

Action Pack 10

Tenth Grade Activity 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 10 students.

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إدارة المناهج والكتب المدرسية

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Activity Book Tenth Grade



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Contents

Initial test	page 4
FIRST SEMESTER	
Module 1 Starting out	page 6
Module 2 The natural world	page 11
Module 3 Science	page 20
Revision A	page 29
SECOND SEMESTER	
Module 4 Journeys	page 31
Module 5 Climate and Earth	page 40
Module 6 Tourism	page 49
Revision B	page 58
Tests A & B	page 60
Grammar notes	page 64
Glossary	page 69
Irregular verbs	page 76
Assessment tools	page 77

Initial test

- 1** Choose an adjective from the box that best suits each description. (2 marks each).

close shy outgoing serious
reliable talented

- 1 While his friends went outside to play football, Sami stayed inside to finish his homework. Sami is always _____ when it comes to school.
- 2 Hamzah and Adel always tell each other some of their secrets. They are very _____ friends.
- 3 My favourite basketball team won the final game today. They play really well and they are extremely _____.
- 4 The teacher introduced the new girl to her classmates. The new girl's face turned red. The girl is _____.
- 5 Yesterday, Mum asked my sister to get some vegetables on her way back from school. My sister remembered to do so because she is very _____.

10

- 2** Use the following beginnings to write your own sentences with the First Conditional. (2 marks each)

- 1 If you want to send a letter, _____
- 2 You'll do well at school _____
- 3 If you do a first-aid course, _____
- 4 If you like to go on holidays, _____
- 5 I'll go to the doctor _____

10

- 3** Complete the table below with the time expressions from the box. (½ mark each)

2005 CE three weeks three o'clock
August ten years five minutes
last summer an hour she was 6
over a year

<i>for</i>	<i>since</i>

5

- 4** Choose five of the time expressions in exercise 3 to write your own sentences using the Present Perfect Simple. (1 mark each)

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

5

5 Choose the correct alternative. (1 mark each)

- 1 We must not waste time. We have **a lot of / many** work to do.
- 2 When I arrived this morning, there weren't **any / much** students in class.
- 3 Yesterday, Ali found **a little / many** pennies on the floor, so he went and gave them to the police.
- 4 Nour went shopping and liked a very expensive dress that she wanted to buy. However, she didn't have **much / any** money, so she bought a cheaper one.
- 5 As I walked down the street, I saw a poor man. He wanted **much / a little** food, so I gave him some.

5

6 Choose the correct answer. (1 mark each)

- 1 When a person wears clothes that are up to date in style, then that person is _____.
a. smart b. trendy c. formal
- 2 My friend and I visited the charity shop _____ sells donated items.
a. where b. who c. that
- 3 After he finishes university, Nader has decided that he _____ travel around the world.
a. is going to b. will c. am going to
- 4 The opposite of huge is _____.
a. big b. tiny c. weightless
- 5 It is very important for colleagues to _____ so that the job is done efficiently.
a. represent b. communicate c. lead

5

7 Find five words that are adjectives and five words that are verbs. (1 mark each)

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

Adjectives

Verbs

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

10

Total

50

A new business idea

VOCABULARY

- 1 Replace the underlined words with their meanings from the box.

goods assistance
ordinary new and fresh
people who are buying things
people who are selling things

- I've never seen a design like that before. It's very original! _____
- For your business to become successful, you have to know more about your typical customers. _____
- It's important to give customers good service. _____
- Do you often try new products, or do you always use the same one?

- This company provides us with excellent services. I like it! _____

GRAMMAR

- 2 Rewrite the second sentence so that it has the same meaning as the first. Use the Present Perfect Simple and the words in brackets. Add or change any words as necessary.

- We got here at nine o'clock. We're still here. (since)
We've been here since nine o'clock.
- Fifteen years ago, my aunt and uncle went to Canada. They're still there. (for)

- Faisal is very good at football. He started practising this sport when he was very young. (since)

- Samia is fasting for Ramadan. She started fasting when she was 12. (since)

- My mother is a teacher. She began to teach 35 years ago. (for)

- 3 Look at the list of instructions about a camping trip. Complete the rules with **will**, **won't**, **be going to** or **not be going to**.

Camping trip

- Bring your own towel because there _____ be any towels at the camp.
- Bring only old clothes. If you wear good clothes, they _____ get ruined.
- We _____ have a reading night on Tuesday, so bring your favourite book with you. You _____ need it.
- You can bring a camera if you have one, as there _____ be an opportunity to observe some wild animals during the day.
- Don't bring your hiking boots with you. We _____ go hiking anymore because it will rain.



READING

- 4 Look at the photo. What product do you think Jimmy invented?
- 5 Read the text and check your answer. Then, complete the underlined phrases in the text with the verbs and phrases from the box so that they form meaningful sentences.

provide work out design make set up find out



Jimmy Tomczak, from Michigan, USA, enjoyed walking in the countryside, but he couldn't find the right shoes to wear. Most good quality, lightweight shoes cost too much, so he decided to (1) _____ his own product.

One day, he was helping a builder to repair a roof of a house. Instead of using expensive material, they used old advertising boards, which were made of a lightweight strong plastic. After six months, the roof was still in good condition. The plastic proved to be strong as well as waterproof. That encouraged Jimmy to (2) _____ more about this material and to use it in his shoe production.

He created 20 shoe models before he was satisfied with the final design and could (3) _____ a business.

At first, he didn't sell his shoes to (4) _____ a profit, but after a while, he managed to (5) _____ the right costs in order to set a price. All the sandals are made locally, using local workers. Now Jimmy's business is very successful. He is selling about 1,000 pairs of his special shoes every month.



6 Answer the following questions about Jimmy Tomczak's invention.

1 Why did Jimmy want to produce his own shoes?

2 What did Jimmy think of the plastic advertising boards?

3 How do we know that Jimmy's product is ethical and environmentally friendly?

4 Why would anyone buy Jimmy's shoes? Explain.

5 What modifications would you make to improve Jimmy's invention?

GRAMMAR

7 Look at Amal's diary for next week. Use the diary to write conditions for each day using the First Conditional.



Sunday	attend a presentation about future careers
Monday	go shopping with Mum
Tuesday	visit the dentist
Wednesday	tidy my bedroom
Thursday	collect food, warm clothes and toys for the needy
Friday	go camping with my family
Saturday	visit Grandma

Sunday: If she doesn't have a school project, she will attend a presentation about future careers.

Monday: _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Saturday: _____

READING

8 Read this job advertisement and answer the questions.

Do you enjoy being with children? Do you enjoy activities such as sports, arts and crafts? Then this job is perfect for you.

We are an early-learning centre in Irbid, looking for individuals who are interested in teaching young children in a supportive and caring environment. We would like teachers to work with children of all ages on the activity programmes. Please apply only if you have previous experience in working with children.

We need you to be friendly, enthusiastic and energetic, and to have the ability to teach activities to young children.

10 We provide training and a uniform.

Send us an email today for an interview.



1 What are the five skills and qualifications required to apply for this job?

2 Do you think you are suitable for this job? Explain why / why not.

WRITING: AN ADVERTISEMENT

9 Read the advertisement and write down two reasons why the item is for sale. Then, briefly state your opinion on whether you are convinced and say why.



Five games in one £10

Item number: 65742367123

You are signed in

Watch this item

Description

This item is in excellent condition. It has a very low starting price because I need more space in my room. I have had this collection for five years, but I haven't used it very much (I prefer playing computer games). I can send it to you in the original box, with the instruction manual. The games are all very popular. I have played them and checked that they are in good condition. They also come in their original boxes. If you want to get a good deal, go for this item!

Reason 1: _____

Reason 2: _____

Opinion: _____

10 Which one of the items in the photographs do you think is in a good-enough condition to buy? Write a short paragraph describing the object and explaining why you would choose to buy it.



11 Choose something that you own and no longer want to keep. Write an advertisement for it for an auction website.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can find synonyms of words and expressions related to business.			
I can rewrite sentences using the Present Perfect Simple with <i>for</i> and <i>since</i> .			
I can identify the difference between <i>will</i> and <i>be going to</i> .			
I can use the vocabulary related to business to complete sentences.			
I can write a diary using the First Conditional.			
I can identify characteristics of a suitable person for a certain job.			
I can state my opinion about an advertisement.			
I can write a paragraph to describe an item for sale.			
I can write an advertisement for an auction website.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 1 Rainforests

VOCABULARY

- 1 Complete the sentences with the following words related to rainforest animals.

bats spider habitat
hidden snake kangaroo rat

- 1 The _____ is a native animal of Australia.
- 2 The rainforest in Panama is the natural _____ of the red-eyed tree frog. It's almost impossible to see because it likes to remain _____ in the leaves of trees.
- 3 The wing size of some species of _____ can be as large as 1.8 metres!
- 4 A _____ looks similar to a mouse, but it is much larger, with a longer tail.
- 5 Do you know how many legs a _____ has got? It has 8 legs!



GRAMMAR

- 2 Choose the correct alternative.

a My uncle is an explorer. He has (1) **yet** / **already** been to some of the world's most faraway places. He hasn't been to the Amazon (2) **yet** / **already**, but he has (3) **yet** / **already** planned his trip there next year.

b **A:** I can't believe you've (4) **yet** / **already** done all your homework!

B: Well, I haven't finished my maths (5) **yet** / **already**, but I have written my essay and I've (6) **yet** / **already** done my history. So I'm nearly finished!

- 3 Rewrite the sentences with **yet** or **already**.

1 I haven't done my homework.

I haven't done my homework yet.

2 The lesson has finished.

3 He hasn't read the letter.

4 Have you read the book?

5 I've read it twice!

6 Have scientists discovered a cure for the common cold?

7 How many biscuits have you eaten?

8 I haven't had any biscuits.

VOCABULARY

4 Complete the text about rainforests with the nouns or adjectives from the box.

extinct insects logging volcano
oxygen plants species
surface tropical

Although rainforests cover only a small area of Earth's (1) surface, they contain more than half of the world's plant and animal (2) _____. Tropical rainforests breathe in carbon dioxide and breathe out (3) _____ every day, so they help to keep Earth cool. As many as 30 million species of plants and animals live in the four 'layers' of (4) _____ rainforests.

The tallest trees make up the top layer. There is a lot of sunlight here, and eagles, monkeys and butterflies live in the trees.

Underneath this top layer, the lower trees form a 'roof' over the area below. The leaves, flowers and fruit that grow there provide food for monkeys, birds and amphibians like tree frogs. Not much sunlight reaches the third layer, so here plants have even larger leaves to reach the light. Many animals live here including jaguars and leopards, along with many tiny (5) _____ – ants and caterpillars.

Lower down, on the forest floor, it is very dark and hardly any plants grow there – but it is home to the largest animals. Unfortunately, every year (6) _____ destroys around 200,000 square kilometres of rainforest. The rainforest and many of the creatures and (7) _____ in it are in danger of becoming (8) _____.

We need to conserve this important and valuable part of our planet.



5 Find words in the text with the following meanings:

- 1 air that we breathe oxygen
- 2 cutting down trees _____
- 3 top layer of something _____
- 4 varieties or types of animals or plants _____
- 5 no longer exists _____
- 6 small animals with six legs _____

6 Read the words related to animals from the box and answer the questions.

monkey frog bear fly ray
hummingbird shark parrot

- 1 Which three can fly? _____
- 2 Which three can swim? _____
- 3 Which two have hair on their skin? _____
- 4 Which of the above animals is an insect? Use the word to write your own sentence. _____:

READING

7 Read the text, and then find the correct sentences (a–d) for each gap (1–4) in the text.

Birds in Jordan

(1) _____. Millions of birds pass through Jordanian skies each year, some of which stop to spend the winter and others to feed, drink or rest before moving on with their journeys.

Some of the most important natural landscapes to spot migrating birds are the Gulf of Aqaba, the Dead Sea, Wadi Araba and the Jordan Valley. Some examples of those birds are small Warblers, huge White Storks and colourful Rollers and Bee-eaters.

(2) _____.

Some people would never imagine how Jordan, with its many deserts, could be a habitat for so many different species of birds. (3) _____. For example, there exist 13 species of lark that have brown feathers. Their feathers help them to hide easily among the desert's rocks and sand.

Unfortunately, the Houbara Bustard, which was an important member of the Jordanian desert in the past, is now extinct because of hunting. This is one example of the many other birds and animals that are in danger. (4) _____.

