life, ____
 - a. you should listen to your parents.
 - b. you will listen to your parents.

Second section

Grammar

First Conditional

- 1** Complete the sentences with the correct form of the verbs from the box.

suffer walk write get book

- If you _____ everywhere instead of taking the bus, you will be protecting the environment.
- If you buy two books, you _____ another for free.
- If you _____ your flight early, you will often save money.
- If you _____ a letter to your friend, it will take time to get to him.
- If I stay in the sun too long, I _____ from a terrible burn.

- 2** Write five sentences using the First Conditional.

- You / hear me better – turn down / radio
You will hear me better if you turn down the radio.

- We / not protect / environment – many species / die out

- You / eat an apple every day – you / be very healthy

- You / not pass your exam – you / not study

5. You / not become / astronaut – you / not study hard

6. Alice / get good grades – she / listen / the teacher

- 3** Write sentences with sunny weather activities in one column and rainy weather activities in the other column. Use the suggestions in the box to help you. Begin your sentences:

If the weather is sunny / rainy tomorrow, I...

stay home and read a book
 go to the theatre play tennis
 watch a documentary at home
 play computer games
 go shopping with my friends
 go to the museum
 play football with my friends

Sunny weather activities	Rainy weather activities
1. If the weather's sunny tomorrow, I'll go to the theatre.	1. If the weather's rainy tomorrow, I'll stay home and read a book.
2.	2.
3.	3.
4.	
5.	

Third section

Communication

Talking about a language learning experience

- 1** Read the text below about Sam's language learning experience. What foreign language did you learn? Was it easy or difficult to learn it? In groups, talk about your language learning experience. Make a list in your notebook of the words you need to talk about and that you don't know in English.

I studied German for three years when I was in secondary school. I thought I was quite good at it, but that was before I had an opportunity to interact with other German native speakers. I believe that you can't really 'know' a language until you have spoken to a native speaker in that language to see if they understand you. This way is very helpful to see what you can do in the language.

Another thing that helped me was having a teacher from Germany, because that way I learnt a lot about the culture, too. The most difficult thing about German is that there are three versions of the article 'the'. One is feminine, one is masculine and the other is neither this, nor that. I keep getting them mixed up! I think the easiest part of learning German was the alphabet, since it is so close to English. The letters just have different sounds.

I think that, overall, German is easier for English speakers to learn because there are so many things in common between the two languages. I'm going to try and learn Arabic now, and I think that's going to be more difficult!

- 2** Write down notes. Answer these questions to help you.

a. What have you found easy / difficult / helpful about learning a foreign language?

b. What are the things (apart from language learning in the classroom) that helped you learn a foreign language?

c. What other languages would you like to learn in the future? Do you think it's going to be difficult? Why / Why not?

- 3** Use your notes to write three paragraphs in your notebook. Use the text as a model. Then, exchange your notebook with your partner to edit each other's paragraphs.

Fourth section

Focus on writing

Punctuation: An informal letter

- 1 Read this email from Olivia to her penfriend Muna. Add full stops, question marks and capital letters where necessary.

From: olivia

To: muna

Attachments: My family

hi, muna!

how are you i hope you and your family are all well i haven't been in touch for some time because I'm studying hard for my exams

how's life are you also studying hard

this is the latest photo of my family please send me one photo of your family!

do you remember our friend salma her dad has won a scholarship, and they are all going to move to london for two years! can you imagine Some people are really lucky!

do you think you can come and visit for the summer holidays We are going to my grandparents' house by the sea in august, and Mum says you can come if your parents agree please say yes!

Love from olivia



Punctuation: Commas

- 2 Add commas to these statements and questions.

1. Before the Egyptians discovered papyrus people wrote on clay.
2. Although papyrus was better than clay people kept looking for a better material to write on.
3. After the discovery of papyrus the Chinese invented paper.
4. If you want to send a letter you need a stamp.
5. If you see my cousin Hisham in the computer shop will you send him my regards?
6. However until the printing press was invented books were in short supply.

What I have learnt

1 Read this dialogue. Then complete it with the correct form of the verbs in brackets. (1 mark each)

Fahd: Hi, Ahmad! Can I ask you a favour?

Ahmad: Sure! What is it?

Fahd: I'm having trouble doing the maths homework. If I (1) _____ (not finish) it by tomorrow, I (2) _____ (get) a bad mark. Can you help me?

Ahmad: Of course, but if I (3) _____ (help) you with the maths homework, (4) _____ (you/help) me with our English homework?

Fahd: OK! (5) _____ (it/be) alright if we (6) _____ (meet) at your house to study? If it (7) _____ (be) OK, I (8) _____ (be) there in ten minutes.

Ahmad: If Mum (9) _____ (say) it's OK, you (10) _____ (come), no problem.

10

2 Use the words to write statements or questions in the First Conditional. Use the right punctuation. (2 marks each)

1. you / don't wear / a jumper / you / get / cold

2. I / phone / you / you / not be / busy

3. what / you / do / you / want / pass / your / exams / ?

4. Dad / cannot / drive / us / to school / we / go by bus

5. you / go for a walk / with me / the weather / is nice tomorrow / ?

10

3 Choose the correct answer. (2 marks each)

1. If you _____ to be an engineer, _____ maths!

- a. want/study
- b. want/will study
- c. will want/will study

2. If Dad _____ still at home at 7 o'clock tomorrow, he _____ my little brother get ready for school.

- a. will be/will help
- b. will be/help
- c. is/will help

3. Mum and Dad _____ us on a trip to Petra if we _____ good grades.

- a. take/get
- b. will take/get
- c. take/will get

4. If you write lightly without pressing down, that means you are _____.

- a. calm
- b. nervous
- c. sleepy

5. The symbols that were used for writing in Ancient Egypt are called _____.

- a. Sumerian
- b. scribe
- c. hieroglyphics

10

WHAT I CAN DO

	Always	Sometimes	Rarely
I can find definitions of the vocabulary related to writing and communication.			
I can use the First Conditional to write sentences about weather activities.			
I can write a chain of conditional sentences using clues.			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can read about a language learning experience.			
I can write about my own language learning experience.			
I can edit an email by using full stops, question marks and capital letters correctly.			
I can use commas correctly.			
I can write the new words from the module correctly.			
I can write sentences about personal information using linking words.			
I can write a short paragraph about the different types of writing I use in my everyday life.			
I can join words and phrases to make sentences.			

