

Jordan High Note

Grade 9
Semester 1

Student's Book

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Jordan High Note

Grade 9 Semester 1

Student's Book

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01

Close to you



VOCABULARY Family and friends, personality, language learning

GRAMMAR Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns

LISTENING Understanding an interview with trilingual teenagers

SPEAKING Expressing interest

READING Understanding a text about friendship

WRITING An informal email of introduction

VIEWING AND PRESENTING Friendship, personality, memes, statements, languages, exchanges students

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, ask and answer the questions.

- 1 What kind of things do you like taking photos of?
- 2 How do you share photos with your friends and family?

2 Read Abbas's photo blog. What do you think the special occasion is?
Discuss in groups.

ABBAS'S PHOTO BLOG

9 a.m. It sometimes rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.

My big brother Osama is staying with us! He lives in Italy, so we don't see him very often.

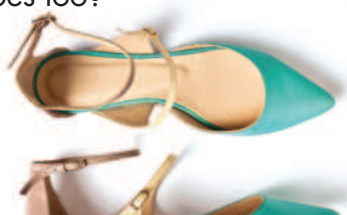
2 p.m. Salah is Rakan's cousin. He lives in New York. He says he doesn't usually eat *mansaf*, so he's enjoying it today!



SOME OF MY PHOTOS FROM SATURDAY!

I'm Abbas. I'm taking all the photographs today, but I don't mind – it's my hobby.

My sister Sana usually wears trainers but today she's wearing really expensive shoes. Is her fiancé Rakan wearing elegant shoes too?



4 p.m. All the children agree – the cake tastes delicious!



11 a.m. My sister and I often argue about little things. But at the moment we're trying hard to be nice.



8 p.m. All the guests are performing *dabka* now – even the people that don't like *dabka*! Are Sana and Rakan having a good time? I think so. They're laughing and smiling!



3 Read the blog again. Say who people 1–4 are, using the family words from the box.

aunt brother cousin fiancé fiancée
grandfather grandmother nephew
niece sister uncle

- 1 Sana is Abbas's sister. 3 Rakan is Sana's _____.
2 Osama is Abbas's _____. 4 Salah is Rakan's _____.

Present Simple and Present Continuous

4 Match sentences 1–4 with their meanings a–d.

- 1 ☐ It sometimes rains in April.
2 ☐ It isn't raining this morning.
3 ☐ My sister and I often argue.
4 ☐ Osama is staying with us.

- a a habit or routine
b a fact that doesn't change
c something happening now
d a temporary situation

5 Study the Grammar box and *Watch Out!* and find more examples of the Present Simple and Present Continuous in Abbas's photo blog.

Present Simple and Present Continuous

We use the **Present Simple** for:

- facts that don't change
- routines and habits

Time expressions: never, hardly ever, sometimes, often, usually, every day/week, most days

We use the **Present Continuous** for:

- things happening now
- temporary situations

Time expressions: at the moment, (right) now, these days, today, this morning/year

Grammar Reference > page 67

WATCH OUT!

With action verbs, we use simple and continuous tenses:

She **speaks** three languages. She **'s speaking** to me now.

With state verbs (e.g. *agree, believe, hate, know, like, love, mean, see, taste, think, want*), we only use simple tenses:

It **tastes** great. NOT It ~~is~~ **tasting** great.

6 1.2 Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.



live look not play play see study
think

Muna Salwa, I ¹ see a girl with red hair. She ² _____ volleyball with your sister. Who is she?

Salwa It's my cousin, Maha. She loves sport.

Muna She ³ _____ volleyball very well right now.

Salwa No, she isn't. She ⁴ _____ tired.

Muna Yes, I ⁵ _____ so too. Does she live in Amman?

Salwa No, she usually lives in Irbid, but she ⁶ _____ in France at the moment.



Now go to Workbook page 4 for the next lesson.

LESSON 2A READING AND VOCABULARY

1 In groups, look at the quotes below. Do you agree or disagree with them? Say why.

“A friend is someone who knows all about you and still loves you.
Elbert Hubbard (American writer)”

“If you find fault with your friend in every matter, you will never find one without fault. *Al-Mutanabbi (Arabic poet philosopher)*”

2 Read the article quickly. What does the author do?

- a She tells a story about two women in a café.
- b She describes her friends.
- c She tries to define what a friend is.
- d She gives advice on how to make friends.

THE GREATEST GIFT OF LIFE



1.3

Psychologist Rola Salameh takes a look at friendship



- 1 ☐ Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her companion a tissue. The first woman stops crying and smiles.
- 2 ☐ According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love sport, your friends probably love sport too.
- 3 ☐ **Good friends** are fun to be with but they're hard to find. It's true you can make lots of **contacts** on social media, but are they real friends or just **acquaintances**? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.
- 4 ☐ True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die.
- 5 ☐ An old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you.
- 6 ☐ Finally, what's the difference between a good friend and your **best friend**? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. You don't have to pretend when you're with your best friend; you can be yourself.

3 Read the article again and match headings A–G with paragraphs 1–6. There is one extra heading.

- A** A helping hand
- B** Closer than close
- C** Similar to ourselves
- D** How to keep it going
- E** An example of friendship
- F** Let's get started!
- G** When is a friend not a friend?

4 Read the article again. Complete the sentences below using 1–3 words. Use information from the article.

- 1** Psychologists believe that people who wear *glasses* often stay close together.
- 2** If someone you meet wants to be friends, you often want to _____ with them.
- 3** According to the text, it's not easy to find _____.
- 4** Online contacts may not actually be _____.
- 5** It's important to _____ if you want to stay friends with someone who lives abroad.

5 Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.

- 1** Opposites attract.
- 2** Good friends are fun to be with, but they are hard to find.
- 3** True friendships last for a lifetime.
- 4** Best friends know what you're thinking and how you feel.



6 Complete the statements with the verbs from the box.

be get keep let ~~make~~ rely share
spend turn

- 1** I find it easy to *make friends with* people.
- 2** I *_____ on well with* everyone.
- 3** I *_____ more time with* my friends than with my family.
- 4** I don't usually *_____ in touch* with my classmates during the holidays.
- 5** I never *_____ my back on* anyone when they need help.
- 6** You can't help everyone but I never *_____ my friends down*.
- 7** I think it's easier to *_____ open with* friends than family.
- 8** My best friend and I *_____ our feelings*.
- 9** I don't think I can *_____ on* all my friends.

7 Do the quiz. Then in groups, compare your results.

HOW SIMILAR ARE YOU AND YOUR FRIEND?

- Think of a close friend and answer the questions.
- Count up how many questions you answer 'yes' to.
- Go to page 73 to find out how similar you are to your friend.

- 1** Do you go to the same school?
- 2** Are you the same nationality?
- 3** Are you the same age? (plus or minus 12 months)
- 4** Are you the same height? (plus or minus five centimetres)
- 5** Do you weigh the same? (plus or minus five kilos)
- 6** Is your hair more or less the same colour?
- 7** Are your eyes more or less the same colour?
- 8** Do you both wear (or both not wear) glasses?
- 9** Do you live near each other? (about ten minutes on foot)
- 10** Do you like the same things?
- 11** Do you do to the same kinds of things?
- 12** Do you wear the same kind of clothes?

LESSON 3A VOCABULARY | Family, personality

1 Complete the fragments from Hala’s diary with the family words below.

brother/sister-in-law only child
second cousin siblings twin
widow/widower

My mother died when I was young, so my father is a ¹widower. My brother has just got married. His wife, my new ²_____, is called Hala like me! It’s a shame my grandfather missed the wedding. He died last year so my grandmother is a ³_____.
Abeer has got an identical ⁴_____ sister called Nour. The twins are my cousin Lubna’s daughters, so my son Hussein is their ⁵_____. I only have one son, so Hussein is an ⁶_____ and does not have ⁷_____.

2 Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral.

bossy generous gentle helpful kind
nervous selfish shy strict sweet vain

- 1

My uncle Imad isn’t very generous. He buys himself lots of things but he never remembers my birthday. I think he’s a bit selfish.
- 2

My second cousin Lubna is kind and helpful but she’s really nervous. She talks to herself when she’s doing something difficult.
- 3

My oldest cousin Hani is a bit bossy – he’s always telling me what to do. He’s strict, too – he never lets me do anything I want to do. And he’s really vain – he looks at himself in the mirror when he’s driving!
- 4

My youngest sibling Asma loves to be by herself. She’s gentle and shy but I like her. She’s sweet.

- 3

In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.
A You’re helpful and kind.
B Thanks a lot! You’re a bit shy.
A No, I don’t agree. I’m nervous but I’m not shy.
- 4

Study Watch Out! and find four sentences with reflexive pronouns in the descriptions.

WATCH OUT!

Reflexive pronouns

I – myself

we – ourselves

you – yourself

you – yourselves

he – himself

they – themselves

she – herself

it – itself

Grammar Reference > page 67

- 5

Complete the questions with reflexive pronouns.
1 Do you prefer to do your homework by yourself or with a friend?
2 Does your dad ever talk to _____? Where? When?
3 Can your mum install apps by _____ or does she need your help?
4 How often do your friends look at _____ in the mirror? What about you?
5 When I’m unhappy, I buy _____ something nice. Do you?
6 What can we do by _____ to improve our English?
7 Does your phone ever switch _____ off?
- 6

In pairs, ask and answer the questions from Exercise 5.

Now go to Workbook page 6 for the next lesson.

LESSON 4A GRAMMAR

1



When you want to go somewhere with someone but they don't want to go with you

3



That moment you're telling your friends a story and you realise that nobody is listening

- 1 **SPEAKING** Discuss in pairs. Are you a fan of memes? Why?

Indefinite pronouns

- 2 Study the Grammar box and find six examples of indefinite pronouns in the memes.

Indefinite pronouns

We use:

- *somebody (someone), nobody (no one), anybody (anyone) and everybody (everyone)* to talk about people
- *something, nothing, anything and everything* to talk about things
- *somewhere, nowhere, anywhere and everywhere* to talk about places

Affirmative

Everybody needs **somebody** to talk to.

I've got **something** to tell you.

Tell me **everything**!

Negative

There's **nobody** to talk to./There **isn't anybody** to talk to.

I've got **nothing** to do./I **haven't got anything** to do.

There's **nowhere** to go./There **isn't anywhere** to go.

2



Everything has beauty but not everyone sees it

4



That feeling when you have 50 friends on social media but there isn't anyone online

Questions

Is there **anybody** sitting in that seat?

Is there **anything** to eat?

Grammar Reference > page 68

- 3 Complete the sentences with the pronouns from the box.

anyone anything ~~anywhere~~ everyone
nothing somebody something

1 I can't find my phone **anywhere**.

2 _____ loves Asma. She's really nice.

3 I'm looking for _____ to give to Mum on her birthday but I can't find _____!

4 Does _____ want to go with me to the match tonight?

5 I'm really bored. I've got _____ to do.

6 _____ phoned you a few minutes ago.

- 4 **SPEAKING** In pairs, say which of these statements you agree with.

1 Everybody needs somebody to talk to.

2 Family is everything.

3 Nobody's perfect.

4 There isn't anyone I love more than my mother.

5 Today when money talks, everyone listens.

Now go to Workbook page 7 for the next lesson.

LESSON 5A LISTENING AND VOCABULARY

1 **SPEAKING** In pairs, ask and answer the questions.

- 1 How many languages do you speak? Which ones?
- 2 Which languages would you like to learn? Why?
- 3 At what age do children in your country start learning a foreign language? Is it the right age in your opinion?
- 4 Is it a good idea for parents to speak a foreign language with their kids? Say why.

2 You are going to listen to an interview with trilingual teenagers. Read questions 1–3 and match them with the kind of information from the box that you need to answer them.

- ☐ a date ☒ a number ☐ a place
☐ a time ☐ someone's name
☐ the name of a language

- 1 How old are Habib and Aisha?
- 2 Where do they live?
- 3 Which languages do they speak?



3 **1.4** Listen to Part 1 of the interview and answer questions 1–3 in Exercise 2.

4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!

- A** *I don't always read the question before I listen.*
B *When I don't understand something, I usually stop listening.*

ACTIVE LISTENING |

Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question – a number, a place, a date, etc.
- Don't worry if you don't understand everything – you can get the key details even if you don't understand every word.

5 **1.5** Listen to Part 2 of the interview and choose the correct answers.



- 1 Habib and Aisha
 - a speak English, Arabic and Spanish.
 - b were born in Jordan.
 - c live in England.
- 2 They speak Arabic
 - a with each other.
 - b with their dad.
 - c with their cousin, Fatima.
- 3 Habib and Aisha agree that they both
 - a have trouble with Arabic pronunciation.
 - b make mistakes when speaking Arabic.
 - c speak Arabic perfectly.
- 4 When they have a problem communicating in one language, they sometimes
 - a use words from another language.
 - b have extra language lessons.
 - c change to using only English.

6 Check you understand the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.

- 1 Do you know any bilingual or trilingual people? Who? Which **languages** do they **speak**?
- 2 Would you like to be **bilingual** or **trilingual**? Say why.
- 3 Do you agree that it's good to **learn languages**? Say why.
- 4 Is your English **pronunciation** perfect? If not, how can you **improve**?
- 5 Why is it so hard to **understand English** in songs and films?
- 6 What do you do when you can't **find the right word** in English?
- 7 What do you do when you **make a mistake** in English?

Now go to Workbook page 8 for the next lesson.

LESSON 6A SPEAKING

- 1 What do you usually talk about when you meet someone for the first time?
Discuss in pairs.
- 2 Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.

Amer sits next to a boy at his cousin's wedding. He doesn't know him but he would like to talk to him. He starts a conversation.

- 1 ☐ My name's Amer. I'm Maha's cousin.
- 2 ☐ My family's very rich.
- 3 ☐ I love weddings.
- 4 ☐ Maha and I are exactly the same age.
- 5 ☐ I like looking at myself in the mirror.
- 6 ☐ I'm really into football.
- 7 ☐ Sssh! I'm watching a football game on my phone.



- 3 **1.11** Listen to a conversation and check your answers to Exercise 2.



- 4 **1.12** Listen to an alternative version of the same conversation. In pairs, discuss the difference between them.



- 5 **1.13** Study the Speaking box and look at the photo. Then listen to Part 1 of another conversation and tick the expressions you hear.

SPEAKING | Expressing interest

Echo questions

- ☐ 'She loves animals.' 'Does she?'
- ☐ 'My sister's really into poetry.' 'Is she?'
- ☐ 'We've got a ball.' 'Have you?'

Other expressions

- ☒ Awesome!
- ☐ Cool!
- ☐ Wow!
- ☐ Really?
- ☐ Amazing!
- ☐ That's (really) interesting!

- 6 **1.14** Listen to Part 2 of the conversation. How does Nour know the new girl?



- 7 **1.15** Reply to the statements below with echo questions from the Speaking box. Listen and check.



- 1 I've got a twin sister. *Have you?*
- 2 We come from Canada.
- 3 My sister's really into football.
- 4 She supports Manchester City.
- 5 Our parents play tennis every week.
- 6 I'm teaching myself Chinese.
- 7 I collect 19th-century banknotes.

- 8 **1.16 PRONUNCIATION** Listen again to the answers in Exercise 7. Repeat with the same intonation.



LESSON 7A **WRITING** | An informal email of introduction

- 1

Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.
- 2

Read the email and answer the questions in pairs.

1

What's the relationship between Adel and Muneer?

2

Why is Adel writing to him?
- 3

When is Muneer planning to visit?

4

Do Muneer and Adel have anything in common?

5

What is happening in Adel's life at the moment?

6

What does Adel say about his family?

7

What information does he give about Ambleside?

8

Which two things does Adel tell Muneer to bring?

To Muneer
Subject Your stay in Ambleside

Hi Muneer,

Thanks for your nice email. We're really excited about your visit in December!

I'm 14 years old and I'm in Grade 9 at secondary school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after school. I'm also a big fan of poetry, so we definitely have something in common. ;-)

Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

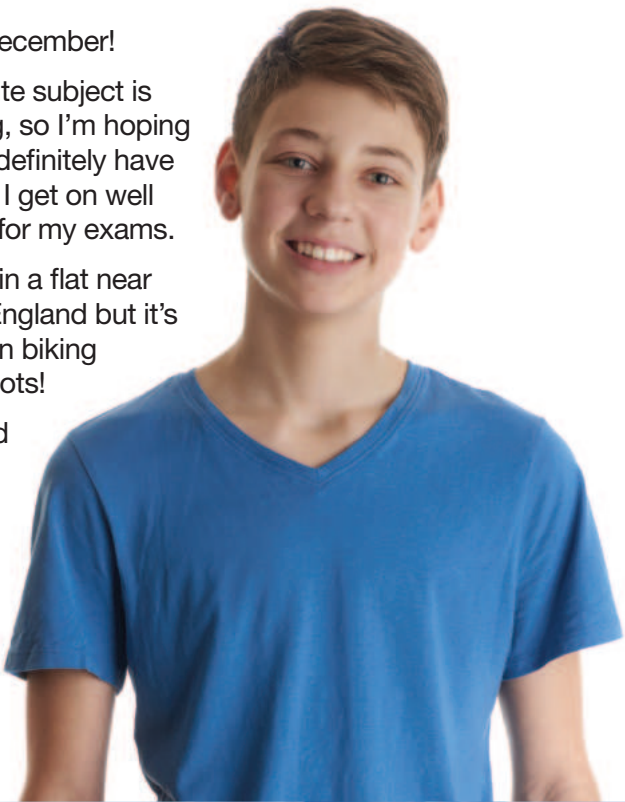
My mum's a doctor and my dad is a supermarket manager. We live in a flat near the centre of Ambleside. Ambleside isn't the most famous town in England but it's beside a beautiful lake. It's an amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Ambleside can be cold and wet in winter. It can even snow! So pack a warm sweater. Also, I have a younger sister who is ten. She's sweet but a bit shy.

We're really looking forward to meeting you.

All the best,

Adel



3 Look at the email again. In which order does Adel write about these things?

- ☒ age ☐ favourite school subject
☐ interests ☐ parents/family
☐ personality ☐ recent news
☐ school ☐ the town/region

4 Study the Writing box and find the expressions from the box in Adel's email.

WRITING |

An informal email of introduction

Paragraph 1

Greet your friend and thank him/her for his/her email:

How are you?

I hope you're well.

Thanks for your (nice) email.

Paragraph 2

Introduce yourself and mention recent news:

I'm in the first/last year of school.

I'm into/I'm interested in/I'm a big fan of skiing.

My favourite subject/singer/team is ...

I'd like to study at university/become a doctor.

People say I'm sweet/bossy/...

I'm working on/revising for ... at the moment.

Paragraph 3

Mention your family and where you live:

My sister Suha is studying in Amman.

We live in an apartment/small house in the suburbs/town centre/countryside.

It's a great place for walking/shopping/relaxing.

Paragraph 4

Mention any other important information for a visitor:

We're all into sports, Dad's a great athlete.

It can be very hot/cold, so bring ...

Informal beginning and ending

Remember to begin and end your letter with informal expressions:

Hi ...,/Dear ...,

I'm looking forward to meeting you.

I can't wait to meet you.

Lots of love, .../All the best, ...

5 Find examples of *so* and *because* in Adel's email. Then choose the correct words in the sentences below.

- 1** I love animals, *so / because* I think I'd like to become a vet in the future.
- 2** I'm really excited *so / because* I'm starting driving lessons!
- 3** We're decorating the apartment at the moment, *so / because* I'm sleeping in the living room.
- 4** Aqaba is on the coast, *so / because* it's a great place for water sports.
- 5** Bring a lot of light clothes *so / because* the Dead Sea can be really hot in May.



6 WRITING TASK Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.

recent news

your family

your hobbies/interests

your hometown and things to do there

your personality



Use the Graphic Organiser to help you plan your writing.



VOCABULARY Education, sport

GRAMMAR Past Simple, *used to*

LISTENING Understanding a radio programme about sports cheats

SPEAKING Apologising

READING Understanding a text about a sporting event

WRITING A biography

VIEWING AND PRESENTING something memorable, sports, cheating, values, school, society, presentations

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the forum and match the photo with one of the stories 1–3.

MEMORIES

Tell us about a time something memorable happened to you in the classroom.

1

Huda

25 October 7.42 p.m.

A few weeks ago I started a volunteer project at a nursery school. The teacher took her chair and went to the back of the room. I was really nervous to read to the children, but they were great. They paid attention, they didn't shout and they put their hands up to ask questions. After a while I asked them to draw a picture and I sat down. The children were amazing!

