



VOCABULARY Air travel, holiday phrases, travel essentials, travel phrases, city environments

GRAMMAR Modal and related verbs, defining and non-defining relative clauses

SPEAKING Agreeing and disagreeing

WRITING A formal email of enquiry

READING A blog post about a family holiday

LISTENING A radio programme about urban transport and pollution

VIEWING AND PRESENTING Agreeing and disagreeing about urban transport

LESSON 1A VOCABULARY AND GRAMMAR

- 1 What do you think are the best and worst parts of the job of a flight attendant? Discuss in pairs.
- 2 Read the passenger comments and choose the funniest one. What could you say in reply?

Your career in the sky starts here

Here are some of the weird and wonderful things our customers ask for during their flights.

Do we have to fly so high?
I'm afraid of heights.

Could we go back to the airport? I left my hat in the café. It's only been ten minutes so we can still turn the plane around.

Excuse me, I've looked everywhere, but I couldn't find the showers. Where are they?

I'm so uncomfortable! May I lie on the floor?

I really must get some sleep. Please ask the pilot to turn off the engines.

You ought to warn passengers about the lack of air. Can I open a window?

Can you ask the pilot to fly lower so I can take better photos?

Please tell the pilot we mustn't be late because my sister is getting married in just two hours.

I was just looking out of the window and I saw another plane. Someone should tell the pilot.

Excuse me, but why can't we fly over New York? I've always wanted to see it.

Modal and related verbs

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- 3 Look at the underlined must on page 36 and answer the questions. Write your answers in the Grammar box.

Which modal verbs do we use to:

- 1 say something is necessary?
- 2 say something is not allowed?
- 3 say something is a duty, or to give advice?
- 4 ask for permission to do something?
- 5 ask someone else to do something?
- 6 say something is possible?
- 7 describe an ability (or lack of it) in the present or past?

Modal and related verbs

We use *must* and *have to* to talk about necessity. We often use *must* when we think something is necessary, and *have to* when it is a rule or a law.

We use *mustn't*, *can't* and *may not* to talk about things that are not allowed.

We use *should* and *ought to* to talk about duty or to give advice.

We use *can*, *could* and *may* to ask for permission.

We use *can* and *could* to make requests.

We use *can* to talk about possibility.

We use *can/could* to talk about ability in the present/past.

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- 4 Study **Watch Out!** Then choose the best option to complete the comments.

- 1 The hotel room was right next to the beach and we can / could hear the sea.
- 2 Can't we / Do we have to go through security? It's just not very exciting!
- 3 Can / May you explain why the time is different in Lebanon?
- 4 Since we landed, I haven't been able to / couldn't hear properly.
- 5 I must / have to buy a travel pillow. My neck always aches when I fly.
- 6 Someone ought to / may warn guests that they need a bus to get to the beach.

WATCH OUT!

We only use *must* in the present tense. In other tenses we use *have to*:

We didn't have to wait.

Will I have to fly?

We use *can* to talk about ability in the present and *could* in the past. In other tenses use *be able to*:

We won't be able to land in this weather.

Note: **Mustn't** means you cannot do something because it's against the law. **Don't have to** means you can do something if you want (there are no laws about doing it).

- 5 4.1 Listen to a podcast and complete the collocations with verbs from the box.



book choose fasten fold go go through leave put (x2) raise switch watch

- 1 book a flight
- 2 _____ an aisle/window seat
- 3 _____ your luggage unattended
- 4 _____ security
- 5 _____ to your gate
- 6 _____ your hand luggage in the overhead locker
- 7 _____ your seatbelt
- 8 _____ your phone to flight mode
- 9 _____ the safety demonstration

- 6 4.2 LISTENING AND SPEAKING Read the question below. Listen and say what the speakers answer.



Then choose a different means of transport and ask and answer the same question about it.

When you are travelling by Tube*, what should you do and what mustn't you do?