Total number of ticks		
Always	Sometimes	Rarely

MODULE
5

Money doesn't bring happiness

First section

Vocabulary

1 Complete the sentences with the vocabulary from Module 5.

1. Huda is a m_____. She is very rich, but she still refuses to spend any money on helping children in need.
2. Fadi is so excited about the promotion and raise. He wants to e_____ more money in order to buy a laptop for his mother.
3. Nadia took a s_____ decision not to eat ice cream until she feels better.
4. Rami is so g_____. Although he got five gifts for his birthday, he still wanted more.
5. When economies collapse, many businesspeople lose all their money and become b_____.

Grammar

Quantity words and expressions

2 Complete the passage with the phrases from the box.

a lot of money a few pennies some bread and tea
~~many hours~~ much money lots of bank notes a few

I know a man in my neighbourhood who used to be a miser. Every day, Mr Salameh spent (1) many hours after work counting his money, and (2) _____ hours with his family. He didn't have (3) _____, but his only dream was to save (4) _____.

One day, Mr Salameh saw a poor child selling flowers next to his house. The boy was feeling so cold that he couldn't speak. Mr Salameh felt so sad. He brought the child (5) _____, then went to his bedroom where he kept all the money under the bed. There were (6) _____ and (7) _____. Mr Salameh realised then how bad he was and decided to become a different person. He didn't want to keep the money for himself anymore and started giving the money he had saved to charities and poor families. He also started spending more time with his family.

3 Look at the words in the box and answer the questions.

bank note penny cheque
bank account gold

1. Which two are cash?

2. Which two are made of paper?

3. Which two are a deal between two sides?

4. Which two are made of metal?

4 Write these nouns in the correct column.

boat cheque traffic orange rain
money cheese orange juice
bank note oil city penny

Countable nouns	Uncountable nouns
boat	

5 Cross out the word that you cannot use in these expressions.

1. We have **any / many / a few** of the same interests.

2. Can you give me **any / a few / a little** advice?

3. Be careful when you cross the street. There's **so much / so many / a lot of** traffic on the roads.

4. I'm not losing **a lot of / any / too much** weight, so maybe I should do **some / a few / any** exercise.

5. He's very popular. He's got **many / a lot of / a lot** friends at school.

6 Complete the mini dialogue with **any, some, little** and **much**.

A: How (1) _____ fruit should we eat every day? I haven't had (2) _____ at all today. I'm sure that's not very healthy.

B: No, it isn't. You should eat five portions of fruit and vegetables a day. Have (3) _____ grapes. What would you like to drink? How about (4) _____ orange juice?

A: OK, just a (5) _____ juice, please; I don't usually drink a lot of juice.

Second section

Grammar

- 1 Are these sentences true (T) or false (F)? Correct the false sentences.

a. There weren't any people at the concert – the hall was full.

b. I've got a few coins in my pocket today. I can't buy that expensive laptop.

c. He hasn't got any money. He's very rich.

d. I've bought a lot of oranges. We can't make orange juice.

e. We haven't got much time for shopping. The bus is leaving in two hours; no need to hurry.

- 2 Look at the picture and complete the questions and answers using *much*, *many*, *any*, *a few*, *a lot of* or *some* with the verb *to be*.



1. How _____ glue _____ there?
There _____.
2. How _____ notebooks _____ there?
There is only one.
3. How _____ staplers _____ there?
There _____.
4. How _____ writing tools _____ there?
There are _____ writing tools – one pencil, _____ crayons, and _____ colouring pencils.
5. Are there _____ scissors?
Yes, there's a pair of scissors.
6. Are there _____ paper clips?
Yes, but there _____.

3 Rearrange the words and add *much* or *many* to ask questions.

1. did / books / you / buy / yesterday / How _____ / ?
 How many books did you buy _____ yesterday?

2. brothers and sisters / have / you / do / How _____ / ?

3. times / you / brush / a day / How _____ / your teeth / do / ?

4. your computer / How _____ / was / ?

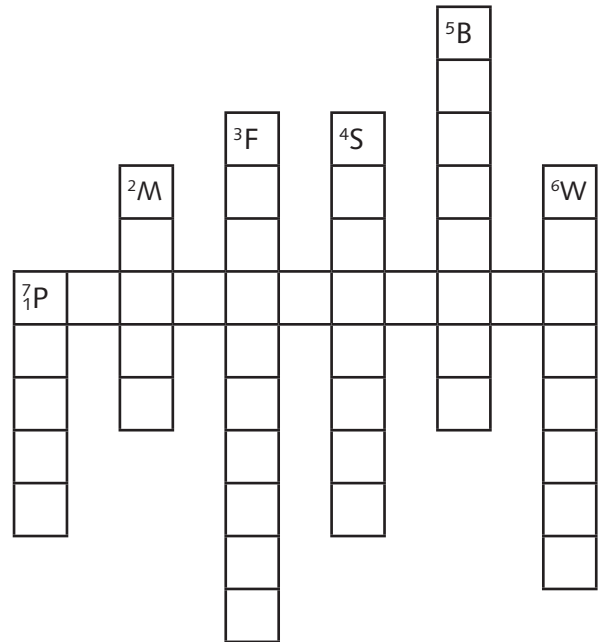
5. water / she / drink / How _____ / did / ?

6. people / invite / you / How _____ / did / ?

7. mistakes / you / How _____ / make / did / ?

Vocabulary Corner

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



1. a coin that has low value in a certain country
2. a person who has a lot of money but is not generous
3. a group of people, or organisations joined together for a common purpose
4. showing a good sense of judgement
5. a piece of paper money
6. using more money, time or effort than one needs

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



Third section

Communication

Agreeing and disagreeing

- 1 Read the model text. In groups, talk about the person's skills and qualities.

I'm very good at art. I like drawing and designing things. However, I'm not very sociable. I'm shy, so I don't find it easy to talk to people. I'm good at working on my own. I'm very motivated and I don't need anyone else to tell me what to do. I'm hard-working and very creative. I've got good mathematical knowledge, and I am not bad at science. I don't mind working outdoors.

- 2 Complete the first two columns of each table on your own, based on the text above.

Best job	Why?	What is your opinion?

Worst job	Why?	What is your opinion?

- 3 Discuss your answers with a friend. Do you agree with your partner's answers? Write your opinion about your friend's answers in the third column of each table.
- 4 Use the model text to write about your own skills and qualities and what kind of jobs would / wouldn't suit you.

- 5 In pairs, exchange your notes. Draw the two tables in your notebook. Then, complete them about your partner. Discuss your answers with them. Do you agree with the best / worst jobs for you?