Fadia

25 October 7.55 p.m.

I guess you were proud.

Huda

25 October 7.56 p.m.

Yes, it was such a rewarding experience.



3

Samia

25 October 8.44 p.m.

Yesterday my last class was in the laboratory on the third floor. I started to answer the questions on the worksheet but then I saw a fly on the window. I picked up a textbook and tried to hit the fly. I missed it but I hit the window. Just then the head teacher walked into the room.

Fadia

25 October 8.52 p.m.

What did she say?

Samia

25 October 8.58 p.m.

She didn't say anything but she wasn't very happy.

2

Nour

25 October 8.15 p.m.

We did some projects in class last month. The teacher told us that the posters were fantastic and asked for a volunteer to put them up on the wall. I offered, and I took some drawing pins and stood on my chair. Everything was fine and then I accidentally stuck a drawing pin into my fingertip. I let out a yelp!

Huda

25 October 8.33 p.m.

Were you OK?

Nour

25 October 8.36 p.m.

Yes, I was. My finger was really sore, but luckily there was no blood!

2 Study the Grammar box and find more examples of the Past Simple in the stories.

Past Simple

We use the Past Simple to talk about things that started and finished in the past.

To be

	I • He • She • It	We • You • They
+	It was funny.	We were quiet.
-	He wasn't happy.	They weren't scared.
?	Was it cold? Yes, it was ./ No, it wasn't .	Were you OK? Yes, we were ./ No, we weren't .
Wh-?	Why was she angry?	Where were you?

Regular and irregular verbs

	I • You • He • She • It • We • They
+	They laughed . I left the room.
-	You didn't cry . We didn't say much.
?	Did he say anything? Yes, he did ./No, he didn't .
Wh-?	What did they learn ?

Time expressions: yesterday, last night/ week/Monday, when I was six, two weeks ago, in 2010, one day

Grammar Reference > page 68



3 **2.1 PRONUNCIATION** Write the Past Simple forms of the verbs in the box below. Which are irregular? Listen and check.

ask be break do fall forget get give go happen have hit miss pay put ride see sit stand start take tell try want

be – was/were, ...

4 **2.2 PRONUNCIATION** Put the regular verbs from Exercise 3 in the correct column. Listen and check.



/d/	/t/	/ɪd/
filled, observed, ...	pushed, watched, asked, ...	handed, decided, ...

5 **2.3** Complete the conversation with the correct forms of the verbs in brackets. Listen and check.



- Ali Last Monday I ¹did (do) a Physics experiment in Science class and it ²_____ (go) really well.
- Raed What ³_____ (you/do)?
- Ali I ⁴_____ (fill) a glass with water and I ⁵_____ (put) a card on the glass. Then I quickly ⁶_____ (turn) the glass upside down.
- Raed ⁷_____ (it/work)?
- Ali Yes. It ⁸_____ (do). The water ⁹_____ (not/fall) onto the floor, it ¹⁰_____ (stay) in the glass!

6 Study **Watch Out!** and make questions for the sentences below. Ask about the underlined part.

- 1 The teacher sat at the back of the classroom.
Who sat at the back of the classroom?
- 2 The children did some drawings.
- 3 Something happened after Nour stood on the chair.

WATCH OUT!

When we ask about the subject, we don't use the Past Simple auxiliary *did* or the Present Simple auxiliary *do/does*:

How many people came? NOT ~~How many people did come?~~

Who wants a cake? NOT ~~Who does want a cake?~~

7 **SPEAKING** In groups, tell stories about something memorable that happened to you.

Now go to Workbook page 12 for the next lesson.

LESSON 2A **VOCABULARY** | Education

- 1 In pairs, look at the photo. Then read the article. Do you find the story surprising?
- 2 Read the article again. In pairs, decide if statements 1–3 are true.

1 ☐ Venus Williams was the best tennis player in the world.

2 ☐ Venus Williams was never a student and tennis player at the same time.

3 ☐ Venus Williams took online classes.
- 3 Study *Watch Out!* and say these sentences in a more polite way.

1 She's unintelligent.
She's not very bright.

2 I'm a slow student.

3 You're bad at sport.

4 It's ugly.

WATCH OUT!

It's more polite to use positive adjectives to say negative things:
He's not very clever is more polite than *He's stupid*.

VIPs = VERY INTELLIGENT PEOPLE?

We know them today because they're famous actors or sports stars. But many well-known people are, or were, very intelligent. *High Note Magazine* looks at this very clever VIP.

Tennis star **Venus Williams** used to be world number 1. She's still a top player but she's also very smart. In 2011, Venus began to study at Indiana University. It wasn't easy to pass exams while playing professional tennis, but Venus studied online in her free time and in 2015 she got a degree in Business Administration.

- 4 Complete the phrases in the box. Use the article to help you.

be good/bad at something
get bad/good/t_____marks (in ...)
g_____/h_____ a degree in (a subject)
go to/a_____ a class
learn by heart
prepare/revise f_____ exams
study a subject (at college/university)
take/p_____ an exam/test

- 5 In pairs, use the vocabulary from Exercise 4 to ask and answer questions about education.
- Does anybody in your family have a degree?*
Did you get a good mark in the last ... test?
Which sports are you good at?



LESSON 3A GRAMMAR

- 1 Do you have any plans or ideas about what you would like to do after you finish high school? Discuss in pairs.

I'm not sure but I'd like to study .../work as a ...

Used to

- 2 Study the Grammar box and **Watch Out!** and find an example of **used to** in the article on page 16.

Used to

We use **used to** to talk about a regular habit or state in the past which doesn't happen anymore.

I • You • He • She • It • We • They

+ We **used to** study German at school.

– He **didn't use to** be an actor.

? Did they **use to** be famous?
Yes, they **did**./No, they **didn't**.

Wh-? What **did** they **use to** study?

Grammar Reference > pages 68–69

WATCH OUT!

We can't use **used to** if something happened only once:

Nadia **didn't go** to the premiere.

NOT ~~Nadia didn't use to go to the premiere.~~

- 3 Look at the underlined verbs in the text on page 16. Which ones could you replace with **used to**?
- 4 Where possible, replace the underlined verbs below with a phrase with **used to**.
- Before he became an actor, George Clooney sold shoes.
Before he became an actor, George Clooney used to sell shoes.
 - When she was younger, actress Kate Beckinsale dreamed of being a writer. She won a Young Writers' competition twice in her teens.
 - Omar studied English at Chicago State University. His mother worked there as a professor. But in 2004 she retired from the university.

- 5 Read the information below and look at the pictures. Make sentences about the changes in Khalil's life using **used to** or **didn't use to**.

Khalil **stopped** going to bed late/spending a lot of time on his mobile phone/eating unhealthy food/playing video games late at night.

Khalil **started** going to bed early/reading more books/turning his phone off at night/eating healthy food.

Khalil used to go to bed late. He didn't use to have a healthy night time routine.



Now go to Workbook page 15 for the next lesson.

LESSON 4A **READING AND VOCABULARY**

- 1 **SPEAKING** What are the most popular sports in your country? Do you play or do any sports? If yes, say which ones and why. If not, say why not.
- 2 Read the title of the article and look at the photos. What do you think the article is about?
- 3 Study Active Reading and read the first paragraph of the article. What do you think the article is about now?
 - a the history of the World Cup
 - b the teams that played at the 2022 FIFA World Cup
 - c the story of the 2022 FIFA World Cup
 - d why the 2022 FIFA World Cup took place in Qatar

ACTIVE READING | Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- look at the pictures
- read the title
- read the first paragraph
- read the last paragraph.

- 4 Read the last paragraph. Do you want to change your answer to Exercise 3?



**QATAR:
A SPORTING
FIRST**  2.4



- 1 ☐ In 2022, the FIFA World Cup made history as it took place in the Middle East for the first time. The nation of Qatar **hosted** this global tournament and delivered a competition unlike any other. With seven state-of-the-art stadiums, the event aimed to showcase Qatar's **blend** of tradition and innovation. Two stadiums in particular stand out. Firstly, the Al Bayt Stadium looks like traditional Bedouin tents. And, secondly, the stunning Lusail Iconic Stadium, the scene of the final.
- 2 ☐ As the first World Cup organised in November and December, rather than in the traditional summer months, Qatar 2022 promised a unique experience for both players and fans. The cooler temperatures helped teams that normally struggle when the World Cup takes place in hot climates. In addition, the nature of Qatar's diverse population with people from around the world provided a rich cultural experience.
- 3 ☐ The organisers encouraged fans and players to experience the famous hospitality of people in the region. One particular place the organisers drew attention to was the busy Souq Waqif market. Here visitors had the opportunity to immerse themselves in the sights, sounds and flavours that make Qatar so special.

- 4 ☐ Qatar also committed itself to leaving a lasting **legacy**. The organisers focussed on using football as a tool for social change. They wanted to promote inclusivity and empowerment across communities.
- 5 ☐ Qatar 2022 also used the latest technology to improve the experience for fans and ensure the smooth running of the tournament. From AI-powered analytics to air-conditioned stadiums fans experienced a mix of digital innovation and traditional sporting excitement.
- 6 ☐ Nowadays, billions of viewers watch the World Cup making it a truly global **spectacle**. From the **glitz** and glamour of the opening ceremony to the nail-biting drama on the pitch, the tournament **captivates** audiences across continents. Millions come together in their shared passion for the beautiful game.
- 7 ☐ Ultimately, the World Cup in Qatar represented more than just a sporting event. As nations came together to compete, fans united in celebration. Qatar welcomed people from around the world with open arms. The World Cup in Qatar brought the beautiful game to new audiences for the first time.



5 Read the article and match headings A–H with paragraphs 1–7. There is one extra heading.

- A A welcoming place
- B How technology helped
- C A first in history
- D More than sport
- E The winning team
- F A change for good
- G A different time
- H Sharing the beautiful game

6 Read the article again and answer the questions.

- 1 What was unusual about the stadiums at the 2022 FIFA World Cup in Qatar?
- 2 Who benefited from the change in when the tournament happened?
- 3 Where were fans encouraged to visit?
- 4 How was the action on the pitch described?
- 5 How did Qatar welcome visitors during the tournament?

7 Match the bold words in the text with the definitions.

- 1 a mixture of different things or styles
blend
- 2 to hold the attention of people _____
- 3 the quality of being exciting or attractive _____
- 4 to provide space and other necessary things for a special event _____
- 5 something that is the result of events in the past _____
- 6 a public event or show that is exciting to watch _____

LESSON 5A **LISTENING AND VOCABULARY**

1 What does it mean to be a cheat? In pairs, agree on the best definition.

A cheat is a person who ...

- a does something dishonest to win something.
- b tells lies to look good in front of other people.
- c steals money from shops or people's homes.



2 **2.5** Look at the advert for a radio programme. In pairs, ask and answer the questions. Then listen to Part 1 of the interview and check.

- 1 How do you think Lance Armstrong cheated?
- 2 What happened to him in 2012?
- 3 What other sports could be mentioned in a radio programme about cheats?

3 In pairs, use these words and phrases from the interview to complete the sentences below.

second half goal gold medal
World Cup world record

- 1 Ben Johnson won a gold medal in the Olympic Games in 1988.
- 2 He broke the _____ for the 100 metres with a time of 9.97 seconds.
- 3 Argentina played against England in the 1986 _____ in Mexico.
- 4 Maradona scored a goal with his hand after six minutes of the _____.
- 5 Later Maradona scored another _____, so the final score was Argentina 2, England 0.



4 **2.6** Listen to Part 2 of the interview and choose the correct answers.

- 1 In 1980 Rosie Ruiz won the Boston Marathon in
 - a under 2 hours.
 - b about 2½ hours.
 - c 2 hours 56 minutes.

Lance Armstrong used to be the world's best cyclist. He won the Tour de France seven times from 1999 to 2005. But he was a cheat.

CHEATS!
WHY DO THEY DO IT?
RADIO 9 TONIGHT AT 8 P.M.

- 2 She broke the
 - a world record.
 - b record for the Boston Marathon.
 - c record for a woman in the Boston Marathon.
- 3 People discovered that Rosie was a cheat
 - a just after the race.
 - b the next day.
 - c more than a week later.
- 4 Children who want to play Little League baseball have to be
 - a 12 years old.
 - b 12 or younger.
 - c over 12 years old.

5 **REFLECT | Values** Do you agree or disagree with these statements? Discuss in groups.

- 1 It's never OK to cheat.
- 2 Everybody cheats sometimes.
- 3 People cheat because it's easier than following the rules.
- 4 People cheat because they want to be famous, successful and rich.
- 5 Cheating is more common today than it used to be.

Now go to Workbook page 16 for the next lesson.

LESSON 6A SPEAKING

- 1 In pairs, look at the behaviours in Exercise 2. Discuss why they are inappropriate at school.



- 2 **2.10** Listen and say which of these situations happen in the class.

- 1 ☒ arriving late for class
- 2 ☐ copying information from the Internet
- 3 ☐ running in the corridor
- 4 ☐ not wearing the correct school uniform
- 5 ☐ not handing in homework/projects on time
- 6 ☐ eating in class

- 3 **2.10** Study the Speaking box. Listen again and tick the expressions you hear. Then complete the sentences below with 1–3 words.

- 1 Ziad *I'm sorry that I didn't* tell you.
- 2 Hani Sorry, Miss. _____.
- 3 Fadi Sorry, Miss, _____. It was an accident.
- Teacher Oh, _____.
- 4 Hani I'm _____ sorry!
I _____.

SPEAKING | Apologising

Saying sorry

- ☒ Sorry! ☐ I'm really sorry. ☐ I'm so sorry
☐ I'm sorry that I (didn't) ...
☐ Sorry about that. ☐ It was my fault.

Explaining

- ☐ It was stupid/wrong of me.
☐ I (completely) forgot.
☐ I didn't mean to ...
☐ I did it by mistake.
☐ It was an accident.

Accepting an apology

- ☐ Never mind.
☐ That's OK/alright.
☐ Don't worry about it.
☐ It can happen to anyone.

- 4 **2.11** Listen to four dialogues. Write down the expressions the speaker uses to accept the apology in each situation 1–4.



1 *That's OK.*

- 5 In pairs, role play the situations. Take turns to tell your partner why you're angry, listen to his/her apology and accept it.

- 1 You arranged to meet your partner on Saturday. You waited 20 minutes but he/she didn't appear.
- 2 Your partner took your English textbook home by mistake and you couldn't do your homework.
- 3 Your partner is playing videos very loud on his/her phone speaker. You can't concentrate on your work.
- 4 During a game of basketball, your partner hit you in the face with the ball.

A *Where were you on Saturday? I waited 20 minutes.*

B *Sorry. I completely forgot.*

A *OK, don't worry about it.*



- 6 **REFLECT | Society** In groups, answer the questions.

- 1 The British say sorry very often. Is this true of people in your country?
- 2 Is it easy to say sorry or admit you're wrong?
- 3 Did you ever say something was your fault when it wasn't?
- 4 When is it OK not to accept an apology?

- 1 Look at the photo and read the caption. What kind of story do you think the article tells?
- 2 Read the competition entry and check your answers to Exercise 1.

An inspiring LIFE

We asked you to write about people whose lives inspire you.

This week's competition entry is by reader Abbas Jabari, from Amman, Jordan.

I love stories about people who succeed despite difficulties in life.

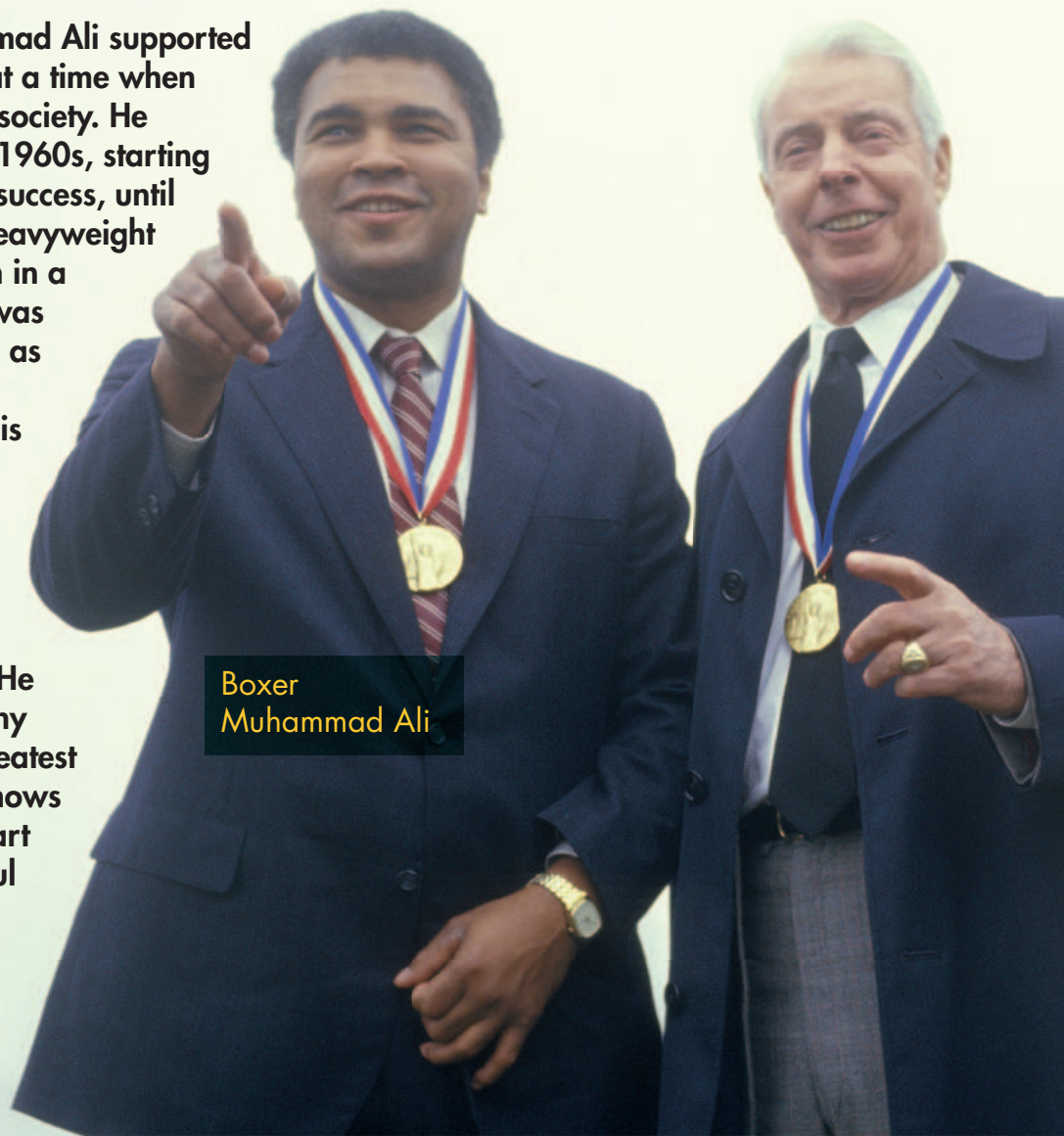
That's why I'm writing about a man who grew up in a poor family, but who went on to become the greatest boxer of all time.

Muhammad Ali was born in 1942 in Kentucky, USA. His original name was Cassius Clay and he started boxing aged 12. After succeeding in amateur boxing competitions as a teenager, he won a gold medal at the Rome Olympic Games in 1960. He soon turned professional and the media loved his personality. He used to tell people he could 'float like a butterfly and sting like a bee'.

Then in 1964, he surprised the world when he beat famous boxer Sonny Liston to become the heavyweight champion of the world. Two days later, he decided to convert to Islam and he later changed his name to Muhammad Ali.

During the 1960s, Muhammad Ali supported the rights of black people at a time when racism greatly affected US society. He stopped boxing in the late 1960s, starting again in 1970 with mixed success, until 1974, when he defeated heavyweight champion George Foreman in a famous match. The match was held in what is now known as the Democratic Republic of Congo. Ali won to regain his heavyweight title.

When Ali finally retired in 1981, he was the first boxer to have won the world heavyweight championship three times. He died in 2016 aged 74. Many people think he was the greatest boxer of all time. His life shows that even with a difficult start in life, you can be successful with hard work and determination.