- a** That is why we should try and stop this criminal act before it is too late!
- b** However, over the years, some birds learnt to adapt to the desert climate and are now considered to be desert species.
- c** Since Jordan is located on one of the main flyways of the world, it is becoming more popular with bird watchers.
- d** However, birds of prey such as eagles, hawks and falcons can be seen over the mountains of Petra and Wadi Rum where they take advantage of the desert's heat to store energy.



WRITING

8 Which of these things have you already done? Which haven't you done yet? Write sentences.

- 1** read a whole book in English
I have already read a whole book in English.
- 2** seen a wild animal

- 3** won anything

- 4** tried Japanese food

- 5** helped a poor person

GRAMMAR

9 Find four mistakes in the use of the Present Perfect with *yet* and *already*. Underline and correct them.

My family and I go on holiday every summer, but the holiday we went on to Jordan was the best. It has yet been three years since I have been back from my incredible trip. Even though my parents have yet been to the Lost City of Petra, they enjoyed it again as much as I did. The unique temples and tunnels that are carved in the pink rocks are amazing. Although I have already taken so many pictures, I still haven't had enough of it already. I am planning to visit again soon. So if you haven't thought about going to Petra already, you should really start considering it!

Unit 2 Treasures of the earth

VOCABULARY

1 Reorder the letters to find the names of five jewels using the given clues.

1 erbam (a brown fossilised resin)

2 aldreem (a green stone) _____

3 miaddon (a white stone) _____

4 byur (a red stone) _____

5 elarp (found in a shell) _____

GRAMMAR

2 Choose the correct modal verb.

1 A: Look at that old car! I wonder how much it costs.

B: It *must* / *can't* be expensive – it's in very poor condition.

2 A: Oh dear! We're a bit late. We *might* / *can't* miss the bus.

B: Never mind. If we walk really quickly, we *could* / *must* be there on time.

3 A: Where's Mum?

B: I'm not sure. She *can't* / *must* be home because her bag is here. She *can't* / *might* be in the kitchen, or she *might* / *must* be in the garden.

4 A: I can't find my pen.

B: Look in your pencil case – it *can't* / *might* be in there.

A: It isn't in there. It *must* / *might* be in the classroom, on my desk.

3 Read the situations and complete the sentences with one of the following: *must*, *could*, *might* or *can't*.

1 You see your neighbour running out of the house to school. School starts in five minutes. He must be late.

2 You receive a postcard in the summer from your friend. It has a French stamp. She _____ be in France on holiday.

3 You see a watch on a desk at school. Hala said she couldn't find her watch. Ali is looking for his new watch, too. The watch _____ be Hala's and it _____ be Ali's.

4 You haven't seen any lights on in your neighbour's house for a week, and their car isn't there. They _____ be at home. They _____ be on holiday.

5 He worked all day. He _____ be tired.

6 There is a red fruit in the fruit bowl on the table. It _____ be a banana.

7 You need your calculator for your maths homework. It _____ be in your schoolbag.

READING

4 Look at the photo. What do you think the text will be about?

5 Read the text and check your answer.

Since ancient times, pearls have been among of the most valuable jewels – almost as valuable as diamonds. However, pearls differ from these gemstones in several ways.

5 In fact, they are not really stones at all.

Unlike diamonds and emeralds, pearls haven't been dug out of the earth. They come from the sea, and are mainly found in tropical oceans. A pearl is created in the stomach of a living sea creature, the oyster.

10

When some sand gets inside the shell of an oyster, the oyster covers this area of its shell with layers of a mineral called mother-of-pearl. They harden and produce a pearl. It doesn't sparkle like a diamond, but it has a beautiful, silky finish.

15

In 1894 CE, Kokichi Mikimoto, a Japanese businessman, discovered a way to make pearls. He put a small natural mother-of-pearl 'bead' into a living oyster shell. The oyster began to cover the 'bead' with more layers of mother-of-pearl, and eventually the bead became a pearl.

20

After this, the Japanese pearl manufacturing industry grew rapidly. Now it's possible to produce millions of pearls all the time. Many of these pearls look just as beautiful as natural pearls but they are much cheaper. Natural pearls are far too expensive for anyone except the richest people!

25

30



6 Answer the following questions.

1 How are pearls different from diamonds?

2 What kind of ocean produces pearl oysters?

3 What causes an oyster to start producing mother-of-pearl minerals?

4 When were the first manufactured pearls created?

5 How were they created?

6 How are natural pearls different from manufactured pearls?

VOCABULARY

7 Label the following pictures, then answer the question below.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

Which three of the above objects do you mostly use in your everyday life? Justify your answer.

8 Fill in the blanks with the appropriate words related to jewellery and precious stones.

- 1 _____ is not a white metal. It's a yellow metal.
- 2 Amira is wearing a bracelet on her wrist and a _____ around her neck.
- 3 Diamonds, emeralds and rubies are _____ stones, unlike glass.
- 4 Yesterday, Zaid found an oyster on the beach. There was a _____ inside it.
- 5 Necklaces, bracelets and rings are pieces of _____ used for personal ornament.

WRITING: A PRESENTATION

9 Write notes for a presentation describing some 21st century objects.

Museums contain objects that tell us a lot about the lives of people long ago. Make a list of everyday objects that will tell future generations about life in the 21st century in Jordan. Include a short description of each object and why you chose it (what does it tell people about your lifestyle / culture?). Think of objects representing:

everyday life at home

entertainment

jewellery and clothing

education

sports and hobbies

10 Imagine a time in the future. You are giving a presentation to a group of students about the objects from the 21st century. Write the presentation. Describe the objects and say what they were used for, how they were used and what they tell us about the lives of people in the 21st century.



WHAT I CAN DO

	Always	Sometimes	Rarely
I can use vocabulary related to wildlife to complete sentences.			
I can use the Present Perfect Simple with <i>yet</i> and <i>already</i> .			
I can match words related to rainforests with their meaning.			
I can categorise the different types of animals.			
I can choose the correct sentences to complete a text.			
I can write true sentences using <i>yet</i> and <i>already</i> .			
I can list the things to do on a holiday.			
I can write a letter about my holiday.			
I can use clues to find names of jewels.			
I can use modal verbs of possibility correctly to complete sentences.			
I can extract information from a text to answer questions.			
I can match words related to ancient treasures with pictures.			
I can write a presentation describing objects from the 21 st century.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 3 The Nobel Prize

VOCABULARY

1 Complete the sentences about the Nobel Prize with the words from the box.

Chemistry Nobel Prizes Literature Medicine Physics Peace

- In 1921 CE, Albert Einstein won the Nobel Prize in _____ for his research into light and how it travels.
- The Swedish scientist Alfred Nobel founded the _____ in 1901 CE.
- In 1999 CE, the Nobel Prize in _____ was awarded to Ahmad Zewail, an Egyptian scientist, for his work on chemical reactions.
- The Nobel Prize in _____ for the year 1945 CE was awarded to Sir Alexander Fleming for his discovery of penicillin.
- Since 1901 CE, there have been six Nobel Prizes every year for Sciences, _____, Medicine, Physics, Chemistry, Economic Sciences and Peace.

GRAMMAR

2 Complete the sentences with the Present Continuous form of the verbs in brackets.

- We **are learning** (learn) about Alfred Nobel at the moment.
- I _____ (not think) about anything else right now. I _____ (concentrate) on my work.
- A:** What _____ you _____ (do)? _____ you _____ (look up) information for your project?
B: No, I _____ (send) an email to someone.
- What book _____ you _____ (read) at the moment?
- My dad _____ (repair) my bike, but it _____ (take) so long! He's been working on it for days already.

3 What annoying things are these people always doing? Write sentences.

- She / make noise when I'm asleep.
She's always making noise when I'm asleep.
- He / forget where he has put things.

- Salwa / eat sweets.

- The children / tell jokes.

- The dog / bark.

- You / talk on the phone!

- Zaid / complain about his job.

READING

4 Look at the photo. What do you think you are going to read about?



5 Read the text and check your answers.

Since 2005 CE, different Nobel winners from all over the world have attended The Petra Conference of Nobel Laureates. Every year, His Majesty King Abdullah II Ibn Al Hussein hosts this important event in Petra – a city that is considered as one of the world's wonders, and which has become a symbol of ancient civilisations.

5 During Jordan's Third Petra Conference of Nobel Laureates in 2007 CE, scientists and participants who have won Nobel Prizes discussed and developed a very interesting idea to support new scientific projects in the Middle East. The goal behind this idea is to encourage cooperation in the region, mainly amongst the young generations. All the participants agreed to start this project with an amount of ten million dollars donated by some generous people.

6 Answer the following questions.

1 Suggest a good title for the text.

2 How many years ago did The Petra Conference of Nobel Laureates start?

3 What major decision was taken during the third conference in 2007 CE? Do you think it was a good idea?

4 Find an appropriate place in the text to insert the following sentence:

These winners belong to the six different fields of Physics, Chemistry, Economic Sciences, Medicine, Literature and Peace.

7 Match the words from the text with the words that have the opposite meaning.

- | | |
|----------------------|---------------------|
| 1 winner | a discourage |
| 2 attend | b loser |
| 3 interesting | c old |
| 4 encourage | d miss |
| 5 young | e boring |

VOCABULARY

8 Complete the text with the words related to healthcare from the box.

equipment progress findings
laboratory microscope report
research hypotheses



I chose to become a Medical Technologist because I always knew I wanted a career in healthcare. After completing my Science degree, I got my first job in a

5 (1) laboratory. I'll never forget the first time I put on my white coat. It was really exciting!

A typical work day for me starts at 7:00 am and ends at 3:30 pm. I am responsible
10 for performing tests on blood samples from hospital patients. Scientists are always coming up with new (2) _____ about how diseases are caused, and they then carry out (3) _____ to test whether
15 these ideas should be explored further.

Our laboratory has a lot of the most up-to-date technological (4) _____ to help us do this, for example, this very expensive scientific (5) _____ that I
20 am using to analyse the blood sample. I am still working on something now but when I finish it, I'll write up my (6) _____ in a (7) _____, and the doctors will study it.

9 Match the verbs and the nouns to make phrases.

- | | |
|---------------|----------------------------|
| 1 choose | a a report |
| 2 report | b an experiment |
| 3 carry out | c a microscope |
| 4 look down | d a hypothesis |
| 5 investigate | e a subject to investigate |
| 6 write | f the results |

GRAMMAR

10 Correct the underlined verb form in each sentence. Then, rewrite the sentences using the correct tense.

1 Scientists first ask a question about why something will happening, and then try to explain it with a hypothesis.

2 All around the world, scientists are discovered new cures for diseases.

3 Today, scientists makes progress in all the different fields of the subject.

4 Science today will change our lives, and it has the answer to many of the world's problems.

Unit 4 Science and scientists

VOCABULARY

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

ecology	a branch of	the earth is made of different rocks
botany	working for	biological science concerned with plants
zoology	studying how	protection of the natural world
astronomy	study relating	with the stars and planets
geology	the study	of relationships between living organisms and
environmental	a natural science	the world they live in
science	that deals	to the animal kingdom

Ecology is the study of the relationships between living organisms and the world they live in.

GRAMMAR

2 Complete the sentences with the correct form of the verbs in the first column.

1 think	I _____ studying Science at university is my best option.	I _____ about studying Science at university.
2 look	He _____ very healthy!	He _____ at a hair through the microscope.
3 have	_____ you _____ a car, or should I pick you up?	We _____ dinner with all the family this evening.
4 enjoy	I _____ studying in the garden whenever I have exams.	Don't turn off the TV! I _____ this film.

3 Complete the telephone conversation with the correct form of the verbs in brackets.

A: Hello Tareq. What are you doing?

B: Hi Ramzi. I (1) _____ (study) for my entrance exam next week.

A: (2) _____ you _____ (plan) on applying to the Jordan University of Science and Technology?

B: Yes, I am. I (3) _____ (want) to become a science teacher, and they (4) _____ (have) one of the best programmes in the country.

A: Wow, that's amazing! (5) _____ you _____ (think) it is possible to get accepted?

B: Of course it is! Where there's a will, there's a way!

4 Complete the table with the verbs from the box. Then, choose two verbs from each column to write your own sentences.

think run know mean taste
study love eat have

State	State and Dynamic	Dynamic
know		

I know how much you enjoy school because I do too!

