



إدارة المناهج والكتب المدرسية

Education Promotion Program for Dropouts

English Language

Cycle Three

The Directorate of Curricula and School-Textbooks would greatly appreciate any
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The Ministry of Education has decided to adopt this material for the Education Promotion Program for Dropouts centers, in accordance with the approval of the board of Education in its meeting No. 143/2020, on 4/11/2020, for the 2021/2022 academic year.

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Deposit number at the National
Library Department (2021/11/6302)
ISBN:978-9923-47-015-2

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Unit One

Cleanliness & Hygiene



- **What are the students in the above picture doing?**



- **Do you think that cleaning is important? Why?**

Lesson 1

Healthy meals in schools



Discuss

“The world is our house. Keep it clean.”

Chinese Proverb

1 How can we keep the world clean? Give three examples.

Reading

2 Read the following article, and then answer the following questions.

Hygiene means the efforts and different methods of keeping health and preventing diseases by staying clean and keeping the surroundings tidy, not for a temporary period, but as a daily habit. It is an essential factor for living a healthy life. In fact, it plays a key role in making people feel happier since it is believed that a dirty place brings negative energy. Everyone should adopt the practices of hygiene.

There are different types of hygiene, but basically it can be classified into two types; personal and environmental.

1- Personal Hygiene

Personal hygiene is how you care for your body and clothing. This means different practices that include regular bathing, washing hands, brushing teeth, and many other daily and weekly practices.

Body and clothes are in daily contact with millions of germs and viruses from outside. They may cause several kinds of illnesses, and some can be killing! So, personal hygiene practices can help you and the people around you from health-threatening sources.

Clothing hygiene, also, is very important. This needs washing clothes regularly and hanging them in a sunny and airy place. Shoes, of course, are part of clothing and keeping them clean is part of the personal hygiene.

2- Environmental Hygiene

The environment here means the surroundings or the places in which a person exists. It includes the house, its garden or yards, the school and the various areas in any public place you are in with all its components: nature, people, animals, things, family, neighbours etc. Maintaining environmental hygiene needs everyone to participate in keeping the surrounding clean. In other words, it is a style of life that everyone should embrace.

Checking understanding

- a- Based on the article, write a definition for hygiene.
- b- What are the basic types of hygiene?
- c- Write two ways of keeping personal hygiene.
- d- What does the underlined pronoun “them” refer to?
- e- Do you have different practices for maintaining personal and environmental hygiene? Mention them.

VOCABULARY

Read the following words and check their meanings in a dictionary. Write the meaning for each word.

Prevent: _____

Disease: _____

Essential: _____

Regular: _____

Health-threatening: _____

Lesson 2

Healthy life style

Listen to a radio program about health, and then answer the following questions.

Interviewer: Good day, everyone. My guest today is Dr. Leena who will tell us some important tips about how to live a healthy life style. Hello, Dr. Leena, and welcome to my show.

Dr. Leena: Hello. I am happy to be with you today.

Interviewer: The pleasure is ours. So, tell us please, what are your advices for our listeners?

Dr. Leena: To be honest with you, there are many ways that can help a person live a healthy life. But certain things are the most important. First, one should do regular exercise. It is good for your immune system and keeps you fit as well.

Interviewer: Do we have to exercise every day?

Dr. Leena: No. You don't have to do it every day. Three times a week is good for your health. Another important thing is food. One should eat a lot of fruits and vegetables and avoid sugary drinks. Fatty food and junk food is also bad. One have to eat home-prepared food.

Interviewer: Oh, I see. But junk food is delicious.

Dr. Leena: I know. But it is very dangerous for health and weakens the immune system. A third advice is getting enough sleep. Everyone needs an average of seven hours of sleep every night.

Interviewer: I agree with you. Sleep is very important.

Dr. Leena: And a final tip is dealing with stress and anger intelligently, so that they do not control your life. You don't have to take everything so seriously. Life is easy and beautiful.



Checking understanding

- a- What are the four advices that Dr. Leena mentioned in the interview?
- b- What do you think the meaning of “immune system?” Discuss with your partner, and then check your answers in a dictionary.
- c- In a table, write your basic meals in a typical day.
- d- Do you think you are living a healthy life? Explain.

Grammar

Should

- We use should + infinitive to talk about mild obligation, things that are necessary to do, or to give advice about things that are a good idea to do.

Example

I	should	Do	regular exercise.
You		Get	a new car.
He, She, It	shouldn't (should not)	Eat	fatty food.
We		drink	fizzy drinks.
They			

Have to

- We use have to + infinitive to talk about strong obligation, to show that a person is obliged to do something for a strong reason.

Example

I	have to	stop	eating junk food everyday.
You		study	before the exam.
We	has to	respect	older people.
They		tell	the truth.
He, She, It			

Don't have to

- This means there is NO obligation to do something. You are not required to do something, especially if you don't want to. You can do the thing if you want to. For example, You don't have to drink the herbal tea if you don't like it.

PRACTICE ZONE

Fill the blank spaces with the appropriate word from the following:

should shouldn't have to don't have to

- 1- If you want to study in the US, you _____ speak English well.
- 2- You _____ trust someone who lies.
- 3- You look sick. You _____ go to school today.
- 4- My sisters _____ wear uniform in their school. It is a rule.
- 5- We _____ answer all the questions or else we may fail.
- 6- Tomorrow is Sunday! So, I _____ go to school!
- 7- My parents tell me that I _____ visit our new neighbour.
- 8- If you see your grandmother, you _____ stand up and greet her.
- 9- You _____ forget the lunch with your aunt!
- 10- Tell your friend that she _____ be quite in a library!

Our environment



Speaking

Prophet Muhammad (peace be upon him) ordered us to plant trees even if the world comes to an end, **“If the end of the world approaches and one of you has a seedling (or plant) in his hand, if he can plant it before the end comes, let him do it.”**

Discuss the importance of this Hadith in relation to environment.

Think and speak

After reading about environmental hygiene, think of the ways that we can keep our environment clean and prevent danger of pollution. Discuss in groups, and then present your ideas to the class.

VOCABULARY

The following words are frequently used when talking about keeping environment. Write a definition for each.

Environment-friendly _____

Green house _____

Recycling _____

Pronunciation

Noun – Adjective stress alteration

The stress in a word changes when the same word changes from noun to adjective and vice versa. This is called Noun – Adjective stress alteration.

Mark the stress in the following words:

Archeology Archeo**l**ogical

History Histor**i**cal

Spectacle Specta**c**ular

- a-** What is the first word of every row; noun or adjective?
- b-** What is the second word of every row; noun or adjective?
- c-** Read them aloud and make sure that you stress the right syllable.

Lesson 4

A report about city cleanliness

Writing a report

First, what is a report?

A report is a short piece of writing for a particular purpose and audience. It usually describes and analyses a situation. A report needs to be clear and well-structured.

Second, read the following example about a school cleanliness campaign, and mark its parts:

Introduction

Main part

Ending

Last week, our school organized a cleanliness campaign. The main aim of this program was to create awareness among the students regarding cleanliness and its benefit. All the students and teachers are asked to clean the whole school. Our principal started the program by giving a speech on cleanliness and hygiene. Then, teachers and students started to clean the school. They were divided into two groups and the first group started to sweep the classroom and the canteen area while the other group started to pick up everything lying in the playground the process continued for 4 to 5 hours. After the students and teachers finished, they assembled in the school auditorium. The principal thanked them and gave every one a box that contained a sandwich, fruits and milk. The school was clean by the end of that day.

Third, read the following tips to help you in report writing:

- 1- Divide your report into introduction, main part and ending.
- 2- Write from your point of view.
- 3- Write about everything that was important.
- 4- Use verbs in simple past.

Unit Two

Problems and solutions



- What is happening in the above pictures?



- **Do you think that these problems have solutions?**

Adolescence: Problems and Solutions



Discuss

“Adolescence” is tough to define. The only thing experts agree upon is that adolescence is a period of transition between childhood and adulthood”

Ginny Ryan / Adolescent expert

1 What can you learn from the definition above? Can you describe adolescence in other words?

Reading

2 Read the following text, and then answer the following questions.

Adolescence is not an easy time for both the teens and their parents. The only way to deal with needs and problems at this age is to know about them and be ready to face them. Here are some of the most common problems and solutions that adolescents have to deal with.

Physical changes

Physical changes happen due to a change in the teenager's hormones. Acne, for example, is one of the major problems. Muscle gain sometimes leads to excessive body weight in teens and makes them feel unrelaxed about this change. The best way to help teens get through this stage is to make them aware of these changes. You should explain why their bodies are changing.

Emotional changes

Hormones affect teens not only physically but also emotionally. They are often confused about their role and are torn between their responsibilities as growing adults and their desires as children. Many times, they tend to feel overly emotional. Generally, the best solution for this is just letting them talk. Listening to them without judging them or advising them when they are not ready for it. Sharing the parent's experiences when they were at the same age can be very helpful.

Educational challenges

Pressure to perform academically and obtain university admission can be stressful and make teens moody. So, encouragement and supporting their ambitions for university education is what they need. Nutrition and exercise can help them get the strength and endurance to perform better in school.