Boxer
Muhammad Ali

3 Look at the underlined words in the text. What is the purpose of these words?

- 1 ☐ to connect information in paragraphs
- 2 ☐ to sequence events in the order they happen
- 3 ☐ to introduce new information

4 Look at the text again. In which order does Abbas write about the things?

- ☐ why Ali is so famous today
- ☐ how Ali became famous
- ☐ Ali's early life
- ☒ why he wrote about him
- ☐ Ali's later life

5 Study the Writing box and check your answers to Exercise 4.

WRITING | A biography

Paragraph 1

Mention why you chose this person; say why he/she is famous/important/inspiring:

The person I am writing about is my hero/an inspiration.

I am writing about a famous ...

Paragraph 2

Talk about their early life, their talents or achievements, and what they did:

X was born in .../went to school in .../studied at ...

He/She is/was good at ...

He/She played/for .../became a .../worked as a ...

Paragraph 3

Talk about what the person did later (or does today):

In later life he/she .../ He/She is now ...

Paragraph 4

Give more information about why this person is special:

He/She is a skillful/successful/role model.

Paragraph 5

Sum up this person's life or look ahead to the future.

His/Her life shows ...

His/Her ambition / dream now / in the future is ...

Remember to use sequencing words to help the reader follow the text.

6  2.12 Listen to a conversation about this Paralympic athlete. Then listen again and complete the notes.




An inspirational life - Maha ¹Al-Barghouthi

- one of Jordan's greatest Paralympic athletes - a para table tennis player
- in 1995 she set a wheelchair world record for the 200m in ² _____
- at the Sydney Paralympics in 2000 she won Jordan's first ever ³ _____ medal
- she won 105 medals in a career which lasted ⁴ _____ years
- her first gold medal came at the 1999 Pan-Arab games
- King Abdullah awarded her the Al Hussein medal of First Order in ⁵ _____



7 **WRITING TASK** Write a short biography of an inspirational person. Either use the notes in Exercise 6 or choose a well-known person who you think is a positive role model. Use the Writing box to help you.

 Use the Graphic Organiser to help you plan your writing.

The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on note cards and follow your plan.

3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.



- 1 In pairs, answer the questions.

1 Describe the last time you gave a presentation. What was it about? How did you feel?

2 In which situations in your life could public speaking skills be useful? Say why.
- 2 In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

1 Giving an exam presentation is **different from / similar to** a classroom presentation.

2 It is a **good / bad** idea for a speaker to start a presentation by saying something funny.

3 The way a presenter uses their body during a talk **can / cannot** change the message.

4 It is **OK / not OK** for a presenter to speak longer than scheduled.

5 The best way to prepare for a presentation is to practise it **alone / with someone else**.

6 It is **OK / not OK** for presenters to read from a page so they don't forget what to say.

3 Which three tips from the text do you think are the most useful? In pairs, explain why.

4 **2.15** Listen to a student giving two presentations and answer the questions.

1 What are the topics of Zeina's presentations?

2 What pros and cons does she mention about the issues?

5 **2.15** Listen again. For each presentation (P1 and P2), rate aspects A–E below from 1 to 5 (1 = poor, 5 = excellent).
- 6 Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?
- SPEAKING | Giving presentations**
- ☒ Do you have any questions?

☐ The subject/topic of my talk today is ...

☐ I'd like to start by talking about ...

☐ That brings me to the end of my presentation.

☐ To summarise, .../To conclude, ...

☐ Before I start, it might surprise you to learn that ...

☐ Well, that's it from me. Thank you for listening.

☐ Today I'd like to talk about ... But first, did you know that ...?

- 7 Do the task below.

LIFE SKILLS | Project

- Prepare a two-minute presentation on a subject you find interesting.
- Follow the tips from this lesson (Plan, Prepare, Practise, Present).
 - Give your presentation in front of the class and listen to presentations from other students.
 - Give each other feedback. Say what you liked about the presentation and what you could improve.

	P 1	P 2
Ideas and organisation		
A The beginning of the presentation was interesting.		
B The presentation had a clear structure.		
Presenting		
C The presenter communicated his/her ideas in an effective way (eye contact, body language, facial expression).		
D The presenter spoke strongly and clearly.		
E The presenter looked confident and relaxed.		

03

Far from home



VOCABULARY Holiday activities, travelling, transport

GRAMMAR Past Continuous and Past Simple, relative pronouns

LISTENING Understanding a text about travel problems

SPEAKING Asking for information

READING Understanding a text about a solo trip around the world

WRITING A blog post

VIEWING AND PRESENTING holidays, asking for information, your country, travelling, travel problems, charity

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, check you understand the holiday activities in the box.

climb a mountain go for a swim/drive lie/sunbathe on the beach make a trip
pack your bag see the sights visit relatives watch the sun rise/set

2 Look at the 'Amazing Moments' photos and read the stories. Which one is your favourite? Say why.

Amazing Moments

PHOTO COMPETITION

Send in a photo of your most amazing holiday moment. Where was it? What were you doing? Write a text of no more than 80 words to tell us about it. You can win fantastic prizes.



Wild horses

Habib Almohsen, New York

Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



A whale of a time

Fadi Aljabari, London

I was on holiday in Patagonia. One day, I was walking on the beach when I stopped to watch a man kayaking out at sea. Suddenly I saw a huge whale surface, taking the man and the kayak in its mouth for a few moments before letting him go! I took this photo when I saw another whale surfacing. I found out later that the man was OK.



An amazing view

Osama Alsabbagh, Jordan

My family and I went hiking in the Dana Reserve. When we got to the top, I stopped and looked at the view. It was beautiful. I was very tired, but I didn't care. I felt like I was on top of the world.

Past Continuous and Past Simple

3 Match sentences 1–2 with the uses of the Past Continuous a–b.

- 1 ☐ At about 7 p.m., we were going along a quiet road.
- 2 ☐ I was staying with my uncle on his farm in Canada.
- a to give the background to a story
- b to say that someone was in the middle of an action at a specific time

4 Read this sentence from one of the stories and answer the questions.

As they were going past, I took this photo.

- 1 Did these actions happen
- a one after another?
- b at the same time?
- 2 Which action was shorter and which tense do we use to talk about it?

5 Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

	I • He • She • It	We • You • They
+	I was watching .	They were running .
–	She wasn't looking .	We weren't walking .
?	Was he studying ?	Were they kayaking ?
	Yes, he was ./ No, he wasn't .	Yes, they were ./ No, they weren't .
Wh-?	Whose car was he driving ?	What were you doing yesterday at 10 p.m.?

Linkers: when, while, as

Grammar Reference > page 69

6 Look at the photos and stories again and correct the sentences.

- 1 Fadi was driving when he stopped to watch the man.
No, he wasn't driving. He was walking.
- 2 He was swimming on the beach when he stopped to watch a man kayaking.
- 3 Habib's mum was driving the car when the horses appeared.
- 4 The horses were running away from Habib's car.
- 5 Osama was staying in a hotel in Canada.

7  3.1 Complete the text with the Past Simple or Past Continuous. Listen and check.



We ¹*were travelling* (travel) to France on a car ferry. I ²_____ (feel) a bit sick, so I ³_____ (go) outside to get some air. While I ⁴_____ (look) down at the sea, I ⁵_____ (see) a dolphin. It ⁶_____ (swim) next to the ship. As I ⁷_____ (watch), it ⁸_____ (jump) high out of the sea. I ⁹_____ (get) a wonderful photo.

8 Complete the sentences with the correct forms of the travel verbs from the box.

~~catch~~ drive ride sail wait

- 1 I was running to **catch a bus** to school when I realised it was a holiday.
- 2 The first time I **the car**, my dad was sitting beside me with his eyes closed.
- 3 I met my best friend while I **at a bus stop**.
- 4 I **my bike** when I saw our teacher.
- 5 While we **on a ferry**, there was a storm.

Now go to Workbook page 20 for the next lesson.

- 1 Check you understand the highlighted words. Then in groups, say which holidays you would/wouldn't like to go on and why.
- 1 a one-day **excursion** to a theme park
 - 2 a weekend **city break** in Abu Dhabi
 - 3 a **school trip** to the University of Jordan
 - 4 a **package holiday** to a Greek island
 - 5 a three-week **cruise** in the Caribbean
 - 6 a scientific **expedition** to the Antarctic
 - 7 an **adventure holiday** in an African safari park
 - 8 a nine-month **journey** around the world
- 2 Read the holiday reviews below. What kinds of holiday from Exercise 1 do they describe?
- 3 In pairs, complete the table using the highlighted verbs from the reviews. Add words and phrases from the reviews to make collocations.

Transport	go/travel by train, coach , ... take the underground , ...
Accommodation	stay in a five-star hotel, a budget hotel , ...
Activities	go climbing, put on your sunscreen , ...

- 4 Study **Watch Out!** and choose the correct verbs to complete the sentences. Use the holiday reviews to help you.
- 1 We **got** / **went** a taxi to the board.
 - 2 I **stayed** / **travelled** in a great hotel in Dubai.
 - 3 What time did you arrive **in** / **at** the station?
 - 4 We **boarded** / **missed** the plane early.
 - 5 We put **on** / **up** the tent.
 - 6 Yesterday we arrived **in** / **at** Thailand.

WATCH OUT!

We say **arrive in** a city/country or **at** a station/airport, etc., NOT **arrive to**.
We say **leave for** a place, NOT **leave to**.
When travelling by plane, **take off** = leave and **land** = arrive.

- 5 **SPEAKING** Imagine a holiday. In pairs, ask and answer the questions. Use the vocabulary from Exercises 3 and 4.
- 1 How did you get there?
 - 2 Where did you stay?
 - 3 What did you do?

HOLIDAY REVIEWS

CLICK HERE to write a review of your holiday

1



Destination: Wadi Rum, Jordan
Review by: Rashed Alwakil, Amman

GETTING THERE

We **went by** coach and it took almost four hours. We had fun, but it was very hot. I was glad when we **arrived**.

ACCOMMODATION

It wasn't easy to **put up** the tents but there was plenty of space for our backpacks and boots. Unfortunately, there were no beds, so we had to put our sleeping bags on the ground.

ACTIVITIES

We **went** hiking and rock climbing. It wasn't dangerous as we had a good guide. At night we looked at the stars. We were always doing something. It was brilliant!

YOUR VERDICT

A great school trip! I was really sorry to leave.

2



Destination: Heraklion, Crete
Review by: Noura Madi, Oxford

GETTING THERE

We **missed** the bus, so we **got** a taxi to the train station. Then we **travelled by** train to London and **took** the underground to the airport. We **boarded** the plane on time but there was a delay before we **took off**. Although we **flew** directly to Crete, we **landed** an hour late. I was exhausted when we finally **checked in**.

ACCOMMODATION

We **stayed in** a budget hotel but it was fantastic! Big swimming pool and excellent food. I'm not surprised the hotel was fully booked.

ACTIVITIES

We went sightseeing every morning and **visited** lots of museums. In the afternoons I just **put on** my sunscreen and relaxed by the pool!

YOUR VERDICT

It was our first package holiday. I loved the hotel and Crete is a great place to visit.

Now go to Workbook page 22 for the next lesson.

LESSON 3A SPEAKING AND VOCABULARY

- 1 Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.



- 2 Match the places from the box with the descriptions.

Left Luggage taxi rank tourist office
tube station waiting room

A place where you can ...

- a sit and wait for a bus/train *waiting room*
- b get a taxi
- c catch an underground train
- d leave heavy bags for a few hours
- e find out travel information, book hotels, get maps/leaflets



- 3 **3.2** Listen to the conversation and answer the questions.

- 1 Where do the tourists want to go? *to Glasgow*
- 2 What information do they want?
- 3 What problem do they have?
- 4 Why are they surprised at the end?

- 4 **3.2** Study the Speaking box and Watch Out! box. Listen again and tick the expressions you hear.

SPEAKING | Asking for information

- ☒ Excuse me, what time is the next train ...?
- ☐ Which platform does the train leave from?
- ☐ Where's the nearest tube station/bus stop/taxi rank?
- ☐ Is there a bus/tram we can catch to ...?
- ☐ Is there a restaurant/bank/travel centre near here?
- ☐ How far is it to ...?
- ☐ Pardon me, I didn't hear that.
- ☐ I'm sorry, I didn't catch that.

- 5 **3.3** Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.



Faisal Excuse me. What time is the ¹*next* train to Glasgow?

Travel agent Five fifty-nine.

Faisal I'm sorry, I didn't ²_____ that. Can you ³_____ it again, please?

Salah Which ⁴_____ does the train leave from?

Faisal 8B.

Salah How ⁵_____ is it to the Brunswick Centre?

Talal It's not far. It's about ...

Faisal Is ⁶_____ a bus we can catch to get there?

Salah Or maybe we can take a cab. Where's the ⁷_____ taxi rank?

Talal The taxi rank is over there. But you can ⁸_____. It's only five minutes.

Salah ⁹_____ is the Left Luggage?

Talal Next to Platform 16.

WATCH OUT!

British English
tube/underground
lift
taxi

American English
subway
elevator
cab

- 6 **3.4 PRONUNCIATION** Listen to questions 1–4 and repeat. Pay attention to the underlined words.



- 1 Excuse me. How far is it to the bus station?
- 2 Is there a map of the underground?
- 3 Excuse me. What time is the next coach to Leeds?
- 4 Is there a tram we can catch to the Old Town?


- 7 **3.5** Listen and write down the answers to the questions in Exercise 6.



LESSON 4A GRAMMAR

- 1 In one minute, write down everything you know about England. Then in pairs, compare your lists.



- 2  **3.6** In pairs, read the quiz. Do you know the answers? Listen and check.

QUIZ

Things to KNOW before you GO!

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A writer who wrote hundreds of plays and added many words to the English language.
- 2 A detective whose residence is at 221B Baker Street, London.
- 3 A prehistoric monument which is over 4,000 years old.
- 4 A toy store that sold toys to the royal family.
- 5 A castle which is home to the royal family.
- 6 The town where William Shakespeare was born.
- 7 A hot drink we love in England.

Relative pronouns

- 3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and _____
- b people? _____ and _____
- c places? _____, _____ and _____
- d possessions? _____

- 4 Look at the quiz and answer the questions.

- 1 What comes after *where* when we define a place – a noun/pronoun or a verb?
- 2 When can we leave out *who*, *which* and *that* – when the next word is a noun/pronoun or a verb?

- 5 Study the Grammar box and check your answers to Exercises 3 and 4.

Relative pronouns

Which and *that* refer to things and places.

Who and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.


Whose refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

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- 6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1 ☐ Breakfast was the only meal **that / who / whose** I liked.
- 2 ☐ Cairo is the place **what / where / who** the Great Sphinx stands.
- 3 ☐ Abu Dhabi is a city **where / which / who** has some great architecture.
- 4 ☐ Arar is a poet **which / who / whose** poems make me happy.
- 5 ☐ She was an Egyptian TV actress **that / which / who** my parents loved.

- 7  **3.7** In pairs, complete the questions with relative pronouns and try to answer them. Listen and check.



What's the name of ...

- 1 the place where the King of England lives?
 - 2 the city ____ is famous for its impressive architecture and rich history?
 - 3 the scientist ____ discovered black holes?
 - 4 the author ____ books include 'Charlie and the Chocolate Factory'.
- 8  **SPEAKING** Think of three interesting facts about your country (a person, a place, a product, food or drink) and share them with the class. Use relative pronouns.

Now go to Workbook page 23 for the next lesson.

LESSON 5A LISTENING AND VOCABULARY

- 1 SPEAKING** How do you feel when you travel (e.g. relaxed, bored, nervous)? Why? Discuss in pairs.
- 2** In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight
budget airline cancelled check-in (desk)
delayed departure lounge gate
hand luggage security trolley

- 1** a bag or case that you take onto the plane with you **hand luggage**
- 2** a company that sells cheap flights
- 3** a thing that you put your bags on
- 4** a thing that you need to get on the plane
- 5** a place with lots of shops and restaurants
- 6** the place where they check you and your luggage
- 7** the place where you first show your ticket
- 8** the place where you go after you land
- 9** the place where you wait to board the plane
- 10** to buy a plane ticket
- 11** bad news: your flight is late
- 12** worse news: your flight is not taking off



- 3** **3.8** Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I ¹**booked** my flight to Amman online with a ²_____ airline. It was a bargain! I printed my ³_____ at home, so I didn't need to go to the ⁴_____. I just went straight to ⁵_____. I checked a monitor in the ⁶_____ and saw that my flight was ⁷_____ by half an hour. I wasn't happy but at least it wasn't ⁸_____! My ⁹_____ was heavy, so I got a ¹⁰_____ and went round the shops. I bought a present for my mum. Then I went to the ¹¹_____ to board the plane. The flight was fine. I went to sleep thinking about my mum waiting for me in ¹²_____ at Queen Alia Airport.



- 4** **3.9** Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check.

This is a conversation between ¹**two / three** people on a ²**plane / train**. They're talking about the ³**fun / problems** you can have when you travel.



ACTIVE LISTENING | Predicting

- Look at any visuals to help you decide what the context of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.

- 5** **3.9** Listen to the conversation again and choose the correct answers.

- 1** Why did Imad almost miss the flight?
 - a He didn't know his seat number.
 - b He had a problem at security.
 - c He spent too long in the café.
- 2** Why did he miss his flight to New York?
 - a Because of the weather.
 - b He got to the airport late.
 - c He didn't have his passport with him.
- 3** Fawzi's dad was flying to
 - a Jordan.
 - b Edinburgh.
 - c Frankfurt.
- 4** His dad missed his flight because he
 - a was talking on the phone.
 - b had a problem with his computer.
 - c didn't hear them calling his name.
- 5** How much did Imad's ticket cost?
 - a £150
 - b £115
 - c £500
- 6** Where is the plane going?
 - a To an island in the Caribbean.
 - b To a city in Spain.
 - c We don't know.

- 6** **SPEAKING** In pairs, discuss how to avoid/solve the travel problems below.

it's fully booked it's too crowded
you can't find your ticket
you can't get a seat you feel ill
you miss your train
your flight/bus is delayed

Now go to Workbook page 24 for the next lesson.

LESSON 6A READING AND VOCABULARY

1 SPEAKING In pairs, answer the questions.

- 1 Do you like travelling? Say why.
- 2 What countries would you like to visit?



**Graham
Hughes**

& the Odyssey Expedition



3.12

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was **setting out** on an incredible **solo** journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid.

It started well. He visited all 12 countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel **overland** to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by **hitchhiking** on other people's boats.

Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit 50 countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also to get the right travel documents. For example, he had a **valid** passport, but he also needed a **visa** to enter Mauritania. Unfortunately, they weren't selling visas at the border. So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco.

During his journey Graham learnt how **hospitable** people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and 21 days Graham arrived in the 21st and final country on his odyssey. It was South Sudan, the newest state in the world, a country that didn't even exist when he started his journey.

2 Look at the photo, the map and the title of the text on page 32. Then read the first and last paragraph. What is the text about?

- a** A man who travelled alone from England to South America.
- b** A man who travelled around the world without using planes.
- c** A man who broke the world record for a round-the-world trip.

3 Read the text and choose the correct answers.


- 1** Which sentence is true?
 - a** Graham planned to travel by air and sea.
 - b** Graham made the journey for more than one reason.
 - c** Graham wanted to do dangerous things.
 - d** Graham reached his destination in less than 12 months.
- 2** Where did he get the visa for Mauritania?
 - a** on a bus **b** at the border
 - c** in Morocco **d** in Mauritania
- 3** The woman on the bus in Iran
 - a** couldn't speak English.
 - b** was worried about her grandson.
 - c** asked Graham what time the bus arrived.
 - d** invited Graham to meet her family.
- 4** Why was South Sudan important for Graham?
 - a** It was the first country on his list in 2009.
 - b** It was the last country he visited.
 - c** It was the only country he didn't visit.
 - d** It became a country after he visited it.

4 Match the highlighted words from the text with the definitions.

- 1** an official mark on a passport that allows you to enter a country *visa*
- 2** not by sea or air
- 3** legal, authentic, acceptable
- 4** starting a journey
- 5** alone
- 6** travelling in another person's vehicle
- 7** welcoming to visitors or guests

5 Complete the questions with the correct forms of the words from Exercise 4.

- 1** Is it a good idea to *hitchhike* on your own at night?
- 2** Have you got a _____ passport? When did you get it?
- 3** Are people in your country _____?
- 4** How do you feel when you _____ on a long journey?
- 5** Can you travel _____ from your country to Norway?
- 6** Do you prefer to travel _____ or with someone else?