VOCABULARY

5 Solve these riddles to find out the words related to science.

Muneer:
I use a telescope to observe stars and outer space.
Who am I? _____

Jaber:
I use the microscope a lot to observe and study the organs of animals.
Who am I? _____

READING

6 Read the text and list all the words for people connected with science. Then complete the table.

Mohammad Ibn Zakariya Al Razi (865 CE–925 CE) was a physician, a chemist, musician and mathematician. He was born in Rayy, near the city of Tehran, Iran. He worked at the Royal Hospital at Rayy.

Al Razi was also a writer of many books on medical and scientific subjects. *Al Mansuri* and *Al Hawi*, his reviews of medicine, were translated into several languages.

Al Razi was also a researcher. In chemistry, he was the first to produce sulfuric acid. As a biologist, Al Razi developed an early system of classifying substances into plants, animals and minerals.

For all these reasons, Al Razi is known as a very important scientist in history.

Noun (person)	Noun (subject)	Adjective
1 physician physicist*	_____	_____
2		
3		
4		
5		

* a physician: a doctor
a physicist: a scientist who studies physics

Amal:
I study and forecast the weather conditions.
Who am I? _____

Randa:
I don't only work in a laboratory. I study the outer layer of the earth.
Who am I? _____

READING

7 Look at the first paragraph of the text. What theory do you think the text is going to explore?

8 Read the text and check your answers.

Do you want to improve your study skills or write a book? Do you want to become a distinguished student? Surrounding yourself with the right colour might help!

5 The question of the effect colour has on the brain has always amazed scientists. Many have witnessed that red makes people feel stronger and more powerful, specifically the deep red colour.

10 In a study, researchers at a top university carried out tests on 600 people to see how well they used their skills. They were trying to test their hypothesis that the colour red or blue affects us in different ways.

15 The findings showed that people could remember details better when they looked at images against a red background, for example, a computer screen. On the other hand, they were able to be more creative
20 when the background colour was blue.

The hypothesis is that red, which is connected with emergency and warning (fire engines, traffic lights, etc.), makes people feel more alert, and so they are
25 able to pay attention to detail. Blue is a relaxing colour, which helps to bring out people's creativity.



9 Answer the following questions.

1 How did scientists carry out their research?

2 According to the report's findings, which would be a better background colour for someone revising for a science test? Why?

3 According to the report's findings, which would be a better background for someone writing a poem? Why?

4 Why do people respond to red with more focus and attention to detail?

5 What type of red is likely to make people feel stronger and more powerful?

6 Do you agree with the research you have read about? Why?

VOCABULARY

10 The following words are found in the text you just read. Find them and write their definitions. Then, write your own sentences using these words.

1 distinguished: _____

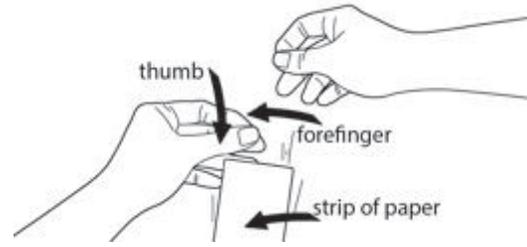
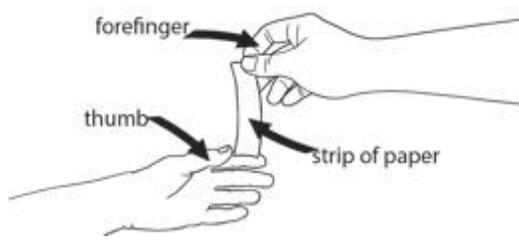
2 witness: _____

3 hypothesis: _____

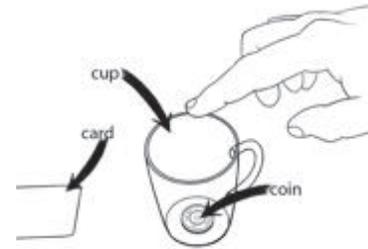
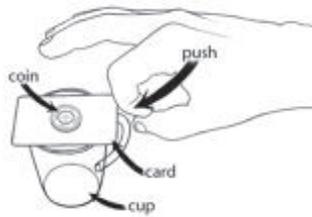
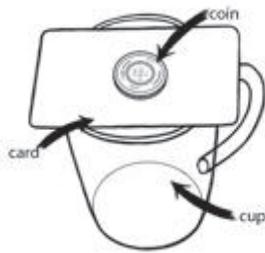
WRITING: A REPORT ABOUT YOUR OBSERVATIONS FROM AN EXPERIMENT

11 Work in pairs. Carry out the following experiments with paper. Use the pictures and the words to describe the experiments.

1 PAPER DROP



2 COIN DROP INTO CUP



12 Now write the findings (explanation) of both experiments. What happened, and why?

1

2

WHAT I CAN DO

	Always	Sometimes	Rarely
I can use words related to the Nobel Prize to complete sentences.			
I can write sentences with the correct form of the Present Continuous.			
I can extract information from a text to answer questions.			
I can match words with their opposite meaning.			
I can use vocabulary words related to science to complete a paragraph.			
I can match verbs and nouns to make phrases.			
I can prepare a survey to investigate a subject.			
I can match words and phrases to find definitions related to science.			
I can identify the difference between Present Simple and Present Continuous.			
I can use state and dynamic verbs to write sentences.			
I can use words connected to science to write sentences, complete a table and write definitions.			
I can report my observations from an experiment.			

Total number of ticks		
Always	Sometimes	Rarely

Revision A

- 1  Listen to a newspaper article about a new invention. Then, complete the following table with the necessary information.

Name of inventor	
Profession	
Name of award	
Name of invention	
Characteristics of invention	1. 2. 3. 4.

- 2 Do some research about one of the nature reserves in Jordan. Then, write a leaflet about this nature reserve. Include in the leaflet the location of the reserve, the types of plant in it, the types of animal species in it, etc.

- 3 Work in pairs. Discuss with your partner what you have already done today and what you haven't done yet.

A: I have already had *breakfast*.

B: I haven't tidied my *bedroom* yet.

- 4  Listen to an advertisement about a new science museum opening soon. Write down the activities available there. Mention whether they are state or dynamic verbs.

Activity	State verb	Dynamic verb
watch documentaries		✓

Unit 5 Exploring wildlife

VOCABULARY

- 1 Join the words from each box to make words connected with polar regions. Use each word only once.

ice stream ice wild snow

lined storm life berg floe

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- 2 Write your own sentences using the words in exercise 1.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

GRAMMAR

- 3 Join the sentence parts (1–6) and (a–f).

- 1 If I had a car,
- 2 I wouldn't enjoy a trip to Antarctica
- 3 If I studied more,
- 4 If I had a lot of money,
- 5 I wouldn't stay up late
- 6 If I found a wallet in the street,
- a I would drive you to the station now.
- b I'd give it to the police.
- c I'd travel around the world.
- d if I were you.
- e if I didn't have warm clothes.
- f I would do very well in my exams.

- 4 Use the beginnings (1–6) in exercise 3 to write your own sentences in your notebook.

- 5 Use the phrases to write questions in the Second Conditional.

- 1 What / you do if / find a valuable old coin in the street?
What would you do if you found a valuable old coin in the street?
- 2 you be happier if / have more brothers and sisters?

- 3 How / you feel if / win a prize at school?

- 4 Where / you go if / have a free plane ticket?

- 5 What / you say if / meet a famous person?



READING

6 Look at the photo. What do you think you are going to read about?



7 Read the review and check your answer.

Travel Review

Trip of a Lifetime

If you decide to travel on a boat trip to the Red Sea, it will be the trip of a lifetime. I spent five days there on a ship with professional divers and visitors just like me, and it's been one of the best experiences of my life.

One place I would recommend, if you plan on diving, is Aqaba in Jordan because it is one of the most popular dive destinations in the world. If you go to the Red Sea reefs, you'll be able to see more than 200 soft and hard corals. Those reefs are the main source of food and shelter for the diverse wildlife that lives there, which includes a lot of different species of marine animals such as jellyfish, sponges and sea turtles.

If you are the kind of person who loves beautiful scenery, then you won't want to leave this place, especially that the water is exceptionally clear. So, if you have the time and money, you should really visit the Red Sea.

8 Find words in the text with the following meanings:

- 1 living creatures in the area _____
- 2 a soft marine animal _____
- 3 a large marine animal that has a shell and flippers _____
- 4 a journey on a ship or boat _____
- 5 an animal that has the same name as something used for washing and cleaning _____

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

- 1 The Arctic is one of the most popular dive destinations.
- 2 People who love beautiful scenery won't like the journey.
- 3 The Red Sea reefs are home to more than 200 soft and hard corals.
- 4 The water at the Red Sea is very clean and clear.
- 5 Coral reefs aren't a necessity for the survival of marine animals.

VOCABULARY

10 Complete the text about leopard seals with the nouns and adjectives from the box.

**fat flippers frozen penguins
nostril streamlined webbed**

Leopard Seals are the largest of the true Antarctic seals. They can grow to over 3 metres and weigh, on average, 540 kilogrammes. They are usually found on pack ice, but they also spend a lot of their time around the breeding grounds of (1) _____ – their main food. Their smooth, flat (2) _____ bodies are well adapted to their natural environment in several ways:

- Like most other seals, they keep warm in the (3) _____ Antarctic with a thick layer of (4) _____ under their skins.
- They have wide, flat (5) _____ that they use like arms to help them swim more powerfully. The bones on these body parts are very long, and the skin between them is (6) _____ like the feet of a bird.



WRITING

11 Imagine that you are thinking about going on an Antarctic holiday. Complete the questions in the Second Conditional.

- 1 who / take with you?
- 2 how long / stay?
- 3 when / go?
- 4 what / do there?

1 If you went on an Antarctic holiday, who would you take with you?

- 2 _____
- 3 _____
- 4 _____

Now answer the questions using the Second Conditional.

1 If I went on an Antarctic holiday, I would take my friends Abla and Mariam.

- 2 _____
- 3 _____
- 4 _____

GRAMMAR

12 Write sentences using the Second Conditional.

1 If I (read) more English books / my vocabulary (improve).

2 I (ask) for help / if I (can't) do my homework.

3 If you (have) more time / you (do) more sports?

4 If I (go) to Wadi Rum / I definitely (take) my camera.

Unit 6 Planning a trip

VOCABULARY

1 Match the following nouns from the box with their definitions 1–7.

plain scenery glacier journey
highlight route canyon waterfall

- 1 beautiful landscapes scenery
- 2 water flowing down a steep cliff _____
- 3 a line of a road _____
- 4 a large, flat and treeless land _____
- 5 'the best or most exciting thing' _____
- 6 a deep valley in a mountainous area _____
- 7 a frozen river of ice _____

GRAMMAR

2 Complete the suggestions with the correct form of the verbs in brackets.

- 1 Shall we go to the library this afternoon? (go)
- 2 Why don't we _____ something to eat? (have)
- 3 How about _____ a DVD? (watch)
- 4 Let's _____ table tennis. (play)
- 5 What shall we _____ from the menu? (order)
- 6 What about _____ by train? It's cheaper. (travel)
- 7 Why don't we _____ at the station? (meet)
- 8 Let's _____ our holiday! (plan)

3 Complete the dialogue. Then number the lines in the correct order.

A: That / good idea. / What / we watch?

A: OK, how / look up the TV schedule in the newspaper? Ah! My favourite programme is on! / we watch it? It's a comedy.

I A: What / we do tonight?

What shall we do tonight?

B: Yes, I / love / watch it.

B: Let / watch TV.

B: I don't know. Why / we see what's on?

4 Complete the dialogues with *will, won't* or *shall*.

1

Adel: What (1) shall we give Mum for Mother's Day?

Dad: How about buying her some flowers? I (2) _____ buy them from the market at the weekend.

2

Jameel: Oh dear, this box is really heavy! I can't carry it on my own.

Badria: (3) _____ I help you?

Jameel: That's really kind of you, but I don't think you (4) _____ be able to carry it either.

3

Labib: (5) _____ we go to the park now?

Jihad: Sorry, I (6) _____ be able to – I've got too much homework to finish.

4

Nada: Do you think you (7) _____ travel around the world when you finish school?

Randa: No, I (8) _____ – because I (9) _____ be at university, studying to be an English teacher!

VOCABULARY

5 Answer the questions in your own words.

1 What is the difference between a waterfall and a glacier?

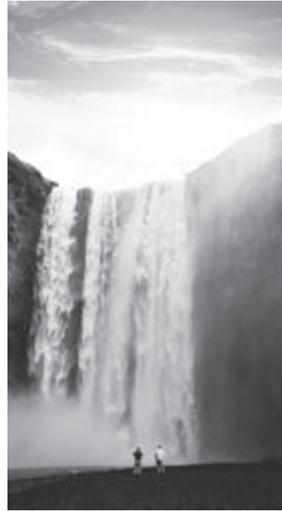
A waterfall is a river flowing down a steep cliff, and a glacier is a frozen river of ice.