(*The Tube is another name for London's subway network.)

Now go to Workbook page 28 for the next lesson.

☐ I can use a variety of modal and related verbs.

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SB: pages 36-37;

Exercise 3.

Answers

1 have to, must 2 mustn't, can't, may not 3 should, ought to
 4 can, could, may 5 can, could 6 can 7 can, could

Exercise 4.

Answers

1 could 2 Do we have to 3 Can 4 haven't been able to
 5 must 6 ought to

Exercise 5.

Answers

2 choose 3 leave 4 go through 5 go 6 put 7 fasten
 8 switch 9 watch

LESSON 2A READING AND VOCABULARY

- 1 Read paragraphs 1–2 of the blog post. Did the blogger go on a holiday with his family? How did he feel about the holiday?

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- 2 Study Active Reading. Then read paragraphs 1–2 of the blog post again and answer the questions.

- What were the blogger's initial feelings about the invitation to join his parents on holiday?
- Which adverb does the blogger use to say that the holiday was more enjoyable than he had expected?
- Does the sentence that includes the adjective *memorable* express a positive or negative attitude?
- What exaggeration in the text shows the blogger's feelings about the weather?

ACTIVE READING |

Identifying author's attitudes

Writers use these techniques to express positive, negative and neutral attitudes:

- choice of words, e.g. *awful* or *surprisingly*
- exaggeration, e.g. *the bed was as hard as rock*
- comparisons to express their attitude, e.g. *Fishing is more fun than it looks*.

When trying to identify attitude, look at full sentences, not just single words, e.g. *It seemed like an awful (negative word) idea, but actually, we have never had so much fun (positive attitude).*

- 3 Do the following sentences express a positive (+), negative (-), or neutral (0) attitude?

- ☐ What was supposed to be the trip of a lifetime was actually a very frustrating experience.
- ☐ The turquoise waters were as warm and welcoming as a bath.
- ☐ Our day trip to the dairy farm was unexpectedly dull.
- ☐ The rooms were fine and the food reasonable.

- 4 Read paragraphs 3–5 of the blog post and match sentences a–d to rules 1–3 in the text. There is one extra sentence. Which rule do you think is most useful?

- Ensure everyone gets a chance to unwind.
- Take turns choosing daily activities.
- Leave negativity at home.
- Don't lose your sense of humour.

- 5 Complete the sentences with the correct form of the highlighted phrases in the text.

- I don't know how people managed before sat navs. I would get lost all the time without it.
- We're lost! This man looks like a local. Let's stop and _____.
- It's cheaper to _____ for a day than to buy train tickets.
- I like to _____ when I go on holiday. I enjoy being far away from the rest of the world.
- There's no need to _____. I've got my maps app!
- We're lost! This is not the right way. Let's _____ and ask someone in that village we have just gone through.
- So, are you ready? Let's _____! It's time to go!

- 6 **WRITING** Imagine you had to show a visitor one touristy place and one traditional place in your country. Where would you take them? Write an email to a friend in a different country describing these places and explaining why you chose them. Make sure to include phrases that show your attitude towards these destinations.

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SB: pages 38-39;

Exercise 1.

Answer

Yes, he did. At first he was unsure about it, but in the end he had a great time.

Exercise 2.

Answers

- 1 He wasn't sure because he wanted to be independent.
- 2 surprisingly
- 3 positive
- 4 It was so hot we were melting.

Exercise 3.

Answers

2 positive 3 negative 4 neutral

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SB: pages 38-39;

Exercise 4.