6  **3.13 Listen to a description of the charity that Graham was collecting money for and tick the things you hear.**



- 1** ☒ charity
- 2** ☐ America
- 3** ☐ clean
- 4** ☐ raise
- 5** ☐ teaches
- 6** ☐ safe
- 7** ☐ lemonade
- 8** ☐ magazine

7 REFLECT | Values In pairs, discuss the questions.

- 1** Why are charities important?
- 2** Would you like to join a charity? Say why.

8  In pairs, find information about another charity. Then present your charity to the rest of the class.

- 1** What does it do?
- 2** Where does it operate?
- 3** When did it begin?
- 4** How does it raise money?
- 5** Does it publish a magazine?



LESSON 7A WRITING AND VOCABULARY | A blog post

1 Look at Mazen's blog. Would you like to visit the place in the photo? Say why.

The world is your oyster

www.youroyster.blogspot.com



I'm Mazen, I'm 16 and I'm from London. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' – that's my philosophy in life!

15th May. A wonderful trip to Wales.

My cousin Ramzi recently invited me to the small seaside town where he lives – Aberystwyth in Wales.

I got a train to Birmingham. Ramzi was waiting for me at the train station. From Birmingham, we caught another train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Ramzi shares with my aunt and uncle. It was lovely to see them again.

The next day we explored Aberystwyth with some of Ramzi's friends. They were very nice and welcoming. We had a walk along a beach, I took some fantastic photos and we visited the castle, too. It was too cold to swim but some brave people were windsurfing! On the third day, we climbed Cader Idris – a big mountain north of the town. It was snowing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street – it made a really positive impression. Overall, I had a brilliant time and made some great new friends!

2 Read the blog post on page 34 and answer the questions in pairs.

- 1** Where does Mazen come from? *London*
- 2** Who is Ramzi?
- 3** How did Mazen travel to Wales?
- 4** How many days did he stay there?
- 5** What was the weather like during his stay?
- 6** Did he enjoy himself?

3 Read the blog post again and tick the things Mazen writes about.

- ☒ how he got there
- ☐ what he did
- ☐ what the people were like
- ☐ history of the place
- ☐ overall impression
- ☐ how much it cost

4 Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.

enjoyable scenic ~~spectacular~~ welcoming

- 1** amazing *spectacular*
- 2** attractive
- 3** fun
- 4** hospitable

5 Study the Writing box and put paragraphs A–E in the correct order.

- ☐ **A** After we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
- ☐ **B** It was my first trip abroad and it made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
- ☒ **C** I visited Paris on a school trip last May.
- ☐ **D** The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly!) On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
- ☐ **E** We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.

WRITING | A blog post

Paragraph 1

Mention where you went:

I recently visited ...

My cousin/friend invited me ...

I stayed with my aunt in ...

It's a seaside town/a tourist centre/a small town in the mountains.

Paragraph 2

Mention how you got there and what the journey was like:

We flew to ... /caught the train to ...

The journey was slow/(un)comfortable/tiring/pleasant/scenic.

Paragraph 3

Talk about how you spent your time:

On the first/last/second/third day, ...

(On) the next day ...

We swam, sunbathed, went sightseeing/mountain biking.

I had a(n) amazing/enjoyable/fantastic time.

Paragraph 4

Sum up your overall experience:

... made a positive impression.

People were welcoming/great/friendly/interesting.

Overall, I had a wonderful/enjoyable time.

It was great fun.

6 WRITING TASK Write a blog post about a trip (real or imaginary) you made to a town.

- Describe the town you visited and when the trip took place.
- Give and justify your opinion about the town.
- Recommend one place that is especially interesting.
- Describe a problem that occurred during your visit and the way you solved it.



Use the Graphic Organiser to help you plan your writing.

04

A good buy



VOCABULARY Food and drink, shopping, clothes

GRAMMAR Comparison of adjectives, quantifiers, articles with singular countable nouns

LISTENING Understanding a radio programme about shopping for second-hand clothes

SPEAKING Opinions

READING Understanding a text about being a mystery shopper

WRITING A formal letter of complaint

VIEWING AND PRESENTING chocolate, breakfast, shopping, shops, second-hand shops, clothes, buying online, adverts

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, ask and answer the questions.

1 Do you like chocolate? What's your favourite chocolate bar?

2 How much money do you spend on chocolate or other snacks in a typical week?

3 Do you ever give chocolate as a gift? If so, on what occasions?

2 Look at the cartoons. In pairs, say why you think the situation in the second cartoon has changed.

3 Read the article and say why chocolate bars are shrinking.

THE INCREDIBLE, SHRINKING

Chocolate Bar

DO YOU LOVE CHOCOLATE?

IF YOU DO, THEN YOU KNOW THAT CHOCOLATE BARS AREN'T AS BIG AS THEY USED TO BE.

In 2013 the average chocolate bar weighed 55 grams; in 2022 it was only 45 grams.

Chocolate bars are smaller and lighter than before. They aren't worse than they used to be but they aren't better either. And they certainly aren't cheaper. So why is it happening? Here are the most important reasons.

- **COCOA:** The quality of cocoa and safe working environments for cocoa farmers is more important. So cocoa production is about quality, not the amount.
- 10 • **HEALTH:** Many people today want to be fitter and healthier. Larger chocolate bars have more calories so they are becoming less popular than smaller bars.
- And the last but not the least important reason – **MONEY:** Smaller bars at the same price mean
15 bigger profits from sales.

This situation isn't good enough! It's certainly not the best news for chocoholics like me! Let's hope our favourite snack doesn't become too expensive in the future!

2013



2022



Comparison of adjectives

4 Read sentences 1–3 and decide which meanings are correct: a or b.

- 1 Chocolate bars aren't as big as they used to be.
a Chocolate bars are bigger now.
b Chocolate bars are smaller now.
- 2 Now chocolate is more expensive than before.
a Chocolate was cheaper before.
b Chocolate was not cheaper before.
- 3 This situation isn't good enough.
a This situation is too bad.
b This situation is better than before.

5 Study the Grammar box and find more examples of comparatives, superlatives and ways of comparing in the article.

Comparison of adjectives

Adjective		Comparative	Superlative
one syllable	sweet	sweeter	the sweetest
	safe	safer	the safest
	hot	hotter	the hottest
		less sweet/ safe/hot	the least sweet/ safe/hot
ending in -y	busy	busier/ less busy	the busiest/ the least busy
two or more syllables	famous	more famous/ less famous	the most famous/ the least famous
irregular	good bad	better worse	the best the worst

Ways of comparing:
• not as big (as) = smaller (than)
• too small = not big enough

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6 Complete the text with the correct forms of the adjectives in brackets.

Muneer 10 March 9.54 a.m.
Did you see that article about the size of chocolate bars? Shocking! But chocolate isn't the only thing that is getting ¹smaller (small). I'm sure they used to sell cola in ²_____ (large) cans. And bottles of ketchup aren't ³_____ (big) as they used to be.

Ali 10 March 10.05 a.m.
Very true, Muneer! And did you notice that jars and bottles are ⁴_____ (thin) than they used to be? But what's even ⁵_____ (surprising) is that sometimes ⁶_____ (small) jars of coffee are ⁷_____ (expensive) than bigger ones. Crazy!

Talal 10 March 11.05 a.m.
Stop complaining, everyone! Our shops have a ⁸_____ (great) range of interesting food from all over the world than ever before, our diet is generally ⁹_____ (healthy) than 30 years ago and luckily food is ¹⁰_____ (expensive) than it used to be for our ancestors!

7 In pairs, compare each pair of food items using the comparative of the adjectives from the box.

cheap expensive fattening filling
good/bad (for you) healthy nutritious
popular tasty

- 1 fruit and chocolate
Fruit is healthier than chocolate.
Chocolate isn't as healthy as fruit.
- 2 crisps and nuts
- 3 salad and chips
- 4 water and cola
- 5 yoghurt and cream

8 VALUES How can you make healthy food choices? Why is this important?



Now go to Workbook page 28 for the next lesson.

☐ I can use comparatives and superlatives to compare things.



- 1 In pairs, ask and answer the questions.
 - 1 Where do you have breakfast?
 - 2 What do you usually eat for breakfast?
 - 3 Is your typical breakfast healthy?
- 2 Check you understand the food and drink words in the box. In pairs, add more words to the box.

cream croissant cucumber doughnut
grapes honey jam lemon melon
milkshake muffin mushrooms olives
pancake porridge roll salmon salt
sugar watermelon yoghurt

- 3 Read the text. In pairs, match people 1–3 with photos A–C.



- 4 **4.1 PRONUNCIATION** Look at the underlined syllables and add the food items from the box to the table below. Listen and check.

butter carrots egg honey jam lemon
lentils melon muffin mushroom nuts
pancake

/ʌ/	/e/	/æ/
muffin, butter ...	melon, egg ...	pancake, carrots ...

- 5 **SPEAKING** Check you understand the adjectives from the box. Then in pairs, use them to talk about food and drink that you like/don't like/love/can't stand/prefer.

bitter/sweet crunchy/smooth
delicious/disgusting fizzy/still fresh/dry
hard/soft heavy/light mild/spicy

Today is World Food Day, so we're taking a look at **BREAKFASTS AROUND THE WORLD**

What do people in different countries eat for breakfast? How much fruit? How many eggs? Are there any olives? Is there any cheese?

- 1 ☐ **Alia** from Gaborone, Botswana
My favourite breakfast is *bogobe*. There aren't many things that are so delicious. It's porridge with some milk, a little sugar and a few pieces of melon. We eat a lot of fruit in Botswana, especially watermelons. In my family, we all drink bush tea for breakfast. It comes from the Rooibos plant and it's a lovely red colour. It's very good for you. You can't drink too much bush tea. I don't put any milk in my tea but you can if you like.
- 2 ☐ **Laila** from Madrid, Spain
For breakfast, we have lots of toasted bread with tomatoes and herbs or a potato omelette. It's called 'tortilla espanola'. Our breakfast is usually quite simple. A lot of people eat breakfast in cafés or pastry shops. At weekends, I like to have some churros, which are fried sweet pastries. I dip them in a thick, delicious hot chocolate.
- 3 ☐ **Samer** from Zarqa, Jordan
During the week, I usually eat a bowl of hot *ful*, which is boiled fava beans with lemon juice, olive oil and chillis. I have this with some bread. But at weekends my family and I get together and have a larger breakfast. We have a couple of types of savoury pastries and breads. We eat these with hummus, some olives and a bit of yoghurt. Sometimes I eat too much food and I feel really full afterwards!

Now go to Workbook page 30 for the next lesson.

LESSON 3A GRAMMAR

- 1 In groups, discuss the strangest/biggest breakfasts you know about.
The strangest breakfast I know about is my dad's. He eats ...

Quantifiers

- 2 Add names of food and drink from the text on page 38 to the table below.

	Countable	Uncountable
Nouns	eggs, <i>olives</i> , ...	fruit, ...
Quantifiers	<i>a couple of</i> , ...	<i>a little</i> , ...

- 3 Study the Grammar box and *Watch Out!* and find the quantifiers in the text on page 38. Add them to the table in Exercise 2.

Quantifiers				
We use:				
• <i>many, too many, a few, a couple of</i> with countable nouns				
• <i>much, too much, a little, a (little) bit of</i> with uncountable nouns				
• <i>some, any, a lot of, lots of, enough</i> with both countable and uncountable nouns				
+	There	are	too many/ a lot of/lots of/ some/a few/a couple of/ enough	eggs.
		is	too much/ a lot of/lots of/ some/a little/a (little) bit of/ enough	milk.
-	There	aren't	many/any/ enough	eggs.
		isn't	much/any/ enough	milk.
?	Are	there	any/enough	eggs?
	Is			milk?
	How many	eggs	are	there?
	How much	milk	is	

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WATCH OUT!

*There's a (little) bit of cheese.
How much cheese is there? There's a (little) bit.
There's a lot/lots of milk.
How much milk is there? There's a lot/lots.*

- 4 Read the forum and choose the correct quantifiers.

Write in and tell us about breakfast in your country

HuaGuangzhou 26 July 2.17 p.m.
In China, we don't have ¹**enough / some** time to eat breakfast at home, so ²**a bit / a lot of** people eat breakfast while travelling to work.

Fatima2go 26 July 5.14 p.m.
I think we eat ³**too many / too much** food in the USA. A popular breakfast is ⁴**a few / a little** pancakes with ⁵**any / some** butter and ⁶**a little bit / a little** of maple syrup. And maybe ⁷**a couple of / enough** muffins, too!

Kareem_knows 26 July 6.23 p.m.
Polish people eat ⁸**lots of / much** cold things for breakfast: cheese, meat and fish. There isn't ⁹**many / much** fresh fruit in a typical Polish breakfast, especially in winter. There aren't ¹⁰**enough / some** fresh vegetables, either.

- 5 In pairs, look at the shopping list and make sentences with *there is/are plus not enough, too many or too much*.

Shopping list for a picnic for six people

- 1 bottle of water (330 ml)
- 1 bag of salad
- 12 watermelons
- 2 kilos of yoghurt
- 2 cartons of juice (200 ml)
- 2 small pots of hummus
- 36 bread rolls
- 6 kilos of cheese
- fruit: a banana and a pear

There isn't enough water.

Now go to Workbook page 31 for the next lesson.

LESSON 4A **READING AND VOCABULARY**

- 1 **SPEAKING** In pairs, ask and answer the questions.
- 1 Do you enjoy shopping? Say why.
 - 2 Which of these things do you like or dislike shopping for?

clothes electronic gadgets food/snacks
make-up and toiletries (e.g. deodorant, shampoo) presents school items
shoes/trainers

- 2 **Study Active Reading and read the text quickly to identify the main idea. What is it about?**
- a Hobbies that become a job.
 - b How you can get a job as a mystery shopper.
 - c What it's like to be a mystery shopper.

ACTIVE READING |
Understanding the main idea

To understand the main idea of a text:

- read the first paragraph carefully
- read the rest of the text quickly
- don't worry if you don't understand every word.

To understand the main idea of a paragraph:

- look for the key (most important) sentence – it's often the first one
- find the key words and phrases in the paragraph.

- 3 **Match headings A–G with paragraphs 1–6. There is one extra heading.**
- A** No week is the same
 - B** The negative side of the job
 - C** Why I became a mystery shopper
 - D** My plans for the future
 - E** Skills and qualities of a good mystery shopper
 - F** The positive side of the job
 - G** What is a mystery shopper?



4.2

MUSTAFA ALRA'I, MYSTERY SHOPPER

It seems that most of us enjoy shopping these days. For young people in the UK, shopping is the fourth most popular free-time activity, after watching TV, meeting friends and listening to podcasts. So just imagine somebody paid you to go shopping! Sounds great, doesn't it?



1 ☐ I'm Mustafa Alra'i and I'm a mystery shopper. Companies pay me to visit shops and pretend to be an ordinary **customer**. Afterwards, I report on what I saw. Was the shop tidy? Did the **shop assistants** smile? Could they answer my difficult questions? Were the **changing rooms** clean? Was there a long **queue** for the **checkout**?

10 2 ☐ I started when I was a student. I wanted to work part-time but I didn't want a normal job because some weeks I was too busy with my studies at college. Mystery shopping was ideal because I could choose to work during quieter weeks.

3 ☐ Usually my work takes me to **chain stores**, **shopping malls** and **department stores**. But sometimes my job is to visit a cinema or a restaurant. Once I had to stay the night in a hotel. My favourite job was when I flew to Dubai for a travel agency. It was a lot of fun.

4 ☐ Being a mystery shopper is harder than some people think. You need a good memory and good writing skills (you have just 24 hours to write a 1,600-word report). The most important thing is to be discreet - you have to act 'normally' at all times, even when you're secretly watching people!

5 ☐ What do I like about my job? Well, the money isn't bad. I also enjoy the variety of being a mystery shopper - it's not always as enjoyable as the trip to Dubai but it's never boring. And finally, I sometimes go back to a shop I visited before. It's always great to see the **service** is better because then I know that my job is making a difference.

6 ☐ The job isn't perfect, of course. Some companies don't pay you (you just get a **discount** on something you 'bought'). And sometimes there is no work for many weeks. Mystery shopping is a good way to earn extra money but it's not enough to live on.

4 Match the highlighted words and phrases from the text with the definitions.

- 1 help that you get in place such as a shop, restaurant or hotel **service**
- 2 one of a group of shops owned by the same company
- 3 a large shop with different parts that sell different types of things
- 4 a place in a shop where you can try on clothes
- 5 a person who buys goods from a shop
- 6 a large building with lots of different shops
- 7 a reduction in price
- 8 a line of people waiting for something
- 9 a place in a large shop where you pay
- 10 someone whose job is selling things in a shop

5 Complete the sentences with a word or phrase from Exercise 4.

- 1 I get a 20 percent **discount** at the bookshop because I'm a student.
- 2 There were really long _____ at the supermarket today - there were only three _____ open. Perhaps a lot of the _____ are ill.
- 3 Excuse me, where's the _____? I'm not sure if these trousers are the right size.
- 4 The shops on the High Street are really quiet on cold days. Everyone prefers to drive out to the _____.
- 5 Taylors is the biggest _____ in town. You can buy almost everything in one big shop.

6 SPEAKING In pairs, ask and answer the questions.

- 1 What are your favourite chain stores/ shopping malls in your area?
- 2 Which shops in your town have the best/ worst service in your opinion?
- 3 Do you have a customer discount in any shops?

LESSON 5A LISTENING AND VOCABULARY



1 SPEAKING Look at the photo and decide what kind of shop it is. Then in pairs, ask and answer the questions.

- 1 What do you do with clothes you don't wear anymore? Do you give them away? If so, who do you give them to?
- 2 Do you (or any people you know) buy second-hand clothes? Where do you get them?
- 3 Are charity shops common in your country?



2 4.3 Listen to Part 1 of a radio programme about clothes and decide if statements 1–6 are true or false.

- 1 ☐ Buying clothes in charity shops is fun but expensive.
- 2 ☐ Nadia is a design student.
- 3 ☐ Kings Road is in West London.
- 4 ☐ Chelsea is well-known for its clothes shops.
- 5 ☐ The charity shops in Chelsea are expensive.
- 6 ☐ It's possible that Nadia bought a dress that belonged to a celebrity.



3 4.4 In pairs, check you understand the words for clothes and accessories in the box.

Then listen to Part 2 of the radio programme and tick the words you hear.

- | | | | |
|--|---------------------------------|-----------------------------------|-------------------------------------|
| <input type="checkbox"/> belt | <input type="checkbox"/> blouse | <input type="checkbox"/> bracelet | <input type="checkbox"/> earrings |
| <input type="checkbox"/> handbag | <input type="checkbox"/> hat | <input type="checkbox"/> kilt | <input type="checkbox"/> pyjamas |
| <input checked="" type="checkbox"/> raincoat | <input type="checkbox"/> scarf | <input type="checkbox"/> suit | <input type="checkbox"/> sweatshirt |
| <input type="checkbox"/> tie | | | |

4 4.4 In pairs, look at tips 1–8. Which ones are good advice when buying clothes in charity shops? Listen again and check.

- 1 ☐ Trust your instincts – buy the first nice thing you see.
- 2 ☐ Be patient and take your time.
- 3 ☐ Try to check all the clothes in the shop.
- 4 ☐ Never buy dirty clothes.
- 5 ☐ Don't worry if something looks shabby.
- 6 ☐ Don't buy second-hand shoes.
- 7 ☐ It's better to buy accessories in chain stores.

5 In pairs, decide what the highlighted words and phrases mean.

- 1 This blouse costs just 7 JOD! What a **bargain**!
- 2 This **designer label** top looks **brand new**.
- 3 These shoes don't **fit** – they're too small.
- 4 This hat is **just perfect for you**.

6 4.5 Listen to Part 3 of the programme and complete the notes with 1–3 words in each gap.



- 1 Samia bought a belt, a hat and a designer label sweatshirt.
- 2 Nadia thinks Samia has found good _____ in the shop.
- 3 In Nadia's opinion, old clothes bought from charity shops are more _____ than our modern clothes.
- 4 She also thinks that old clothes are better _____ than newer clothes.
- 5 As the clothes are cheap, you can _____ with different fashions.
- 6 Nadia likes shopping in charity shops because you get something for yourself but also _____.

7 SPEAKING In pairs, ask and answer the questions.

- 1 Where do you usually buy your clothes?
- 2 Do you have your own style?

Now go to Workbook page 32 for the next lesson.

LESSON 6A SPEAKING

1 In pairs, ask and answer the questions.

- 1 Where do you go clothes shopping?
- 2 Do you often go clothes shopping with your parents? Do you enjoy it?