2 Which one is flatter – a mountain or a plain?

3 What's the difference between a mountain and a mountain range?

4 Which item would you take on a holiday in the snow – skis or shorts?

5 What's the difference between an insect repellent and a mosquito net?



6 Complete the sentences about planning trips with the words from the box.

shorts ferry guidebook
passport skis suitcase tent
towel waterproof

- 1** If you want to swim in the sea, you must bring your swimming costume and a _____ to dry yourself with after your swim.
- 2** It's a good idea to keep valuables like money and your _____ in a safe place when you travel.
- 3** If you go to England, you should take a _____ coat – it rains a lot.
- 4** At the mountain resort, you can hire _____ and a warm jacket for a skiing holiday.
- 5** Let's go camping. I'd love to sleep in a _____ under the stars.
- 6** It's useful to have a _____ when you travel in a foreign country.
- 7** What have you packed in your _____ for your trip? I hope you've packed lots of sunscreen!
- 8** How are you going to travel to the island? Are you going to take the _____ across the sea?



READING

7 Look at the photo. What kind of organisation do you think you will read about?

8 Read the text and check your answer.

Thair Ayash, from Jordan, founded The Jordan Ranger Exploration and Adventure Centre in 2005 CE. This centre is an organisation which focuses on exploration and adventure for all age groups, especially the young.

The main goals of this organisation focus on educating people through courage. It allows
5 all the participants to get to know the environment and learn to live with it. They also get the chance to explore all the awe-inspiring scenery of Jordan, such as the deserts, mountains, cliffs and valleys.

In 2011 CE, the centre discovered new archaeological sites and locations, such as the Qleed Falls. Also, a hundred Jordanian youth climbed the highest peak in Jordan, Um al-Dami
10 Mountain, which is 1,854 metres high. After they reached the top, they raised the Jordanian flag.

The Jordan Ranger Exploration and Adventure Centre still has many interesting plans for the future in Jordan and abroad. Their aim is for the whole world to experience the hospitality of the Jordanians and discover the beauty, history and traditions of Jordan.

9 Find words in the text with the following meanings:

- 1** land that is surrounded by hills or mountains _____
- 2** impressive and amazing _____
- 3** a sharp rock _____
- 4** relating to the study of ancient civilisations _____
- 5** friendly and generous welcoming _____

WRITING

10 Write down four sentences about four different things you would like to do, know about or observe in Jordan.

I would like to go on an adventure in the forest of Ajloun.

11 Do you think The Jordan Ranger Exploration and Adventure Centre could help you with everything you wrote about in exercise 10? If yes, would you like to become a part of it? Write down your opinion.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can form expressions related to polar regions.			
I can write sentences using the First and the Second Conditionals.			
I can match words related to journeys with their definitions.			
I can use the vocabulary related to Arctic regions and journeys to complete sentences.			
I can write an email of advice to a friend who wants to visit Jordan.			
I can make suggestions using <i>Shall, Let's..., How about...</i>			
I can write sentences giving suggestions in a dialogue.			
I can complete dialogues using <i>will, won't</i> or <i>shall</i> .			
I can state my opinion about an exploration help centre.			
I can write about a memorable trip.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 7 Weather and climate

VOCABULARY

1 Match the types of climate and their descriptions. Which one can you see in the photo?

1 polar	a very hot and dry during the day
2 tundra	b very cold, with ice and snow on the ground
3 mountain	c cold and dry, with short summers and little rain
4 desert	d hot and wet, with rainforests
5 monsoon	e colder at higher levels
6 tropical	f months of dry weather followed by months of heavy rain



GRAMMAR

2 Join the sentences with a relative pronoun.

1 This is the book. My teacher wants me to read it.

2 That's the boy. His mother is a teacher.

3 That's the primary school. I spent five years there.

4 Alia's the girl. She always gets top marks.

5 This is the pen. I always use it to write exams.

3 Join the sentence parts (1–5) and (a–e) using the correct relative pronouns from the box.

who where when whose which

- 1** I've been to a country
- 2** Where's the book
- 3** That's the man
- 4** July is the month
- 5** That's the teacher

- a** daughter has memorised the whole Qur'an.
- b** Taleb lent me?
- c** people go on holiday.
- d** helped me with my school project.
- e** there's a monsoon climate.

1 e. I've been to a country where there's a monsoon climate.

- 2** _____
- 3** _____
- 4** _____
- 5** _____

4 Complete the sentences with your own ideas. Work in pairs and discuss your ideas.

1 Miss Majeda is the teacher who teaches us English.

- 2** _____ is a person _____.
- 3** _____ is a country _____.
- 4** _____ is the city _____.
- 5** _____ is a sport _____.
- 6** _____ was the year _____.
- 7** _____ is the day _____.

VOCABULARY

5  Listen to Jordan's weather forecast, and then complete the sentences.

- 1 In Amman, the weather tomorrow is expected to be _____. So, put on your jackets everyone!
- 2 Don't forget your umbrellas tomorrow! There will be some _____ and light _____ in Amman.
- 3 It will be a little hotter in Aqaba, with lots of _____. So, why don't you go out and enjoy the nice weather?
- 4 For those who live in Jerash, be careful tomorrow! A strong _____ is on its way there!

6 Complete the sentences about climate change with the words from the box.

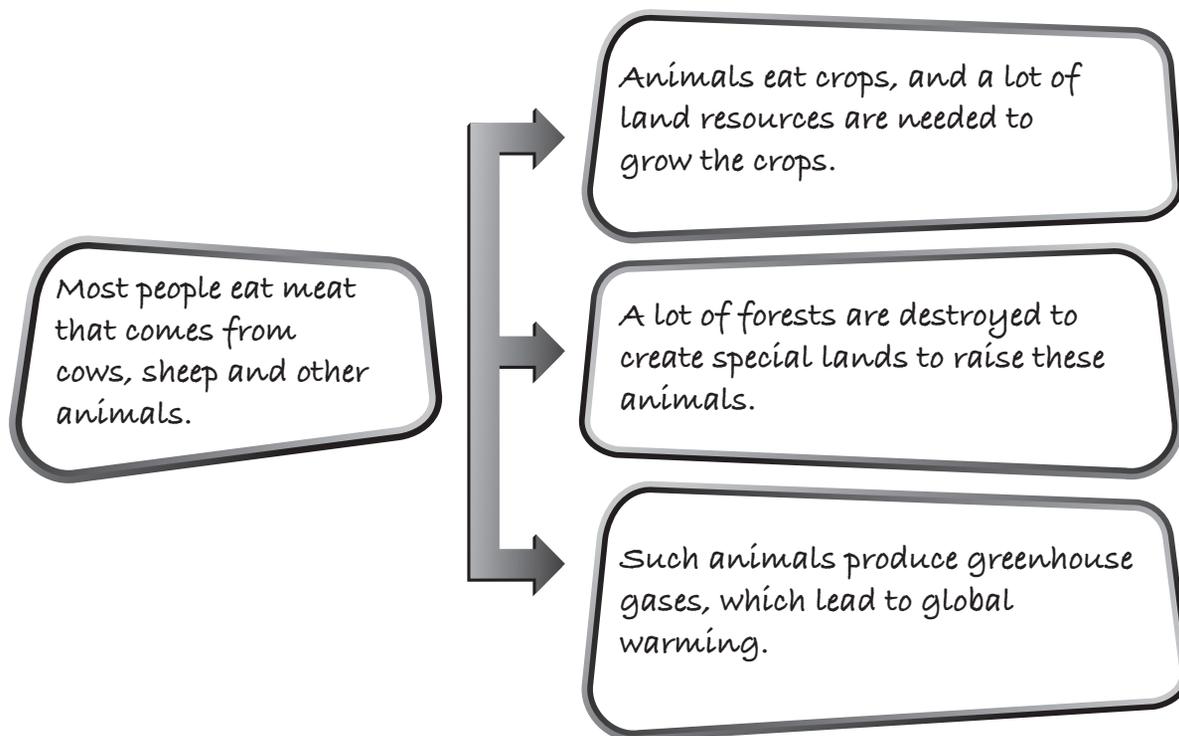
atmosphere crops droughts
global Greenhouse flood
sea levels temperature

How the world's climate is changing

- The (1) _____ is rising all the time, and Earth is becoming hotter.
- Melting ice causes a rise in (2) _____.
- (3) _____ gases in the world's (4) _____ lead to (5) _____ warming.
- Long periods without rain are called (6) _____. They can cause damage to (7) _____.

WRITING

7 Read Hamid's notes to find out how the kind of food we eat affects the environment. Then, answer the question below.



After reading Hamid's notes, what conclusion can you come up with? Justify your answer.



READING

8 Read the text and answer the questions.

The nine beautiful islands of Tuvalu, in the Pacific Ocean, have always been at a very low sea level. They are only just above the surface of the ocean now, but the sea is rising every year.

Tropical storms on the island have begun to get much worse since the 1980s. Rising sea waters cause floods. The floods are destructive – turning whole villages into lakes.

5 One of the problems is that the sea water is making the land too salty, so it is impossible to grow any crops.

This natural disaster has caused a feeling of sadness in the hearts of many, and experts believe it was caused by climate change. They think the problem is going to get worse. These tiny islands will disappear completely unless we can stop global warming.

10 The Tuvalans face a difficult dilemma. If they stay in Tuvalu, their lives will be in danger and their resources will no longer become sufficient. However if they leave, they will suffer deeply: Tuvalu is the only home they have ever known.

1 Why are the islands of Tuvalu under threat?

2 What will happen to the islands if global warming continues?

3 How do tropical storms affect the island?

4 What is the effect of flooding on people's food supply?

5 What are the two options that the Tuvalan people have?

9 Write a short paragraph suggesting solutions to reduce global warming. Use the words from the box below.

appliance organic conserve extinction

Unit 8 Earth

VOCABULARY

- 1** Find the words for the following definitions. The first letter of each word is given to you.
- the remains of an animal or plant preserved inside a rock **f**_____
 - a rock that moves around the sun **a**_____
 - unexpected and filled with action **d**_____
 - when the earth explodes inside and causes material to flow out **e**_____
 - the material that the outer layer of the earth is made of **r**_____
 - the period in time when the northern hemisphere was covered with ice **i**_____ **a**_____

GRAMMAR

- 2** Complete the sentences with the correct relative pronoun.
- This phone, _____ I bought second-hand, is just as good as any new model.
 - That girl, _____ name I've forgotten, goes to my school.
 - Al Zahrawi, _____ was a surgeon, developed many medical instruments still in use today.
 - People say the author's latest book, _____ I haven't read yet, is quite good.
 - Global warming, _____ is a subject I'm very interested in, is the topic of the conference.

- 3** Add the correct non-defining relative clauses (a–f) to the sentences (1–6).

- Lagos, _____, has a population of about 12 million.
 - Omar, _____, is a part-time waiter at a restaurant.
 - The original Globe Theatre, _____, burnt down.
 - My English teacher, _____, comes from Jordan.
 - The book, _____, has become a best-seller once again.
 - My cousin, _____, is coming to visit us.
- a** where actors first performed Shakespeare's plays
b which the author first wrote in 1920 CE
c which is a huge city
d who is still a student
e whose name is Miss Amal
f who lives in Canada



VOCABULARY

4 Complete the text about a volcano in Indonesia with the words from the box.

blocked dark ~~dramatic~~
 fertile froze provide
 warm small

The Mount Tambora volcano

The eruption of Indonesia's Mount Tambora on 5 April 1815 CE was one of the most

(1) dramatic eruptions in history. Signs of the eruption began when a (2) _____
 5 cloud of ash formed over the mountain.

The eruption (3) _____ out part of the sun's light for months afterwards.

June, July and August, which were usually (4) _____ months, were extremely

10 cold across Europe and North America that year. That's why, 1816 CE was called 'The Year Without a Summer'.

All over the world crops failed and farmers had to kill their cattle to (5) _____

15 food. At least 300,000 people starved or (6) _____.

In Indonesia, it took five years before the ground became (7) _____ enough for plants to grow again.