Fourth section

Focus on writing

Punctuation: Short sentences

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

my favourite possessions are also the cheapest they cost very little they are my photo albums i make them myself from old notebooks that still have lots of blank pages in them i decorate the covers and paste my favourite photos in the notebooks under each photo i write something – about the day or people in the photo i have photos of my mum my dad my brother and my friends i love looking at the photos in my albums every now and then – they are like diaries the trouble is I've got so many albums now that I haven't got much more space left on my shelves

Spelling

2 Complete the words with the correct spelling.

After the war between the Ottoman Empire and Russia in the 19th century, the Ottoman officials started using a red crescent to mark their (1) a__u__a__c__s as a symbol to protect (2) m__d__s during battles.

Today, the Red Crescent Society is a huge worldwide organisation that has millions of members and (3) v__l__t__e__s. It is a society that plays an important role in responding to (4) d__as__e__s and preventing (5) s__fe__i__g for all people without exceptions. That is why, one of its main characteristics is (6) n__ut__l__y when providing (7) a__d.

What I have learnt

- 1** Salma is a salesperson in a flower shop. She is talking about her work. Complete the text with *some, any, many, much, a little, little, a few* or *a lot*. Two of the words are used more than once. (1 mark each)

"I arrive at work at 9 o'clock every morning. I take out onto the street just (1) ____ of our green plants but (2) ____ of our flowers. We haven't got (3) ____ rare plants, just (4) ____ of them. We haven't got (5) ____ orchids in our shop. They are too expensive. We have (6) ____ very nice bouquets that cost just (7) ____ money. Those, for example, are not expensive at all. Dozens of customers come to the shop every day, so there's very (8) ____ time to talk to the other salespeople. I don't earn (9) ____ money, but (10) ____ months, like December and January, I sell more and then I earn more."

10

- 2** Complete the questions about Salma, and use the words in brackets to answer them. (2 marks each)

1. How / green plants / take out onto the street? (a few)

2. have / rare plants? (many)

3. have / orchids? (any)

4. Why / not have / orchids? (any)

5. earn / money? (much)

10

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

1. Have you got _____ pizzas with spinach?
a. any b. few c. a little

2. I love chocolate. I usually eat _____.
a. few b. much c. a lot

3. How _____ is that bag?
a. many b. much c. any

4. I _____ any garlic on my pizza, please!
a. want b. need c. don't want

5. Although the world is becoming too materialistic, there are still _____ compassionate people who donate things they don't need.
a. many b. much c. a lot

10

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to money and possessions to complete sentences.			
I can identify the difference between countable and uncountable nouns.			
I can use quantity words and expressions to complete a dialogue.			
I can say whether statements are true or false.			
I can edit false statements.			
I can describe a picture using quantity words and expressions.			
I can write questions with <i>How much / many</i> by arranging words in order.			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can work in pairs on the communication exercise, 'Agreeing and disagreeing'.			
I can edit a paragraph by using commas, full stops and capital letters correctly.			
I can write the new words from the module correctly.			
I can complete a paragraph about donation using linking words.			
I can write a short description about my possessions using linking words.			
I can write questions by joining words and phrases together.			
I can answer questions using quantity words and expressions.			

Total number of ticks		
Always	Sometimes	Rarely

MODULE
6

They have made important discoveries!

First section

Vocabulary

1 Complete the statements and questions with the words from the box.

expedition tragic continents
blizzard explorer advance seeds

- Europe is one of the _____ I've always wanted to visit.
- Will you get me some _____ from the market? I want to grow some lettuce.
- How many days does the _____ need to complete the _____ to the jungle?
- It's going to take the sailors a lot of effort to _____ at sea because of the terrible _____.
- Yesterday, my parents told me about a big accident that they saw on their way back home. It was _____!

Grammar

The Present Perfect Simple with *for*, *since* and time expressions

2 Complete the sentences with *for* or *since*.

- They have lived in Aqaba _____ for _____ three years.
- She's known her best friend _____ they were children.

- He's worked for this company _____ two months.
- We haven't opened the gift _____ it arrived last week.
- I've played the piano _____ I was seven.
- My dad has worked in Egypt _____ two years.

3 Rewrite the sentences using the words in brackets.

- I started to learn Greek three months ago.
I have learnt Greek for three months.
(learn/for)
- My sister moved to Paris in 2003.

(be/since)
- They bought their television last July.

(have/since)
- Huda began her diving lessons two weeks ago.

(learn/for)
- We joined this class in October.

(be/since)
- My family went to live in Canada two years ago.

(be/for)

Second section

Grammar

The Present Perfect Simple with *for*, *since* and time expressions

- 1 Write the time expressions in the correct column of the table.

five hours half past two
 15 minutes July three days
 Monday yesterday
 six months I was a child
 a long time 2005 many years

<i>for</i>	<i>since</i>
a long time	half past two

- 2 Write true answers to the questions. Use the words in brackets.

1. How long have you been at this school?

I've been at this school for two years.
 (for)

2. How long have you lived in this town?

(for)

3. How long have you studied English?

(since)

The Present Perfect Simple and the Past Simple

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the Present Perfect Simple or the Past Simple.

1. I have lived (live) in Jordan since I was a child.

2. My family _____ (live) in Madaba when I was young.

3. I _____ (use) my mobile phone for two years.

4. I _____ (use) my mobile phone three times yesterday.

5. From the day he took part in the race, Kamel _____ (make) a lot of friends.

6. Kamel _____ (make) a lot of friends when he took part in the race.

The Present Perfect Simple and the Past Simple (questions and answers)

4 Look at this page from Omar's passport and complete the dialogue.



Rashid: (1) Have you been (you / be) to Hong Kong?

Omar: Yes, I (2) _____.

Rashid: When (3) _____ (you / go)?

Omar: I (4) _____ (go) in 2007.

Rashid: Wow! So, (5) _____ (you / be) to Canada, as well?

Omar: (6) _____.

Rashid: When (7) _____?

Omar: (8) _____ (go / 2009).

5 Match the sentence beginnings (1–5) with the endings (a–e).

1. He finished his homework
2. We have lived here
3. Since my first trip to England,
4. The expedition will last for
5. I haven't seen Carol

- a. since last Friday.
- b. before he went to bed.
- c. I've been back twice.
- d. for three years.
- e. three months.

6 Use the beginnings (1–5) in exercise 5 to write your own sentences.

The Present Perfect Simple and the Past Simple

7 Complete the dialogue with the Past Simple or Present Perfect Simple form of the verbs.

A: I (1) _____ (not hear) from Samer for a long time. I wonder where he (2) _____ (be) for the past few weeks.