2 4.9 Listen to Part 1 of the conversation and answer the questions.

- 1 How is the boy feeling?
- 2 What do you think the boy's opinion is about the shoes his mother is showing to him?



3 4.10 Listen to Part 2 of the conversation. Was your guess in question 2 in Exercise 2 correct?



4 4.11 Study the Speaking box. Then listen to the whole conversation again and tick the expressions you hear.

SPEAKING | Opinions

Asking for opinions

- ☒ What do you think?
- ☐ Don't you think ...?
- ☐ What's your opinion/view?

Giving opinions

- ☐ I think/believe ...
- ☐ In my opinion/view, ...
- ☐ If you ask me, ...
- ☐ Personally, ...
- ☐ Frankly, ...
- ☐ To be honest, ...
- ☐ It seems to me ...

Agreeing

- ☐ Absolutely.
- ☐ I agree (with you).
- ☐ I totally agree.
- ☐ Me too!
- ☐ You're right.
- ☐ I couldn't agree (with you) more!

Partly agreeing

- ☐ You've got a point but ...
- ☐ I suppose so.
- ☐ Fair point, but ...

Disagreeing

- ☐ I know what you mean but ...
- ☐ I'm not sure about that.
- ☐ I don't think so.
- ☐ I don't agree.
- ☐ I disagree.
- ☐ No way!

5 4.12 Complete the conversation with one word in each gap. Listen and check.



Abeer Wow, Nadia! I think you look fabulous.

Dana Yeah, me ¹too! What an amazing dress, Nadia.

Nadia Thanks, guys! It's second-hand. I bought it from a charity shop for five pounds.

Abeer Really? Doesn't it feel strange to wear somebody else's old clothes?

Nadia No, I don't think ²_____. What do you mean?

Abeer Well. Perhaps somebody died in it? I don't think I could wear second-hand clothes. What do you ³_____, Dana?

Dana No, I ⁴_____ agree. I sometimes wear my mum's old things. If you ask ⁵_____, it's nice you can give some old clothes a 'second life'.

Nadia I totally ⁶_____. And in my ⁷_____, the quality is much better than new clothes. No horrible synthetic materials ...

Dana I couldn't agree more!

6 In groups of three, practise the dialogue in Exercise 5.

7 In pairs, look at the statements below. Take turns to give your opinion and ask your partner if he/she agrees or disagrees.

- 1 It's important to look smart at all times.
- 2 Designer labels are a waste of money.
- 3 One shirt/jacket/sweater is enough.

Personally, I think it's important to look smart at all times. What's your opinion?

LESSON 7A WRITING | A formal letter of complaint



Dear Sir/Madam,

- 1 I am writing to complain about the quality of the service in your company.
 - 2 On 3 August this year, I purchased a set of BestChef knives from your website. It arrived on time, but when I opened the box, I found a set of teaspoons. This was most inconvenient because I need the knives for my college course.
 - 3 I returned the set of spoons immediately and sent an email explaining why. I received an automated response. Two weeks later a package arrived. Unfortunately, the package contained the same set of spoons as before! I called your company to complain but didn't manage to speak to anyone. To make matters worse, I had to pay for the calls.
 - 4 I feel you should improve the quality of your service. In your returns policy on your website you promise a prompt refund or exchange if anything is unsatisfactory but sadly, that is not true. This is unacceptable. You should also employ people to answer emails and phone calls instead of using automated responses.
 - 5 I believe you should send me the knives I ordered with a refund of 89 JOD as compensation for the inconvenience that it caused. I look forward to your reply.
- Yours faithfully,

Eman Haddad

- 1 **SPEAKING** Have you ever bought something online? Did you have any problems with it? Explain.
- 2 **Read the letter of complaint and answer the questions.**
 - 1 What does Eman complain about?
 - 2 What suggestions does she make to the company to improve their service?
 - 3 What does she want the company to do?
- 3 **In pairs, look at Eman's letter again and match paragraphs 1–5 with their contents a–e.**
 - a ☐ Suggestions to improve the company's service.
 - b ☐ What Eman did and the other problems she had.
 - c ☐ The reason for writing.
 - d ☐ The type of compensation Eman wants.
 - e ☐ What went wrong and the problems it caused.
- 4 **Match the underlined expressions in Eman's letter with their paraphrases.**
 - 1 Another problem was ...
To make matters worse ...
 - 2 It was a big problem.
 - 3 I expect you to write back to me.
 - 4 I can't tolerate this situation.
 - 5 I feel sad to say ...

5 Study the Writing box and complete the sentences with words.

- 1 I believe that you _____ improve this product.
- 2 I am writing to _____ about the poor quality of this coffee machine.
- 3 Yours _____, ...
- 4 I look _____ to your reply.
- 5 This expensive coffee machine is such poor quality. This is _____.

WRITING | A formal letter of complaint

Paragraph 1

Give your reason for writing:

I am writing to complain about ...

Paragraphs 2–3

Say what went wrong, what you did and what other problems you had:

Unfortunately, .../Sadly, ...

This was most inconvenient/a big problem.

Paragraph 4

Give suggestions on ways the company can improve its service:

This is unacceptable.

I feel that you should improve .../change .../make sure .../check ...

Paragraph 5

Say what compensation you want:

I believe you should give me a refund/an apology.

Formal beginning and ending

Remember to begin and end your letter with formal expressions:

Dear Sir/Madam, ...

I look forward to your reply.

Yours faithfully, ...

6 Study *Watch Out!* and complete the sentences with *a/an* or *the*.

- 1 The shop where I work opens at nine o'clock.
- 2 She gave me ___ receipt. I put ___ receipt in my pocket.
- 3 Has this product got ___ guarantee? How long is ___ guarantee?
- 4 Can I speak to ___ manager, please? I wish to make ___ complaint.

WATCH OUT!

We use **a/an** to talk about a person or thing for the first time. When we mention the same person or thing again, we use **the**:

*We had **an** exam in the afternoon. After **the** exam, I went back to the shop.*


We also use **the** to talk about one specific person or thing:

***The** shop assistant refused to give me my money back.*

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7 WRITING TASK Write a letter of complaint about the problem below. Use the Writing box and *Watch Out!* to help you.

You ordered a pair of trainers online. They cost 49.99 dinars. They arrived the next day but they were the wrong size (too big). You sent them back. A week later another pair arrived, but they were too small. You returned them. Finally, they sent you the right size, but they were the wrong colour.

 Use the Graphic Organiser to help you plan your writing.



1 Which types of adverts from the box do you most often see/hear? Which do you think are the most attractive?

billboards Internet advertising posters
TV/radio commercials



2 4.14 Listen to the conversation between Ibrahim and Nasser and answer the questions.

- 1 What did Ibrahim buy?
- 2 Why did he buy it?
- 3 How does he feel now about what he bought?

3 In pairs, ask and answer the question.
Have you ever bought something because of an advert?



4 4.15 Listen to three radio commercials and complete the table.

	Product advertised	Reason for buying
Advert 1	smartphone	
Advert 2		
Advert 3		

5 Read the text and match advertising techniques 1–6 with example adverts A–D. There are two extra techniques.

A

DO YOU OFTEN FEEL TIRED DURING THE DAY?

Try new **Nutri-Juice**

75% of people who drink it said they had more energy. Do the things you need to do, and do them better – with new Nutri-Juice!

C

NO MORE FLAT, DRY HAIR!

cleans and freshens your hair and gives it new life. Use **STAR STYLE** today and free your hair!

STAR STYLE SHAMPOO

B

NEW

GAZELLE JEANS ARE IN THE SHOPS NOW!

Go to your local store today and get a free belt or bag with your new jeans. Don't miss out!

D

Everyone is now using

GLITZ TOOTHPASTE

for whiter, brighter, healthier teeth. Why aren't you? Go on – show us your **GLITZ** smile too!

THE SECRETS OF ADVERTISING

We live in a world of advertisements. They are everywhere: on TV, on social media and the Internet and on billboards. But how do they work?

5 Here are some of the most common advertising techniques.

1 Bandwagon advertising

To 'jump on the bandwagon' means to do what other people do. The advertiser shows us what other people are buying
10 and tells us that we should buy it, too.

2 Facts and statistics

Advertisers use these to make their product appear better and more effective than other products on the market.

3 Using celebrities

15 Famous people, who probably have never used the product, recommend the product to customers. This technique works because wearing the same watch as your favourite actor makes you feel
20 like a star too.

4 Emotional appeal

Adverts often play with our feelings and tell us that we need to buy a specific product to be 'cooler' and more beautiful. They can also use our
25 fear of getting old or sick, or having an accident.

5 The ideal family

Do you know why families in TV adverts are always so happy? It is a promise to us that if we buy what that family are
30 buying, we can be happy, too!

6 Special offer

This technique makes us believe that we get something for nothing or are buying something at a special price.

6 Complete the gaps with the words from the box.

advert features only reviews
techniques wisely

LIFE SKILLS | How to be a smart consumer

- Buy ¹only what you need.
- Do not buy a product on impulse or because of an ²_____.
- Think about what ³_____ the advertisers use to sell their product.
- Read online ⁴_____ and research the ⁵_____ of a product before you buy it.
- Spend your money ⁶_____.

7 In pairs, talk about which item you would most like to buy.

- a luxury car
- new house
- an exotic family holiday

8 Do the task below.

LIFE SKILLS | Project

A Find 1-2 examples of different types of adverts (on TV, on the Internet, in magazines, etc.) and bring them or their descriptions to the next class.

B Present your adverts to the class. Talk about:

- what product they advertise
- what each advert promises the customer
- which advertising technique each advert uses (if any)
- what you think about the product and the advert



VOCABULARY Home, household chores, fitness, health

GRAMMAR Modal verbs, past modal verbs

LISTENING Understanding a podcast about setting up a home gym

SPEAKING Permission

READING Understanding a text about 'blue zones' around the world

WRITING A note/short message

VIEWING AND PRESENTING tidying, chores, homes, exercise, healthy living, university, novels

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the first paragraph of the text below. Then in pairs, say if you have 'unnecessary things' at home. Give examples.

2 Read the text. Then, in pairs, ask and answer the questions.

- 1** What are the advantages of being a minimalist?
- 2** Are you a messy person or are you organised?
- 3** How often do you tidy up your room?
- 4** Do you throw things out regularly or do you hold onto things?
- 5** How do you get rid of stuff you don't want any more?



Malek THE MINIMALIST

WHAT IS MINIMALISM?

It's living without unnecessary things. My flat used to be really messy, but then I read a great Japanese book about tidying up. It changed my life.

DO YOU HAVE TO GET RID OF ALL YOUR THINGS TO BE A MINIMALIST?

- No, you have to get rid of a lot but you mustn't get rid of everything. You have to keep some things but you should only keep things you really like. You shouldn't hold onto things for sentimental reasons. Don't keep that sweater just because it was a present from your grandmother. We all have lots of things we never use. You don't need more than three shirts, or four pairs of trousers, or one spoon, one mug, one bowl ...

SO, SHOULD WE THROW OUT ALL THE THINGS WE DON'T USE?

- You don't have to throw them in the bin. You could give them to friends or donate them to a charity shop like I do.

WHAT'S IT LIKE BEING A MINIMALIST?

- It's good. You don't have to spend so much time cleaning or tidying up because you don't have so many things. But you must be organised. You mustn't leave things lying around on surfaces. My bedroom is tiny but it's neat and tidy: there's a place for everything and everything is in its place. When your home is tidy, you feel happier. Another advantage is that if you don't buy stuff you don't need, you can afford to buy good quality, so you have beautiful things that you love instead of rubbish you don't really like.

3 Look at the table below and find the things that you can see in the photos. Then in pairs, add more words to the categories.

Furniture and decorations	wardrobe, curtains, carpet, rug, ...
Fixed things	windowsill, radiator, stairs, ...
Places for things	drawer, hanger, surface, ...

Modal verbs

4 Find verbs 1–7 in the text and match them with their meanings a–f. Use one meaning twice.

- 1 ☐ should

2 ☐ have to

3 ☐ shouldn't

4 ☐ don't have to

5 ☐ could

6 ☐ must

7 ☐ mustn't
- a it's necessary

b it isn't necessary

c it's a good idea

d it isn't a good idea

e it isn't allowed

f it's a suggestion/an idea

5 Study the Grammar box and *Watch Out!* and check your answers to Exercise 4.

Modal verbs

must/have to = it's necessary
You **must** do exercises every day.
You **have to** throw the rubbish out on Thursdays.
don't have to = it isn't necessary
You **don't have to** go to Japan to be a minimalist.
should = it's a good idea
You **should** watch that film; it's good.
shouldn't = it isn't a good idea
You **shouldn't** wear pink; it doesn't suit you.
mustn't = don't do it, it isn't allowed
You **mustn't** eat here.
could = it's a suggestion/an idea
You **could** lend me that book if you like.

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WATCH OUT!

Must and *have to* both mean that something is necessary but they're not exactly the same. We typically use *must* for personal opinions and *have to* for facts, rules or external obligations.

6 Choose the correct verbs to complete the tips.

TOP TIPS FOR MINIMALISTS

- 1 To be a minimalist, you **could** / **have to** be organised and disciplined.

2 You **could** / **shouldn't** start by making a list of all the things you own.

3 You **mustn't** / **should** keep anything that you don't use regularly.

4 You **should** / **shouldn't** get multipurpose things, e.g. a sofa bed.

5 You **don't have to** / **must** throw things out if you don't use them.

7  5.1 Malek's family come to visit. Complete the sentences with verbs from the Grammar box. Then listen and check.



- 1 Uncle Yes, it's a very neat bedroom. Ramzi, you **should** keep your room this tidy!

2 Aunt I ____ have a cup of tea, nephew. I'm really thirsty.

3 Aunt You ____ wear the same clothes all the time. You ____ put on that sweater your grandmother gave you. It's nice and warm.

4 Aunt It's not ____.

5 Malek You might ____ share a mug. We've only got three cups.

6 Uncle Three mugs! You ____ get some more.

7 Malek If you're a minimalist, you ____ keep things that you don't use.

8 **SPEAKING** Do you agree or disagree with these statements? Discuss in pairs.

- 1 You have to tidy up your bedroom every day.

2 You mustn't throw all your rubbish in the same bin.

3 You should always do the dishes as soon as you finish eating.

4 You must be organised in life to be happy.
- I don't have to tidy up my room every day but I have to do it every weekend.*

Now go to Workbook page 36 for the next lesson.

LESSON 2A **VOCABULARY** | Household chores

- 1 **SPEAKING** In pairs, look at the cartoon.
What do you think of Mum's idea? Could it work in your home?
- 2 Complete the collocations for household chores with the words from the box. Use the to-do list in Exercise 1 to help you.
- the carpets the furniture the rubbish

the washing machine your bed

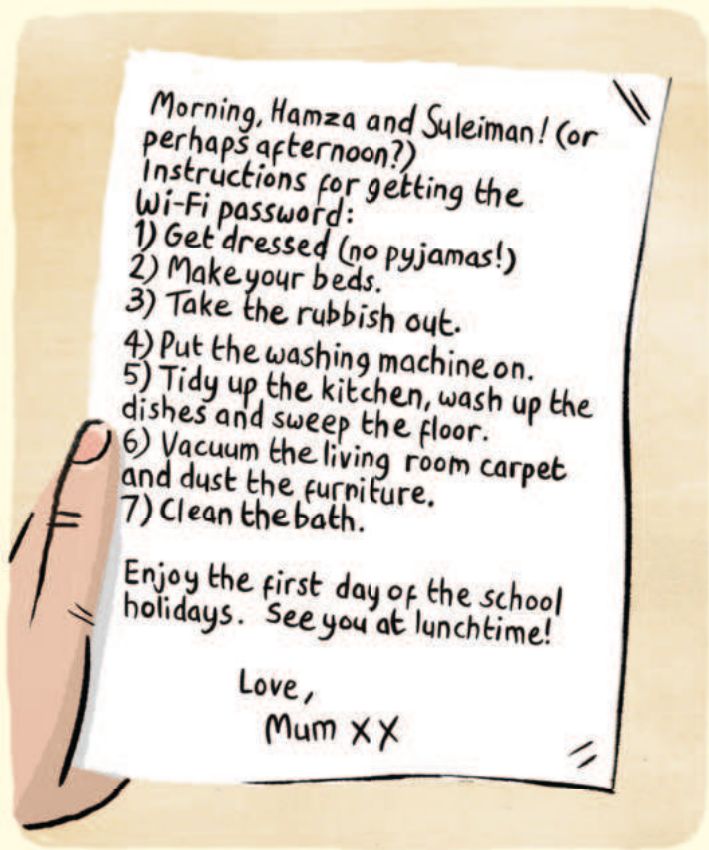
~~your room~~ your shoes
- 1 tidy up your room
- 2 dust _____
- 3 vacuum _____
- 4 take out _____
- 5 make _____
- 6 empty _____
- 7 polish _____
- 3 Make more household chores using a verb from box A and a noun from box B. You can use some of the verbs and nouns more than once.

A air clean do iron mop/sweep
set/clear wash up/dry wipe

B a shirt the cooker the cooking
the dishes the floor the house
the surfaces the table

air the house, ...

- 4 In pairs, answer the questions. Use the phrases from Exercise 3 and *Watch Out!*
- 1 Which chores do you do or help with at home?
- 2 Which chore is the worst in your opinion?
I always/sometimes/never ...
I think cleaning the cooker is the worst chore.



WATCH OUT!

do the chores/the housework/the dishes/ the windows/ the cooking/the cleaning/the washing-up/the ironing/ the dusting, etc.
but *make* your bed/breakfast/a meal/a cup of tea/a sandwich

- 5 In pairs, say what we use these home appliances to do. Which appliance is the most useful?
- dishwasher freezer fridge iron kettle

microwave oven vacuum cleaner

washing machine
- You use a microwave to cook or heat up food.*
- 6 In groups, think of chores we don't have to do anymore because of technology. Use the vocabulary from Exercises 3 and 5.
- Thanks to the vacuum cleaner we don't have to sweep the floor with a brush, and thanks to the washing machine, we ...*

Now go to Workbook page 38 for the next lesson.

LESSON 3A GRAMMAR

1 SPEAKING In pairs, ask and answer the questions.

- 1 Is it easy or hard for young people to move out of their family home and start living on their own?
- 2 What are the good/bad sides of sharing a flat with people your own age?

2 Read the article. Does it mention any of your ideas from Exercise 1?

A GUIDE FOR NEW STUDENTS

**FREEDOM!
OR IS IT?***Akel Alsha'er*

When you were at school, you had to be there from 8.30 to 3.30 every day. You had to wear a uniform. You couldn't leave school at lunchtime and you couldn't bring food from home. But when you're a student at university, you don't

5 have to follow the same rules.

I remember my first weeks at university. Suddenly I didn't have to go to class every day. I could wear what I wanted. I didn't have to eat school dinners – it was my decision. I could spend every evening with my friends. I could eat when

10 I wanted.

But student life wasn't perfect. Firstly, food didn't just appear like it did at home. You had to buy it and then cook it! Secondly, there were four other guys in my flat and nobody wanted to clean the bathroom. I had to write a list so

15 everyone knew when they had to clean it.

It was then I realised two things: one, I was becoming an adult, and two, freedom has a downside.

Past modal verbs**3 Find sentences in the article that have the same meaning as the sentences below.**

- 1 I was allowed to eat when I wanted.
I could eat when I wanted.
- 2 You weren't allowed to leave school at lunchtime.
- 3 It wasn't necessary to eat school dinners.

4 Study the Grammar box and find more examples of past modals in the article.**Past modal verbs**

could = it was possible or allowed in the past
I **could** do what I wanted as a child.

couldn't = it wasn't possible or allowed
We **couldn't** open the door yesterday.

had to = it was necessary
He **had to** wear a uniform to school.

didn't have to = it wasn't necessary
I **didn't have to** get up early this morning.

Grammar Reference > page 71

5  **5.2** Read about teenage life in Britain in 1958. Complete the sentences with the correct past modal verbs. Then listen and check.

- 1 Most teenagers **had to** leave school at 16 so they _____ earn money.
- 2 Most young people _____ go to university.
- 3 Teenagers _____ give most of the money they earned to their parents.
- 4 Most boys _____ spend 18 months in the army.
- 5 Most people _____ wash their clothes in a washing machine.

6 Use the phrases below and the verbs from the Grammar box in Exercise 4 to make sentences about the time when you were ten.

do a lot of homework go to bed early
play video games wear school uniform

When I was ten years old, I didn't have to do a lot of homework.

