

# Jordan High Note

Grade 11  
Semester 2

## Student's Book

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# Jordan High Note

**Grade 11**  
Semester 2

**Student's Book**

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# 06

# Where we live



**VOCABULARY** Words and phrases for comparing and contrasting, nomadic lifestyle houses and space, household problems and solutions

**GRAMMAR** Modal and related verbs, articles

**LISTENING** An interview with a digital nomad

**SPEAKING** Giving instructions

**READING** An article about living in a small space

**WRITING** A report

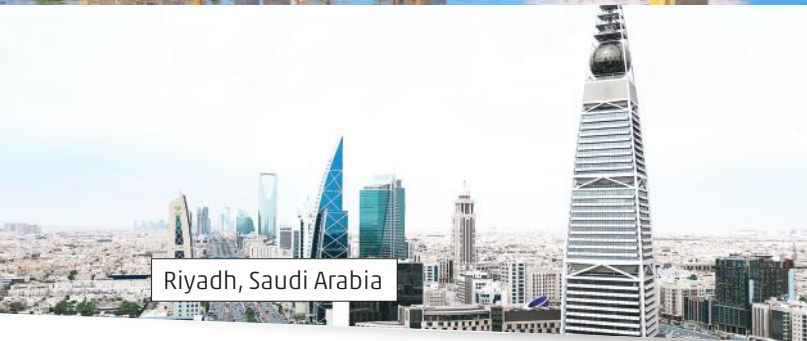
**VIEWING AND PRESENTING** Work, houses and space, household problems, instructions, volunteering



Cairo, Egypt



Dubai, United Arab Emirates



Riyadh, Saudi Arabia



Singapore

## LESSON 1A VOCABULARY AND GRAMMAR

**1** In pairs, look at the photos and answer the questions.

- 1 If you could go to one of these places to study for six months, which would you choose? Say why.
- 2 What challenges might you face?



**2** **6.1** Listen to Amer and Fadi. Which of these topics do they mention? What do they say about those topics?

- food    language    local laws  
 missing friends    people's behaviour  
 weather

### Modal and related verbs

**3** **THINK BACK** Complete the table with the modal verbs.

be able to   can   can't   could   couldn't  
 don't have to   have to   may   must  
 mustn't   need to   needn't   ought to  
 should   shouldn't

|                           |                |
|---------------------------|----------------|
| Necessity                 | <i>need to</i> |
| No necessity              |                |
| Prohibition               |                |
| Duty and advice           |                |
| Ability / Lack of ability |                |
| Permission                |                |



4 6.2 Complete these extracts from the recording with the words from the box. Listen and check.

allowed forbidden managed  
permitted required succeeded

- 1 I've \_\_\_\_\_ to settle in pretty well.
- 2 I've \_\_\_\_\_ in making quite a few friends.
- 3 Even my younger brother, who's only 15, is \_\_\_\_\_ to stay out until eleven or later.
- 4 Obviously, we're \_\_\_\_\_ to have an adult with us.
- 5 It's \_\_\_\_\_ to chew gum.
- 6 At home, I'm not \_\_\_\_\_ to stay out after 10 p.m.

5 Study **Watch Out!** Then choose the best option to complete the sentences. Sometimes both options are correct.

- 1 Alia *could* / *was able to* pass her driving test.
- 2 Huda *could* / *was able to* speak four languages.
- 3 My cousin didn't want to move to Germany at first, but his parents *could* / *managed to* persuade him.
- 4 How *did you manage to* / *could you* stay so slim when living at your grandma's? She's an excellent cook!
- 5 I somehow *managed to* / *could* make him believe me.

**WATCH OUT!**

- For ability on a specific occasion, we use *be able/managed to* (NOT *could*), e.g. My parents **were able to/managed to** find a nice apartment. NOT *My parents could find a nice apartment.*

Grammar Reference > page 69

6 Complete the text with the words and phrases from the box. Sometimes more than one answer is possible.

don't have to (x2) forbidden obliged  
shouldn't/mustn't will have to

Things you should know before moving to Sweden

**The environment**

Swedes are really green. Littering is <sup>1</sup> \_\_\_\_\_ everywhere, and if you're caught dropping even the tiniest bit, you <sup>2</sup> \_\_\_\_\_ pay a fine. You are also <sup>3</sup> \_\_\_\_\_ by law to sort out your recycling.

**Social etiquette**

Don't expect Swedes to be chatty. They don't talk to you if they <sup>4</sup> \_\_\_\_\_. Punctuality is important though. You <sup>5</sup> \_\_\_\_\_ turn up late or early. In some other ways they're quite informal: at school, you <sup>6</sup> \_\_\_\_\_ call your teacher *Professor* or *Mr* or *Mrs* as they prefer to be called by their first names.