5 Use the words from the box in exercise 4 to put them under the two headings in the table below.

Adjectives	Verbs

WRITING

6 Join the sentences using the relative pronouns in brackets to make non-defining relative clauses.



1 In 1812 CE, Petra was discovered. It was one of the ancient world's 'lost cities'. (which)

2 Jean-Louis Burckhardt is a Swiss traveller and explorer. He discovered Petra. (who)

3 Jean-Louis Burckhardt began his long expedition in 1810 CE. His main purpose was to find the source of the River Niger. (whose)

4 A local guide helped him find the Tomb of Aaron. He was employed by Burckhardt. (who)

5 Petra is now Jordan's most-visited tourist attraction. It is famous for its amazing architecture and water system. (which)

READING

7 Read about volcanoes and choose the correct answers.

There are around 1,510 'active' volcanoes in the world. We currently know of 80 or more which are under the oceans. When these volcanoes erupt, they can cause tsunamis, floods and earthquakes.

5 Around 1.5 million years ago, some of the youngest volcanoes in Jordan were active. Back then, these volcanoes – like all other volcanoes – exploded when their top split open and the magma, under huge pressure inside the earth, bubbled up and erupted through the crack.

The many eruptions that happened back then resulted in the hardened lava that, today, covers almost 17% of Jordan. This cover is referred to as basalt. If you would like to see this basalt cover, you must visit the North Arabian basalt plateau, which covers an area of about 11,000 square kilometres in the northeast of Jordan.

At present, more than 40 volcanic centres can be easily found in Jordan. The northeastern part of Jordan is the best destination for visiting volcanoes. An example of a complete and undamaged volcano that can be seen from Azraq is Jabal Aritayn, Safawi. Luckily, these natural Jordanian volcanoes are now safe and no longer active.

1 What happens to the magma when the top of a volcano splits open?

- a It bubbles up and erupts.
- b It stays inside the volcano.
- c It turns into ashes.

2 What covers almost 17% of Jordan today?

- a magma
- b crust
- c basalt

3 What happened to the volcanoes in Jordan?

- a They disappeared.
- b They are no longer active.
- c They exploded.

4 How many natural volcanoes can still be found in Jordan today?

- a more than 80
- b more than 40
- c none

5 Which one is an example of a volcano in Jordan?

- a Azraq
- b the North Arabian basalt plateau
- c Jabal Aritayn

8 Find words in the text with the following meanings:

1 hot, melted rocks inside the earth

2 the hot material that flows down the surface of the earth after an eruption

3 a line on the surface of something that has split but hasn't separated into parts

4 a volcanic rock formed from the fast cooling of lava _____

5 a force applied to something _____

6 become more intense and about to blow up _____



WHAT I CAN DO

	Always	Sometimes	Rarely
I can match types of climate with their description.			
I can join sentences using relative pronouns.			
I can complete a weather forecast about Jordan.			
I can use vocabulary related to weather and climate to complete sentences.			
I can write about eating healthily to save the environment.			
I can extract information from a text to answer questions.			
I can match words related to flooding with their meaning.			
I can write a description of a country's climate and conditions.			
I can use non-defining relative clauses correctly.			
I can use vocabulary related to volcanoes to complete a text.			
I can identify the difference between adjectives and verbs.			
I can demonstrate my knowledge about volcanoes in Jordan.			
I can write a newspaper article about a disaster.			

Total number of ticks		
Always	Sometimes	Rarely

Unit 9 Tourist attractions

VOCABULARY

1 Look at the following words related to architecture.

spectacular marble plasterwork
dome calligraphy fountain
courtyard arch

Which one is...

- 1 a type of beautiful writing? _____
- 2 an adjective meaning 'incredible'? _____
- 3 a curved structure supporting the weight of a roof or wall? _____
- 4 a structure from which jets of water are pumped out? _____
- 5 an open area of ground surrounded by walls or buildings? _____
- 6 a rounded roof of a building? _____
- 7 ornamental work done with a paste that dries very hard and solid? _____

2 Complete the text with words from exercise 1.

King Abdullah I Mosque in Amman was built by the late King Hussein as a memorial to his grandfather.

- This (1) _____ place of worship for Muslims is covered by a huge blue (2) _____ that is beautifully made of mosaic. Up to 7,000 worshippers inside, and another 3,000 outside, gather for Friday prayers. The outside (3) _____ is extremely peaceful. It contains wide gardens and great (4) _____.



GRAMMAR

3 Complete the sentences in the Present Simple Passive using the verbs in brackets.

- 1 Guests are taken (take) to the hotel by helicopter.
- 2 French _____ (speak) in some countries in Africa.
- 3 This building _____ (regard) as a masterpiece.
- 4 All the rooms _____ (equip) with the latest technology.
- 5 This sculpture _____ (describe) as a symbol of the city in guidebooks.
- 6 Many palaces around the world _____ (construct) from marble.
- 7 Alhambra Palace _____ (consider) an important tourist attraction in Spain because of its rich Islamic history.

READING

8 Read the text and answer the questions.

What is medical tourism? It is when people leave their country and travel to foreign countries in order to receive medical treatment and cures for their health problems. For more than 30 years, Jordan has been a well-known medical tourism destination. Today, it is considered to be the first in the Middle East and fifth in the world for several reasons.

One important reason why medical travellers choose Jordan as their destination is because treatment there can cost 10-30% less than that in the United States. Also, most nationalities do not require a visa to enter the Jordanian borders, and this is a great advantage to most travellers.

Moreover, hospitals and medical centres offer treatments for simple diseases, such as headaches and flu, as well as major ones, such as heart and respiratory problems. Another type of treatment they offer is their touristic resorts, which might be a great benefit to patients. The main preferred ones are found at the Dead Sea, mainly because of their use of its therapeutic waters and mud.

Along with many other reasons, the above ones are good enough to prove that medical tourism in Jordan brings together health, fun and savings.



1 In your own words, describe what medical tourism is.

2 List three reasons why Jordan is chosen as a medical tourism destination.

3 Why are the resorts at the Dead Sea mostly preferred?

4 Do you agree that medical tourism in Jordan is healthy, fun and affordable? Why?

9 Find words and phrases in the text with the following meanings.

- 1 a sickness that affects the human body _____
- 2 relating to the curing of disease _____
- 3 a treatment that heals a disease _____
- 4 pain in the head _____
- 5 relating to or affecting respiration _____
- 6 an advantage obtained from something _____
- 7 a place that is a famous destination for tourists _____

WRITING: A FACTFILE

10 Write a factfile describing a place of beauty in Jordan, such as a natural reserve. First, do some research to find out and make notes of the following aspects of the area:

- scenery
- weather
- wildlife
- vegetation

Second, make a list of all the things to do and see there for people who are interested in that place:

- physical activities and sports
- photography
- bird-watching
- art and writing

11 Now, write a factfile describing your chosen place. Remember to use adjectives to make your writing interesting.

- ---

- ---

- ---

- ---

Unit 10 Cultural tourism

VOCABULARY

1 Complete the table with the words for people.

sculpture	sculptor
painting	
engineering	
art	
invention	
music	
science	

GRAMMAR

2 Complete the newspaper article with the Past Simple Passive form of the verbs in brackets.

The World's first public bronze statue of Nelson Mandela (1) _____ (show) to the public on March 31, 2004 CE in Johannesburg, South Africa.

5 The statue (2) _____ (unveil) by Mandela's eldest granddaughter. The six-metre high statue (3) _____ (carve) out of bronze, and it (4) _____ (complete) in February, 2004 CE. It (5) _____ (move) to Nelson Mandela Square in the middle of the night before the official unveiling the next day.

The statue (6) _____ (photograph) for the cover of a well-known magazine, and in this way, it (7) _____ (see) by people all over the world.

3 Use the words to write sentences in the Past Simple Passive.



1 The Parthenon / build by the Ancient Greeks.

The Parthenon was built by the Ancient Greeks.

2 Many famous buildings in Turkey / design by the great architect, Sinan.

3 The wheel / invent thousands of years ago.

4 The *Mona Lisa* / paint by Leonardo da Vinci.

5 Petra / construct by the Nabateans.

6 The first telephone call / make in 1876 CE.

7 The interior of the Burj Al Arab Hotel in Dubai / decorate by the Chinese designer, Khuan Chew.

8 Aluminium / first produce in 1825 CE.

READING

6 Read the text and look at the words (1–7) in bold. Match them with the meanings (a–g) below.

Artists in Jordan represent the country's rich cultural heritage through their ¹**magnificent** works, such as paintings, crafts, ²**pottery**, etc. This variety of art and culture is usually displayed in art exhibition galleries all around Jordan. The Artist Association was inaugurated in 1977 CE by Jordanian artists, like ⁵Muhanna Al Dura and Ali El Ghul. There, artists could meet to discuss their problems and share their works.

In order to ³**promote** cultural diversity in Jordan and other Islamic countries, the Royal Society of ⁴**Fine Arts** was founded in 1979 CE. One of this society's major achievements is the foundation of the Jordan National ⁵**Gallery** of Fine Arts in ¹⁰1980 CE, which contains a unique collection of modern and ⁶**contemporary** works.

Jordan's ⁷**cultural** heritage is extremely rich and offers tourists an amazing experience through its art, religion and history.

- a 5 a room or building where people can see works of art
- b ___ objects made of baked clay
- c ___ relating to a society and its way of living
- d ___ impressive because of being beautiful
- e ___ belonging to the present time
- f ___ to support or encourage
- g ___ creative art that is of very good quality

7 Choose five of the words in exercise 6, and use them to write your own sentences.

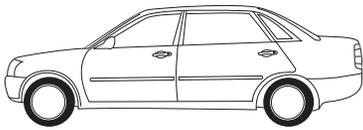
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

8 Have you ever been to an art exhibition gallery? If yes, where was it and what did you enjoy the most? If not, would you like to visit one? Explain why in both cases.

WRITING: THE HISTORY OF AN OBJECT

9 Write an article about the history of an everyday object. Choose your own object to research, or use the ideas below. Make notes in your notebook.

an electronic device a stationery item (pencil, rubber, etc.)
a form of transport a medical treatment or aid a means of communication
a home appliance (washing machine, fridge, etc.) a kitchen tool



10 Write about the invention of the object. Use the passive as much as you can. Make sure you answer these questions in your writing:

- Who was it invented by, and when?
- How did the inventor get the idea for it?
- How was it first made?
- How did the design change or improve?
- How successful has it become?

A large rectangular area with horizontal lines, intended for writing an answer to question 10. The bottom edge of the area is decorated with a wavy, torn-paper effect.

WHAT I CAN DO

	Always	Sometimes	Rarely
I can match words related to architecture with their definitions.			
I can rewrite sentences using the Present Simple Passive.			
I can use words related to materials to describe objects.			
I can extract information from a text to answer questions.			
I can match words and phrases related to medical tourism with their meaning.			
I can write a factfile to describe a place of beauty in Jordan.			
I can identify the difference between nouns related to professions and nouns of who does them.			
I can rewrite sentences using the Past Simple Passive.			
I can write the steps of how to fly a hot air balloon using the Past Simple Passive.			
I can write about a visit to an art gallery.			
I can write the history of an everyday object.			

Total number of ticks

Always	Sometimes	Rarely

- 3** Write an email to a friend. Tell them about a trip you are planning. Describe where you are going and what you are going to do there. Use defining and non-defining clauses as in the example below.

I'm going to Petra, where there are many ruins, for a holiday.

The Dead Sea is a place where people go to relax and get medical treatment.

- 4**  Listen to a conversation between two friends. Fill in the table below using the information you hear. What does each of Ameen and Saleem suggest?

Ameen	Saleem
wants to go to the park	

- 5** Work in pairs. Write notes about yourself and things you have done. Have your partner talk about you using the Past Simple Passive.

The English lesson was fully understood by Tareq.

The project was very well presented by Ameera.

- 6** Write a paragraph about some possible solutions to global warming. Use the Second Conditional.

We would see an improvement in global warming if people conserved electricity. In addition, if people used their cars less often, there would be less pollution.

- 7** Put the following phrases under the appropriate heading in the table below to make suggestions.

going to the mall? play tennis? visiting Petra? planning a trip?
study for tomorrow's test? having dinner at 8 o'clock? take the bus to school?

What about...	Why don't we...

Test A (Modules 1–3)

READING

Ulugh Beg was a brilliant astronomer, and also a king. He was born in the year 1394 in Sultaniyya, now in Iran. Astronomers didn't have good equipment then, but Ulugh Beg studied the stars at night. Without a telescope, he made a list of 994 important stars.