Now go to Workbook page 39 for the next lesson.

LESSON 4A SPEAKING

1 In pairs, check you understand the phrases in the box. Then use them to complete the sentences below.

- bring your own hairdryer/towel/toothpaste
- bring a gift clean the room
- have fun help yourself to food and drink
- leave a mess on surfaces
- give them time to relax make a special meal
- make plans sleep a lot

- 1 When guests come to stay in your house, you should/shouldn't ...
- 2 When you go to stay in a friend's house, you should/shouldn't ...



2 5.3 Study the Speaking box and Watch Out! Then listen to Part 1 of the conversation and

- choose the phrases you hear in the sentences below.
- 1 Amani *Is it alright / Do you mind* if I come in?
- Lama Yes, *of course / go ahead*.
- 2 Lama Can I take your coat?
- Amani No, *I'm afraid not / please don't*. It's a bit cold.
- 3 Amani *Do you mind if I / Can I* keep my shoes on?
- Lama No, *I don't mind / you can't*. Of course not.

SPEAKING Permission		
Question	'Yes'	'No'
Can I have this banana?	Yes, of course. Sure, go ahead.	Sorry, you can't. That's my breakfast.
Is it alright if I change the channel?		I'm afraid not. This is my favourite show.
Do you mind if I open the door?	No, of course not.	Please don't. It's a bit cold.
Do you mind if we rest?	No, I don't mind.	Yes, I do. We need to exercise.

WATCH OUT!

Do you mind if ...? = Is it a problem for you if ...?

If someone asks you *Do you mind if...?* and it isn't a problem, you should answer *No* (= *No, it isn't a problem.*)

Do you mind if I say something?

No, I don't./No, that's no problem.

If something is a problem, you should answer *Yes* (= *Yes, it's a problem.*)

Do you mind if I borrow your hairdryer?

Yes, I do, sorry. I'm using it at the moment.

3 5.4 Complete the exchanges with two or three words in each gap. Listen to Part 2 of the conversation and check.




- Lama This is your room.
- Amani It's very nice but is it ¹*alright* if I close the window?
- Lama Sure, ²_____.
- Amani Sorry to ask but ³_____ have a shower?
- Lama I'm sorry, ⁴_____. There isn't a shower.
- Amani Do ⁵_____ if I have a bath, then?
- Lama No, ⁶_____ not.
- Amani Thank you. Do ⁷_____ I use your Wi-Fi connection?
- Lama Yes, ⁸_____! I'm just joking. That's no problem.

4 5.5 Listen to the complete conversation for guidance. Then, in pairs, ask for permission and respond appropriately. Student A, go to page 73. Student B, go to page 73.

A *Can I take this chair?*

B *No, I'm sorry you can't. I'm sitting on it.*





HUSSEIN'S FITNESS BLOG

GET FIT WITH HUSSEIN!

	VLOG	PODCAST
How to get fit	•	•
The importance of warming up	•	•
Gyms & personal trainers	•	•
Jogging to a healthy heart	•	•
Working out 1: press-ups and weight training	•	•
Working out 2: sit-ups, pull-ups and stretching		•
How to set up a home gym		•
Burning off calories with aerobics		•

- 1 **SPEAKING** In pairs, ask and answer the questions.
- 1 How much exercise do you get in a week?
 - 2 Generally, do you feel fit or unfit?
 - 3 What would you like to do to get fitter?

- 2 Read the introduction to Hussein's blog. Check you understand the highlighted words. Then in pairs, ask and answer the question.
- Do you always warm up before you exercise or play sports? What do you do?



- 3 **5.6** Listen to Part 1 of Hussein's podcast and choose the correct answers.

- 1 What is today's podcast about?
 - a jogging
 - b gyms and personal trainers
 - c doing exercises at home
- 2 What does Hussein say about setting up a gym at home?
 - a It's expensive.
 - b It's easy.
 - c It's difficult.



- 4 **5.7** Listen to Part 2 of the podcast and match photos A-D with pieces of equipment 1-4.

- 1 ☐ yoga mat
- 2 ☐ pull-up bar
- 3 ☐ dumbbells
- 4 ☐ resistance band



- 5 **5.8** Study Active Listening. Then listen to extracts from the podcast and decide if words 1-3 are nouns, adjectives or verbs.

- 1 treadmill
- 2 spare
- 3 breathe



ACTIVE LISTENING | New words

When you hear a new word in a recording:

- decide what kind of word it is (noun, verb, adjective, etc.)
- use the context (information that comes before or after the word) to give you clues about the meaning
- ask yourself if the word is similar to another word you know or to a word in your language

- 6 **5.8** Listen again and match words 1-3 from Exercise 5 with their meanings a-c.

- a ☐ to send air into and out of your lungs
- b ☐ a piece of exercise equipment
- c ☐ not used, free or available

- 7 **SPEAKING** In pairs, ask and answer the questions.

- 1 Do you think a home gym is a good idea? Say why.
- 2 What are the best ways to keep fit in your opinion?

Now go to Workbook page 40 for the next lesson.



LESSON 6A READING AND VOCABULARY

- 1 SPEAKING** In pairs, match photos A–D with places 1–4 below. Check your answers on page 73. Then say in which of the places you would most/least like to live and why.
 - ☐ a small town in Sardinia, Italy
 - ☐ the suburbs in Southern California
 - ☐ a village in Costa Rica
 - ☐ the city of Okinawa, Japan
- 2** In pairs, say what you think the places in the photos have in common. Then quickly read the first paragraph of the article and check your ideas.



5.13

SAWSAN ALSA'ATI

'BLUE ZONES' AND WHAT WE CAN ALL LEARN FROM THEM

The suburbs of a town in San Bernardino County, California; villages in Greece and Costa Rica; a city in Okinawa, Japan; a small town in Sardinia.

- 5 Dan Buettner, an American writer and explorer, noticed that these very different places have one thing in common: people there have a good chance of living to be 100 years old or more. He called these places 'blue zones' and decided to
- 10 spend time with the people who lived there to try to find out the secret to their long lives.

The first thing Dan noticed about the inhabitants of blue zones was their healthy diet. They eat a lot of fruit and vegetables. They don't eat much

- 15 meat but get their protein from beans, lentils or nuts. They don't eat many **dairy products**, either. Their diets are **low in sugar** and salt. And they don't consume a lot of **fast food** or **soft drinks**.

- Secondly, Dan noticed that people stop eating
- 20 when they no longer feel hungry – not when they feel '**full up**'. Most importantly, in blue zones people see food as a gift and meals as a special time. They switch off TVs or smartphones and give thanks before they eat. Then they sit, eat, talk, take
- 25 their time and enjoy their food.

- Another thing that Dan noticed was that people living in blue zones all seem to share certain habits in their lifestyles. They **get exercise** naturally by working outdoors. They **stay fit** by walking (not
- 30 driving). And they **sleep well** (seven or eight hours a night, usually).

- Finally, Dan found that the inhabitants of blue zones in all those different places around the world have a similar way of looking at life. They
- 35 are generally optimistic. Community is very important to them. Neighbours, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each
- 40 other. Older people are important and respected members of the community.



3 Read the rest of the article and choose the correct answers.

- 1 People in blue zones
 - a have very little in common.
 - b move there when they're old.
 - c often live longer than normal.
 - d don't share their secret with others.
- 2 Dan Buettner
 - a was the first person to travel to all these places.
 - b wanted to live to be 100.
 - c thought of the phrase 'blue zones'.
 - d gave the people in 'blue zones' some advice about food.
- 3 Meals in blue zones
 - a are a chance for people to be alone.
 - b are a time to relax.
 - c last a short time.
 - d are special silent occasions.
- 4 It's true to say that people in blue zones
 - a work very hard.
 - b have active lifestyles.
 - c don't have cars.
 - d go to bed early.
- 5 The people Dan spent time with
 - a are never unhappy.
 - b are all sad.
 - c spend a lot of time with others.
 - d love older people more than others.



4 5.14 PRONUNCIATION Listen and underline the different word stress in the words in bold. How do the meanings change?

- 1 a There is fresh **produce** at the market.
b They **produce** delicious cookies at that factory.
- 2 a I keep a **record** of how far I walk each day.
b Can you **record** that cooking show, please?

3 a I need to **increase** the amount of fruit I eat.

b There is an **increase** in fast-food restaurants in our town.

5 Use the highlighted collocations related to health and lifestyle from the article to complete the statements below. Use one collocation twice.

- 1 I don't eat many **dairy products** but I love yoghurt!
- 2 Our school shop doesn't sell _____ – you can only buy water.
- 3 The only time I _____ is when I take the rubbish out.
- 4 When my grandmother cooks for us, we feel really _____ afterwards!
- 5 I go to a gym to work out so I can _____.
- 6 I want to _____ so I can be fitter.
- 7 I don't have a healthy diet – I eat too much _____ like burgers and fries.
- 8 I love popcorn – it's got lots of vitamins and it's _____ and calories!
- 9 I don't usually _____ before exams.

6 **SPEAKING** In groups, read these 'blue zone' tips for healthy living. Which things do you do already? Which are the most difficult to follow? Which would you like to do?

- Drink water instead of soft drinks.
- Sleep for eight hours.
- Eat a lot of nuts.
- Switch off your TV/phone during meals.
- Walk instead of taking a bus or going by car.
- Don't eat too much (or any) meat.
- Watch something funny on the Internet as part of your day.
- Stop eating snacks.
- Eat just two meals a day.
- Go without food on one day a week.
- Eat five pieces of fruit every day.
- Spend more time with your neighbours.

LESSON 7A WRITING | A note/short message

- 1 In pairs, describe the photo. Who are the people? Where are they? Why are they there? How do they feel?



- 2 Read the notes and messages 1–7 and look at the names in the box. Then in pairs, say who wrote each message and who they wrote it to.

himself Samer Samer's grandad
Samer's mum Samer's neighbour Hamed

1 *Samer's mum wrote a message to Samer.*

- 3 Read the notes again and answer the questions.

- 1 Why is Samer's Grandad in hospital?
- 2 What three ideas does Samer have for a present for his grandad?
- 3 What time does the bus to Hereford leave London? What time does it arrive?
- 4 What does he ask Hamed to do?
- 5 How does Samer want to get to the hospital from Hereford bus station?

- 5 Hamed,
- plants in the kitchen and living room
 - jug in the top cupboard
 - change the water if it's brown
 - don't water the cactus!
- Thanks!

- 4 Study the Writing box and write the full forms of sentences 1–9 from the messages.

- 1 I tried to call you but ____ no answer.
- 2 ____ bad news.
- 3 ____ think ____ can water the plants?
- 4 Check out ____ London – Hereford buses.
- 5 Get H ____ water ____ plants.
- 6 ____ have to go home.
- 7 ____ instructions ____ on ____ fridge.
- 8 ____ jug ____ in ____ top cupboard.
- 9 ____ on ____ bus now. ____ gets in at 3.40 p.m.

- 1 Tried to call you but no answer. Bad news. Grandad's in hospital. Poss heart attack. 😞 You mustn't worry but maybe you should come asap? ❤️

2

Things to do

- Check out London – Hereford buses
- Get H to water plants
- Present for Grandad – chocs? grapes? book?

3

bus Lon-Her –
dep 11.30 a.m.-
arr 3.40 p.m.

- 4 My grandad's ill, have to go home. Think u can look after Cleo and water the plants? Instructions on fridge. Thx. Samer

6

Get well soon, Dad.
Love you
Lubna

- 7 On bus now. Gets in at 3.40 p.m. Want to pick me up or shall I get a taxi?

WRITING | A note/short message

- In notes and short messages, you can leave out:
 - greetings and polite expressions like *Dear ..., How are you?, Best wishes, ...* etc.
 - pronouns like *I, you, he, she, there*, etc. and auxiliary verbs like *be, do, have*, etc. at the start of sentences:

~~I~~ love you.

~~Do you~~ want to pick me up?

- the verb *to be* and the definite article (*the*):

~~The~~ plants are in the living room.

- You can use contractions, initials and emoticons instead of full names and words:
 - Get H to water plants.** (H = Hamed)
 - Dep 11.30** (Dep = Departure)
 - 😊 (I'm happy)
- To give instructions in notes and messages, you can use imperatives and bullet points:
 - **check out bus and train times**
 - **don't water the cactus**

5 Match the contractions and symbols 1–10 with their meanings a–j.

- | | |
|----------------------------------|-----------------------|
| 1 <input type="checkbox"/> Poss | a and |
| 2 <input type="checkbox"/> 😞 | b arrival |
| 3 <input type="checkbox"/> asap | c as soon as possible |
| 4 <input type="checkbox"/> ❤️ | d chocolates |
| 5 <input type="checkbox"/> & | e departure |
| 6 <input type="checkbox"/> chocs | f I'm sad |
| 7 <input type="checkbox"/> Dep | g love |
| 8 <input type="checkbox"/> Arr | h possible |
| 9 <input type="checkbox"/> u | i thanks |
| 10 <input type="checkbox"/> Thx | j you |

- 6 In pairs, read the letter and transform it into a note. Don't forget to use emoticons and bullet points. Go to page 73 and compare.

Dear Jameela,

I hope you feel better. Thanks for looking after Grandma.

Her medicine is in the cupboard next to the door. Don't forget to make her a cup of tea in the morning and in the afternoon. Her favourite mug is next to the sink.

I'm back on Sunday at ten o'clock.

Kisses, Zeinab

- 7 **WRITING TASK** Choose a situation below and write a short note. Use the Writing box to help you.

- 1 You have an English exam next Wednesday at ten. Write a note to remind yourself to go to a friend's house at the weekend to study for it.
- 2 You phone a cinema to get information about a film. The film is showing at 8.30 on Friday at the Grand Cinema City Mall. The best bus to get there is the number 44. It leaves from the stop near the post office every ten minutes. Write a post-it note to a friend with the key information and ask if he/she wants to go with you to see the film.

 Use the Graphic Organiser to help you plan your writing.



- 1** Oxford University, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.



CS1.1

Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. But when was the first university opened?

- 5 People have studied as young adults for thousands of years. The University of Al-Qarawiyyin in Fez, Morocco, was opened in the year 859 by a woman called Fatima al-Fihri and was the world's first university. Students
10 could study Maths, Medicine and Islamic Studies there. You can still study there today!

In Cairo, Egypt, Al-Azhar University opened in around the year 970. It is still an important university today, where you can study Science
15 and Technology, Business, Art, Languages and many other subjects. It even has six university hospitals.

- Oxford University is the oldest university in the English-speaking world and opened in around
20 1096-1167. Many British Prime Ministers studied there, as well as famous writers and scientists. It is not easy to get a place at Oxford University. You need to get very good exam results at school, and also need to take a special exam
25 from the university itself.

- The first university in Jordan was the University of Jordan, which opened in Amman in 1962. Today, it also has a second university building in Aqaba and is rated one of the best universities in
30 the world. You can study 24 subjects here, and it is particularly known for its courses in Medicine, Nursing, Engineering, IT and Natural Sciences. Around 80 percent of its graduates find a job within a year of finishing their course.

- 2** University graduates in Amman.



- 35 In Jordan, around 235,000 students study at ten public and 17 private universities. Around 28,000 of these are international students.

There are many newer universities around the world as well and they are all very different.

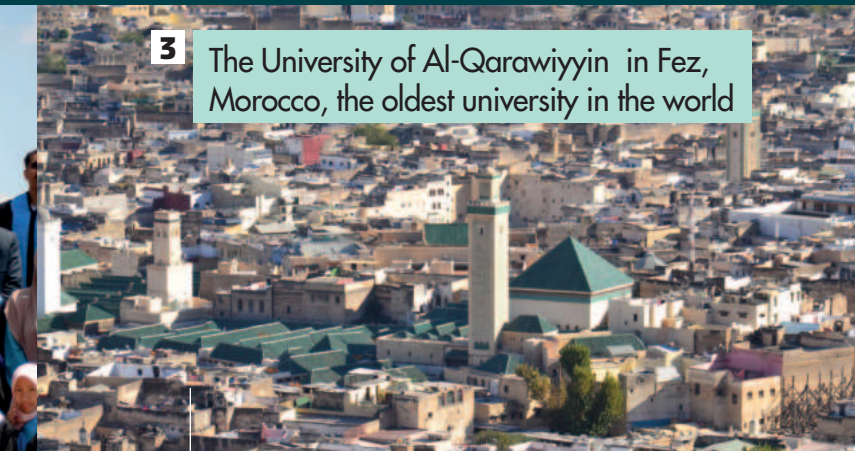
- 40 Some universities are small and friendly; others have tens of thousands of students. Some are in the centre of cities and some are on campuses, which are like large parks outside a city. Some universities, of course, have a better reputation
45 than others. Choosing the university that is right for you is very important.

- Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are
50 more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a degree.

FACT BOX The world's top universities

Every year, international universities are put in a table, with the best ones at the top. In 2024, the top five universities in the world were:

- 1** Massachusetts Institute of Technology (MIT), USA
- 2** University of Cambridge, UK
- 3** University of Oxford, UK
- 4** Harvard University, USA
- 5** Stanford University, USA



3 The University of Al-Qarawiyyin in Fez, Morocco, the oldest university in the world



4 A typical bedroom for a university student.

1 In pairs, look at the Fact Box on page 58. Which do you think are the best universities in your country?

2 Read the text quickly and decide what these numbers refer to.

1 6 *The number of university hospitals at Al-Azhar University.*

2 859

3 80%

4 235,000

3 Read the text again and decide if statements 1–4 are true or false.

1 ☐ Al-Azhar University is a good university for students who want to be doctors.

2 ☐ Oxford University has its own exam for students who want to study there.

3 ☐ You can study at the University of Jordan in Amman or Aqaba.

4 ☐ Only Jordanian people study at universities in Jordan.

4 **SPEAKING** In pairs, answer the questions.

1 Are you planning to study at university? What subject would you like to study?

2 What do you think are the advantages and disadvantages of studying at a historic university, compared to a modern university?

5 **CS1.2** Listen to Sultan and Osama talking about their lives at university and complete the table. Do they mention any of your ideas from question 2 in Exercise 4?



	Sultan	Osama
Name of university	¹ <i>Oxford</i>	Lancaster
Type of university	old, historic	² _____
Subject	³ _____	Science
Advantages	<ul style="list-style-type: none">• studying in the same place as famous people• long holidays• ⁵_____	<ul style="list-style-type: none">• a peaceful place to study• ⁴_____• new equipment in the science labs
Disadvantages	<ul style="list-style-type: none">• ⁶_____• expected to do a lot of studying on your own	<ul style="list-style-type: none">• not near cafés, shops and cinemas• ⁷_____

6 **REFLECT | Culture** In groups, answer the questions.

1 Do many people in your country continue in education after secondary school?

2 Which universities in your country do you think have the best reputation for the subject you want to study?

3 Which courses are popular in your country at the moment?

GLOSSARY

Prime Minister – the most important person in a government

rate – measure how good or bad something is

reputation – the opinion people have about a place, person, etc.

- 1 Look at the picture and read the first paragraph of the text on page 61. What do you think is inside the chest?
- 2 Read the rest of the text and decide if statements 1–8 are true or false.
 - 1 ☐ The sailor who died owes Jim and his mother some money.
 - 2 ☐ Jim's mother takes all the money from the chest.
 - 3 ☐ Jim takes some papers from the chest.
 - 4 ☐ Jim and his mother hide from the men in a small building.
 - 5 ☐ The blind man is called Pew.
 - 6 ☐ Pew is angry because there is no money in the chest.
 - 7 ☐ The sailor is called Bill Flint.
 - 8 ☐ Pew thinks Jim and his mother have the papers.
- 3 Decide who or what in the story each of the adjectives below describe. (There may be more than one answer.)
 - 1 unhealthy
 - 2 frightening
 - 3 dangerous
 - 4 unwell
 - 5 caring
 - 6 important



- 4 **SPEAKING** Think of novels in your language that you have studied. In pairs, discuss these questions.
 - 1 Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
 - 2 Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
 - 3 Which books do you think students in your country should study? Say why.
 - 4 Who is your favourite character from a novel that you have studied? What did you like about the person?
- 5 **REFLECT | Society** In pairs, discuss the questions.
 - 1 How do we know that the story was written in the past? What is different today?
 - 2 Do you think life is more or less dangerous for people today? Why?
- 6 **WRITING TASK** Jim finds that the papers from the chest include a map showing where he can find some treasure. Write a letter to an English-speaking friend about the map.
 - Explain what happened at the Admiral Bembow Inn.
 - Say what you plan to do with the map. Use your imagination!