Internet addiction

Social media has changed interaction between people, and affected teens lifestyles the most. They seem to spend hours on phone, texting, talking or simply playing. As a result, they tend to have fewer friends and a less active social life. However, the solution is not saying 'no' to the internet. That will only make them adamant. Instead, they should be motivated to work on other things that do not require a computer. Enrolling them in activities that encourage them to interact with others can be a good idea. Family activities also will make them want to spend less time at the computer.

Checking understanding

- a- What are the major problems that teens have?
- b- What are the kinds of physical changes that happen at adolescence? Write two.
- c- What makes teens emotionally confused?
- d- What does the underlined pronoun “they” refer to?
- e- Do you think that there are other problems teens may have? Mention them.

VOCABULARY

3 Read the following words and check their meanings in a dictionary. Write the meaning for each word.

Hormones: _____

Acne: _____

Pressure: _____

Stressful: _____

Moody: _____

Encouragement: _____

Endurance: _____

Addiction: _____

Adamant: _____

4 Choose a word from the above list and use it in a sentence.

Lesson 2

Solving problem steps



Listen to a lecture by an expert about the steps of solving problems.

Problems are challenges that we face so frequently. But if you follow some basic steps, you will accomplish a suitable solution.

Step 1: Define the problem by asking: “What is the problem? How did you discover the problem?”

Step 2: Clarify the problem. This means determining available or needed data. Also, if you look for additional resources, this will help you clarify the problem.

Step 3: Define the goals. This means knowing exactly what you will accomplish if you fix this problem.

Step 4: Identify root cause of the problem by recognizing the information or data needed to validate the root cause.

Step 5: Develop action plan. This requires generating a list of actions. If you address the root cause, you will prevent the problem from getting to others.

Step 6: Execute action plan to address the root cause.

Step 7: Evaluate the results by monitoring and collecting data.

Step 8: Continuously improve and look for additional opportunities to implement solution.

For example, if you communicate lessons learned with others, problem will not come back again.

Check understanding

- a- How can we define a problem?
- b- In which step do we look for additional resources?
- c- What is the example that explains the step: “Continuously improve?”
- d- Do you think that these steps are all important? Explain.

Grammar

The first conditional has the **present simple** after “ if ” in the first clause, then the **future simple** in the other clause:

If + present simple, ... will/ 'll + infinitive

If	Condition	Result
	Present Simple	will + base verb
If	it <i>rains</i> ,	I will <i>stay</i> at home.

It is used to talk about things which might happen in the future. Of course, we cannot know what will happen in the future, but this describes possible things, which could easily come true.

- If it **rains**, I **will make** a cake.
- If I **study** today, I **will go** to the party tonight.
- If I **have** enough money, I **will buy** a present for my aunt.
- If I **see** her, I **will tell** her.

The negative form is:

If + present simple, ... will not/ won't + infinitive

- If she **doesn't go** to university, her parents **won't be** happy.

It is not always necessary for the “if” part of the sentence to come first:

- Ali **will answer** the phone if his sister **is** busy.

PRACTICE ZONE

Complete the following sentences.

- 1- If we _____ (**to send**) an invitation, our friends _____ (**to come**) to our party.
- 2- He _____ (**not/to understand**) you if you _____ (**to whisper**).
- 3- They _____ (**not/to survive**) in the desert if they _____ (**not/to take**) extra water with them.
- 4- If you _____ (**to press**) CTRL + s, you _____ (**to save**) the file.
- 5- If Sara _____ (**to wear**) this dress at the party, she (**not/to feel**) comfortable.

The Syrian refugee crisis



Speaking

“The Syrian refugee crisis refers to the humanitarian emergency resulting from the Syrian civil war that began in March, 2011. Families have suffered under brutal conflict that has killed hundreds of thousands of people, torn the nation apart, and set back the standard of living by decades. The Syrian refugee crisis is the largest refugee and displacement crisis of our time, affecting about 17.6 million people and spilling into surrounding countries.” This extract is taken from (worldvision.org)

Think and speak

One of the countries that Syrian refugees spilled into is Jordan. Think of the ways that we can do to help these refugees solve their problem of displacement, work in pairs, and share your ideas to the class.

VOCABULARY

The following words are frequently used when talking about Syrian refugees. Write a definition for each.

Humanitarian emergency _____

Civil war _____

Displacement _____

Pronunciation

(Wh-questions intonation)

Wh-questions start with a wh-word (who, what, when, where, why, which, and how). Intonation for Wh-questions is falling. This means your voice will go down at the end of the question.

Examples:

- 1- What are you doing? ↘
- 2- Where is he going? ↘
- 3- How much does that jacket cost? ↘
- 4- Why are they so late? ↘
- 5- Who was the girl you were talking to? ↘

Lesson 4

My story



First, what is a story?

A story is a series of events that narrate any event even if it was imaginary.

Every story must have certain elements: setting, characters, plot, conflict and resolution.

Second, read the following story about the bullying problem.

My story with bullying began when I was 11. I went to a new school, and some boys used to bully me. They would call me horrible names and put me down. I could not say anything to them or even defend myself.

Gradually, I found my self-confidence destroyed, and my friends were too embarrassed to admit they were friends with me.

To forget this, I tried to get myself involved in activities but couldn't because they were everywhere. I didn't leave the house and I did not want to speak to anyone. After four months, all the comments triggered my eating disorder. Not eating was my reaction.

As time went on I then began feeling very depressed. I found it difficult to go school, I had no motivation and I didn't want to leave my bed as I felt worthless to everyone. I felt like I had no future and no one wanted me, but eventually got the courage to go the school counselor. He was my last hope. After many chats with the counsellor at school and sometimes online I became more comfortable and felt like a weight had lifted from my shoulders. The counselor called the boys and their parents to meet the school principal. I don't know what the meeting was about but no one bullied me after that day.

Third, read the definition of a story again, and then try to write your own story.

Write a story about a problem that you had and solved.

(around 100 words)

Unit Three

Smart Technology



- How technology has changed in your life?



- **What is your favorite piece of smart technology? Why?**

Lesson 1

New Technology



Discuss

How does smart technology change your daily life?

Some key ideas for supporting discussion:

Communication

Saving time, efforts and money

Documentation

Enjoyment

Reading

Read the following text, and then answer the following questions.

New Technology

New technology changes the way we live. Advanced- technology devices make everyday activities easier and help people to save their time and efforts effectively. Some of new technology devices are in most homes in these days where people depend on them to get their work, and some daily activities done. Unfortunately, by using new technology devices, people are busier than before.

Technology grows up very fast and it spreads everywhere strongly. Because of the scientists' efforts there are new different generations of technology. The new technology is often possible with one touch. These days, most houses, offices and public buildings have different technology devices that change ways of getting things done. It simply saves people's time, effort and money.

Laptop, smart phone, digital camera, memory stick, iPad and video camera are some examples of advanced technology. Most community members use new technology devices for different purposes via internet connection. Unfortunately, extensive use of some smart devices, such as smart phone (especially for children) may cause some health and social troubles.

Finally, new technology devices change way of communication making it easier and faster to contact others. For example, when people wanted to stay in touch with their friends and families, they used to write letters in the past. These days, they use communication and social applications such as *Facebook*, *WhatsApp*, *Twitter*, and so on. Not only these services can be acquired by using advanced new devices, but also you can buy, sell, surf via these applications.

Checking understanding

- 1- Did most people depend on new technology devices in doing their work?
- 2- Who created the new generation of new technology devices?
- 3- Give three examples of modern technology devices.
- 4- Do you think smart technology is helpful? Why (Give three reasons)?
- 5- Find in the text a word which means explore.
- 6- What does the underlined pronoun "their" refer to?
- 7- Suggest another title to the text.

VOCABULARY

Learn the following technology-related words.

Verbs: share, message, send, communicate, surf, store, via

Noun: internet, interaction, technology

Collocation/Compound Nouns: touch screen, smart technology, smart devices

Adjectives: extensive, smart, advanced, electronic

Adverbs: strongly, effectively, unfortunately

Fill in the blank spaces with the correct word.

message data bases save touch screen technology internet

- 1- Please, _____ your work before closing the file.
- 2- My grandpa bought me a _____ tablet on my 14th birthday.
- 3- You have some access to the _____ that could be useful for you project.
- 4- By _____ services, people become able to communicate easier and faster.
- 5- My father sent me a nice _____ yesterday evening.
- 6- Smart _____ devices enable people to save time and efforts.

Lesson 2

I want the newest smart phone



Listen to the following conversation between a shopkeeper and a customer who wants to buy a smart phone, and then answer the questions.

I want the newest smart phone

Customer: Hello!

Shopkeeper: Hello, Sir.

Shopkeeper: May I help you?

Customer: Sure, I want to buy the newest smart phone.

Shopkeeper: Good, what features would you prefer?

Customer: I need a phone which has an excellent camera.

Shopkeeper: Do you have a specific price in mind?

Customer: Below 1,500 J.D.

Shopkeeper: Xiaopi 9 is one of best options for you.

Customer: What about the storage?

Shopkeeper: It has an internal storage of 128 GB & 6 GB RAM.

Customer: And how about the camera?

Shopkeeper: The rear one is 12 MP while the front one is 20 MP.

Customer: Oh, that's great. How much does it cost?

Shopkeeper: It is 1,450 J.D.

Customer: What if I want more storage?