Ulugh Beg's grandfather was Timur, a great soldier and king. Timur was the king of a big part of the Middle East and India. As a boy, Ulugh Beg travelled with his grandfather and saw many different places. When his grandfather died, Ulugh Beg went to live in Samarkand, now in Uzbekistan.

In 1411, when he was only 17, Ulugh Beg became king. He was an intelligent young man. He built a university in Samarkand and invited great Islamic astronomers to come and study there.

Ulugh Beg also studied Mathematics. He proved that one year is more than 365 days – actually about 365.26 days.

1 Read the article above. Are these sentences true or false? Correct the false sentences. (½ mark each)

- 1 Ulugh Beg was born in Egypt.
- 2 He could count 994 stars with the telescope.
- 3 He was the grandson of Timur, a great soldier and king.
- 4 He was interested in Mathematics.

2

VOCABULARY

3 Complete the sentences with words from the article. (1 mark each)

- 1 Ulugh studied the stars and made a list of them without using a t_____.
- 2 Timur, a great s_____ and king, travelled with his grandson to many different places.
- 3 Ulugh built a u_____ in Samarkand after he became king.
- 4 Ulugh Beg was not only an a_____, but he also studied Mathematics.

4

2 Answer the following questions. (1 mark each)

- 1 When was Ulugh Beg born? _____
- 2 Where did he go to live when Timur died? _____
- 3 What did Ulugh Beg build in Samarkand? _____
- 4 What did he prove? _____

4

SPEAKING

1 Circle the correct modal verb. Then, exchange the dialogue with a partner. (1 mark each)

A: Look, I found this baseball cap. I think it might be Nader's.

B: It (1) *can't* / *must* be Nader's. Nader never wears a baseball cap.

A: OK. Then it (2) *can't* / *could* be Sami's. Sami is (3) *always* / *also* losing his things.

B: You're right. It's blue and Sami (4) *likes* / *is liking* this colour. Where did you find it?

A: I found it in our classroom, so it (5) *must* / *can't* belong to someone in our class.

5

2 Ask your partner these questions. They must respond twice – one answer must contain *since* and the other *for*. (2 marks each)

Example: - When did you last play a sport?
- I haven't played a sport since last month / for 2 weeks.

1 When did it last rain? (It hasn't rained since / for...)

2 How long have you lived in this city / town?

3 How long have you learned English?

4 How long have you known your best friend?

5 How long have you been at school?

10

LISTENING

1  Listen and tick the sentence that you hear. (2 marks each)

1 If you don't put your money in a purse, you will lose it.

If you put your money in a purse, you won't lose it.

2 Omar has been in Jordan for two weeks.
Omar has been in Jordan since last weekend.

3 I've already finished my science project.
I haven't finished my science project yet.

4 This stone is red, so it could be a ruby.
This stone is green, so it can't be a ruby.

5 My dad has lost his car keys.
My dad is always losing his car keys.

10

WRITING

1 Write sentences. Use the Present Perfect and the words in brackets. (1 mark each)

1 I / hear that joke. (already)

2 My big brother / buy a car. (already)

3 I / finish my science project. (already)

4 My friends / not see my photos. (yet)

5 you / open your present? (yet)

5

2 Write a paragraph of 80–100 words in your notebook saying what kind of scientist you would or wouldn't like to be. Choose from the scientists in the box.

astronomer botanist ecologist
geologist meteorologist zoologist

I would / wouldn't like to be a _____
because _____

10

Total 50

Test B (Modules 4–6)

READING

SAVE OUR GLACIERS!

Glaciers are vast rivers of slowly moving ice that have created the landscape of Earth for thousands of years. They are so heavy that they are extremely powerful. Glaciers contain 75% of the world's fresh water, which is more than all the lakes, rivers and water in the atmosphere, combined! They also create icebergs when ice breaks off them and goes into
5 the sea.

Where do you think these huge rivers of ice are? Well, they are in the Arctic and the Antarctic, of course; but they are also in countries such as the USA, Switzerland and New Zealand. They are becoming popular as exciting geographical tourist destinations, especially in Alaska and New Zealand, where parks and hotels have been built to hold the thousands
10 of tourists that visit the glaciers every year. Franz Josef glacier, a beautiful ice river on the South Island of New Zealand, is one of these.

Glaciers are also important to the environment because if all the glaciers in the world melted, the sea would rise 70 metres. So they need to be protected! What could be done to save them?

1 Read the article above. Are these sentences true or false? Correct the false sentences. (½ mark each)

- 1 Glaciers do not move fast. _____
- 2 There are glaciers in England. _____
- 3 Glaciers are unpopular with tourists. _____
- 4 Glaciers are not important and do not need to be protected. _____

2

3 Circle the correct answer. (1 mark each)

- 1 Which of these words has the opposite meaning of the adjective 'light'?
huge heavy powerful
- 2 Which of these words is related to regions around the North Pole?
Arctic New Zealand Antarctic
- 3 Which thing belongs to the Antarctic?
desert iceberg polar bear
- 4 Which word is not connected to glaciers?
ice heavy fast

4

2 Answer the following questions. (1 mark each)

1 What effects do glaciers have on Earth?

2 What has been done to encourage tourism in New Zealand and Alaska?

3 Describe in your own words why glaciers need to be protected.

4 What do you think could be done to protect glaciers?

SPEAKING

1 Circle the correct verb form. Then, exchange the dialogue with a partner. (1 mark each)

- A:** What would you (1) **does / do** if you saw a famous person?
- B:** I (2) **wouldn't / would** do anything. I (3) **would / wouldn't** look in the other direction. It's rude to look at people.
- A:** Really? I (4) **was / would** smile and say hello. If the person was a film star, they would (5) **likes / like** people saying hello.
- B:** Would you like that, if you (6) **were / was** a film star? I wouldn't.
- A:** Oh yes! I would (7) **be / is** really happy.

7

2 You just won a boat trip to a place of your choice. Where would you like to go? Discuss your choice with a partner, giving reasons. Then, write four of your reasons in complete sentences using the Second Conditional. (2 marks each)

- 1 _____
- 2 _____
- 3 _____
- 4 _____

8

LISTENING

1  Listen and tick the sentence that you hear. (2 marks each)

- 1** If I visited Antarctica in winter, I think I'd regret it.
- If you visited Antarctica in winter, I think you'd regret it.
- 2** Polar bears have thick fur, to protect them from the cold.
- Polar bears have big paws, to help them walk on the ice.
- 3** Volcanoes occur where the plates in Earth's crust have cracks or weak spots in them.

- Volcanoes can be very dangerous when they are erupting.
- 4** This object is made of plastic. It is used for writing.
- This object is made of glass. It is used for looking at things.
- 5** If I had a lot of money, I'd give it to charity.
- If I had a lot of money, I'd give it to my family.

10

WRITING

1 Rewrite the sentences in the Past Simple Passive with **by**. Start each sentence with the words in bold. (1 mark each)

- 1** Ancient Egyptians built **the Pyramids**.

- 2** A British explorer discovered **Tutankhamun's tomb** in 1922 CE.

- 3** The Royal Society of Fine Arts opened **the Jordan National Gallery of Fine Arts** in 1980 CE.

- 4** Leonardo da Vinci painted **the Mona Lisa**.

- 5** Martin Strel broke **the record for the longest continuous swim**.

5

2 Write a paragraph of 80–100 words in your notebook about an interesting place you have visited. It could be a town, an art gallery or an incredible scenery. I went to a very interesting place. It's called _____

10

Total **50**

Module 2

UNIT 1

The Present Perfect with *yet* and *already*.

- We use the Present Perfect with *yet* to describe a period of time up till now. We use *yet* in negative sentences, to talk about something that hasn't happened at the moment of speaking.
I haven't found a topic for my project yet.
- We use subject + *hasn't / haven't* + the past participle + *yet*. Used in this way, *yet* is placed at the end of a sentence.
Sarah hasn't bought the bread yet.
They haven't saved the rainforests yet.
- We also use *yet* in questions, to ask if something has happened.
Have you found your keys yet?
Have you called your friend to check on him yet?
- We use the Present Perfect with *already* to talk about something that happened and was completed before the moment of speaking.
Logging has already begun in the area.
- We use subject + *has / have* + *already* + the past participle. The contractions 's and 've are often used.
The loggers have already destroyed a lot of trees.
Nader has already travelled to England.

UNIT 2

Modal verbs of possibility: *must*, *might*, *could*, *can't*.

- We use various modal verbs to talk about degrees of certainty and uncertainty and to speculate about possibilities and impossibilities.
- We use *must* to talk about relative certainty.
It must be diamond!
There must be some cheese in the fridge.
- We use *could* to talk about possibility, including strong possibility or probability.
It could be someone who looks like her.
It could be amber. Amber has many different colours.
- We use *might* to talk more speculatively about things about which there is less certitude, only some degree of possibility.
It might be ruby because it is a hard precious stone.
She might be at the library. She always goes there after school.
- We use *cannot (can't)* to talk about impossibility or negative certainty.
It can't be amber because amber is found in northern Europe.
Yes, it can't be emerald because emeralds are green.

Module 3

UNIT 3

The Present Continuous

- We use the Present Continuous to talk about what is happening now.
I am baking a cake.
- We use the Present Continuous with *always*, when we talk about repeated actions, to show annoyance.
Sami and Nabil are always arguing.

UNIT 4

State and dynamic verbs

- Dynamic verbs, such as *walk, talk, do, go, eat, drink, shop, run* and *watch*, describe actions and activities. They can be used in both the Present Simple and the Present Continuous depending on the context.
Biologists explain that when we do exercise, the cells in our body need more oxygen.
At the moment, our teacher is explaining an exercise.
- State verbs, such as *be, like, love, hate, know, think, believe, remember, forget, need, want, see, hear* and *feel*, describe states, opinions and feelings, and they usually appear in the Present Simple. This is because they are used to describe fairly permanent, rather than transient, states.
Professor Allen is an environmental scientist.
Science answers many questions we like to ask.
We see lightning before we hear thunder.
Do you know that lightning is hotter than the sun?
When do you feel happy?
- Some verbs can be both state and dynamic. They would have one meaning when they are state and another meaning when they are dynamic.

I think Faisal is a very generous man. (to have an opinion)

I am thinking about my final exams. (to have a thought in my head)

I have a new school bag. (to own)

I am having difficulty with the new maths lesson. (to experience)

Module 4

UNIT 5

The Second Conditional

- We use the Second Conditional to talk about imaginary, impossible or unlikely situations, either in the present or the future. It is often used to express the opposite of what is true.
If I saw a polar bear, I'd take a lot of photographs. (But the fact is that I didn't see a polar bear, so this is impossible.)
If I won a lot of money, I'd go on an Arctic boat trip. (Not impossible, but extremely unlikely.)
If I travelled to the Arctic in winter, I would experience severe snowstorms. (But the truth is that I haven't travelled to the Arctic in winter.)
- We form the Second Conditional with *If + Past Simple, would / wouldn't + infinitive*. In spoken or informal English, we use *'d* for *would*.
If I won a lot of money, I'd go on a Red Sea boat trip.
- In the Second Conditional, we can put either the situation or the consequence first. If the situation comes first, we use a comma.
If you went there in winter, you would probably experience severe snowstorms.
You would be unlucky if you didn't see any seals.

UNIT 6

Making suggestions

- There are several ways that we can make suggestions, either directly or indirectly. We can do this directly by putting forward an idea, that is, by making a statement.

Let's book the tickets today.

This approach invites a response, such as simple agreement or the putting forward of a different suggestion.

That's a great idea!

Yes, that sounds like a good idea.

No, that's too slow. Let's fly.

- When we make direct suggestions, the verb form used is the infinitive.
- We can make suggestions indirectly in the form of a question that is really a disguised proposal.

Let's go camping in Wadi Rum.

Let's book the holiday.

Why don't we visit somewhere different this year?

How about going to Canada?

Shall we go to Canada this year?

- When we make indirect suggestions through questions, different verb forms are used – either the infinitive or the *-ing* form.

Why don't we go skiing in Lebanon?

How about going on holiday to Jordan?

Shall we go mountain climbing in

Switzerland?

Will / Won't and shall

- We use *will* and *won't* + infinitive to talk about future plans.
- We use *shall* to make suggestions or ask questions.

We will hire a car.

You won't have time to visit Toronto.

We shall meet so that I show you my photographs.

Shall I call you when I get home?

- We put *will* (or *shall*) before the subject to form the interrogative.

Will they take the train?

Shall we take a guidebook?

- To ask questions about the future, we may put a question word at the beginning of the question.

How will you travel to Malaysia?