GLOSSARY

chest – a large, strong box that you can keep things in

inn – a small hotel, usually in the countryside

papers – important documents or letters

tapping – the sound of someone gently hitting something

Treasure Island



LS2.1

Jim Hawkins is a young man who lives with his parents at the Admiral Benbow Inn. A strange sailor decides to stay at the inn. He is old and eats too much. Then one day, a blind man visits with some men and threatens the sailor. Jim is scared of the men. When the old sailor suddenly dies, Jim and his mother decide to look at his things in an old chest to find out what the blind man wants.

My mother and I wanted to run to the village and hide before the blind man and his friends came back. But first we opened the chest to look for the money we were owed. The key was on a piece of

5 thin rope around the captain's neck.

I cut the rope and took the key. Inside the chest were two hats and an old seaman's coat. Under these were some papers and a bag of gold coins.

'I'm a good woman, Jim,' said my mother. 'I'll take
10 what the captain owes us and no more.'

She began to count the coins from the bag. There were Spanish and French gold coins, but my mother took only English money.

Just then I heard a sound that frightened me – the
15 tapping of the blind man's stick on the road and the sound of running feet!

'We must go now!' I said.

'I'll take these coins,' said my mother.

'And I'll take these for what I'm owed,' I said,
20 picking up the papers.

We ran down the stairs and out into the night. There was a moon, but we hid from the men coming towards the inn.

'Run and take the money with you!' my mother told
25 me. 'I don't feel well!'

But I would not leave her. I quickly helped her to go away from the road and to climb under a small bridge. We hid there. We were just in time! Seven or eight men ran past us. One of them was carrying

FACT BOX Robert Louis Stevenson

Robert Louis Stevenson was born in 1850 in Edinburgh, Scotland. He studied to be a lawyer but he wanted to be a writer. Robert was often ill and moved to France where he thought the warmer weather would be better for his health. He married an American woman called Fanny and lived for a time in the United States. *Treasure Island* (1883) was his first successful novel, and he later wrote *The Strange Case of Dr Jekyll and Mr Hyde* and *Kidnapped* (both 1886), which continue to be popular to this day. Robert continued to have bad health. He moved to Samoa in the South Pacific to find warmer weather, but he died in 1894.

30 a light. Then three men ran together and I saw that the blind man was in the middle.

'Break the door down!' he shouted.

They pushed at the door of the Admiral Benbow Inn and it fell down. Four or five of them ran inside.

40 A moment later, there was a shout.

'Bill's dead!'

'Search him!' shouted the blind man. 'Then go
45 upstairs and find the chest!'

I could hear feet running up the stairs. Then I heard shouting – the men sounded surprised. An upstairs window was pushed open and a man put his head out.

50 'Pew!' he said. 'They've been here before us. Someone has looked in the chest.'

'Is it there?' called the blind man, Pew.

'The money's here,' came the reply.

'What about Flint's papers?'

55 'They're gone,' replied the man at the window.

'It's those people at the inn – it's that boy!' shouted Pew. 'They were here earlier. Find them!'



Word List

Unit 1



LESSON 1 VOCABULARY AND GRAMMAR

WL1.1

agree (v) /ə'griː/
argue about /'ɑːgjuː ə'baʊt/
at the moment /,æt ðə
'məʊmənt/
aunt (n) /ɑːnt/
cousin (n) /'kʌzən/
delicious (adj) /dɪ'liʃəs/
feel (v) /fiːl/
fiancé/fiancée (n) /fi'ɒnseɪ/
fi'ɒnseɪ/
guest (n) /gest/
hardly ever /,hɑːdli 'evə/
hobby (n) /'hɒbi/
I don't mind /,aɪ dəʊnt 'maɪnd/
nephew (n) /'nefjuː/
niece (n) /niːs/
perfect (adj) /'pɜːfɪkt/
photo blog (n) /'fəʊtəʊ 'blɒg/
share photos with somebody /
,ʃeə 'fəʊtəʊz wɪð ,sʌmbədi/
special occasion /,speʃəl
ə'keɪʒən/
stay with /'steɪ wɪð/
take photos/photographs /,teɪk
'fəʊtəʊz/'fəʊtəgrɑːfs/
taste (v) /teɪst/
uncle (n) /'ʌŋkəl/
wear (v) /weə/



LESSON 2 READING AND VOCABULARY

WL1.2

acquaintance (n) /ə'kweɪntəns/
be open with /,bi 'əʊpən wɪð/
best friend /,best 'frend/

close/good friend /,kləʊs/,gʊd
'frend/

contact (n) /'kɒntækt/

fake identity /feɪk aɪ'dentɪti/

friendship (n) /'frendʃɪp/

get on (well) with somebody /
,get ɒn ('wel) wɪð ,sʌmbədi/

hand (v) /hænd/

helping hand /,helpɪŋ 'hænd/

keep in touch /,kiːp ɪn 'tʌtʃ/

keep something going /,kiːp
,sʌmθɪŋ 'gəʊɪŋ/

let somebody down /,let
,sʌmbədi 'daʊn/

lifetime (n) /'laɪftaɪm/

make friends with somebody /
,meɪk 'frendz wɪð ,sʌmbədi/

nationality (n) /,næʃə'nælɪti/

opposites attract /,ɒpəzəts
ə'trækt/

personality (n) /,pɜːsə'nælɪti/

physical appearance (n) /
,fɪzɪkəl ə'piərəns/

pretend (v) /prɪ'tend/

proverb (n) /'prɒvɜːb/

psychologist (n) /saɪ'kɒlədʒɪst/

rely on /rɪ'laɪ ɒn/

share your feelings /,ʃeə jə
'fiːlɪŋz/

turn your back on /,tɜːn jə
'bæk ɒn/



LESSON 3 VOCABULARY

WL1.3

bossy (adj) /'bɒsi/

brother/sister-in-law (n) /
'brʌðər /'sɪstər ɪn lɔː/

generous (adj) /'dʒenərəs/

gentle (adj) /'dʒentl/

helpful (adj) /'helpfəl/

kind (adj) /kaɪnd/

let somebody do something /
,let ,sʌmbədi 'duː ,sʌmθɪŋ/

nervous (n) /'nɜːvəs/

only child (n) /,əʊnli 'tʃaɪld/

prefer (v) /prɪ'fɜː/

second cousin (n) /,sekənd
'kʌzn/

selfish (adj) /'selfɪʃ/

shy (adj) /ʃaɪ/

sibling (n) /'sɪblɪŋ/

strict (adj) /strikt/

sweet (adj) /swiːt/

twin (n, adj) /twin/

vain (adj) /veɪn/

widow/widower (n) /'wɪdəʊ/
'wɪdəʊə/



LESSON 5 LISTENING AND VOCABULARY

WL1.4

bilingual/trilingual (adj) /
baɪ'lɪŋgwəl/,traɪ'lɪŋgwəl/

find the right word /,faɪnd ðə
raɪt 'wɜːd/

improve (v) /ɪm'pruːv/

learn/speak/study/
understand/use a language/
'lɜːn/'spiːk/'stʌdi/,ʌndə'stænd/
'juːz ə ,læŋgwɪdʒ/

make a mistake /,meɪk ə
mə'steɪk/

pronunciation (n) /
prə'nʌnsi'eɪʃən/

Unit 2



LESSON 1 VOCABULARY AND GRAMMAR

WL2.1

classroom (n) /'kla:srʊm/

do a project/an experiment /,du
ə 'prɒdʒekt/ən ɪk'sperɪmənt/

drawing pin (n) /'drɔ:ɪŋ pɪn/

fall (v) /fɔ:l/

hand out a worksheet /,hænd
,aʊt ə 'wɜ:kʃi:t/

head teacher (n) /,hed 'ti:tʃə/

nursery school (n) /'nɜ:səri
sku:l/

pay attention /,peɪ ə'tenʃən/

pick up /,pɪk 'ʌp/

poster (n) /'pəʊstə/

project (n) /'prɒdʒekt/

put up a poster on the wall /put
,ʌp ə 'pəʊstər ɒn ðə wɔ:l/

put up your hand /put ,ʌp jə
'hænd/

Science (n) /'saɪəns/

shout (v) /ʃaʊt/

textbook (n) /'tekstbʊk/

volunteer (n) /,vɒlən'tiə/



LESSON 2 VOCABULARY

WL2.2

actor (n) /'æktə/

Business Administration (n) /
,bɪznəs əd,mɪnə'streɪʃən/

clever (adj) /'kleɪvə/

degree (n) /dɪ'ɡri:/

famous (adj) /'feɪməs/

get bad/good/top marks in
sth /,get bæd/gʊd/tɒp 'mɑ:ks
ɪn ,sʌmθɪŋ/

get/have a degree in a subject /
,get/,hæv ə dɪ'ɡri: ɪn ə
,sʌbdʒɪkt/

go to/attend/skip a class /,gəʊ
tə/ə,tend/,skɪp ə 'kla:s/

good/bad at /'gʊd/'bæd ət/

intelligent (adj) /ɪn'telɪdʒənt/

learn by heart /,lɜ:n baɪ 'hɑ:t/

prepare/reverse for exams /
prɪ,peə/rɪ,vaɪz fər ɪg'zæmz/

professional (adj) /prə'feʃənəl/

smart (adj) /smɑ:t/

sports star (n) /'spɔ:ts stɑ:/

study a subject at college/
university /,stʌdɪ ə ,sʌbdʒɪkt
ət 'kɒlɪdʒ/,ju:nə'vɜ:səti/

take/pass/fail an exam/test /
,teɪk/,pɑ:s/,feɪl ən ɪg'zæm/
'test/

top player (n) /,tɒp 'pleɪə/

university (n) /,ju:nɪ'vɜ:səti/



LESSON 4 READING AND VOCABULARY

WL2.3

compete in /kəm'pi:t ɪn/

take part in /,teɪk 'pɑ:t ɪn/

win (v) /wɪn/

World Cup (n) /'wɜ:ld kʌp/



LESSON 5 LISTENING AND VOCABULARY

WL2.4

baseball (n) /'beɪsbɔ:l/

break the world record /,breɪk
ðə ,wɜ:ld 'rekɔ:d/

cheat (n, v) /tʃi:t/

cyclist (n) /'saɪklɪst/

dishonest (adj) /dɪs'ɒnɪst/

drug test (n) /'drʌg test/

final score (n) /,faɪnəl 'skɔ:/

follow the rules /,fɒləʊ ðə
'ru:lz/

goal (n) /gəʊl/

gold medal (n) /,gəʊld 'medl/

look good in front of sb /,lʊk
'gʊd ɪn frʌnt əv ,sʌmbədi/

Olympic athlete (n) /ə,lɪmpɪk
'æθli:t/

radio programme (n) /'reɪdiəʊ
,prəʊgræm/

score (v) /skɔ:/

World Cup/League (n) /'wɜ:ld
kʌp/li:g/

world record (n) /'wɜ:ld 'rekɔ:d/

Unit 3



LESSON 1 VOCABULARY AND GRAMMAR

WL3.1

catch a bus /,kætʃ ə 'bʌs/
climb a mountain /,klaɪm ə
'maʊntən/
drive a car /,draɪv ə 'kɑː/
go for a walk/swim/drive /,gəʊ
fər ə 'wɔːk/'swɪm/'draɪv/
make a trip /meɪk ə trɪp/
pack your bag /,pæk jə 'bæg/
sail on a ferry /,seɪl ɒn ə 'feri/
see the sights /,siː ðə 'saɪts/
visit relatives /,vɪzɪt 'relatɪvz/
walk on a beach / wɔːk ɒn ə
'biːtʃ/
watch the sun rise/set /,wɒtʃ ðə
'sʌn ,raɪz/,set/



LESSON 2 VOCABULARY

WL3.2

adventure holiday (n) /
əd'ventʃə ,hɒlədeɪ/
arrive at/in /ə'reɪv ət/ɪn/
board the plane /,bɔːd ðə
'pleɪn/
check in /,tʃek 'ɪn/
city break (n) /'sɪti breɪk/
cruise (n) /kruːz/
excursion (n) /ɪk'skɜːʃən/
expedition (n) /,eksprɪ'dɪʃən/
go climbing/hiking/
kayaking/mountain biking/
sightseeing/windsurfing /
,gəʊ 'klaɪmɪŋ/'haɪkɪŋ/
'kaɪækɪŋ/'maʊntən ,baɪkɪŋ/
'saɪt ,siːɪŋ/'wɪndzɜːfɪŋ/
go/travel by train /,gəʊ/,trævəl
baɪ 'treɪn/

journey (n) /'dʒɜːni/
land (v) /lænd/
miss the bus /,mɪs ðə 'bʌs/
package holiday (n) /'pækɪdʒ
,hɒlədeɪ/
put on sunscreen /,pʊt ɒn
'sʌnskriːn/
put up /,pʊt 'ʌp/
school trip (n) /'skuːl trɪp/
stay in a hotel/campsite/tent /
,steɪ ɪn ə hæʊ'tel/'kɑmpsaɪt/
'tent/
take a coach/plane/taxi/bus/
train/the underground /,teɪk
ə 'kəʊtʃ/'pleɪn/'tæksi/'bʌs/
'treɪn/ði 'ʌndəgraʊnd/
take off /,teɪk 'ɒf/
train station (n) /'treɪn ,steɪʃən/
visit a museum /,vɪzɪt ə
mjuː'ziəm/



LESSON 3 SPEAKING AND VOCABULARY

WL 3.3

Left Luggage (n) /,left 'lʌɡɪdʒ/
taxi rank (n) /'tæksi ræŋk/
tourist office (n) /'tuərɪst ,ɒfɪs/
tube station (n) /'tjuːb ,steɪʃən/
waiting room (n) /'weɪtɪŋ ruːm/



LESSON 5 LISTENING AND VOCABULARY

WL3.4

arrivals (n) /ə'reɪvəlz/
boarding pass (n) /'bɔːdɪŋ pɑːs/
book a flight/seal/hotel /,bʊk ə
'flaɪt/'siːt/'həʊ'tel/
budget airline (n) /,bʌdʒət
'eəlaɪn/
cancelled (adj) /'kænsəld/
check-in desk (n) /'tʃekɪn ,desk/

delayed (adj) /di'leɪd/
departure lounge (n) /di'pɑːtʃə
,laʊndʒ/
gate (n) /geɪt/
hand luggage (n) /'hænd
,lʌɡɪdʒ/
security (n) /sɪ'kjʊərɪti/
trolley (n) /'trɒli/



LESSON 6 READING AND VOCABULARY

WL 3.5

hitchhike (v) /'hɪtʃhaɪk/
hospitable (adj) /'hɒspɪtəbəl/
overland (adv) /,əʊvə'lænd/
set out /,set 'aʊt/
solo (adj) /'səʊləʊ/
valid (adj) /'væləd/
visa (n) /'viːzə/



LESSON 7 WRITING AND VOCABULARY

WL 3.6

enjoyable (adj) /ɪn'dʒɔɪəbəl/
scenic (adj) /'siːnɪk/
spectacular (adj) /spek'tækjələ/
welcoming (adj) /'welkəmɪŋ/

Unit 4



LESSON 1 VOCABULARY AND GRAMMAR

WL 4.1

cheap (adj) /tʃi:p/
expensive (adj) /ɪk'spensɪv/
fattening (adj) /'fætɪŋ/
filling (adj) /'fɪlɪŋ/
good/bad for you /'ɡʊd/'bæd
fə jə/
healthy (adj) /'helθi/
nutritious (adj) /nju:'trɪʃəs/
popular (adj) /'pɒpjələ/
tasty (adj) /'teɪsti/



LESSON 2 VOCABULARY

WL 4.2

bitter (adj) /'bɪtə/
cream (n) /kri:m/
croissant (n) /'kwɑ:soŋ/
crunchy (adj) /'krʌntʃi/
cucumber (n) /'kju:kʌmbə/
delicious (adj) /dɪ'lɪʃəs/
disgusting (adj) /dɪs'ɡʌstɪŋ/
doughnut (n) /'dəʊnʌt/
dry (adj) /draɪ/
fizzy (adj) /fɪzi/
fresh (adj) /fref/
grapes (n) /greɪps/
hard (adj) /hɑ:d/
heavy (adj) /'hevi/
honey (n) /'hʌni/
jam (n) /dʒæm/
lemon (n) /'lemən/
light (adj) /laɪt/
melon (n) /'melən/
mild (adj) /maɪld/

milkshake (n) /'mɪlkʃeɪk/
muffin (n) /'mʌfɪn/
mushroom (n) /'mʌʃru:m/
olive (n) /'ɒlɪv/
pancake (n) /'pæŋkeɪk/
porridge (n) /'pɒrɪdʒ/
roll (n) /rəʊl/
salmon (n) /'sæmən/
salt (n) /sɔ:lt/
smooth (adj) /smu:ð/
soft (adj) /sɒft/
spicy (adj) /'spɑ:si/
still (adj) /stɪl/
sugar (n) /'ʃʊɡə/
sweet (adj) /swi:t/
watermelon (n) /'wɔ:tə,melən/



LESSON 4 READING AND VOCABULARY

WL 4.3

chain store (n) /'tʃeɪn stɔ:/
changing room (n) /'tʃeɪndʒɪŋ
ru:m/
checkout (n) /'tʃekʌʊt/
customer (n) /'kʌstəmə/
department store (n) /
dɪ'pɑ:tmənt stɔ:/
discount (n) /'dɪskaʊnt/
queue (n) /kju:/
service (n) /'sɜ:vɪs/
shop assistant (n) /'ʃɒp
ə,sɪstənt/
shopping mall (n) /'ʃɒpɪŋ mɔ:l/



LESSON 5 LISTENING AND VOCABULARY

WL 4.4

bargain (n) /'bɑ:gɪn/
belt (n) /belt/
blouse (n) /blaʊz/
brand new (adj) /,brænd 'nju:/
designer label (n) /dɪ'zaɪnə
,leɪbəl/
handbag (n) /'hændbæg/
hat (n) /hæt/
just perfect for you /,dʒʌst
'pɜ:fɪkt fə ju/
pyjamas (n) /pə'dʒɑ:məz/
raincoat (n) /'reɪnkəʊt/
scarf (n) /skɑ:f/
suit (n) /suɪt/
sweatshirt (n) /'swetʃɜ:t/
tie (n) /taɪ/

Unit 5



LESSON 1 VOCABULARY AND GRAMMAR WL 5.1

carpet (n) /'kɑ:pɪt/
curtain (n) /'kɜ:tn/
drawer (n) /drɔ:/
hanger (n) /'hæŋə/
radiator (n) /'reɪdiəntə/
rug (n) /rʌg/
stairs (n) /steəz/
surface (n) /'sɜ:fɪs/
wardrobe (n) /'wɔ:drəʊb/
windowsill (n) /'wɪndəʊ,sɪl/



LESSON 2 VOCABULARY WL 5.2

air the house /,eə ðə 'haʊs/
clean/mop/sweep the floor /
,kli:n/,mɒp/,swi:p ðə 'flɔ:/
dishwasher (n) /'dɪʃ,wɒʃə/
do the cleaning/cooking/
dusting/ironing/washing
up /,du ðə 'kli:nɪŋ/'kʊkɪŋ/
'dʌstɪŋ/'aɪənɪŋ/,wɒʃɪŋ 'ʌp/
do the housework/the chores /
,du ðə 'haʊswɜ:k/ðə 'tʃɔ:z/
do the windows /,du ðə
'wɪndəʊz/
dust (n, v) /dʌst/
empty/put on the dishwasher /
,empti/put ,ɒn ðə 'dɪʃ,wɒʃə/
freezer (n) /'fri:zə/
fridge (n) /frɪdʒ/
iron (n, v) /'aɪən/
kettle (n) /'ketl/
make a meal/a sandwich/a
cup of tea /,meɪk ə 'mi:l/ə
'sænwɪdʒ/ə ,kʌp əv 'ti:/
make your bed /,meɪk jə 'bed/

make your breakfast /,meɪk jə
'brekfəst/
microwave (n) /,maɪkrəweɪv/
oven (n) /'ʌvən/
polish (n, v) /'pɒlɪʃ/
set/clear the table /,set/,kliə ðə
'teɪbəl/
take the rubbish out /,teɪk ðə
'rʌbɪʃ aʊt/
tidy up /,taɪdi 'ʌp/
vacuum (v) /'vækjuəm/
vacuum cleaner (n) /'vækjuəm
,kli:nə/
wash up (the dishes) /,wɒʃ 'ʌp
(ðə 'dɪʃəz)/
wipe the cooker/surfaces /
,waɪp ðə 'kʊkə/'sɜ:fɪsəz/



LESSON 5 LISTENING AND VOCABULARY WL 5.3

aerobics (n) /eə'reʊbɪks/
burn off calories /,bɜ:n ɒf
'kælərɪz/
get fit /,get 'fɪt/
heart (n) /hɑ:t/
jogging (n) /'dʒɒɡɪŋ/
lung (n) /lʌŋ/
personal trainer (n) /,pɜ:sənəl
'treɪnə/
podcast (n) /'pɒdkɑ:st/
press-up (n) /'pres ʌp/
pull-up (n) /'pʊl ʌp/
pull-up bar (n) /'pʊl ʌp bɑ:/
resistance band (n) /rɪ'zɪstəns
bənd/
set up /,set 'ʌp/
sit-up (n) /'sɪtʌp/
spare (adj) /speə/
stretching (n) /'stretʃɪŋ/

treadmill (n) /'tred,mɪl/
warm up /,wɔ:m 'ʌp/
weight training (n) /'weɪt
,treɪnɪŋ/
work out /,wɜ:k 'aʊt/
yoga mat (n) /'jəʊgə mæt/



LESSON 6 READING AND VOCABULARY WL 5.4

dairy products (n) /,deəri
'prɒdʌkts/
fast food (n) /,fɑ:st 'fu:d/
full up (adj) /,fʊl 'ʌp/
get exercise /,get 'eksəsaɪz/
low in sugar /,ləʊ ɪn 'ʃʊgə/
sleep well /,sli:p 'wel/
soft drink (n) /'sɒft drɪŋk/
stay fit /,steɪ 'fɪt/

Unit 1, Lesson 1A Present Simple and Present Continuous

Present Simple

Affirmative		Negative	
I/You/We/They	like milk.	I/You/We/They	do not (don't) like milk.
He/She/It	likes milk.	He/She/It	does not (doesn't) like milk.