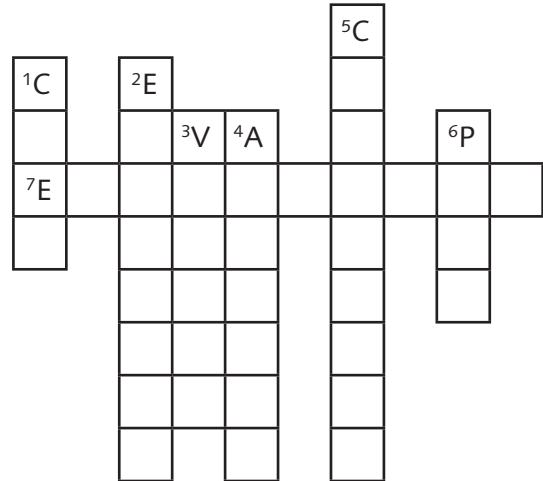
B: Don't worry, he's fine, I (3) _____ (speak) to him yesterday. He (4) _____ (be) on a trip to South Africa for the past three weeks.

A: Oh! (5) _____ he _____ (go) on safari when he was there?

B: Yes, and he (6) _____ (take) lots of photos, but I (7) _____ (not see) them yet.

Vocabulary Corner

8 Read the clues 1–6 and write the words in the puzzle. You are given the first letters.



1. a group of people who work on a ship, plane or train
2. a person who travels through an unknown area to learn about it
3. a ship or a large boat
4. to move forward towards someone or something
5. any of the world's main large and continuous masses of land
6. a place where ships load or unload

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

Third section

Communication

Be a tourist guide



- 1** You are going to be a tourist guide. In groups, talk about the different touristic sites in Jordan. Make a list in your notebook of the words you need to talk about and that you don't know in English.
- 2** First, choose a place of interest in your country to describe. Then, find information and write down notes about it. Include the following information:
 - a. The name and location of the place
 - b. Historical facts about it
 - c. Why it is of interest
 - d. A brief description
 - e. What you can see / do there
 - f. Opening times and prices if there are any

- 3** Use your notes to write a short description of your chosen place of interest.

Fourth section

Punctuation

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

the amman archaeological museum contains artefacts such as items used in daily life building materials jewellery and statues it also contains the copper scroll which is one of the dead sea scrolls it was discovered in 1946 on the qumran archaeological site in jordan after that archaeologists excavated the area including 11 caves at the site 972 scrolls were found in total two of which were made of copper later it was discovered that the two scrolls were in fact one whole scroll that had broken in two when it was being made it was very difficult to read it without destroying it but finally when it was opened those who read it discovered that it was a list of 64 places where tonnes of gold and silver were hidden unfortunately no one knows what happened to this gold and silver

Spelling

2 Write the figures below in letters.

3,000	
4,500	
29,000	
125,000	
550,000	
850,000	
1,000,000	

What I have learnt

1 Correct the following sentences about yourself. (2 marks each)

1. You have lived in America since you were a small child.

No, I haven't. I've lived in Jordan since I was a small child.

2. You went to Greenland for a holiday last year.

No, I didn't. I went to Spain for a holiday last year.

3. You have bought some water today.

4. You read a good book two days ago.

5. You have spoken English for ten years.

6. You saw your grandparents last Saturday.

7. You have been at a sports camp since last week.

10

2 Write situations that best describe each of the following feelings. (2 marks each)

1. terrified: _____

2. amazed: _____

3. excited: _____

4. fascinated: _____

5. frightened: _____

10

3 Complete the following sentences with *for* or *since*. (2 marks each)

1. I have lived in this town _____ eight years.

2. I have been at school _____ eight o'clock this morning.

3. Julie and Fatima have been friends _____ six months.

4. He has practised surfing _____ he was eleven.

5. We haven't spoken to him _____ we last saw you.

10

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use the vocabulary related to discovery to complete sentences.			
I can use the Present Perfect Simple with <i>for</i> and <i>since</i> .			
I can identify the difference between the Present Perfect Simple and the Past Simple to complete a dialogue.			
I can use vocabulary words to solve a word puzzle and find the hidden word.			
I can work in a group on the communication exercise, 'Be a tourist guide'.			
I can edit a paragraph by using commas, full stops and capital letters correctly.			
I can write figures in letters correctly.			
I can complete a letter using linking words.			
I can write a short reply to a letter using linking words.			
I can correct sentences about myself.			
I can write situations that describe feelings.			

Total number of ticks		
Always	Sometimes	Rarely

I now know ...

- 1** Read and correct this email sent by Amani to her friend Sarah. There are five mistakes in the First Conditional form. (2 marks each)

Dear Sarah,

How are you? I have started preparing for your visit in two weeks. I want to share with you what I have planned so far.

If I will want to show you all the nice places in Egypt, I have to being efficient and plan ahead. If I am making a list of the important places, I will be able to give enough time for each. I know that you love history, so I will take you to see ancient pyramids and museums. We are if lucky, we will be able to see the hieroglyphic exhibition. I won't let you leave Egypt if we didn't see at least one exhibition. At the end, if we have time, we will go on a boat trip down the River Nile.

I would like to know what you think of this plan. If you want to add anything, let me know. I look forward to hearing from you soon.

Best wishes,
Amani

10

- 2** Complete the sentences with your own words using the Past Simple or the Present Perfect Simple. (2 marks each)

1. _____ for at least two months.

2. _____ since 2007.

3. _____ since September.

4. _____ for about eleven years.

5. _____ since I came to this school.

10

3 Read the definitions and complete the words. (2 marks each)

1. to take and use something with the intention of returning it
b_ _ _ _ _
2. to keep and store up
s_ _ _
3. related to helping those in need
c_ _ _ _ _ _ _ _ _
4. a formal religious or public occasion
c_ _ _ _ _ _ _
5. a sudden event that causes great damage
d_ _ _ _ _ _ _

10

4 Complete the table with the correct words from the box. (2 marks each)

hieroglyphics ancestor
messenger clay communicate

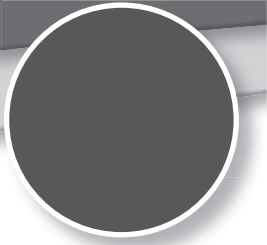
People	Actions	Objects	Ancient Egypt
	discover	temple	papyrus
Sumerian	collapse	light	
	write		pyramid
scribe		leaf	pharaoh

10

5 Read the statements and questions carefully. Then, complete them with the correct words from a, b or c. (2 marks each)

1. Samir, may I _____ this pencil from you?
a. offer b. borrow c. give
2. The _____ man offered a large amount of money to the orphanage.
a. sensible b. generous
c. greedy
3. _____ old temples are going to collapse if they are not taken care of.
a. A little b. Much c. Some
4. What would you do _____ you _____ to wake up fresh in the morning?
a. if / want b. if / will want
c. may / want
5. These ancient houses were built with _____.
a. many clay b. any clay
c. a lot of clay