Answers

Rule 1: c, Rule 2: d, Rule 3: a

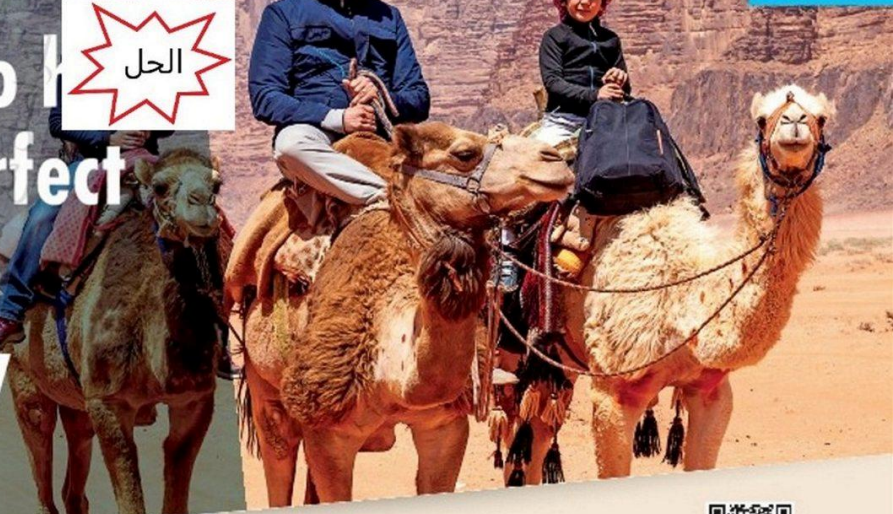
Exercise 5.

Answers

2 ask the way 3 hire a car 4 go off the beaten track
 5 plan the route 6 turn back 7 hit the road

How to have the perfect family holiday

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4.3

1 When my parents planned a family trip this summer, my first thought was that I should stay home and help my uncle with his business. Then I thought again, 'I'll have left home for university in September, and I won't see my family as often after that. A holiday will be a great opportunity to spend quality time together.'

2 So, how was it? Well, Jordan is an amazing country and the holiday was surprisingly fun. We all had a great time exploring a new place together and it turned out to be a memorable experience – especially the hot weather! It was so hot we were melting by midday, so we made good use of the pool! What made it a success? Read on for my three golden rules ...

Rule 1 □

3 As you read this, your parents are probably searching online for tips on 'how to survive a holiday with teenagers'. Having a positive attitude can help things go smoothly for everyone. Try to appreciate simple pleasures such as sun, sea and a lack of homework. Show an interest in your parents' life by asking them questions like 'What were family holidays like when you were teenagers?' They'll appreciate this, and you might uncover some great stories about interesting things your mum and dad did with their parents.

Rule 2 □

4 Things might not go to plan, but try to see the funny side. In Jordan, we decided to **go off the beaten track** and visit the ruins of Petra. We **hired a car, planned the route, hit the road and got lost** almost immediately. Trying out Arabic using his translation app, my dad **asked** a local man **the way**. Whatever my dad said, the man thought it was hilarious. We **turned back** and eventually found the ancient site, but the laughing Bedouin man is what we'll really remember from that day.

Rule 3 □

5 Your parents may well need a break more than you do, so let them have it. They work really hard and this is their opportunity for some much-deserved downtime. Let them have a lie-in while you help out with younger siblings, or be kind and do the shopping for them. Oh, and remember your headphones and a good book. There will be times when you need some peace and quiet, too.

So those are my golden rules for enjoying a holiday with your family. It's all about being patient, having fun and respecting each other's needs. Well that, and creating as many amazing memories together as possible!

LESSON 3A VOCABULARY | Travel essentials, travel phrases

- 1 Read the packing tips below. Which is the most difficult to follow? Do you add any more tips?

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- 2 Look at the picture and match letters A-L to the items in the packing list (1-12).



- 3 4.4 Listen to a conversation between two friends. Where is Abeer going? What is the weather going to be like there?



- 4 4.5 Complete the sentences with travel essentials from the packing list. Then listen and check.

- I've got sunblock so my skin doesn't get burnt when I'm outside exploring.
- Have you got a _____ so you don't get a stiff neck?
- You ought to take some _____ in case it's really noisy on the plane.
- Have you got some _____? I read that Oregon has some very hungry mosquitoes.
- And I've got a little _____ in case of minor injuries.
- Are the electric plugs the same or do you need a _____?