7 Replace the underlined words with words and phrases from the box. There are several alternatives. Which sound more formal?

a lot considerably far marginally miles  
nothing like nowhere near significantly  
slightly way

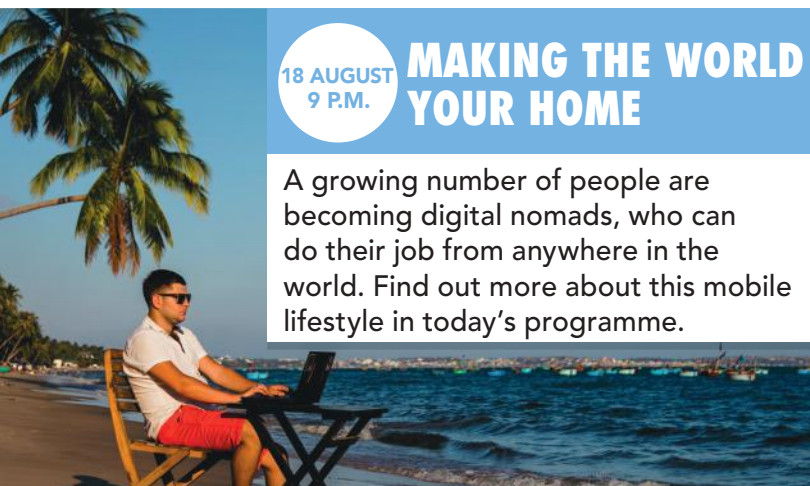
- 1 Summer in Singapore is much hotter than in England but only a bit hotter than in Egypt.
- 2 Summer in England is not nearly as hot as in Singapore.

8 Choose the correct words to complete the sentences. Sometimes more than one answer is possible.

- 1 Singapore is very safe compared *with* / *to* / *from* other countries.
- 2 Dubai is expensive *in* / *by* / *on* comparison with many countries.
- 3 In Saudi Arabia, the temperatures are high during the day *whereas* / *wherever* / *but* during the night they are very low.

Now go to Workbook page 4 for the next lesson.

## LESSON 2A LISTENING AND VOCABULARY



**18 AUGUST  
9 P.M.**

### MAKING THE WORLD YOUR HOME

A growing number of people are becoming digital nomads, who can do their job from anywhere in the world. Find out more about this mobile lifestyle in today's programme.

### 1 In pairs, read the advert for a radio programme and discuss the questions.

- 1 What do you understand by the phrase 'digital nomad'?
- 2 What do you imagine are the advantages and disadvantages of this lifestyle?



### 2 6.3 Listen to the programme and answer the questions.

- 1 What is Hani's job?
- 2 Where is he working from at the moment?
- 3 Is he successful in his job?
- 4 Is he generally happy with his lifestyle? Why?

### 3 6.3 Listen again and choose the correct answers.

- 1 What did Hani most dislike about his life before becoming a digital nomad?
  - a not enough holidays
  - b the repetitive work routine
  - c the long commute to work
- 2 How did Hani's parents feel about his decision to adopt the nomad lifestyle?
  - a They were concerned he might never come back.
  - b They were worried he wouldn't earn enough money.
  - c They feared he might get homesick.
- 3 When choosing a new location, Hani is most interested in places
  - a which offer an exciting lifestyle.
  - b which are by the sea.
  - c where there are a range of shared working spaces.

- 4 What does Hani say about his life on the move?
  - a It can be hard to meet like-minded people.
  - b It's not easy to maintain relationships with his circle of friends at home.
  - c He occasionally misses his home comforts.
- 5 For Hani, what is the biggest challenge of working remotely?
  - a the inability to switch off from work
  - b poor Internet connectivity in some places
  - c feeling like you're on holiday and not wanting to work

### 4 Complete the phrases which you heard with the words from the box.

comforts down move remotely roots  
space to one place

- 1 on the \_\_\_\_\_
- 2 home \_\_\_\_\_
- 3 work \_\_\_\_\_
- 4 put down \_\_\_\_\_
- 5 co-working \_\_\_\_\_
- 6 settle \_\_\_\_\_
- 7 tied down \_\_\_\_\_

### 5 Complete the sentences with the phrases from Exercise 4.

- 1 Does the idea of a life \_\_\_\_\_ appeal to you?
- 2 Would you prefer to \_\_\_\_\_ or in a company office?
- 3 Would you prefer to work from home or in a \_\_\_\_\_?
- 4 If you became a digital nomad, which of your \_\_\_\_\_ would you miss the most?
- 5 What do you think is a suitable age to \_\_\_\_\_ and get a job?
- 6 If you had to move to another country, what would help you to \_\_\_\_\_ in the new place?
- 7 Why do you think some people hate being \_\_\_\_\_? Why do they prefer a nomadic lifestyle?