10



Reading for fun A

Reading comprehension

1 After you read *Gulliver's Travels* on pages 74–77 of the Student's Book, answer the following questions.

1. How did Gulliver end up on an island?

2. How was Gulliver able to stop an attack on Lilliput?

3. Why did Gulliver escape from Lilliput? Where did he go?

4. Why was the Emperor angry with Gulliver? What made the Emperor happy with Gulliver again?

5. How was Gulliver able to go back home?

2 Match the key events (Column B) in the story of *Gulliver's Travels* with the themes of the story (Column A).

Column A	Column B
1. Morality	a. The battle between Lilliput and Blefescu
2. War	b. Gulliver being a giant threat to the tiny people
3. Politics	c. Gulliver trying to communicate with the Lilliputians
4. Language	d. Gulliver using his strength and size to protect the people of Lilliput
5. Power	e. Gulliver refusing to attack Blefescu for no reason

Vocabulary

3 Use the words from the box to complete the sentences.

rushed tied explore
nearby sank

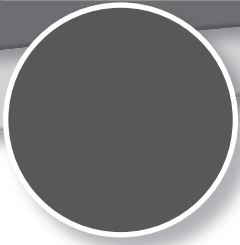
1. My friends and I went to _____ the forest while we were camping.

2. My school is _____. It's only a five-minute walk.

3. When her little brother fell off the bike, she _____ to help him.

4. The fisherman _____ the rope to the boat and pulled it.

5. Last year, a ship _____ when it hit an iceberg.



Reading for fun B

1 Answer the questions about Al Zahrawi and Sinan in the following table.

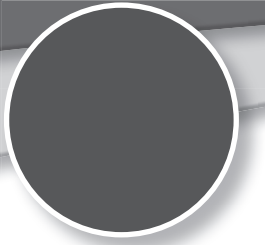
	Al Zahrawi	Sinan
1. Who is this person?	a surgeon	
2. Where did he come from?		
3. Did he write any book?		
4. What is his greatest achievement?		
5. Did his achievements affect modern-day life? If so, how?		

2 Choose the correct answer about Al Zahrawi.

- Al Zahrawi worked
 - in Spain in the tenth century.
 - somewhere in Europe in the tenth century.
- Al Zahrawi _____ the surgical tools that were used in his time.
 - made
 - designed

3 Complete the sentences about Sinan with the correct information.

- Sinan learnt how to build from his _____.
- The army wanted Sinan to build _____.
- Sinan designed _____ for the Ottoman Sultans.
- He designed and built more than _____ buildings.
- The building that Sinan is most famous for is _____.



Test A

Reading

- 1** Read the article about body language. What is the meaning of the title of the article (a, b or c)? (1 mark)
- a. Non-verbal communication is very important.
 - b. Your body can speak an international language.
 - c. You must use your body language to communicate better.

	1
--	---

SPEAK WITH YOUR BODY WELL

There's a difference between what we say and what people understand from the words we utter. When we speak, we also communicate and deliver messages with our face, our hands and even with our whole body. We call this kind of communication body language or non-verbal communication.

- 5 Body language also includes hand gestures, facial expressions and eye contact. Psychologists estimate that almost 80% of our daily communication with people is non-verbal. Our feelings, moods and attitudes are expressed better with our body language than with the words we say.

- 10 For instance, if you say something positive with a negative facial expression, people won't believe your words as much as they will believe your non-verbal facial expression. As a result, your words will not successfully deliver your message. So if you want to succeed in communicating your thoughts and feelings, you must learn to "speak" with your body well!

- 2** According to the writer: (1 mark each)

1. Why is body language more believable than our words?

2. How can we "speak" with our body?

	2
--	---

- 3** Do you agree with the writer's opinion about body language? Why / Why not?

	2
--	---

4 Match the following words from the article (1–5) with their meanings (a–e). (½ mark each)

- | | |
|-------------|-------------|
| 1. utter | a. oral |
| 2. estimate | b. entire |
| 3. attitude | c. guess |
| 4. verbal | d. say |
| 5. whole | e. approach |

2½

5 Fill in the gaps with the appropriate adjective from the box. (½ mark each)

striped comfortable outgoing
shy loyal

- My friend Samira is very _____ and supportive.
- This isn't Kamal. Kamal is the one wearing a _____ shirt.
- Don't be _____! Have another piece of cake.
- I like wearing _____ clothes to work.
- She thinks Adel is _____ and fun to be with.

2½

Listening

1 Listen to Sami's application letter and say if these sentences are true (T) or false (F). (2 marks each)

- Sami is studying tourism at school.
- He is looking for a full-time job.
- He likes travelling and swimming.
- He speaks English and Arabic.
- He's available for an interview from Monday to Friday.

10

Speaking

1 Complete the following dialogue in your own words. (3 marks each)

A: I read an article this morning about experts who are working on a new invention that can _____.

B: That's impressive, but do you think they'll succeed?

A: That's what the article said. I really hope they will because this _____. Then, _____.

B: Me too. I also wish they could invent _____.

A: _____.

15

Writing

1 Choose the best alternative. (½ mark each)

1. You *can't / don't have to* go to the gym if you're too tired.
2. She *cannot / doesn't have to* play now. She *can / has to* study first.
3. Look! We *don't have to / can* cross the river over the bridge.
4. Excuse me, you *can't / don't have to* eat or drink in the library.

2½

2 Fill in the gaps with **who**, **whose**, **where** or **which**. (½ mark each)

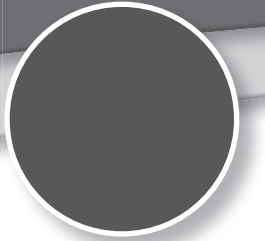
1. The girl _____ lives next door is my cousin.
2. The building, _____ is going to be renovated, was built in 1902.
3. We went to the place _____ the treasure was found.
4. The man _____ car is broken is my neighbour.
5. Did you see the boy _____ won the competition?

2½

3 Write instructions to your friend for playing a game of your choice (e.g. football, tennis, volleyball, etc.) (10 marks)

10

Total 50



Test B

Reading

- 1** Read the article about money and happiness. Which sentence best describes the writer's attitude towards money (a, b or c)? (1 mark)
- a. You should not have money because it makes you unhappy.
 - b. Money is not everything.
 - c. Money can make you happy for a lifetime.

	1
--	---

MONEY CANNOT BUY HAPPINESS

Happiness is a state of mind that we feel within ourselves. So an object should not identify that happiness. An object can make us happy for a moment but not for a lifetime. That's why, I think that money cannot buy someone's happiness.