Shopkeeper: You can have Noxix 9 then.

Customer: What is the storage capacity?

Shopkeeper: It is 512 GB.

Customer: How much is it for?

Shopkeeper: It's for 2,000 J.D.

Customer: Oh Dear! That's very expensive.

Shopkeeper: Then you can go for Xiaopi 9, the one which I have told you about earlier.
It has an expandable storage of 128 GB.

Customer: Can I get a discount?

Shopkeeper: Sir, this is a fixed price as it's already a discounted one.

Customer: Okay, can you pack this phone?

Shopkeeper: Sure sir, how will you pay?

Customer: I will pay by card.

Shopkeeper: Okay sir, thanks.

Checking understanding

- 1- What did the customer want to buy?
- 2- What was his budget?
- 3- Which phone has the highest storage?
- 4- Did he get a good discount?
- 5- How did he pay?
- 6- Suggest another title to the text.

Choose the correct answer.

- 1- He wants to buy a phone with an camera.
a- good b- suitable c- normal d- excellent
- 2- How many cameras does the Xiaopi 9 phone have?
a- one b- two c- three d- four
- 3- He cannot buy Noxic 9 because it
a- has only two cameras.
b- is too much expensive.
c- comes with gold and silver colors only.
d- has limited storage.
- 4- The shopkeeper couldn't give the customer extra discount because
a- it's already a discounted one.
b- he did not ask for a discount.
c- the price is fixed.
d- he chose the newest phone.

Grammar

Defining and Non-defining relative clause

Defining relative clauses

These clauses define and identify the noun. We use defining relative clauses to give essential information about someone or something. A defining relative clause usually comes immediately after the noun it describes. We usually use a relative pronoun (e.g. who, that, which, whose and whom) to introduce a defining relative clause. Defining relative clauses are not put between commas:

Ahmad is the man who wants to buy my house.

Non-defining relative clauses

We use them to give additional information on something, but do not define and identify it. We use non-defining relative clauses to give extra information .

Read and answer

Read the situations and choose the appropriate sentence.

I have three brothers.

- My brother who lives in Dubai sent me a nice birthday gift last year.
- My brother, who lives in Dubai, sent me a nice birthday gift last year.

I have one sister.

- My sister, who is 18 years old, likes watching comedy movies.
- My sister who is 18 years old likes watching comedy movies.

I have three friends whose name is Sara.

- I met Sara who has the newest smart phone in the Chinese restaurant yesterday evening.
- I met Sara, who has the newest smart phone, in the Chinese restaurant yesterday evening.

Pros and cons of technology

Speaking



1- Take five minutes to complete the table below about the pros and cons of smart technology. Work with your partner to write appropriate information under each heading.

Smart technology	
Pros	Cons

2- Use the words in each column to create full sentences about the pros and cons of smart technology.

3- Present your ideas to the class in three minutes. Use present simple tense.

Useful language: These words may help you.

internet, device, websites, touch screen, message, email, application, WhatsApp, Facebook, isolated, social, teenagers, adults, healthy, nervous system.

Words

stress

Word stress

In English, we do not say each syllable with the same force or strength. In one word, we accentuate ONE syllable. We say one syllable very loudly (big, strong, important) and all the other syllables very quietly.

The rules:

- 1- One word has only one stress. (One word cannot have two stresses. If you hear two stresses, you hear two words.)
- 2- We can only stress vowels, not consonants.

a- Stress on first syllable (the capitalized letters are stressed)

Rule	Example
Most 2-syllable nouns	PRESent, Export
Most 2-syllable adjectives	CLEVer, HAPpy

b- Stress on last syllable

Rule	Example
Most 2-syllable verbs	deCIDE, begin

Listen to the following words, and then underline the stressed syllable.

- 1- mother
- 2- computer
- 3- paper
- 4- machine
- 5- answer
- 6- visitor
- 7- telephone
- 8- animal
- 9- between
- 10- hairdresser

Writing emails

What is an email?

An email is an electronic message that may contain a text, files, images, or other attachments sent through a network to a specified recipient or group of recipients.



What are the main components of an email?

The main components are:

1- Headers

The email's headers contain information concerning the sender and recipient / recipients. Generally, headers contain the following information:

- a- Subject: it is a description of the topic of the message.
- b- Sender (From): it is the sender's email address.
- c- Date and time received (On): it is the date and time the message was received.
- d- Reply-to: it is the email address that will become the recipient of your reply if you click the Reply button.
- e- Recipient (To): this is the First/last name of email recipient, as configured by the sender.
- f- Recipient email address: this is the email address of the recipient.
- g- Attachments: these are files that are attached to the message.

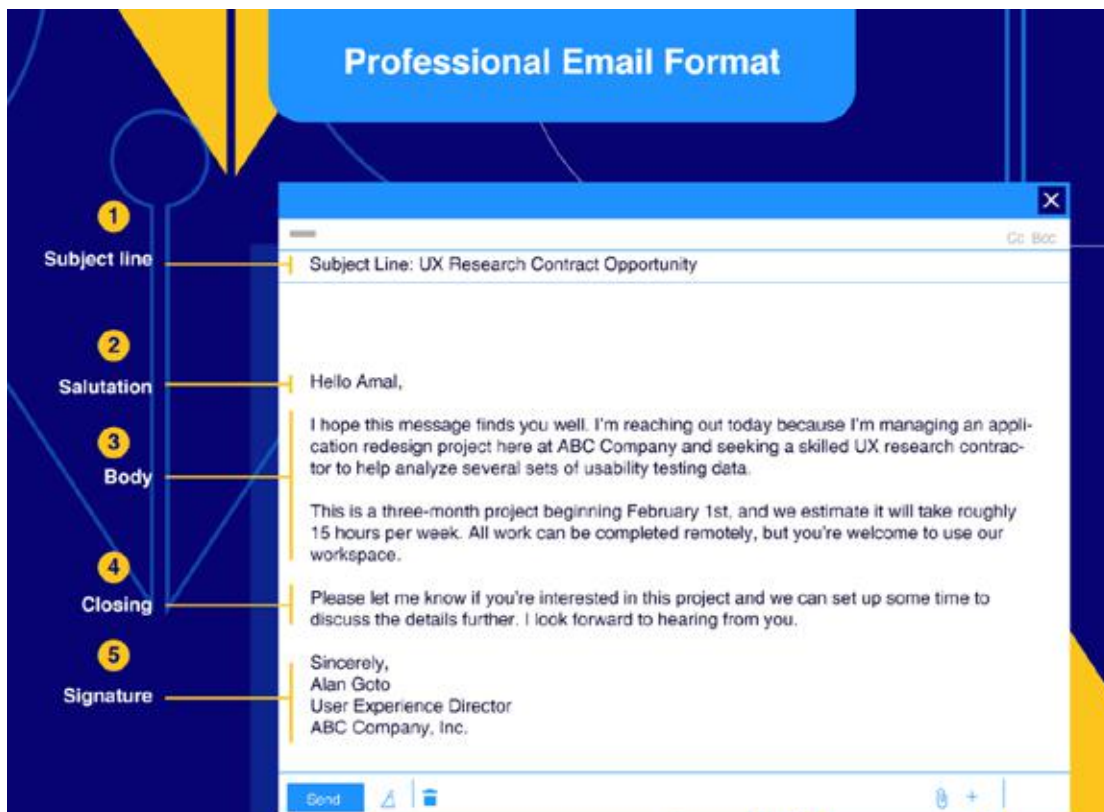
2- Body

The body of a message contains text that is the actual content, it is essentially the letter inside of the envelope. The message body also may include signatures or automatically generated text that is inserted by the sender's email system.

3- Footer

This is where you will thank your recipient for their time and invite them to connect with you through other channels. It also has the signature.

Read the following email and identify its parts.



Now, write!

Write an email to a technology company to inform them about a malfunction in your smart phone and inquire about official procedures to solve the problem.

Change



- What is change?



“Everyone thinks of changing the world,
but no one thinks of changing himself.”

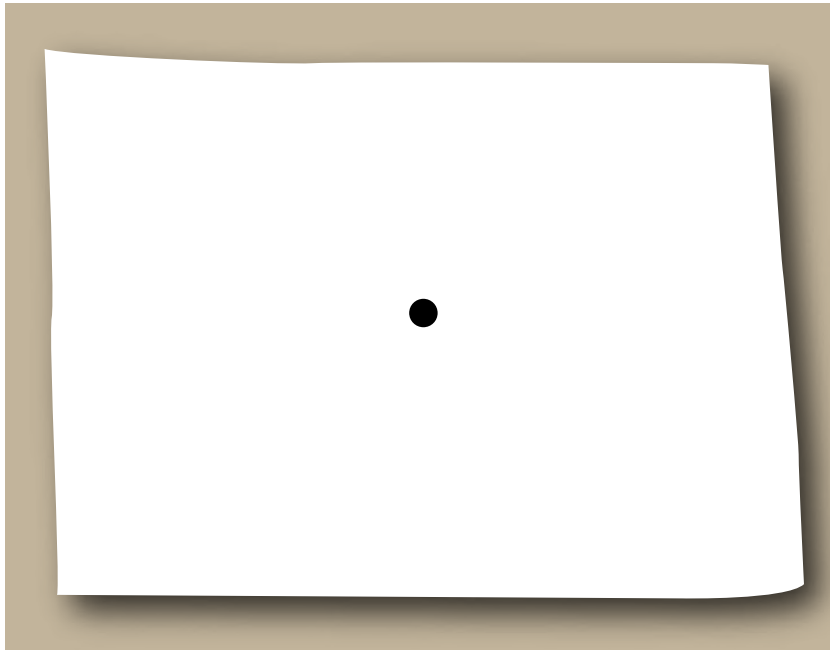
Leo Tolstoy

“Be the change that you wish to see in the
world.”