- 5 4.6 Choose the correct words to complete the travel phrases. Then listen and check.



- I wish I could escape (leave / escape) the crowds and go off the beaten track.
- Are you stopping (on / off) somewhere on the way?
- I'm taking a (direct / straight) flight to Portland.
- What time do you have to _____ (go / set) off?
- I'll _____ (reach / arrive) my destination at 8 a.m. local (time / hour).
- How are you going to find your (route / way) around?

- 6 SPEAKING In pairs, discuss the things that you always take with you on holiday.

I always take a power bank in case I can't plug in to charge my phone.

Now go to Workbook page 30 for the next lesson.

How to pack like a pro

Heading off for a cultural adventure? Consult our packing tips and tick off the items on our packing list.

- Go small** – Whether you're running through the airport to catch your flight or squeezing into a train to the next Indian town, you'll be glad you packed small and light.
- Pack fours** – for example, four T-shirts, etc. One to wear, one as a spare, one to wash, and one to dry.
- Think flexibility** – trousers that you can unzip to become shorts, a jacket that is also a travel pillow, etc.

40 ☐ I can use language related to travel.



Packing list

Electronics

- ☐ phone & charger
- ☐ headphones / earphones
- ☐ travel adapter
- ☐ power bank

Health and hygiene

- ☐ first aid kit
- ☐ insect repellent
- ☐ sunblock
- ☐ travel pillow
- ☐ ear plugs

Other

- ☐ penknife*
- ☐ torch
- ☐ pocket guidebook

*Don't take this on a plane!

LESSON 3A VOCABULARY (SB)

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Exercise 2.

Answers

1 D 2 B 3 G 4 K 5 E 6 H 7 I 8 J 9 A 10 C
11 L 12 F

Exercise 3.

Answer

Portland (Oregon, USA). The weather is going to be hot and sunny.

Exercise 4.

Answers

2 travel pillow 3 ear plugs 4 insect repellent 5 first-aid kit 6 travel adapter

Exercise 5.

Answers

2 off 3 direct 4 set 5 reach, time 6 way

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✉ Re: Oregon

Hi Sana,
Oregon's great! I'm staying with a friend of Mariam's. She's the American I met at school last year. The one who lives 5 yours. Her name's Amy. The area which is on the west coast. It's an area which is great for hiking. The Siuslaw National Forest, where you can walk for miles, is right on her doorstep! Amy, who knows the area well, takes great pictures. This photo, 10 which she took with her phone, shows a sea fountain that we visited yesterday. Thor's Well, whose waters can be dangerous, looks like a big hole in the ocean. Water shoots up before falling back into the hole, which is about seven metres deep! 15 I'll send you some more photos soon.
Love,
Abeer



Thor's Well, Oregon, US

LESSON 4A GRAMMAR

- 1 Read the email. Where is Abeer? What did she do yesterday? What is Thor's Well?

Relative clauses

- 2 Look at the underlined pronouns in the email and answer the questions.

- 1 Which pronouns do we use for
a) things?
b) places?
c) people?
d) possessions?

- 2 When can we leave out the relative pronoun in the relative clause?

- 3 Look at sentences 1–2. Which relative clause tells you who Amy is? Which relative clause gives more information about her? Study the Grammar box to check your answers.

- 1 I'm staying with Amy who is a friend of Mariam's.
2 Amy, who is really into photography, is a great person.

Relative clauses

Defining relative clauses show which person, thing or place we are talking about.

Non-defining relative clauses give extra information about people, things and places.

We use commas before and after a non-defining relative clause.

We can't leave out the relative pronoun (*who*, *which*) in non-defining relative clauses.

We can't use the relative pronoun *that* instead of *who/which* in non-defining relative clauses.