When I was young, I used to think that money made everything possible and better. However one day, my family lost their money and we could no longer do the things we desired to do. So we were obliged to start watching the way we spent our money. This particular experience taught me that I didn't need money to be happy. My happiness comes from my family and friends. It is a feeling that comes from within.

Nowadays, a lot of people think that money is everything. They haven't figured out the truth yet. Some never will because they think that money is happiness, so they live all their life miserable. Some other people find out the truth as I did and try to change things by giving away money to charities and to the people in need.

2 According to the writer: (½ mark each)

1. Can an object make you happy? Why / Why not?

2. What lesson did the speaker learn from his / her experience?

3. What do people nowadays think about money?

4. What do some people, who know the truth about money, do?

	2
--	---

- 3** Do you agree with the writer's opinion about money and happiness? Why / Why not? (2 marks)


2

- 4** Match the following words from the article (1–5) with their meanings (a–e). (1 mark each)

- | | |
|---------------|----------------|
| 1. within | a. unhappy |
| 2. nowadays | b. donation |
| 3. figure out | c. in our time |
| 4. charity | d. inside |
| 5. miserable | e. discover |

5

Listening

- 1**  Listen to an article about a shark attack and say if these sentences are true (T) or false (F). (2 marks each)

- Saleh went on holiday to Mozambique.
- He went fishing with his father.
- They saw a dolphin near the boat.
- Saleh fell in the water.
- Saleh's mother saved them from the shark.

10

Speaking

- 1** Complete the following dialogue in your own words. (3 marks each)

A: Have you ever travelled before?

B: No, but I would like to visit _____ . I did some research about it on the Internet and saw _____ . What about you?

A: I have only been to _____ . I saw _____ .

B: Cool! What did you like the most about it?

A: _____ .

15

Writing

- 1** Choose the best alternative. (½ mark each)

- She *hasn't travelled* / *didn't travel* to Spain since 2002.
- I *haven't studied* / *didn't study* yesterday.
- We *haven't seen* / *didn't see* him for two days.
- Why *didn't you go* / *haven't you gone* to the party?
- They *have known* / *knew* each other since they were kids.

2½

Glossary

Module 1

close /kləʊs/ (*adjective*)
near in relationship

humour /hju:mə/ (*noun*)
the ability to amuse people by telling funny jokes

impression /ɪm'preʃən/ (*noun*)
the first idea, feeling or opinion you have about someone or something

interest /'ɪntrəst/ (*noun*)
an activity that is important or special to someone

loyal /'lɔɪəl/ (*adjective*)
always faithful and supportive of your friends

mysterious /mɪ'stɪəriəs/ (*adjective*)
difficult to understand or explain

outgoing /aʊt'gəʊɪŋ/ (*adjective*)
friendly and always ready to meet new people

personality /pɜːsə'nælɪti/ (*noun*)
a person's characteristics or the way they behave with other people

pharaoh /'feərəʊ/ (*noun*)
the ruler in Ancient Egypt

philosophy /fɪ'lɒsəfi/ (*noun*)
the study of knowledge and the nature of life

pursue /pə'sjuː/ (*verb*)
to continue doing an activity

reign /reɪn/ (*verb*)
to rule, as a king or queen

reliable /rɪ'laɪəbəl/ (*adjective*)
able to be trusted and depended on

self-taught /self-tɔ:t/ (*adjective*)
having learnt a skill or subject by practising it yourself rather than in a school

serious /'sɪəriəs/ (*adjective*)
being quiet, sincere and sensible

shy /ʃaɪ/ (*adjective*)
having difficulty meeting and talking to other people

skilful /'skɪlfəl/ (*adjective*)
showing ability to do something

superb /sjuː'pɜːb/ (*adjective*)
excellent

talented /'tæləntɪd/ (*adjective*)
clever, skilful and showing great ability

uncommon /ʌn'kɒmən/ (*adjective*)
rare and unusual

valuable /'væljuəbəl/ (*adjective*)
extremely important

Module 2

abide by /əbaɪd baɪ/ (*phrasal verb*)
to act according to rules

bribe /braɪb/ (*noun*)
money offered to a person in order to persuade them to do something dishonest for you

bright /braɪt/ (*adjective*)
shining and strong

casual /'kæʒuəl/ (*adjective*)
informal and relaxed

code /kəʊd/ (*noun*)
a set of laws or rules according to which people behave

colleague /'kɒliːg/ (*noun*)
a person that someone works with (in a company or in a business)

comfortable /kʌmfətəbəl/ (*adjective*)
providing physical relaxation

conduct /kɒndʌkt/ (*noun*)
the way one behaves

costume /'kɒstjʊm/ (*noun*)
the traditional outfit of a particular culture

ethics /'eθɪks/ (*noun*)
rules or principles of behaviour

exemplary /ɪg'zempləri/ (*adjective*)
worth being a good example for others

fashionable /'fæʃnəbəl/ (*adjective*)
following the newest style of dress

formal /'fɔːməl/ (*adjective*)
suitable for an official occasion

garment /'gɑːmənt/ (*noun*)
a piece of clothing

headband /'hedbænd/ (*noun*)
a piece of material worn round the head to keep one's hair off their face

headdress /'hed-dres/ (*noun*)
an item of clothing worn on, and covering, the head

jumper /'dʒʌmpə/ (*noun*)
an item of clothing made of wool and covering the upper part of the body

practical /'præktɪkəl/ (*adjective*) useful for a certain purpose or situation

robe /rəʊb/ (*noun*) a long, loose piece of clothing

silk /sɪlk/ (*noun*) soft threads made by silkworms

sleeve /sli:v/ (*noun*) the part of a garment that covers the arm

smart /smɑ:t/ (*adjective*) neat and well-dressed; fashionable

striped /straɪpt/ (*adjective*) having coloured lines or bands

trendy /trendi/ (*adjective*) following the latest fashions

tunic /'tju:nɪk/ (*noun*) a long loose garment

wardrobe /wɔ:drəʊb/ (*noun*) a piece of furniture where you put or hang clothes

wrap /ræp/ (*verb*) to cover something with paper or cloth

Module 3

accurate /'ækjʊrət/ (*adjective*) exactly right

advance /əd'vɑ:ns/ (*noun*) progress or development in a field of study

alternative /ɔ:l'tɜ:mətɪv/ (*adjective*) available as another possibility or choice

assistant /ə'sɪstənt/ (*noun*) a person who helps someone with his work

built-in /bɪlt-'ɪn/ (*adjective*) forming a part of something that cannot be separated from it

connect /kə'nekt/ (*verb*) to join things together

distant /dɪstənt/ (*adjective*) far away in space or time

download /daʊn'ləʊd/ (*verb*) to move information from a network to a computer

patient /peɪʃənt/ (*noun*) someone who is being treated by a doctor or in a hospital

principle /'prɪnsɪpəl/ (*noun*) a general truth, law or rule

rationally /ræʃnəli/ (*adverb*) logically, reasonably

reality /ri'æləti/ (*noun*) what is factual and not imaginary

science fiction /saɪəns fɪkʃən/ **sci fi** /'saɪ ,faɪ/ (*noun*) stories about events in the future, dealing with imaginary scientific developments

specialised /speʃəlaɪzɪd/ (*adjective*) designed for a specific purpose

tiny /tɪni/ (*adjective*) very small in size

webcam /webkæm/ (*noun*) a video camera that transfers what it is filming to a website

weightless /weɪtləs/ (*adjective*) having no weight and not being affected by Earth's gravity