Mahatma Gandhi

- **Do you agree with the quotes above? Why?**

THE BLACK DOT



Discuss

Which change do we need?

Is accepting change necessary for a better life? How?

Reading

Read the following story, and then answer the following questions.

One day, a teacher entered the classroom and told his students to be prepared for a quiz. The students looked at each other. They were surprised. He handed out the quiz papers. They looked surprised after seeing the exam. Mostly nothing was written; no



questions, only a black dot in the center of the paper! He observed the students' expressions carefully, and asked them clearly "What do you see in the paper?" The students were confused, they looked at the teacher then at the exam paper for a while. After that , they started answering. Ten minutes later, the teacher asked them to pass the quiz paper for him. He took few minutes looking at the students and at the students' answers before talking. Unfortunately, everyone in the class defined the black dot and explained its position, color and size, but nobody related it to the white space surrounding it. Their attention was focused on the black dot only. The classroom was silent, the teacher started to explain: "You are here to learn thinking not to gain marks. You ignored the white part of the paper in your answers and focused only on the black dot. This is definitely what happens in your real lives. Think of good things around you to enjoy your lives. Do not darken the white side of your life if you have troubles. Be happy and think positively." The students thanked the teacher for this important life-lesson.

- a-** Why were the students surprised?
- b-** What did the students find when they turned over the papers?
- c-** What was the question?
- d-** Suggest another good title to the story.

VOCABULARY

1- A synonym is a word that means the same as another word. Using the dictionary, write a synonym for each word from the following.

prepare, expressions, unfortunately, troubles, confused, anxiously

2- Put the following words in meaningful sentences.

	Word	Sentence
1	change	
2	reject	
3	activate	
4	focused on	
5	passive	

3. An antonym is a word that has an opposite meaning of another word. See examples below.

	Word		Antonyms
1	enter	a	exit
2	black	b	white
3	complicated	c	clear
4	start	d	finish

Lesson 2

Let's Buy Some Paint!

- Which paint colour do you prefer?
- Do you like changing your room colour? Why?



Listen to the conversation between Muna, her husband and the mall worker. Then, answer the following questions.

"Let's go to the Mall!" Muna told her husband. She wanted to buy some paint supplies for the house. Her husband said: "That's a nice idea. We need some changes in the house."

After arriving there, Muna found a friendly worker who was momentarily free. "Excuse me," she said. "Could you help us?" She explained that she wanted to paint her house. "Neither me nor my husband knows how to do it, so please tell us the basics about what we need," she added. He smiled and told her that it was simple. All they needed were two gallons of white glossy paint, a roller, a brush would be a good idea for corners and edges, a paint tray and an extension handle to reach the high parts of each wall.

As they were putting the items into the trunk, her husband said: "We should buy a stepladder to paint up near the ceiling."

"Oops! How did I forget about the ceiling? We shall do it now!" Muna asserted. They went back inside and bought a stepladder.

Checking understanding

1- What did Muna want to buy?

2- Why did she ask the worker about the basics?

3- From where did they buy the paint supplies?

4- Did they buy a paint brush?

5- Did she want to paint the fence?

Grammar

Used to

	Used to	Examples
Meaning and form	We use “used to” when we refer to things in the past which are no longer true. used to + base form	- Yara used to have long hair (but now she has short hair). - He used to swim (but now he does not swim). - I used to live in big cities (but now I live in a small village).
Negative	“did not/didn’t use to”	- Aqaba beach did not use to be so crowded in the winter as it is nowadays. - Sarah didn't used to like milk when she was younger, but she likes it now.
Interrogative	Did + use to...?	- Did Farah use to read Magazine? - Didn't Farah used to read Magazine?

PRACTICE ZONE

Rewrite the following sentences using *used to* (you should use the negative and interrogative also).

a- I / live in a flat when I was a child.

b- She / love eating chocolate.

c- He / play football when he was at school.

d- We / watch comedy movies.

e- They both / have short hair.

When I was a child



Read the following text

Yara is a twenty-two year-olds girl. She loves reading. She used to read short English stories when she was at school. She used to have many friends in different areas in Jordan. Now, she is a journalist. She works hard and mostly busy, so she cannot communicate with friends any more. Now, she has a daughter, whom she reads to. They enjoy their time together.

Think and Speak

In ten minutes, try to complete the table below by writing about the past.

Think about how your life and interests changed since you were child. Share your ideas with your partner, and then write questions and answers to present your ideas to the class in a conversation with your partner.

House	Interests	Favorite TV programme	Clothes

Useful language: In the past, nowadays, websites, high walls, small windows, crowded, wide, narrow, running, play hide and seek, robot, cartoons, movies healthy, canned food, fashion, garden.

VOCABULARY

Verbs + prepositions: This is when a verb is followed by a preposition. Read the following examples.

No.	Verbs + prepositions	Examples
1	Verbs + for	She apologized for being late. I am waiting for you.
2	Verbs + from	She suffers from a chronic headache. This spray should protect you from harmful sun rays.
3	Verbs + in	Work harder if you want to succeed in real life. Aseel works in a computer software firm.
4	Verbs + of	I don't approve of hunting animals for their fur. My neighbor died of old age.
5	Verbs + on	This is a good point of view based on deep thinking. We don't agree on anything but we're still good friends.
6	Verbs + to	What kind of music do you like listening to? She apologized to me for what happened yesterday.
7	Verbs + with	I agree with what you've said. It is not easy to deal with the stress.

Choose the correct preposition.

1- Stop worryingyour exam. Everything will be fine.

- a- for b- about c- to

2- I've waited Judy for 30 minutes. I'm going home.

- a- of b- on c- for

3- Don't forget to paythe newspaper.

- a- for b- about c- to

4- I don't know what we'll do at the weekend. It depends.....the weather.

- a- from b- on c- in

5- I like to listen the radio when I wake up.

- a- of b- to c- from

Pronunciation

Intonation:

Intonation describes how the voice rises and falls in speech.

The three main patterns of intonation in English are:

No.	Patterns of Intonation	Example
1	falling intonation	Where's the nearest p↘ost-office? What time does the film f↘inish? I think we are completely l↘ost
2	rising intonation	I hear the Health Centre is expanding. So, is that the new d↗octor? Are you th↗irsty?
3	fall-rise intonation	Is this your cam↘er↗a? Would you like another co↘ff↗ee?

Parts of a paragraph

Parts of a Paragraph

1

Topic Sentence

- General without being too broad
- Has a controlling idea
- Must be a complete sentence

2

Supporting Sentences

- Gives information to support the topicsentence
- Can be a definition, explanation or example.

3

Concluding Sentences

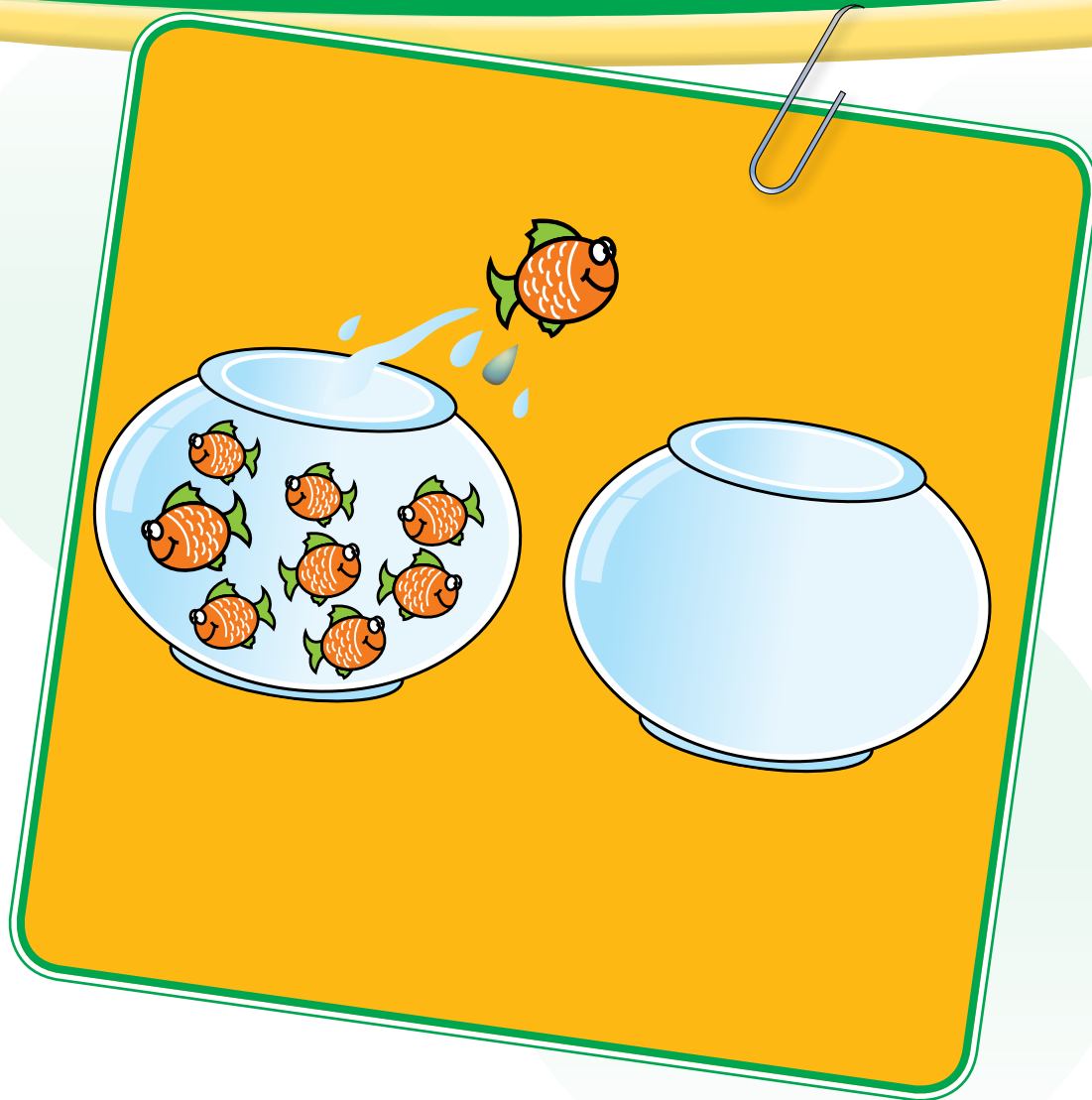
- Restates the main idea of the paragraph.
- Reminds the reader of the controlling idea.
- Can give a warning, prediction, or opinion that has been 'learned' by the writer.