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- 4 In pairs, use non-defining relative clauses to combine the ideas into single sentences.

- 1 Irbid is a large city in Jordan. It is 88 km north of Amman.
Irbid, which is 88 km north of Amman, is a large city in Jordan.
2 The first wildlife protection reserve in Jordan was The Shaumari Wildlife Reserve. It was established in 1975.
3 This athlete was born in 1996. He won Jordan's first Olympic gold medal.
4 The Grand Canyon is 446 km long, 29 km wide and 1.86 km deep. It is in the USA.

Now go to Workbook page 31 for the next lesson.

☐ I can use defining and non-defining relative clauses.

SB: pages 41;

Exercise 1.

Answers

Abeer is in Oregon. She visited a sea fountain/Thor's Well yesterday. Thor's Well is a sea fountain.

Exercise 2.

Answers

1 a) which, that b) where, which, that c) who, that
d) whose

2 We can leave out the relative pronoun in defining relative clauses when the relative clause represents the object (not the subject).

Exercise 3.

Answer

The relative clause in sentence 1 tells you who Amy is. The relative clause in sentence 2 gives more information.



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Exercise 4.

Answers

- 2 The Shaumari Wildlife Reserve, which was established in 1975, is Jordan's first wildlife protection reserve. / The Shaumari Wildlife Reserve, which is Jordan's first wildlife protection reserve, was established in 1975.
- 3 This athlete, who won Jordan's first Olympic gold medal, was born in 1996. / This athlete, who was born in 1996, won Jordan's first Olympic gold medal.
- 4 The Grand Canyon, which is in the USA, is 446 km long, 29 km wide and 1.86 km deep. / The Grand Canyon, which is 446 km long, 29 km wide and 1.86 km deep, is in the USA.

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A air pollution in India

B a bike lane in Amsterdam, the Netherlands

LESSON 5A LISTENING AND VOCABULARY

- 1 In pairs, describe the photos. Then answer the question.

Which photo is most like the place where you live?

Photo B is more like my city because ...



- 2 4.7 Listen to a radio presenter talking about air pollution. Tick the words you hear from the box below.

☐ congestion ☐ diesel ☐ environment
☐ fuels ☐ exhaust fumes ☐ motorway
☐ pollution ☐ renewable ☐ smog
☐ sustainable ☐ toxic

- 3 Now use the words you ticked to complete the sentences below.

- You should wear masks in busy streets to avoid breathing in exhaust fumes from cars and other vehicles.
- If a company pollutes our rivers or produces ____ air, their executives should go to prison.
- It's better not to buy cars with ____ engines because they cause more ____ than petrol cars.
- As long as fossil ____ are cheaper, people will keep using them even though they are not ____.
- ____, which is a mixture of smoke and fog, is bad for your health. You can get an app which tells you when it's safe to go out.

- 4 4.7 Listen again. In pairs, say if the statements are true (T) or false (F).

- In Delhi, India, sometimes nobody is allowed to go to school because of air pollution.
- Traffic causes most of the air pollution in Amman.
- The speaker thinks the best solution is to wear masks.

- 5 Choose the correct options to complete the sentences.

- Cyclists should use the **bike lane / pavement** if there is one.
- Cyclists should always **give way to / run over** pedestrians.
- Cyclists should always stop at **one-way systems / red lights** even if there are no cars coming.
- If a driver **knocks down / picks up** a pedestrian on a zebra crossing, he/she should lose his driving licence for a year.
- Carpooling / Congestion** helps cut down pollution by sharing our journeys to work or school.
- The **speed limit / traffic jams** in cities should never be more than 20 kph.

- 6 SPEAKING In pairs, say if you agree or disagree with the sentences in Exercise 5. Say why.

Now go to Workbook page 32 for the next lesson.

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Exercise 2.

Answers

Students tick: toxic, diesel, pollution, fuels, sustainable, smog

Exercise 3.