Module 4

ancestor /ænsesətə/ (*noun*) a person who was a member of one's family a long time ago

brevity /'bre:vəti/ (*noun*) the use of exact and very few words to express something

clay /kleɪ/ (*noun*) a soft, sticky type of earth that is used for making pottery, brick, etc.

collapse /kə'læps/ (*verb*) to fail suddenly and completely

combination /kəmbrɪ'neɪʃən/ (*noun*) the act of joining two or more things

communicate /kəm'ju:nɪkeɪt/ (*verb*) to tell and share information

efficient /ɪfɪʃənt/ (*adjective*) producing satisfactory results

figure /'fɪgə/ (*noun*) a drawing that represents something or someone

government /gʌvəmənt/ (*noun*) the people who rule a country or state

hieroglyphics /haɪrə'glɪfɪks/ (*noun*) an Ancient Egyptian form of writing in which pictures represent words

light /laɪt/ (*adjective*) easy to lift or carry, and having little weight

messenger /mesɪndʒə/
(*noun*) a person who carries letters or information from one place to another

mode /məʊd/ (*noun*)
a manner of doing something

papyrus /pəpaɪrəs/ (*noun*)
a kind of paper used in ancient Egypt

portable /pɔːtəbəl/
(*adjective*) easily moved from one place to another

primitive /prɪmɪtɪv/
(*adjective*) belonging to early times of history and no longer existing in modern days

private /praɪvɪt/ (*adjective*)
owned by citizens and not by the government

represent /ˌreprɪˈzent/
(*verb*) to be a symbol of something

scribe /skraɪb/ (*noun*) a person who used to make written copies of official documents in the past

soul /səʊl/ (*noun*) the most important part of something

suitable /suːtəbəl/
(*adjective*) right or appropriate for a particular purpose, person or occasion

Sumerian /suːmeəriən/
(*adjective*) belonging to the ancient civilisation of Sumer in southern Mesopotamia

temple /tempəl/ (*noun*)
a place of worship in Ancient Egypt

wit /wɪt/ (*noun*)
intelligence; cleverness

Module 5

aid /eɪd/ (*noun*) the help you give to someone in need

ambulance /ˈæmbjʊləns/
(*noun*) a vehicle for carrying the sick and injured to hospital

bank account /bæŋk əkaʊnt/ (*noun*) a deal between a bank and a customer that allows the customer to transfer and use money

bank note /bæŋk nəʊt/
(*noun*) a piece of paper money issued by the bank, used as money

bankrupt /bæŋkrʌpt/
(*adjective*) unable to pay one's debts

borrow /ˈbɔːrɔʊ/ (*verb*)
to take something from someone and give it back after using it for a short time

ceremony /ˈserəməni/
(*noun*) a sacred or formal event

charitable /tʃæˈrɪtəbəl/
(*adjective*) relating to an action of helping the poor

cheque /tʃek/ (*noun*) a written order on a printed form telling a bank to pay money to the person named

coffin /ˈkɒfɪn/ (*noun*) a box in which a dead body is put to be buried or burnt

debt /det/ (*noun*) the money that a person owes to another

disaster /dɪˈzɑːstə/ (*noun*)
a terrible event that causes great damage or loss

earn /ɜːn/ (*verb*) to receive an amount of money in return for the work that you do

federation /fedəˈreɪʃən/
(*noun*) a group of people, societies or unions joined together for a common purpose

fraud /frɔːd/ (*noun*) an act of dishonesty for the purpose of gaining money or goods

generous /dʒenərəs/
(*adjective*) having the will to give a lot of money and time for others

greedy /griːdi/ (*adjective*)
always wanting more money, food, power, etc.

lead (a life) /liːd/ (*verb*) to have a particular lifestyle

make (money) /meɪk/
(*verb*) to make a profit or earn money

medic /medɪk/ (*noun*)
someone in the army who gives medical help

miser /maɪzə/ (*noun*)
someone who has a great desire to have money and hates to spend it

neutrality /njuːtrælɪti/
(*noun*) the state of being neutral or not supporting either side in an argument

penny /peni/ (*noun*) in certain countries, a coin of low value

possession /pəzeʃən/ (*noun*) something owned by a person or a country

save /seɪv/ (*verb*) to keep money for future use

sensible /sensɪbəl/ (*adjective*) a wise person who has a good sense of judgment

stolen /stəʊlən/ (*adjective*) something taken dishonestly from other people

suffering /sʌfəriŋ/ (*noun*) a feeling of physical pain or misery

thrifty /θrɪfti/ (*adjective*) spending money carefully and wisely

volunteer /vɒləntɪə/ (*noun*) a person who offers to do something without being paid for it

wasteful /weɪstfəl/ (*adjective*) using more money, time or effort than one needs

Module 6

advance /əd'vɑːns/ (*verb*) to move forward

blizzard /blɪzəd/ (*noun*) a very strong storm of snow and wind

condition /kən'dɪʃən/ (*noun*) the situation in which a person or thing is

continent /kɒntɪnənt/ (*noun*) a huge division of land surrounded by sea

crew /kruː/ (*noun*) a group of people who work together on a ship, aeroplane or bus

enthusiast /ɪnθjuːzɪəst/ (*noun*) a person who has strong interest in a certain activity or subject

expedition /ekspə'dɪʃən/ (*noun*) a long organised journey to unknown places

exposure /ɪkspəʊʒə/ (*noun*) the negative effects on the body caused by being exposed to very cold weather

frostbite /frɒstbaɪt/ (*noun*) damage caused to the body by great cold

generation /dʒenə'reɪʃən/ (*noun*) people born at about the same time and having the same age