Tips for structuring and writing a better paragraph:

- 1- Begin by forming a topic sentence.
- 2- Explain this topic sentence to create more supporting sentences.
- 3- Make your last sentence a conclusion or a transition.
- 4- Know when to start a new paragraph.
- 5- Use transition words.

In life, people need sometimes to change their decisions for different reasons. To take a new decision is not a simple task for some people. Write a well-organized paragraph (around 70 words) about an important decision that changed your life totally.

Life Skills



- Describe all that you can see in the picture, and then explain what is happening in your opinion.



- **How do you think the man is feeling? Why?**

Lesson 1

Potatoes, Eggs, and Coffee Beans

Discuss

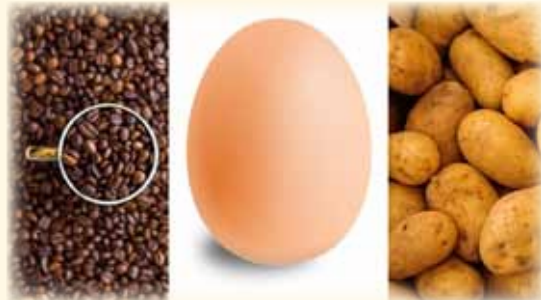
“It’s not what happens to you, but how you react to it that matters”.

- What do you think about the above statement, do you agree or disagree? Why?

Reading

Read the following story and then answer the questions below.

Once upon a time a daughter complained to her father that her life was miserable and that she didn't know how she was going to make it. She was tired of fighting and struggling all the time.



Her father, a chef, took her to the kitchen.

He filled three pots with water and placed each on a high fire. Once the three pots began to boil, he placed potatoes in one pot, eggs in the second pot, and ground coffee beans in the third pot. He then let them sit and boil, without saying a word to his daughter. The daughter, impatiently waited, wondering what he was doing.

After twenty minutes he turned off the heats. He took the potatoes out of the pot and placed them in a bowl. He pulled the eggs out and placed them in a bowl. He then ladled the coffee out and placed it in a cup. Turning to her he asked. "Daughter, what do you see?"

“Potatoes, eggs, and coffee,” she replied. “Look closer,” he said, “and touch the potatoes.” She did and noted that they were soft. He then asked her to take an egg and break it. After pulling off the shell, she observed the hard-boiled egg. Finally, he asked her to sip the coffee. “Father, what does this mean?” she asked. He then explained that the potatoes, the eggs and coffee beans had each faced the same adversity– the boiling water.

However, each one reacted differently. The potato went in strong, hard, and unrelenting, but in boiling water, it became soft and weak. The egg was fragile, with the thin outer shell protecting its liquid interior until it was put in the boiling water. Then the inside of the egg became hard. However, the ground coffee beans were unique. After they were exposed to the boiling water, they changed the water and created something new.

“Which are you,” he asked his daughter. “When adversity knocks on your door, how do you respond? Are you a potato, an egg, or a coffee bean?”

Checking understanding

- 1- What does the underlined pronouns refer to?
- 2- How did the daughter feel?
- 3- What did her father do when she complained?
- 4- What happened to the potatoes after boiling them in water?
- 5- Find a word in the text that means: a difficult or unlucky situation or event.
- 6- What is the main idea of this story?
- 7- Which one are you a potato, an egg, or a coffee bean? Explain.
- 8- How do you respond when you face a difficulty?
- 9- When you are put under pressure, what comes out of you? Is it anger, aggression, short temper?

VOCABULARY

Read the following words and check their meanings in a dictionary. Write the meaning for each word in your notebook.

1- complained!

2- miserable!

3- struggling!

4- anger!

5- aggression!

6- short temper!

7- unrelenting!

8- adversity!

9- impatiently!

10- ladled!

11- exposed!

Character as Your Guide

1 Listen to a radio program about how character can be a person's guide.

When he was younger, Bassam quickly became angry when things did not go his way. He would throw things and mock others in a nasty tone of voice. Bassam upset a lot of his good friends this way. Even his best friend, Nabeel, started saying he was too busy to hang out.

With his parents' help, Bassam saw how his behavior hurt the people he cared about. He realized that to be a good friend, the kind of friend he would like to have, he would need to be more cooperative, patient, and kind. Bassam began to plan activities with his friends instead of bossing them around, and he began to behave more maturely when angry. Bassam's choices improved his character and his friendships.

Personal character develops over time. It comes from thinking about, and consciously living by your values. In time, putting your values into action becomes automatic. Good habits are hard to break. What values have become habits in your life?

Check understanding

- 1- Do you think Nabeel was really very busy? Why?
- 2- Why did Bassam change his behaviour with his friends?
- 3- What characters Bassam needed to be a good friend?
- 4- Who help Bassam in his changing process?
- 5- What affect our characters based on the text?
- 6- Small actions can make a big difference to others. What small act of caring and compassion can you do today to make a difference in your community?

Grammar

Ability

1- General ability

We usually use **could** or **couldn't** to talk about general abilities in the past.

2- Ability on one occasion – successful

When we talk about achieving something on a specific occasion in the past, we use **was/were able to** (= had the ability to) and **managed to** (= succeeded in doing something difficult).

3- Ability on one occasion – unsuccessful

When we talk about a specific occasion when someone didn't have the ability to do something, we can use **wasn't/weren't able to**, **didn't manage to** or **couldn't**.

PRACTICE ZONE

2 Choose the correct option to complete the sentences.

- a- He called us because he _____ find the house. (can't/couldn't)
- b- She _____ have studied law, but she preferred to become a teacher. (could/was able to)
- c- The speaker _____ attend the conference due to illness. (couldn't/ wasn't able to)
- d- She _____ speak English and French. (can/could)
- e- I _____ read when I was four. (could/managed to)

Changes in Life

Speaking

Work with a partner. Complete conversations a-d with strong adjectives from the box.

awful excellent delighted tiny lovely

a- A: Were you very glad to get the job?

B: Of course! I was really _____ .

b- A: Was the weather very nice on your holiday?

B: Yes, it was really _____! We were very lucky.

c- A: Is she very good at tennis?

B: Yes, she is really _____! She always wins.

d- A: What's wrong? You don't look very happy.

B: It's really _____!

Think and speak

Work with a partner. Tell your partner about...

a- something you can do now that you couldn't do a few years ago.

b- a time when you succeeded in resisting something you strongly want.

c- a time when you managed to deal with a problem successfully or make the right choice.

d- something you hope you will be able to do in the future and how you plan to do it.

Pronunciation

Syllable

What is a syllable?

It's the sound of a vowel (A, E, I, O, U) that is created when pronouncing the letters, A, E, I, O, U, or Y.

“Y” is a vowel only if it creates an A, E, I, O, or U sound. examples: fry, try, cry, & dry

- If two (or more) vowels are next to each other, the number of syllables is the number of vowel sounds.
 - examples: free (1 syllable), eat (1 syllable), & bio (2 syllables) pot - ter - y (3 syllables)
- A silent vowel is not a syllable.
 - Examples: fire (1 syllable), tire (1 syllable), & sale (1 syllable)
- If a word ends with “-le” or “-les” and the letter before it is a consonant “-le” or “-les” is a syllable.
 - examples: ap-ple, rum-ble, fa-ble, & ta-ble(2 syllables)
 - examples: ale, scale, sale, file, & tile

Note

The **number of times** you hear the **sound of a vowel** is the **number of syllables** in a word.