Answers

2 toxic 3 diesel, pollution 4 fuels, sustainable 5 Smog

Exercise 4.

Answers

1 T 2 T 3 F (The speaker thinks the best solution is to stop polluting the air and to use renewable energies and means of transport that are good for the environment.)

Exercise 5.

Answer

1 bike lane 2 give way to 3 red lights 4 knocks down
5 Carpooling 6 speed limit

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- 1 In pairs, make a list of all options available in a big

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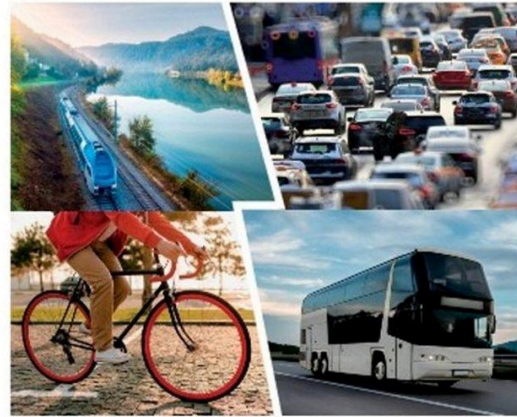


- 2 **4.12** Listen to a conversation. Which of the transport options you listed in Exercise 1 do the friends mention?



- 3 **4.13** Study the Speaking box and complete the extracts from the conversation with two words in each gap. Listen and check.

- 1 I'm sorry but I don't agree. I take the bus a lot.
- 2 I ____ Omar. He's right. The bus service isn't bad.
- 3 That's not how I _____. You have to wait for ages and then three come along at the same time!
- 4 OK, you've got _____, but the problem with bikes is they're too easy to steal.
- 5 I _____ you mean, but you don't need to have your own bike.
- 6 You _____ right, Faisal. Maybe I'll try it.
- 7 That's _____ I feel. It's a crime against the environment to use a car.



- 4 **4.14** Choose the correct answers a, b or c to complete these mini-dialogues. Then listen and check.



- 1 It's better to walk than to take the bus.
 - a I don't think so, either.
 - b I agree up to a point. But not when it's raining.
 - c That's not how I see it. The bus service could use some improvement.
- 2 The buses on that line are old and dirty.
 - a That's for sure. They used to be a lot cleaner.
 - b Maybe that's true, but I don't think they're very good.
 - c I'm not sure I agree with that. They aren't very clean.
- 3 Cycling is dangerous.
 - a I agree with you 100%. It's the best way to get around.
 - b I see what you mean but it's not safe.
 - c I'm afraid I have to disagree. It's fine as long as you wear a helmet.
- 5 The council of your nearest big town or city wants to improve urban transport. There is only enough money for one of these ideas. In groups, agree on which one is best.
 - Pedestrianise more streets in the centre.
 - Develop a free public bike-hire system and build more bike lanes.
 - Offer free public transport.

SPEAKING | Agreeing and disagreeing

Agreeing

You're (absolutely) right.
That's exactly how I feel.
I don't think so either.
That's for sure.
You're not wrong.
I agree with ... (100 per cent).

Partly agreeing

I agree up to a point.
You've got a point, but ...
Maybe that's true, but ...
You might be right, but ...
Yes, but don't you think that ...
I see what you mean, but ...

Disagreeing

I'm sorry, but I disagree/don't agree.
I'm not sure I agree with that.
I'm afraid I have to disagree.
I don't think that's quite right.
That's not how I see it.
I'm sorry, but I'm not convinced.

☐ I can show degrees of agreement using a range of language.

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LESSON 6 SPEAKING (SB)

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Exercise 2.

Answer

The speakers mention buses, bikes/cycling, public bikes, cars/driving, electric cars.

Exercise 3.

Answers

2 agree with 3 see it 4 a point 5 see what 6 might be
7 exactly how

Exercise 4.

Answers

1 b 2 a 3 c

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