pace /peɪs/ (*noun*) a single step taken when walking or running

pioneer /paɪə'nɪə/ (*noun*) a person who is the first to do or invent something

plot /plɒt/ (*verb*) to mark a position on a map

port /pɔːt/ (*noun*) a place where ships stop to load or unload people or things

progress /prəʊgres/ (*noun*) improvement and advance

race /reɪs/ (*noun*) a competition between people or vehicles to see who or which is the fastest

rigging /rɪgɪŋ/ (*noun*) the ropes and chains that control the ship's sails

root /ruːt/ (*noun*) the part of a plant that grows under the ground

sailing /seɪlɪŋ/ (*noun*) the activity or sport of travelling in a ship or boat that has sails

seed /siːd/ (*noun*) the part of a plant from which a new plant may be grown

tragic /trædʒɪk/ (*adjective*) causing the feeling of sadness

trail /treɪl/ (*noun*) a series of signs or objects left behind by the passage of someone or something

training /treɪnɪŋ/ (*noun*) the process of learning the practical side of a job or activity

vessel /vesəl/ (*noun*) a ship or large boat

wander /wɒndə/ (*verb*) to walk from one place to another with no definite destination in mind

Irregular verbs

Base Form

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

Past Simple

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

Past Participle

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

Base Form

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

Past Simple

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

Past Participle

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

Assessment Tools

Assessment Tool 1

Reading Assessment Checklist		
	Yes	No
Did I understand the gist of the story of Jamal and Rashed, even if I didn't understand every word?		
Could I guess the meanings of the words in exercise 2 from their context?		
Did I learn more about what makes a good friend?		

Assessment Tool 2

Discussion Assessment Checklist		
	Yes	No
Did I tell my friends about my ideas about different styles?		
Could I use comparative and superlative adjectives?		
Did I learn more about my friends' opinions of different styles?		

Assessment Tool 3

Giving and Following Instructions Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I could write instructions for the design of the logo.	1	2	3
I used the advice in the Writing Strategies box to help me.	1	2	3
I wrote my instructions in a logical order.	1	2	3
The other group followed my instructions clearly.	1	2	3
I could write clearer instructions in the future.	1	2	3
I was able to follow my friends' instructions to draw their logos.	1	2	3

Assessment Tool 4

Discussion Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I used <i>be going to</i> and <i>will</i> correctly in the writing task.	1	2	3
I wrote my opinion about my future plans.	1	2	3
I could tell my friends about my ideas for the future.	1	2	3
I listened carefully to my friends' ideas.	1	2	3
My friends' plans and predictions about the future were similar to my own.	1	2	3

Assessment Tool 5

Listening Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I learnt more about different alphabets.	1	2	3
I used the advice in the Listening Strategies box to help me.	1	2	3
I guessed the meaning of most of the words in exercise 4 without checking in a dictionary.	1	2	3

Assessment Tool 6

Reading Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I learnt more about writing in Ancient Egypt.	1	2	3
I could read through the article quickly to find the information I needed.	1	2	3
I could understand the pronouns in exercise 4 easily.	1	2	3
When I need to read a text quickly to find answers, I should ...			

Assessment Tool 7

Discussion Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
I can think about whether words have a positive or negative meaning.	1	2	3
I can discuss my ideas with my group.	1	2	3
I can listen to my friends' ideas and learn from them.	1	2	3

Assessment Tool 8

Agreeing and Disagreeing Rating Scale			
1 = Could do better 2 = Good 3 = Excellent			
All members of the group took part in the discussion.	1	2	3
Members of the group used the expressions in exercise 1 to express agreement and disagreement.	1	2	3
Members of the group listened to others when they were explaining their reasons.	1	2	3
Total score			
What we liked about our group:			

Assessment Tool 9

Speaking Assessment Checklist		
	Yes	No
Did I find it difficult to imagine life on a traditional ship?		
Could I describe how I felt about the journey?		
Did I give clear reasons about how I felt on the ship?		
Did I listen carefully to my partner?		
Could I use good non-verbal communication skills (eye contact, facial expressions, tone of voice, posture and gesture)?		

Assessment Tool 10

Letter Writing Rating Scale			
Student's name:		Date:	
Content	Excellent	Good	Satisfactory
Information about the last four years			
Letter structure			
Accuracy			
Spelling			
Questions to my family			
Sentence structure			
What I enjoyed about this task:			
What I could do better next time:			

Yearly Learning Log

At the end of this year, I can	Yes	No
Recognise the significance of connecting words to understanding when listening (e.g., <i>before, after, first, next, finally</i>)		
Recognise the relation between intonation and meaning		
Use context to identify the meaning of unfamiliar words and ideas when listening to a presentation		
Listen to taped native speakers of English to improve pronunciation		
Write short, simple notes after listening		
Compare and contrast different opinions of different persons on a topic		
Identify the purpose of a speaker after listening		
Show understanding of information		
Provide constructive feedback on the effectiveness of the oral presentations of peers		
Practise correct pronunciation of words		
Engage in discussions to exchange ideas about a variety of topics		
In a small group, sort, organise and classify data into charts or tables		
Interview peers and family members about a variety of topics		
Use organisational words to assist the listener when presenting information		
Make eye contact with audience to interact effectively when presenting own point of view on a topic		
Roleplay an issue		
Deliver a simple e-presentation using visual aids or technology		
Recite a poem in English		
Make suggestions for the improvement of spoken English in the presentations of peers		
Make a list of words that are the same in Arabic and English and share it with peers to build vocabulary		
Build vocabulary by visiting a website with a "word of the day" feature		
Read silently different types of reading material for specific purposes		
Skim written materials before reading to determine their purpose or the type of the material		
Scan reading material for specific information for a project		
Use print and electronic dictionaries and glossaries to confirm word meanings, pronunciation, parts of speech, derivations, and clarify shades of meaning		
Identify the relationship among facts, ideas, concepts and themes in reading materials		

At the end of this year, I can	Yes	No
Analyse text content to develop a supported interpretation		
Evaluate information in a variety of resources to select materials for personal or school-related purposes		
Interpret literary reading material by asking and answering questions		
Explain connections between what they read, personal ideas and beliefs		
Locate and use English reference materials found in the school and public libraries		
Use the Internet to locate specific information and make notes for simple research projects		
Use the Internet to investigate a theme related to personal interests and school studies		
Summarise information		
Write one or two paragraphs on the general content of a reading selection		
Write directions and instructions		
Write a short, informal letter with a specific function		
Fill in application forms, giving essential information about oneself		
Translate sentences and short paragraphs from Arabic into English and vice versa		
Develop 2–3 paragraphs using an organisational pattern		
Organise a simple e-presentation		
Write dictated material using correct spelling		
Edit own work to check spelling, and to enhance the precision, clarity and coherence of written communications with assistance of peers and teachers		