How shall we manage without money?

Module 5

UNIT 7

Defining relative clauses

- Defining relative clauses are used to identify which particular person, place or thing is being talked about. The defining relative clause is usually connected to the main clause by a relative pronoun such as *who*, *which*, *that*, *where* or *when*. We use *who* (and sometimes *that*) to refer to people; *which* and *that* to refer to things and animals; *where* to refer to places and *when* to times. *Whose* is the possessive form of *who*.

They affect the people who inhabit the region.

An iceberg is a huge piece of ice which floats in the ocean.

Areas that have a tundra climate include Russia and North America.

Places where there is a tropical climate are near the Equator.

The months when heavy rain falls follow months of dry weather.

He's the man whose daughter I met in Jordan.

UNIT 8

Non-defining relative clauses

- Non-defining relative clauses are used to give more detail about a particular person, place or thing that is being talked about. The non-defining relative clause (underlined in the examples below) is usually connected to the main clause by a relative pronoun such as *who*, *which*, *where* or *when*. We use *who* to refer to people; *which* to refer to things and animals; *where* to refer to places and *when* to times. *Whose* is the possessive form of *who*.

Geologists, who study Earth's rocks and how they formed, can 'read' layers of rock.

In the Antarctic, where plants and animals face a harsh cold environment, archaeologists have found evidence that this area was once much warmer.

Humans, whose activities cause global warming, need to take action.

The Sahara desert, which is in Africa, is very hot.

Several ice ages, when glaciers covered much of Earth's surface, have taken place.

- A non-defining relative clause differs from a defining relative clause in that it gives additional, rather than essential, information and, without it, the sentence would still convey meaning.
Geologists can 'read' layers of rock.
In the Antarctic, archaeologists have found evidence that this area was once much warmer.
- Non-defining relative clauses follow a noun and are enclosed between two commas (or dashes or brackets), unless completing the sentence.
Archaeologists have found fossils of trees in parts of Antarctica, which prove that this area was much warmer 110 million years ago than it is today.
- In non-defining relative clauses, the relative pronoun is never omitted.

Module 6

UNIT 9

The Present Simple Passive

- We use the Present Simple Passive when an action, idea or opinion is more important than the person or thing that does or has it (the agent). In such cases, we either don't know, or are not interested in the identity of the agent.
The Alhambra Palace is located in Granada, Spain.
Walls are designed with detailed plasterwork.
- We also use the Present Simple Passive to describe a process, where, again, we either don't know or are not interested in who carries out the process.
Rice is grown in China.
Bread is made at a bakery.
- We form the Present Simple Passive with subject + *am/is/are* + the past participle of the verb. *Am/is/are* are often contracted to 'm/'s/'re.
The palace is situated on a hill overlooking beautiful rivers.
The ring is designed with diamonds.
- We form the negative of the Present Simple Passive with subject + *am/is/are* + *not* + the past participle of the verb. *Am/is/are* + *not* are usually contracted to 'm not/isn't/aren't.
The 'Mona Lisa' isn't displayed in Rome.
- We form questions in the Present Simple Passive by changing the word order. We may also use a question word.
Is it made of metal?
Where is rice grown?
- When it is important to mention the person or thing that did the action, we use *by*.
It is visited by tourists from all over the world.

UNIT 10

The Past Simple Passive

- We use the Past Simple Passive when an action or idea is more important than the person or thing that did or imagined it (the agent). In such cases, we either don't know, or are not interested in the identity of the agent.

During his lifetime, Leonardo was admired and greatly respected.

His notebooks were filled with drawings of many things.

- We also use the Past Simple Passive to describe a process, where, again, we either don't know or are not interested in who carried out the process.

When he died in 1519 CE, Leonardo wasn't understood.

- We form the Past Simple Passive with subject + *was / were* + the past participle.

Leonardo was also very interested in machines.

His works were not really understood.

- We form the negative of the Past Simple Passive with subject + *was / were* + *not* + the past participle of the verb. *Was / were* + *not* are usually contracted to *wasn't / weren't*.

Leonardo wasn't understood.

Many of his paintings weren't finished.

- We form questions in the Past Simple Passive by changing the order of the words. We may also use a question word.

Who was Sunflowers painted by?

When was the painting finished?

- When it is important to mention the person or thing that did the action, we use *by*.

Sunflowers was painted by Van Gogh.

The *Mona Lisa* was painted by Leonardo da Vinci.

Glossary

MODULE 1

customer /'kʌstəmə/ (*noun*) a person who buys goods or services

original /ə'ri:dʒɪnəl/ (*adjective*) completely new and different from anything that anyone has thought of before

product /'prɒdʌkt/ (*noun*) an object made in order to be sold to people

service /'sɜ:vəs/ (*noun*) the act of serving people for money

typical /'tɪpɪkəl/ (*adjective*) having the usual features or qualities of a particular type of person or thing

MODULE 2 - UNIT 1

bat /bæt/ (*noun*) a flying mammal that usually flies at night

caterpillar /'kætəpɪlə/ (*noun*) a wormlike insect that later becomes a butterfly

climate /'klaɪmət/ (*noun*) the typical weather conditions in a particular area

conserve /kən'sɜ:v/ (*verb*) to protect something and prevent it from changing or being damaged

Equator /'ɪkweɪtə/ (*noun*) the imaginary line in the middle of Earth

extinct /ɪk'stɪŋkt/ (*adjective*) related to a group of animals that don't exist anymore

habitat /'hæbɪtæt/ (*noun*) the environment where animals or plants live

hummingbird /'hʌmɪŋbɜ:d/ (*noun*) a bird that feeds on the nectar of flowers

kangaroo /'kæŋgəru:/ (*noun*) a big animal with a long strong tail that it uses for jumping

logging /'lɒɡɪŋ/ (*noun*) the act of cutting down trees in order to sell wood and make money

ray /reɪ/ (*noun*) a fish that has a flat body and is closely related to sharks

species /'spi:ʃi:z/ (*noun*) animals that belong to the same group

spider /'spɑɪdə/ (*noun*) a small insect that has eight legs

toad /təʊd/ (*noun*) an animal that looks like a frog

tropical /'trɒpɪkəl/ (*adjective*) related to climate and places that are hot and wet

volcano /vɒl'keɪnəv/ (*noun*) a mountain with an opening at its top from where lava is erupted

weather /'weðə/ (*noun*) the temperature and other conditions such as sun, rain and wind

MODULE 2 - UNIT 2

amber /'æmbə/ (*noun*) a jewel that often has a yellow colour

archaeological /,ɑ:kiə'lɒdʒɪkəl/ (*adjective*) related to finding historical objects that belonged to ancient people

cure /kjʊə/ (*verb*) to get rid of diseases

diamond /'daɪəmənd/ (*noun*) a precious stone that usually has no colour

disease /dɪ'zi:z/ (*noun*) an illness which affects a person, animal or plant

emerald /'emərəld/ (*noun*) a precious stone that has a green colour

gold /gəʊld/ (*noun*) an expensive yellow substance used in jewellery and decoration

necklace /'nekləs/ (*noun*) a piece of jewellery that people wear around the neck

pearl /pɜ:l/ (*noun*) a round hard jewel that is formed inside an oyster

ruby /'ru:bi/ (*noun*) a deep red stone that is used in jewellery

shell /ʃel/ (*noun*) a hard piece of bone that covers a turtle

silver /'sɪlvə/ (*noun*) an expensive substance that is often used in jewellery

MODULE 3 - UNIT 3

carry out /,kæri: 'aʊt/ (*phrasal verb*) to do or prepare something, such as a research

Chemistry /'kemɪstri/ (*noun*) the study of materials and what they contain

DNA /,di: en 'ei/ (*noun*) a substance in the human body that carries information about how a person looks, develops, etc.

Economic Sciences /,ekə'nɒmɪk saɪəns/ (*noun*) the branch of social science that deals with the management of goods and services

hypothesis /haɪpəθəʊsɪs/ (*noun*) an idea that is suggested as an explanation for something, but that has not yet been proved to be true

Literature /'lɪtərəʃə/ (*noun*) the work of writers, such as long stories and poems

Medicine /'medsən/ (*noun*) the study of how to treat or cure illnesses

Nobel Prize /nəʊ,bel 'praɪz/ (*noun*) an award given to people, from all over the world, for doing something very important

Peace /pi:s/ (*noun*) a situation in which there is no war or fighting

Physics /'fɪzɪks/ (*noun*) the study of matter like heat, light and sound

MODULE 3 - UNIT 4

botany /'bɒtəni/ (*noun*) the study of the life of plants

branch /brɑ:ntʃ/ (*noun*) one part of a large subject of study or knowledge

cell /sel/ (*noun*) the smallest particle in the body that can only be seen through a microscope

combine /kəm'baɪn/ (*verb*) to unite two or more different things to form a compound

distinguished /dɪ'stɪŋɡwɪʃt/ (*adjective*) successful, respected and admired

ecology /'i:kɒlədʒi/ (*noun*) the study of the relation of living things with each other and their environment

environmental science /ɪn,vairən'mentl saɪəns/ (*noun*) the study of living things and how they grow and live in their environment

geology /dʒi'ɒlədʒi/ (*noun*) the study of Earth's stones and rocks

higher education /haɪə edʒʊ'keɪʃən/ (*noun*) education at the level of university

interact /,ɪntə'rækt/ (*verb*) to come together and have an effect on each other

organism /'ɔ:gənɪzəm/ (*noun*) a very small living thing

priority /praɪ'ɒrəti/ (*noun*) the thing that you think is most important and that needs attention before anything else

vision /'vɪʒən/ (*noun*) an idea of what you think something should be like

witness /'wɪtnəs/ (*verb*) to experience important events or changes

zoology /zu:'ɒlədʒi/ (*noun*) the study of animal life

MODULE 4 - UNIT 5

absorb /əb'sɔ:b/ (*verb*) to take in liquid, gas or another substance from the surface or space around something

flipper /'flɪpə/ (*noun*) a part of the body that sea animals use in order to swim

ice floe /aɪs fləʊ/ (*noun*) a piece of ice that moves on the surface of water

iceberg /'aɪsbɜ:g/ (*noun*) a very big separated piece of ice that reaches the sea

jellyfish /'dʒelɪfɪʃ/ (*noun*) a fish-like animal that lives in water and has a transparent body that looks like jelly

nostril /'nɔ:trɪl/ (*noun*) the opening of the nose

polar /'pəʊlə/ (*adjective*) related to the poles at the upper north and lower south of Earth

predator /'predətə/ (*noun*) an animal that catches other animals for food

seal /si:l/ (*noun*) an animal that eats fish and lives in places that have extremely cold weather

sea turtle /si: 'tɜ:tl/ (*noun*) a kind of turtle that lives in water

seaweed /si:wɪd/ (*noun*) a kind of tall grass that grows underwater

shrimp /ʃrɪmp/ (*noun*) a small animal that lives in water and is caught for food

sole /səʊl/ (*noun*) the lower part of the foot

spectacular /spek'tækjələ/ (*adjective*) very impressive

sponge /spʌndʒ/ (*noun*) a small round animal that lives in water and has a soft body

webbed /webd/ (*adjective*) related to the toes of an animal being joined with thin skin

wildlife /'waɪldlaɪf/ (*noun*) the wild animals and plants of a certain place

MODULE 4 - UNIT 6

awe-inspiring /ɔ: ɪn'spaɪərɪŋ/ (*adjective*) making people feel amazed

canyon /'kænjən/ (*noun*) a very deep valley found between two mountains

cliff /klɪf/ (*noun*) a sharp edge on a mountain

coach /kəʊtʃ/ (*noun*) a bus that people take for long travels

dune /dju:n/ (*noun*) a hill of sand in the desert that is often formed when winds blow

ferry /'feri/ (*noun*) a boat that transports people and goods

glacier /'glæsiə/ (*noun*) a river of frozen water that moves slowly and becomes bigger as snow falls and turns to ice

highlight /'haɪlaɪt/ (*noun*) the most important and exciting part of something

hire /haɪə/ (*verb*) to pay an amount of money to use something for a short time and give it back

hospitality /'hɒspətæləti/ (*noun*) friendly behaviour towards visitors

insect repellent /ɪn'sekt rɪ'pelənt/ (*noun*) a substance used for keeping insects away

magnificent /mæɡ'nɪfɪsənt/ (*adjective*) related to something beautiful and impressive

mosquito net /mə'skɪtəʊ net/ (*noun*) a thin layer at open doors or windows that keeps mosquitoes from going into a room

mountain range /ˌmaʊntɪn 'reɪndʒ/ (*noun*) a series of mountains joined together

nomadic /nəʊ'mædɪk/ (*adjective*) related to people who often travel from one place to another and don't live at one place for a very long time

plain /pleɪn/ (*noun*) a large land covered with grass

prehistoric /ˌpriːhɪ'stɔːrɪk/ (*adjective*) related to the period of time before the existence of written documents

rock formation /rɒk fɔːmeɪʃən/ (*noun*) the shapes of rocks made by weather and climate

safari /sə'fɑːri/ (*noun*) a journey, especially to Africa, to hunt or watch animals in their environment

valley /'væli/ (*noun*) a low area of land between hills or mountains, usually with a river flowing through it

waterfall /'wɔːtəfɔːl/ (*noun*) a big amount of water falling from a high place

waterproof /'wɔːtəpruːf/ (*adjective*) having the ability not to let water pass through