Opinions

Writing an opinion**1 What is an opinion paragraph?**

An **opinion paragraph** tells what the writer feels about a topic. It states an opinion in the topic sentence. It uses reasons and details to explain the opinion.

2 Read the paragraph from an article in an educational magazine.

Nowadays, the idea that learning is only for children is obviously not true. It seems to me that as an adult you can't rely on what you learnt in school to get by any longer. Technology at work and at home, such as computerized household applications, tablets and mobile phones, are an essential part of everyday life. On top of that, all these devices are constantly developing. So, if you want to be able to function in the 21st century, you have to keep learning and developing, too!

- a- What is the writer's general opinion?
- b- Underline the phrases that show the writer is giving their opinion.
- c- Read the paragraph again and underline one phrase:

for adding information to support the idea

for giving an example.

3 Now, try to write your own opinion paragraph about something from your choice.

Unit Six

Planning



- What can you see in the picture above?



- **What do you think this picture means?**

Lesson 1

Try something new for thirty days

Discuss

"We need to look for our way of living and try to change."

What do you think, do you agree?

Read about an idea called 'the 30-day challenge' and answer the questions.

Try something new for 30 days

A few years ago, Matt Cutts, a top manager at Google, thought his life wasn't moving forward. So he started to set himself 30-day challenges. The idea was simple:



Think of something you want to add to your life - or to give up - and try it every day for 30 days. He began with small projects like cycling to work, not watching TV and giving up sugar. Then he moved onto harder ones, like writing a novel in 30 days. Matt learned that if you do something for 30 days, it can become a habit. If you stop doing something for 30 days, you can break the habit. As he did harder challenges, he got more confident. He learned that if he really, really wanted to do something, he could. After doing the challenges for a few months, he had enough confidence to climb Mount Kilimanjaro, the highest mountain in Africa. Matt gave an online talk about how the challenges changed his life. More than five million people around the world have watched his talk and the 30-day challenge quickly became very popular.

Check understanding

- 1- Why did Matt Cutts decide to do the 30-day challenges?
- 2- What did he learn about himself?
- 3- Choose three things you think Matt Cutts learned from the challenges.
 - a- Doing a challenge helps him to slow down and appreciate his life.
 - b- Achieving something new made him feel better about himself.
 - c- He is not really a very adventurous person.
 - d- Anything is possible for a short period of time.
 - e- He has the ability to be a great novelist.
 - f- It is not a good idea to try to do something very difficult.

VOCABULARY

Check your dictionary to find the meaning of the following:

- moving forward _____
- challenges _____
- give up _____
- confident _____
- online-talk _____

1- Write four sentences using the words and phrases above.

- a _____
- b _____
- c _____
- d _____

Future plans

Listening

Listen to the following people speaking about their plans.

Layla: I am playing tennis tomorrow morning. Come and play with me.

Rula: I can't go with you tomorrow, I'm helping dad in the garden.

Manar: Aunt Sameera is coming home next week. I am excited.

Ali: I'm starting university next year.

Sama: I'm going to help my brother in the school project.

Rami: Are you going to plant the roses tomorrow?

Checking understanding

- 1-Who is going to start university next year?
- 2-Is Rula coming with Layla to play tennis? Why?
- 3-Who is going to help her brother in the school project?
- 4- Does anyone speak about the past?

Grammar

Present continuous/ *going to* for the future

We use *going to* or the present continuous to talk about future plans. Both forms are often possible and are very similar.

1- When the plan has a specific time in the future (includes a time expression) the present continuous is used.

Examples:

a- I'm doing my homework this evening.

b- We are having guest for lunch at one o'clock.

c- Salem is starting university in September.

2- When we intend to do something or have decided to do something, but did not arrange it, we use '**going to**' to express the future.

Examples:

a- The windows are dirty.

b- Yes I know. I'm going to clean them later. (I've decided to clean them, but I haven't arranged to clean them, yet).

Challenges

Speaking

1 Look at Matt Cutt's list of challenges and write your own.

Then compare your ideas in pairs or small groups. Choose a challenge each.

Add	Negative
• Bike to work	• No TV
• 10,000 steps/day	• No sugar
• Take a picture a day	• No Twitter
• Write a novel	• No caffeine

2 Are there any changes you would like to make to your lifestyle?

Look at the list and put a tick (✓) next to the things you would like to do and a cross (✗) next to those you wouldn't.

- 1- read more books.
- 2- eat less sugary food.
- 3- climb a famous mountain.
- 4- write a novel.
- 5- walk 10,000 steps every day.
- 6- exercise more.
- 7- learn two new words a day in English language.
- 8- use internet/Facebook/Twitter less.
- 9- do more kind things for other people.
- 10- watch less television.
- 11- learn a new language.

3 Compare your answers with a partner. What is stopping you from doing the things you ticked?

Think and speak

- 1- Talk to people in your class and ask questions to find out about each other's plans.
- 2- Talk about what you are going to do, why, where and with whom.
- 3- Vote on the most interesting plans.

VOCABULARY

"Get" is a very common word in English. It has several meanings:

- 1- When we use get before a noun, it usually means 'receive', 'buy', 'obtain', 'catch', or something similar.
- 2- When we use get before an adjective (e.g. cold) or a past participle (e.g. married), it means 'become'. we don't often use get in very formal written English.

Work with a partner. Which of the following would you like to do? How are you going to achieve them?

- get fit
- get more sleep
- get a new job
- get up earlier and study
- get a new car

Example:

A: I'd like to get fit.

B: How are you going to get fit?

A: I'm going to go to the gym three times a week.

Match sentences 1- 6 to the different meanings of “get” a-f.

1- How many emails do you usually get every day?

2- When did you get your first phone?

3- Did you get a bus here today?

4- What time do you get home after class?

5- What does your brother/sister get anxious about?

6- Where did you get your phone?

a arrive (at) **b** become **c** receive **d** buy **e** obtain **f** catch

Pronunciation

Change word meanings with **SYLLABLE STRESS**

The meaning of a word can change if you stress a different syllable.

This change only happens with a few, specific words, many of which are listed here — it doesn't apply to all words in the English language. Most of the words are two syllables long — there are just a few examples with three syllables.

1- Those which keep the same general meaning, but which change from noun to verb when the stress moves from the first to the second syllable.

2- Those which change their meaning completely — most of them change from noun to verb, but a few change to an adjective.

a- Change from noun to verb, same general meaning:

import	IM-port	Coffee is an IM -port from Brazil. (<i>coffee is brought here from Brazil</i>)
	im- PORT	We would like to im- PORT more coffee over the next few years.
increase	IN-crease	There has been an IN -crease in accidents recently. (<i>there have been more accidents</i>)
	in- CREASE	We need to in- CREASE our sales figures. (<i>sell more</i>)

b- Change from noun to verb or noun to adjective, different meaning:

address	AD-dress	Do you know Ahmed's AD -dress? (<i>where he lives</i>)
	ad- DRESS	You do not have permission to ad- DRESS The Minister! (<i>to speak to him directly</i>)
desert	DES-ert	The army marched through the DES -ert. (<i>eg Sahara</i>)
	des- ERT	I wouldn't advise you to des- ERT the meeting, as it will get you into trouble. (<i>leave without permission</i>)

Lesson 4

Writing an informal message

1 Read the messages from Amal, notice the layout and answer the questions.

Hi Leen,

How's it going?

I'm really sorry, but I can't make it on Sunday.

I completely forgot that I'm going to a family party that day. It's my grandmother's eightieth birthday, so I can't miss it. Hope you understand.

Anyway, how about meeting next weekend instead? Is that OK for you? I'd love to try the new restaurant we talked about. It will be great to see you and have a nice chat.

Again, sorry about Sunday!

Best wishes.

Love,

Amal

- Why does Amal write to Leen?
- What is Amal doing on Sunday?
- What does she suggest to make up for her plans with Leen?

2 Write a message to a friend telling them about your plan of visiting a museum together. Use Amal's message layout.

Activity Book



Unit 1

Cleanliness & Hygiene

Lesson 1

Look at the following picture and write sentences describing ways of keeping personal and environmental hygiene. Use vocabulary from lesson one, page 7.



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

Lesson 2

1 Write (Healthy/ Unhealthy) in front of each of the following statements.

- a- I eat lots of candy and chocolate every day. ()
- b- My brother goes to the gym three times a week. ()
- c- My grandmother cooks lentils using olive oil. ()
- d- At school, I buy lots of potato chips. ()

2 Fill in the blank spaces with the appropriate word from the following.

Should shouldn't have to don't have to

- a- It is raining. Ranya _____ take his umbrella.
- b- I can give you my pencil, so you _____ buy a new one.
- c- You _____ stop at the red light.
- d- Tomorrow is Sunday. You _____ get up very early.
- e- All the students _____ obey the school rules.
- f- It is freezing outside, so we _____ walk.
- g- Students _____ look at their notes during the test.
- h- I have a terrible headache, so I _____ leave early.