Yes/No questions			Short answers
Do	I/you/we/they	like	Yes, I/you/we/they do . No, I/you/we/they don't .
Does	he/she/it	like?	Yes, he/she/it does . No, he/she/it doesn't .

Wh- questions			
What	do	I/you/we/they	like?
	does	he/she/it	

We use the Present Simple to talk about:

- states and permanent situations: *Do you like tea?*
*My family **lives** in Edinburgh.*
- regular activities: *I often **eat** eggs for breakfast.*
*My father **drives** me to school every morning.*

Spelling rules: third person singular

- general rule: infinitive + -s (*enjoy – enjoys*)
- verbs ending in a consonant and -y: -y + -ies (*study – studies*)
- verbs *do* and *go* as well as verbs ending in -ss, -x, -ch, -sh: + -es (*do – does, go – goes, wash – washes*)
- have*: **has**

Common time expressions used with the

Present Simple: *every morning/day/week/ weekend/month/year, every second day/week, always, regularly, usually, often, sometimes, from time to time, rarely, hardly ever, never*

Present Continuous					
Affirmative			Negative		
I	am ('m)	smiling.	I	am not ('m not)	smiling.
You/We/They	are ('re)		You/We/They	are not (aren't)	
He/She/It	is ('s)		He/She/It	is not (isn't)	

Yes/No questions			Short answers
Am	I	smiling?	Yes, I am . No, I am not ('m not).
Are	you/we/they		Yes, you/we/they are . No you/we/they are not (aren't).
Is	he/she/it		Yes, he/she/it is . No, he/she/it is not (isn't).

Wh- questions

Why	am	I	smiling?
	are	you/we/they	
	is	he/she/it	

We use the Present Continuous to talk about:

- things happening at the moment of speaking: *Mum **is talking** on the phone.*
- things happening for a limited period of time: *Mrs Nada **is teaching** Class 2A today because their teacher is ill.*

Spelling rules: -ing form

- general rule: infinitive + -ing (*walk – walking*)
- verbs ending in a consonant + -e: -e + -ing (*write – writing*)
- one-syllable verbs ending in a CVC (consonant, vowel, consonant): double the consonant + -ing (*run – running*)

Common time expressions used with the

Present Continuous: *at the moment, currently, now, today, this morning/afternoon, this year, these days, at present*

State and action verbs

With state verbs (*believe, hate, know, like, love, mean, need, prefer, understand, want, ...*), we don't use continuous tenses, such as the Present Continuous, even if they describe something happening at the moment of speaking: *I'm sorry, I **don't understand** what you're saying.*

With action verbs (*speak, walk, make, do, watch, ...*), we can use both simple and continuous tenses: *My little sister **is crying**. In fact, she **cries** quite often.*

Some verbs (*think, have, taste, smell, ...*) can be both state and action verbs, depending on the context: *I **think** Mum is in the kitchen.*

*What **are** you **thinking** about?*

Unit 1, Lesson 3A Reflexive pronouns

Singular		Plural	
I	myself	we	ourselves
you	yourself	you	yourselves
he	himself	they	themselves
she	herself		
it	itself		

We use reflexive pronouns when we want to refer back to the subject of the sentence: *I'd like to introduce **myself** – I'm Ali.*

*We are building the house **ourselves**.*

Unit 1, Lesson 3A Indefinite pronouns

- We use *somebody/someone, something* and *somewhere* in affirmative sentences:
*I'm sure **somebody** knows the answer.*
*Let's eat **something** before we leave.*
*I think Ghada lives **somewhere** in Wales.*
- We use *everybody/everyone, everything* and *everywhere* in affirmative sentences and in questions: **Everyone** knows her, she's a celebrity.
*Have you got **everything** you need?*
*There are cameras **everywhere** around the town.*
- We use *nobody/no one, nothing* and *nowhere* with a positive verb: **Nobody** knows him.
*I have **nothing** to wear for the graduation.*
*The hall is full, so you have **nowhere** to sit.*
- We use *anybody/anyone, anything* and *anywhere* in negative sentences and in questions: *Hello, is there **anyone** here?*
*I haven't got **anything** to wear for the graduation.*
*We can't find the keys **anywhere**.*

With *everybody/everyone, nobody, anything, etc.*, we use a third person singular verb: *Nothing ever **happens** in our town.*
***Is** everyone satisfied?*

Unit 2, Lesson 1A Past Simple

The Past Simple form of *to be* is *was/were*. In negative sentences, we use the forms *was not (wasn't)* and *were not (weren't)*. In questions, we change the order of the subject and the verb. For other verbs, we use their Past Simple forms. To form negatives and questions, we use the auxiliary verb *did*:

Past Simple: regular and irregular verbs				
Affirmative		Negative		
I/You/He/She/It/We/They		jumped and fell.	did not (didn't)	jump and fall.
Yes/No questions		Short answers		
Did	I/you/he/she/it/we/they	jump and fall?	Yes, I/you/he/she/it/we/they did . No, I/he/she/it did not (didn't) .	
Wh- questions				
Where	did	I/you/he/she/it/we/they	jump and fall?	
Subject questions				
Who	jumped and fell?			

We use the Past Simple to talk about events that took place at a particular time in the past.

We often say *when* they happened: **Was** Mum a good student when she was at school?
*I **forgot** to take my house keys yesterday.*

Spelling rules

Regular verbs

- general rule: infinitive + *-ed*, e.g. *play – played*
- verbs ending in *-e*: + *-d*, e.g. *move – moved*
- verbs ending in a consonant + *-y*: *-y + -ied*, e.g. *cry – cried*
- verbs ending in a CVC (consonant, vowel, consonant): double the consonant + *-ed*, e.g. *stop – stopped*

Irregular verbs

For a list of irregular verbs, see page 72.

Common time expressions used with the Past Simple: *yesterday, yesterday morning/afternoon/evening, the day before yesterday, last night/week/month/year, two days/weeks/months/years ago, in August/in 2020*

Subject questions in the Present Simple and Past Simple

We form *wh-* questions in different ways, depending on what we are asking about: the subject or the object of the sentence. In subject questions, word order is the same as in affirmative sentences, and we do not use the auxiliary verb *do/did*.

Present Simple

affirmative sentence: *She **organises** dinners.*
object question: *What **does** she **organise**?*
subject question: *Who **organises** dinners?*

Past Simple

affirmative sentence: *Manal **invited** Alia to dinner.*
object question: *Who **did** Manal **invite** to dinner?*
subject question: *Who **invited** Alia to dinner?*

Unit 2, Lesson 3A Used to

Used to					
Affirmative				Negative	
I/You/He/She/It/We/They		used to	be happy.	I/You/He/She/It/We/They	did not (didn't) use to be happy.
Yes/No questions				Short answers	
Did	I/you/he/she/it/we/they	use to	be happy?	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they did not (didn't) .	
Wh- questions					
Where	did	I/you/he/she/it/we/they	use to	be happy?	

Subject questions		
Who	used to	be happy?

We use *used to* to talk about past states or actions which happened regularly in the past but do not happen anymore: *I **used to** get top marks at school.* (I don't get them anymore.)
*He **didn't use to** be lazy.* (But he's different now.)
***Did** your parents **use to** wear a school uniform?*
 When we talk about actions that happened only once or did not happen regularly, we use the Past Simple, not *used to*: *In high school, we went to the seaside two or three times.*

Unit 3, Lesson 1A Past Continuous and Past Simple

Past Continuous					
Affirmative			Negative		
I/He/She/It	was	laughing.	I/He/She/It	was not (wasn't)	laughing.
You/We/They	were		You/We/They	were not (weren't)	
Yes/No questions			Short answers		
Was	I/he/she/it	laughing?	Yes, I/he/she/it was . No, I/he/she/it was not (wasn't) .		
Were	you/we/they		Yes, you/we/they were . No, you/we/they were not (weren't) .		
Wh- questions					
Why	was	I/he/she/it	laughing?		
	were	you/we/they			
Subject questions					
Who	was	laughing?			

We use the Past Simple to describe events that finished in the past, and it is not important how long they took: *I **watched** TV in the evening.*
 We use the Past Continuous:

- to describe a background scene in a story: *Nada **was having** breakfast at her hotel. She **was sitting** at the table and **drinking** tea.*
- to talk about an action that was in progress when another action took place, or at a particular time in the past. For the shorter action, we use the Past Simple: *While he **was climbing** in the mountains, he **broke** his leg.*
- to talk about two or more actions happening at the same time: *While I **was sunbathing**, the children **were building** a sandcastle.*

- when we want to stress that something lasted long, or too long: *He **was watching** TV all evening – what a waste of time!*

Spelling rules
 For spelling rules of the *-ing* form of the verb, see page 67.

When, while, as
 We use *when*, *while* or *as* with the Past Continuous to connect two actions happening at the same time: ***While/When/As** we were driving along the coast, it started to rain.*
*It started to rain **while/when/as** we were driving along the coast.*
 With the Past Simple clause, we can only use *when* or *as*:
*We were driving along the coast **when/as** it started to rain.*

***When/As** it started to rain, we were driving along the coast.*

Unit 3, Lesson 4A Defining relative clauses

Defining relative clauses give essential information about a person, thing or place. In defining relative clauses, we use the following relative pronouns:

- which* and *that* to talk about things and places: *Is this the campsite **which/that** you stayed at last year?*
- who* and *that* to talk about people: *This is the teacher **who/that** teaches my class.*
- where* to talk about places, if the next word is a noun or a pronoun: *We're visiting the village **where** my grandma lived for 20 years.*
- whose* to talk about possessions: *I met a girl **whose** parents own a guesthouse by the sea.*

Relative pronouns *who*, *which* and *that* usually come immediately after the noun they refer to.
 We can omit the relative pronouns *who*, *which* and *that*, but only if the next phrase is a noun phrase (= a noun, a personal pronoun, or a whole phrase built around them): *We are driving by the houses (**which/that**) my grandma has described.*

Unit 4, Lesson 1A Comparison of adjectives

Comparison of adjectives			
Adjective		Comparative	Superlative
short (one- and some two- syllable)	kind	kinder	the kindest
	nice	nicer	the nicest
	fit	fitter	the fittest
	clever	cleverer	the cleverest
one- and two-syllable ending in -y	dry	drier	the driest
	easy	easier	the easiest
two-syllable or longer	attractive	more/less attractive	the most/least attractive
irregular	good	better	the best
	bad	worse	the worst

- To compare people or things, we use the comparative form of an adjective with the word *than* or the superlative form: *The Yubari melon is **the most expensive** fruit in the world. Dark chocolate is **healthier than** milk chocolate.*
- To compare two people or things, we can also use the structure: *(not) as + adjective + as*: *Your soup tasted **as delicious as** Grandma's. Jam is **not as sweet as** honey.*
- To describe things we can also use the structures *too + adjective* and *(not) + adjective + enough*. *Too + adjective* means 'more than we need or want'. *Adjective + enough* means we have exactly what we need. *Not + adjective + enough* means 'less than we need or want': *The chips were **too salty**. Is your soup **hot enough**? The cake **isn't big enough** for twelve people.*

Unit 4, Lesson 3 Quantifiers

Countable nouns:

- name things we can count: *There is one **orange** in the fridge.*
- have singular and plural forms: *This **beef burger** is delicious. These **beef burgers** are delicious.*

Uncountable nouns:

- name things we cannot count: *My little brother hates **milk**.*
- do not have a plural form: *Vegetarians don't eat **meat**.*

Quantifiers	
with countable nouns	with uncountable nouns
How many?	How much?
<i>How many eggs are there?</i>	<i>How much sugar is there?</i>
many	much
<i>Are there many eggs?</i>	<i>Is there much sugar?</i>
<i>We haven't got many eggs.</i>	<i>We haven't got much sugar.</i>
too many	too much
<i>We've got too many eggs.</i>	<i>We've got too much sugar.</i>
a lot of/lots of	
<i>There are a lot of/lots of eggs in the box.</i>	<i>There is a lot of/lots of sugar in the box.</i>
a few/a couple of	a little/a (little) bit of
<i>I need a few/a couple of eggs.</i>	<i>I need a little/a (little) bit of sugar.</i>
some	
<i>There are some eggs in the box.</i>	<i>There is some sugar in the box.</i>
enough	
<i>There are enough eggs in the box.</i>	<i>There is enough sugar in the box.</i>
few	little
<i>There are few eggs in the box.</i>	<i>There is little sugar in the box.</i>
any – in questions	
<i>Are there any eggs in the box?</i>	<i>Is there any sugar in the box?</i>
any – in negatives	
<i>There aren't any eggs in the box.</i>	<i>There isn't any sugar in the box.</i>

When we talk about uncountable things, we can replace the quantifier *a little* with the following phrases:

- *a bit of* or *a little bit of* (directly before an uncountable noun): *I put **a (little) bit of** butter on my bread roll.*
- *a bit* or *a little bit* (never before a noun): *'I bought some butter.' 'Can I have **a little bit** on my bread roll?'*

Unit 4, Lesson 6 Articles with singular countable nouns

We use the indefinite article *a/an*:

- when the thing/person we are talking about is one of many similar people or things: *Samia is **a** popular name in Jordan.*
- when we mention a person or thing for the first time: *There's **a** muffin in the cupboard.*

We use the definite article *the* to talk about:

- something specific or unique: *Look at **the** sky. Let's have a picnic in **the** park.*

- something we have mentioned before: I've got a new bag. **The** bag is purple.

Unit 5, Lesson 1 Modal verbs

Must/Should/Could					
Affirmative			Negative		
I/You/ He/ She/ It/ We/ They	must/ should/ could	leave.	I/You/ He/ She/ It/We/ They	must not (mustn't)/ should not (shouldn't)/ could not (couldn't)	leave.
Yes/No questions			Short answers		
Must/ Should/ Could	I/ you/ he/ she/ it/ we/ they	leave?	Yes, I/you/he/she/it/we/they must/should/could . No, I/you/we/they don't have to/should not (shouldn't)/could not (couldn't) . No, he/she/it doesn't have to/should not (shouldn't)/could not (couldn't) .		
Wh- questions					
When	must/should/ could	I/you/he/she/ it/we/they	leave?		
Subject questions					
Who	must/should/could			leave?	
Have to					
Affirmative			Negative		
I/You/We/ They	have to	stay.	I/You/ We/ They	do not (don't)	have to
He/She/It	has to		He/She/ It	does not (doesn't)	stay.
Yes/No questions			Short answers		
Do	I/you/ we/ they	have to stay?	Yes, I/you/we/they do . No, I/you/we/they do not (don't) .		
Does	he/ she/it		Yes, he/she/it does . No, he/she/it does not (doesn't) .		
Wh- questions					
Why	do	I/you/we/they	have to stay?		
	does	he/she/it			
Subject questions					
Who	has to	stay?			

- To talk about obligation or necessity, we use:
- *must*, especially when we refer to something the speaker feels is necessary: *I **must** talk to her right now.* (I feel this is necessary.)

- *have to*, especially when we refer to something that is necessary because of a rule or law: *My brother **has to** wear a suit to work.* (These are the rules.)

To say there is no obligation or necessity, we use *don't have to*: *We **don't have to** do any washing-up because we have a dishwasher.*
*'Do I **have to** pay now?' 'No, you **don't**.'*

To say what is not allowed, we use *mustn't*: *You **mustn't** use social media at school.*

To say that something is or isn't a good idea, we use *should/shouldn't*: *You **should** make your bed before you go to school.*

*I **shouldn't** drink so much cola. It's bad for me.*
***Should** we tell him to help around the house more?*

To suggest something or give someone an idea, we use *could*: *Maybe we **could** study together this weekend?*

Unit 5, Lesson 3 Past modals

Have to – past form			
Affirmative		Negative	
I/You/He/She/It/We/They	had to work.	I/You/He/She/It/We/They	did not (didn't) have to work.
Yes/No questions		Short answers	
Did	I/you/he/she/it/we/they	have to work?	Yes, I/he/she/it did . No, I/he/she/it did not (didn't) .
Wh- questions			
What	did	I/you/we/they/he/she/it	have to do?
Subject questions			
Who	had to	work?	

To talk about past obligation or necessity, we use *had to*: *What time **did** you **have to** get up this morning?*

*I **had to** get up very early.*

To say that something wasn't necessary in the past, we use *didn't have to*: *Our parents **didn't have to** wear a uniform when they went to school.*

To say that something was or wasn't possible or allowed in the past, we use *could/couldn't*:

*When I was six years old, I **couldn't** play outside on my own, but I **could** go out with my family.*



be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /br'kʌm/	became /br'keɪm/	become /br'kʌm/
begin /br'gɪn/	began /br'gæn/	begun /br'gʌn/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd/ or burnt /bɜ:nt/	burned /bɜ:nd/ or burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
learn /lɜ:n/	learned /lɜ:nd/ or learnt /lɜ:nt/	learned /lɜ:nd/ or learnt /lɜ:nt/

leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tear /teə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

STUDENT A

Unit 5, Lesson 4A Exercise 4, page 52

Use the language from the Speaking box on page 52 and the prompts below to ask Student B for permission. Respond appropriately to Student B's permission requests.

- take this chair
- use your dictionary for a moment
- borrow your English notebook for a few days
- come round to yours after school
- give you a call this evening
- stay in your house this weekend

STUDENT B

Unit 5, Lesson 5A, Exercise 4, page 52

Use the language from the Speaking box on page 52 and the prompts below to ask Student A for permission. Respond appropriately to Student A's permission requests.

- take this book
- use your phone for a moment
- ask you a question
- borrow your notes to revise for the test
- give you a call at 3 a.m.
- go on holiday with you next summer

ALL STUDENTS

Unit 1, Lesson 2A Exercise 7, page 7

- You answer 'yes' to 0–5 questions:** you and your friend are very different people.
- You answer 'yes' to 6–10 questions:** you and your friend are very similar.
- You answer 'yes' to 11–13 questions:** you and your friend are almost identical.

Unit 5, Lesson 6A, Exercise 1, page 54

- 1 a small town in Sardinia, Italy: photo D
- 2 the suburbs in Southern California: photo B
- 3 a village in Costa Rica: photo A
- 4 the city of Okinawa, Japan: photo C

Unit 5, Lesson 7A, Exercise 6, page 57

Jameela - hope u feel better - thx for looking after Grandma!

- medicine in cupboard next to door
- don't forget to make cup of tea morning and afternoon
- her favourite mug next to sink.

Back Sun @ 10.
xxx Zeinab

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