MODULE 5 - UNIT 7

affect /ə'fekt/ (*verb*) to be able to change something

appliance /ə'plaiəns/ (*noun*) a piece of equipment used in people's homes

drought /draʊt/ (*noun*) the state of having little or no rain for a long time

efficiency /ɪ'fɪjənsi/ (*noun*) the quality of doing something well and effectively

enlighten /ɪn'laɪtn/ (*verb*) to explain something to someone

extinction /ɪk'stɪŋkʃən/ (*noun*) when a particular kind of animal or plant stops existing

global warming /gləʊbəl 'wɔːmɪŋ/ (*noun*) the general and slow rise of the temperature of Earth

greenhouse gases /ˌɡriːnhaʊs 'ɡæsəz/ (*noun*) gases like carbon dioxide that plants in greenhouses produce

monsoon /mɒn'suːn/ (*noun*) a seasonal wind that carries with it heavy rain

monsoon climate /mɒn'suːn 'klaɪmət/ (*noun*) a climate where the weather shifts between a wet season with very heavy rain and a very dry season

organic /ɔːgənɪk/ (*adjective*) relating to farming methods of growing food without using artificial chemicals

temperate /'tempərət/ (*adjective*) related to climate that is not too hot or too cold

tundra /'tʌndrə/ (*noun*) very cold lands where trees don't grow, such as in Canada and Russia

MODULE 5 - UNIT 8

ash /æʃ/ (*noun*) the materials that look like smoke or a cloud and come out of an erupting volcano

asteroid /'æstərɔɪd/ (*noun*) a small rock that revolves around the Sun

basalt /'bæsɔːlt/ (*noun*) a kind of rock that is formed when lava gets hard

bubble up /ˌbʌbəl 'ʌp/ (*phrasal verb*) to go up to the surface while making bubbles

crack /kræk/ (*noun*) a small break in something

crush /krʌʃ/ (*verb*) to destroy

crust /krʌst/ (*noun*) the hard surface of Earth

dramatic /drə'mætɪk/ (*adjective*) unexpected and causing a big change

eruption /ɪ'rʌpʃən/ (*noun*) an explosion of ash and hot fluids from a volcano

fertile /'fɜːtaɪl/ (*adjective*) related to a state of land where the soil is rich enough for plants to grow

fossil /'fɒsəl/ (*noun*) the shape of an ancient animal or plant preserved in rock

ice age /aɪs eɪdʒ/ (*noun*) a glacial episode during a past geological period

lava /'lɑːvə/ (*noun*) the hot fluid that comes out of a volcano

magma /'mægmə/ (*noun*) a mix of hot liquids and rocks coming out of a volcano

oasis /əʊ'eɪsɪs/ (*noun*) a spot found in the desert, containing a certain amount of water

obsidian /əb'sɪdɪən/ (*noun*) a rock that looks like glass and that is formed when lava gets hard

plate /pleɪt/ (*noun*) one of the rigid layers that form Earth's surface

pressure /'preʃə/ (*noun*) an amount of force coming from nature or people

wear down /,weə 'daʊn/ (*phrasal verb*) to slowly reduce in quantity, such as when rocks wear down and become earth

MODULE 6 - UNIT 9

arcade /ɑː'keɪd/ (*noun*) a covered passageway with arches along one or both sides

arch /ɑːtʃ/ (*noun*) an opening in a structure that has the form of a semi-circle and supports what is built above it

benefit /'benəfɪt/ (*noun*) an advantage that something has and that can be used as a profit for something else

brass /bræs/ (*noun*) a yellow mix of two kinds of iron

bronze /brɒnz/ (*noun*) a kind of iron that has a yellowish-brown colour

calligraphy /kə'lɪgrəfi/ (*noun*) the art of producing beautiful writing using special pens or brushes

construct /kən'strʌkt/ (*verb*) to build or make

courtyard /'kɔːtjɑːd/ (*noun*) an unroofed area that is completely or partly surrounded by buildings

delightful /dɪ'laɪtful/ (*adjective*) related to something or someone that is lovely, in a way that makes you happy

display /dɪ'spleɪ/ (*noun*) a show of objects, such as paintings in a gallery

dome /dəʊm/ (*noun*) a round roof on top of a building, such as a mosque

export /ɪk'spɔːt/ (*verb*) to sell something to other countries

fountain /'faʊntən/ (*noun*) a pool from where water goes high in the air and falls back down

marble /'mɑːbəl/ (*noun*) a white hard kind of stone that is often used in architecture and making statues

overlook /əʊvə'lʊk/ (*verb*) having a view of something, usually from above

plasterwork /'plɑːstəwɜːk/ (*noun*) plaster as part of the interior of a building, especially covering the surface of a wall or formed into decorative shapes and patterns

resort /rɪ'zɔːt/ (*noun*) a place where people usually go on holiday or visit for a specific reason

respiratory /rɪ'spɪrətəri/ (*adjective*) related to breathing and to the lungs

steel /stiːl/ (*noun*) a strong iron that has a grey colour

therapeutic /θerə'pjʊːtɪk/ (*adjective*) related to the ability to get rid of diseases

vast /væst/ (*adjective*) related to something wide, and that is found in a large amount or over a large distance

MODULE 6 - UNIT 10

contemporary /kən'tempərəri/ (*adjective*)
related to the present or modern day

curate /'kjʊreɪt/ (*verb*) to organise and
look after the items in an exhibition

effect /ɪ'fekt/ (*noun*) a change that is a
result or consequence of an action or
other cause

examine /ɪg'zæmen/ (*verb*) to look at
something carefully and thoroughly
because you want to find out more about
it

fine arts /faɪn ɑ:ts/ (*noun*) a type of art
that is creative and imaginative

patron /'peɪtrən/ (*noun*) a person who
gives financial or other support to an
organisation

portrait /'ɔ:treɪt/ (*noun*) a painting where
mainly someone's head and shoulders are
showing

pottery /'pɒtəri/ (*noun*) objects made of
clay, such as pots

promote /prə'məʊt/ (*verb*) to support or
encourage the development or increase
of something

remote /rɪ'məʊt/ (*adjective*) far in distance,
and that takes a long time to find or reach

sculptor /'skʌlptə/ (*noun*) a person who
makes statues

sketch /sketʃ/ (*noun*) a drawing that is
often not finished

Pronunciation table

Consonants

Symbol	Keyword
p	pen
b	black
t	ten
d	day
k	key
g	get
f	fat
v	view
θ	thing
ð	then
s	soon
z	zero
ʃ	ship
ʒ	pleasure
h	hot
x	loch
tʃ	cheer
dʒ	jump
m	sum
n	sun
ŋ	sung
w	wet
l	let
r	red
j	yet

Vowels

	Symbol	Keyword
short	ɪ	bit
	e	bed
	æ	cat
	ɒ	dog
	ʌ	cut
	ʊ	put
	ə	about
	i	happy
	u	actuality
	long	i:
a:		father
ɔ:		four
u:		boot
ɜ:		bird
diphthongs	eɪ	make
	aɪ	lie
	ɔɪ	boy
	əʊ	note
	aʊ	now
	ɪə	real
	eə	hair
	ʊə	sure
	ʊə	actual
iə	peculiar	

Special signs

/'/	shows main stress
/, /	shows secondary stress
/◄/	shows stress shift
/ɫ/	means that some speakers use /ɪ/ and some use /ə/
/ɜ/	means that some speakers use /ʊ/ and some use /ə/
/ə/	means that /ə/ may or may not be used

Irregular verbs

Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
be	was/were	been	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
bend	bent	bent	mean	meant	meant
bite	bit	bitten	meet	met	met
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
build	built	built	read	read	read
burn	burned/burnt	burned/burnt	ride	rode	ridden
buy	bought	bought	ring	rang	rung
catch	caught	caught	rise	rose	risen
choose	chose	chosen	run	ran	run
come	came	come	say	said	said
cost	cost	cost	see	saw	seen
cut	cut	cut	sell	sold	sold
do	did	done	send	sent	sent
draw	drew	drawn	shake	shook	shaken
dream	dreamed/dreamt	dreamed/dreamt	shine	shone	shone
drink	drank	drunk	show	showed	showed/shown
drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feel	felt	felt	sleep	slept	slept
find	found	found	smell	smelled/smelt	smelled/smelt
fly	flew	flown	speak	spoke	spoken
forget	forgot	forgotten	spell	spelled/spelt	spelled/spelt
forgive	forgave	forgiven	spend	spent	spent
get	got	got	spill	spilled/spilt	spilled/spilt
give	gave	given	stand	stood	stood
go	went	gone	steal	stole	stolen
grow	grew	grown	stick	stuck	stuck
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tear	tore	torn
hold	held	held	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	throw	threw	thrown
know	knew	known	understand	understood	understood
learn	learned/learnt	learned/learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	win	won	won
let	let	let	write	wrote	written

Assessment tools

ASSESSMENT TOOL 1

Writing rating scale			
	3 = Efficiently	2 = Fairly well	1 = OK
I followed the instructions.	3	2	1
The reasons I've given to protect the rainforest are reasonable.	3	2	1
I wrote about why the rainforest is important.	3	2	1
I wrote about how I can save the rainforest.	3	2	1
I checked my writing for the use of correct English.	3	2	1

ASSESSMENT TOOL 2

Listening Assessment checklist		
	Yes	No
Did I use exercise 1 to help me focus in listening the second time?		
Did I focus on the meaning?		
Did I read and understand the questions correctly?		
Did I explain my answer in the last question?		

ASSESSMENT TOOL 3

Reading rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I worked cooperatively with my partner in exercise 6.	3	2	1
I read the text silently focusing on meaning and not on individual words.	3	2	1
I read the text again guided by the questions.	3	2	1

ASSESSMENT TOOL 4

Speaking Assessment checklist		
	Yes	No
Did I discuss the questions with my partner?		
Did I contribute positively to the discussion?		
Did I listen to my partner's questions?		
Did I answer the questions well?		
Were the reasons acceptable?		

ASSESSMENT TOOL 5

Writing rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I planned how I'm going to begin the email.	3	2	1
I included the most important information only.	3	2	1
I used the email in exercise 3 for reference.	3	2	1

ASSESSMENT TOOL 6

Speaking rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I followed the instructions.	3	2	1
I used the words and phrases from the box.	3	2	1
I participated in the discussion.	3	2	1
I used ideas from what I've learnt in this unit.	3	2	1

ASSESSMENT TOOL 7

Listening Assessment checklist		
	Yes	No
Did I listen attentively the first time?		
Did I focus on the key terms – <i>weather</i> and <i>climate</i> – as a guide?		
Did I use context to understand unfamiliar words?		
Did I respond to the questions?		

ASSESSMENT TOOL 8

Reading rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I followed instructions and looked at the title.	3	2	1
I tried to predict what I will read about.	3	2	1
The first time I read the article, I focused on reading for meaning.	3	2	1
I looked for the main idea in each paragraph to choose the heading.	3	2	1
I read the text again focusing on finding information related to the questions.	3	2	1

ASSESSMENT TOOL 9

Speaking rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I chose an object from exercise 4 that I know enough about.	3	2	1
I used the words from the box.	3	2	1
I used the correct tense.	3	2	1
I gave enough information about the object for my partner to guess what it is.	3	2	1
I was positive in giving answers.	3	2	1

ASSESSMENT TOOL 10

Writing rating scale			
3 = Efficiently 2 = Fairly well 1 = OK			
I used the questions as a guide for my plan.	3	2	1
I was creative in naming the programme.	3	2	1
I described the process well.	3	2	1
I was able to identify difficulties.	3	2	1