Lesson 3

1 Put the following terms in sentences.

a- Environment-friendly

b- Green house

c- Recycling

2 Underline the stresses part in each of the following words:

Adventurous

Adventure

Environment

Environmental

Hygiene

Hygienic

Mystery

Mysterious

Unit 2

Problems and solutions

Lesson 1

1 Complete the following sentences using the suitable word. There is an extra word.

Hormones Acne Pressure Stressful Moody
Encouragement Endurance Addiction

- a-** Before the exam, my brother was confused, but after some _____ from my mother, he felt better.
- b-** Teens are very _____. They can be happy and sad within minutes.
- c-** _____ affect the body physically and emotionally.
- d-** Studying for the exams needs hard work and _____
- e-** My face looks awful! It is full of _____
- f-** Continuous _____ may lead to disease. Try to relax.
- g-** Internet _____ is very common in these days.

2 Check the dictionary to find the adjectives of the following words.

Encouragement _____

Endurance _____

Addiction _____

Lesson 2

1 Write (True/ false) in front of each of the following statements.

- a- Defining the problem is the second step of solving problems. ()
- b- Solving problems has eight steps. ()
- c- Monitoring and collecting data is the seventh step of solving problems. ()
- d- Communicating lessons learned does not ensure that the problem will not come back again. ()

2 Complete the following first conditional sentences.

- a- If you _____ (not/hurry), we will be late!
- b- If Ramzi _____ (pass) his exam, he will be very happy.
- c- If my father sees the house untidy _____ (not/ take) us to the mall.
- d- If you stay awake all night, you _____ (be) very tired tomorrow.
- e- Adam _____ (not / win) the race if he doesn't practice.
- f- If you eat too much chocolate you _____ (become) fat.
- g- We _____ (not / go) to the restaurant if you're not hungry.
- h- If Suha drives too fast she _____ (have) an accident.

Lesson 3

1 Put the following terms in sentences:

a- Humanitarian emergency

b- Civil war

c- Recycling

2 Read the following Wh-questions paying attention to the falling intonation.

a- What are you studying?

b- Where is the school library?

c- How many times did you go to Aqaba?

d- Why does Salma look so confused?

e- Who is the first person to write a diary?

Revision A

Exercise one: Vocabulary

Match each of the following words to their definitions.

1- Environment-friendly

2- Green house

3- Recycling

4- Regular

5- Addiction

6- Adamant

7- Civil war

8- Endurance

9- Hormones

10- Life-threatening

a- arranged or constituting a constant pattern

b- a war between citizens of the same country

c- refusing to change one's mind

d- ability to bear difficult process or unpleasant situation

e- a glass building in which some plants are grown

f- converting waste into reusable material

g- the condition of being addicted to a particular activity

h- anything or any activity that may cause a serious harm or death

i- not harmful to the environment

j- a regularly produced substance produced in the body that stimulates specific cells into action

Exercise two: Grammar

a- Rewrite the following statements into first conditional.

It snows. Mum makes thyme pastry.

I do my homework today. I go to the gym.

I am rich. I help the poor.

b- The following sentences use (have to, should, don't have to) in a wrong way. Correct the sentences.

School students in Jordan don't have to go to school on Sunday.

Everyone have to study in the summer holiday.

Children must eat less ice-cream.

Unit 3

Smart Technology

Lesson 1

1 Match words from the box for each picture. .

1-



2-



3-



4-



5-



a- Smart phone

b- Digital camera

c- Memory stick

d- iPad

e- Video camera

2 Unscramble the verbs in the box 1, match them to box 2, and then write correct numbers in the list below.

Box 1

a- tislne to
b- fsur
c- paesk on
d- oercdr
e- awthc
f- esotr

Box 2

1- Smart phone
2- Internet
3- Radio
4- TV
5- iPad
6- Memory stick
7- Digital camera

a		b		c		d		e		f	
----------	--	----------	--	----------	--	----------	--	----------	--	----------	--

Lesson 2

1 Choose the correct relative pronoun to make correct sentences.

1- The new school,..... has a big swimming pool, was closed this term because of Corona virus.

a- who **b-** which **c-** whose **d-** where

2- My cousin,..... won the award last year, has just arrived.

a- who **b-** which **c-** whose **d-** where

3- He works with his friends,..... company makes furniture.

a- who **b-** which **c-** whose **d-** where

4- The hospital,..... poor people depend on, is being closed down.

a- who **b-** which **c-** whose **d-** where

5- My father bought new car we liked.

a- who **b-** which **c-** whose **d-** where

2 Write two sentences: one with a defining relative clause and one with a non-defining relative clause.

Lesson 3

Where is the stress in each of these words? Choose the right answer.

Example: **Computer** – the second syllable.

1- Reaction

a- first **b-** second **c-** third

2- Connect

a- first **b-** second **c-** third

3- Pencil

a- first **b-** second **c-** third

4- Classroom

a- first **b-** second **c-** third

5- English

a- first **b-** second **c-** third

Unit 4

Change

Lesson 1

1 Match words to their meanings.

<u>Word</u>	
1-	anxiously
2-	expression
3-	confused
4-	darken
5-	troubles

<u>Meaning</u>	
a-	Eagerly
b-	To make something dim and gloomy
c-	Problems
d-	unable to think clearly
e-	Facial features showing how you feel

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

2 Fill in the blank spaces.

confuse changes reject mind worry

- a- It was clear some _____ were necessary.
- b- Those words stayed in her _____ all time.
- c- Don't _____ everything will work out fine.
- d- Sometimes we have to _____ change, if we want to move forward.
- e- Why did she give Salma the chance to _____ her again?

3 Read and match .

Agree



Change



Disagree



Against



4 Match words to synonyms.

<u>Word</u>	
1-	handed out
2-	turn over
3-	inexplicable task
4-	focused on
5-	brother
6-	disappointment

<u>Synonyms</u>	
a-	trouble
b-	displeasure
c-	concentrated on
d-	mysterious task
e-	Passed out
f-	reverse

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

Lesson 2

1 Complete the following sentences/questions with the correct form of verb.

1- He _____ read several books a month, but nowadays he doesn't have time any more.

a- uses to b- used to c- using to

2- When I had to go to work every day I used to _____ very early.

a- got up b- gets up c- get up

3- When Mr. Ahmad was the head of our school, everything _____ well organized.

a- used to be b- used to being c- used to been

4- Did your father _____ to walk more to his farm?

a- use b- used c- using

5- When Farah was a child, she did not _____ help her mother in the house work.

a- use to b- used to c- uses to

2 Change the following sentences into the negative form.

a- Samer used to play piano when he was at school.

b- Sarah used to write short stories about birds.

c- He used to listen to slow music when he was a young.

d- My friends used to read newspaper every morning.

e- My sister used to go to school by bus.

Lesson 3

1 Choose the correct prepositions to complete the sentences below.

a- I waited _____ (to / for) you for more than an hour.

b- I'm looking forward _____ (of / to) seeing you.

c- Why are you shouting _____ (at / to) me?

d- I spent all my money _____ (about / on) clothes.

e- As soon as we arrived _____ (in /at) Amman, we called our friends.

2 Draw a picture about one of the changes in your life. Describe the change in your language. Use simple present, simple past, and “used to”. Give your drawing a catchy title before starting to speak to the class for two minutes.



Revision B

Vocabulary

1 Complete the following sentences with the correct word.

change communicate hard copy technology update
sends devices listen to disagree contact

- a- _____ has made us ever more productive.
- b- Using smart _____ in teaching and learning is a brilliant idea.
- c- Students have to _____ online successfully.
- d- My sister _____ me a nice message every morning.
- e- For more details, you can _____ the information department.
- f- Be brave enough to accept _____
- g- I mostly _____ Jordanian folklore songs.
- h- I am sorry, I _____ with your idea.
- i- Could you _____ my information?
- g- Don't depend on _____ only these days.

2 Match the following words to the suitable pictures.

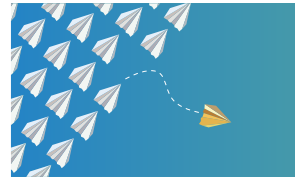
1- Tablet

2- Change

3- Technology tools

4- Accepting other

5- Communication



Grammar



Read and choose.

1- I to live in a small village.

a- use **b-** using **c-** used

2- Did Tim to play football in the classroom?

a- used **b-** uses **c-** use

3- She should apologize being late.

a- to **b-** for **c-** of

4- It is not easy to deal the stress in my workplace.

a- by **b-** with **c-** off

Lesson 1

1 Complete the following sentences using the suitable word. There is one extra word.

complained fighting struggling aggression short temper
unrelenting adversity impatiently ladled exposed

- a- The _____ pressures of the job started to affect her health.
- b- Even in _____ there is always something to be grateful .
- c- The consumers _____ about the poor quality of the products.
- d- He's very _____, especially when he is busy at work.
- e- We sat waiting _____ for the movie to start.
- g- My brother _____ some soup into my plate.
- h- I've been _____ to understand this article all afternoon.
- i- Television violence can encourage _____ in children.

2 Search the dictionary to find the opposite of the following words:

- a- impatiently _____
- b- unrelenting _____
- c- short temper _____
- d- aggression _____

Lesson 2

1 Read the statements below, and decide whether they are "True" or "False".

- a- The first step to solve your behavior problems is to feel that there is a problem.
_____ .
- b- It's okay to upset your best friends and bossing them around. _____
- c- Sometimes we need our family support to come over behavior problems.
_____ .
- d- A good character need to behave more maturely when angry. _____.
- e- Personal character stay the same all the time. _____ .
- f- Good habits are easy to break. _____.

2 Choose the best option to complete the sentences.

- a- Luckily, I _____ get to the airport on time, despite the traffic.
(could/managed to)
- b- By the time he was four, Jameel _____ read and write. (can/could)
- c- They worked on it for months but they _____ to find a solution.
(didn't managed/managed)
- d- He _____ drive – he's too tired. (can/can't)
- e- She _____ speak French when she was a child, but now she has forgotten it. (could/managed to)
- f- When the computer crashed yesterday, I _____ fix it. (could/was able to)
- g- I _____ cook until I went to university. (couldn't/wasn't able to)

Lesson 3

1 Write a sentence about each situation and say it to your classmate.

a- Something you have changed recently that you couldn't change a few years ago.

b- A problem you managed to solve.

c- A bad habit you want to get rid of it.

2 How many syllables in.....?

a- eating e.g 2 syllables

b- fire _____

c- cake _____

d- cheese _____

e- chicken _____

f- checked _____

g- teacher _____

h- escape _____

i- changes _____

j- threaten _____

k- excitement _____

l- farewell _____

Lesson 4

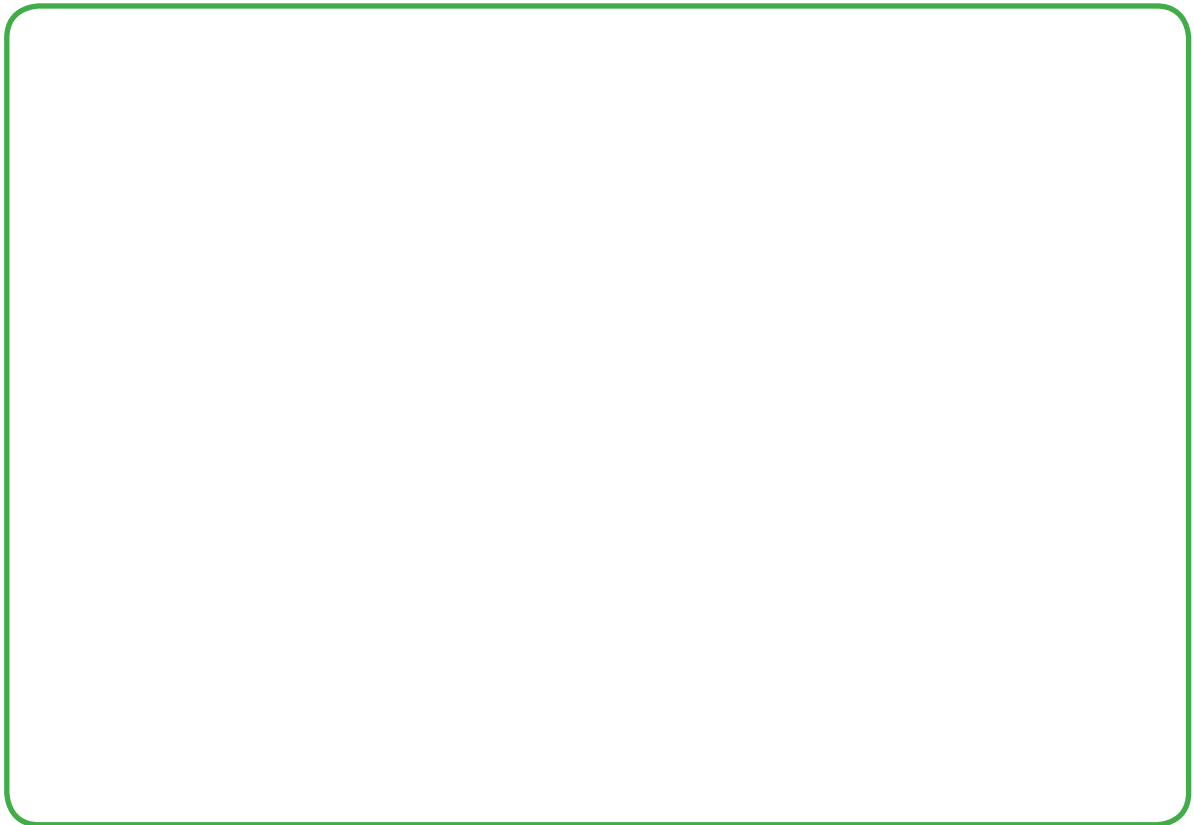
Writing an opinion

Choose a topic from below, and then write a paragraph (about 100 words) showing your opinion about it.

a- Horror movies

b- Volunreering

c- Going to an adventure trip



Lesson 1

1 Ask and answer about Matt Cutts.

a- What was Matt Cutts job?

b- What was the main idea of his challenge?

c- Choose three things that Matt Cutts gave up because of the challenge.

d- How did Matt Cutts encourage others to follow his way?

e- Do you like Matt Cutts challenge? Why?

2 Complete the following sentences. There is one extra word.

habit, manager, challenges, give up, confident, online, popular

a- A product _____ is responsible for product profitability.

b- The teacher wants the children to feel _____ about asking questions when they don't understand.

c- Jeans are _____ among the young.

d- All the city's schools will be _____ by the end of the year.

e- Never _____ your dreams. Miracles happen every day.

f- Destruction of the environment is one of the most serious _____ we face.

Lesson 2

1 Fill the gaps with the verbs in brackets using either the "be going to" or the present continuous.

a- Samer _____ around Egypt this autumn. (travel) .

b- Jasmin _____ writing a blog soon. (start)

c- Maha _____ a year in Kuwait teaching English. (spend)

d- My family _____ solar panels for our house. (get)

e- Sarah _____ her old school friends on Saturday. (meet)

f- I _____ to the doctor's on Thursday. (go)

g- Sorry! I can't go on Thursday. I _____ my grandma then. (visit)

2 Write four sentences about:

a- something you decide and arrange to do in specific time.

b- something you have decided to do, but you did not arrange it yet.

Lesson 3

1 Match sentences 1- 6 to the different meanings of “get” a-f.

- a- How many emails do you usually get every day? _____
- b- When did you get your first phone? _____
- c- Did you get a bus here today? _____
- d- What time do you get home after class? _____
- e- What does your brother/sister get anxious about? _____
- f- Where did you get your phone? _____

a arrive (at) b become c receive d buy e obtain f catch

2 Choose the best option according to the sentence meaning.

- a- **Subject:** What is the subject of today’s lesson? (topic) **SUB**-ject sub-**JECT**
- b- **Reject:** We have decided to re-**JECT** the building proposal as it would have cost too much money. (turn down, say no to) **RE**-ject re-**JECT**
- c- **Project:** We could project the film onto that blank wall. (show, display) **PRO**-ject pro-**JECT**
- d- **Perfect:** We need to per-**FECT** our design before we can put this new product on the market. (we need to improve it) **PER**-fect per-**FECT**

Revision C

Vocabulary

1 Complete the sentences. Use the best option to complete the meaning.

awful, manager, struggling, react, confident, popular, give up

- a- I'm not sure how he's going to _____ to the news.
- b- I can't answer the puzzle; I _____.
- c- He suffered _____ injuries in the crash.
- d- Ice cream is _____ among children.
- e- She was _____ with a heavy suitcase.
- f- Mariam was a _____, happy girl.
- g- The _____ is out, can I take a message?

Grammar

2 Choose the best option to complete the sentences bellow.

- a- Eight years ago, I _____ play the piano. (can / could/ be able to)
- b- Maha _____ type 80 words per minute. (can / could/ be able to)
- c- After a lot of problems he _____ learn to drive a car. (can/ could/managed to) I _____ run fast when I was a child. (can / could/ be able to)
- d- I _____ come to your party. (can't / couldn't/ wasn't able to)
- e- My sister _____ cook until I went to university. (can't / couldn't / wasn't able to)
- f- They came late, but they _____ find a place to stay. (can/ could /managed to)

3 Write the correct form of verbs: present continuous / be going to.

a- Yasser _____ (have) an operation next week.

b- It's very cold. I _____ (light) a fire.

c- We _____ (have) some guests to lunch tomorrow.

d- I _____ (have) my hair cut this afternoon.

e- My grandmother _____ (come) to stay with me next weekend.

f- I _____ (spend) a few days in Aqaba next week.

g- The Town Council _____ (build) a new school here.

Word list

Unit One

Disease

Environment-friendly

Essential

Green house

Health-threatening

Prevent

Recycling

Regular

Unit Two

Addiction

Acne

Adamant

Civil war

Encouragement

Endurance

Hormones

Humanitarian emergency

Moody

Pressure

Recycling

Stressful

Unit Three

share

send

communicate

surf

store

interaction

technology

activate

touch screen

smart devices

extensive

advanced

electronic

effectively

websites

Unit Four

change

prepare

explain

reject

activate

pollute

expressions

troubles

confused

passive

active

anxiously

unfortunately

carefully

looking to

related to

focused on

Unit Five

react

complained

miserable

fighting

struggling

anger

aggression,

short temper

unrelenting

adversity

impatiently

ladled

exposed

Unit Six

manager

moving forward

challenges

give up

confident

online talk

habit

popular

podcast

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
الْحَمْدُ لِلَّهِ
تَعَالَى