### 6 **SPEAKING** In pairs, take turns to ask and answer the questions in Exercise 5. Give reasons for your answers.

Now go to Workbook page 6 for the next lesson.

## LESSON 3A GRAMMAR

- In pairs, describe the house in the photo. Would you like to stay in a house like this? Say why.
- Read the article. Has your opinion from Exercise 1 changed? Say why.



Traditional houses need a lot of energy to keep warm in the winter and cool in the summer. Old houses are also often inefficient. For example, in the winter, a lot of the heat inside a house is lost through windows, doors and even the walls. For that reason, people often want to live in a passive house. A designer first invented passive houses in Germany and they are popular in Europe. They use solar energy from the sun for hot water, and even treat waste water so that it can be used again. A passive house also has very good windows and wall insulation, which means that heat does not leave the house: materials keep the house warm, just as a jumper can keep you warm in the winter. A special device also takes old, wet air from the house and replaces it with fresh air. For this reason, passive houses are the best way to save on energy bills and to live a comfortably warm house all year. However, because passive house technology is quite new, they are expensive and are usually bought only by the rich.

## Articles

- Complete the rules 1–10 with *a/an, the* or no article ( $\emptyset$ ). Use the underlined examples in the article to help. There is one extra sentence.
  - We use \_\_\_\_\_ with the names of people, places and most countries.
  - We use \_\_\_\_\_ with singular countable nouns.
  - We use \_\_\_\_\_ with uncountable nouns.
  - We usually use \_\_\_\_\_ with seasons.
  - We use \_\_\_\_\_ with names of mountain ranges, oceans and rivers.
  - We use \_\_\_\_\_ before superlative adjectives.
  - We use \_\_\_\_\_ with continents.
  - We use \_\_\_\_\_ for something we have mentioned before.
  - We use \_\_\_\_\_ with groups of people.
  - We use \_\_\_\_\_ with jobs.

Grammar Reference &gt; page 70

- Complete the article with *a, the* or no article ( $\emptyset$ ). In pairs, explain your choices.

## Leaving home comforts to enjoy nature

At the age of 16, Zaid Alkhayyat decided to give up his home comforts and live alone in <sup>1</sup> \_\_\_\_\_ tent. At the time, he was <sup>2</sup> \_\_\_\_\_ youngest student doing a two-year course at the School of Adventure Studies on the Isle of Skye in <sup>3</sup> \_\_\_\_\_ Scotland. <sup>4</sup> \_\_\_\_\_ tent was in a remote part of <sup>5</sup> \_\_\_\_\_ island and almost impossible to find without <sup>6</sup> \_\_\_\_\_ detailed directions. Every morning, he would get up at 6 a.m., wash in <sup>7</sup> \_\_\_\_\_ river, light <sup>8</sup> \_\_\_\_\_ fire and drink <sup>9</sup> \_\_\_\_\_ cup of tea before going to <sup>10</sup> \_\_\_\_\_ college. While studying at the Adventure School, he also gave <sup>11</sup> \_\_\_\_\_ lessons to <sup>12</sup> \_\_\_\_\_ conservation experts about how to survive in <sup>13</sup> \_\_\_\_\_ wild.

- Write sentences, adding *a/an* or *the* where necessary.

- I / live / in / flat / near / city centre / in / Amman
- I / have / dream / of climbing / Jabal Umm ad Dami
- I / prefer / mountains / to / sea
- I / once / went / to / hospital / for / operation
- I live near / River Thames / which flows through / London

- SPEAKING** In pairs, rework the sentences in Exercise 5 so they are true for you.

Now go to Workbook page 7 for the next lesson.

 I can use articles to talk about general and specific things.

## LESSON 4A READING AND VOCABULARY

### 1 **SPEAKING** In pairs, look at the photos on pages 8 and 9 and answer the question.

How would you feel about living in a house or flat as small as those shown in the photos?

### 2 **Read the article and match questions 1-5 with paragraphs A-E.**

In which paragraph does the author ...

- 1  give examples of ways to design a home to make the most of space?
- 2  discuss the factors leading to a move towards smaller properties in some countries?
- 3  summarise the answer to the question asked in the title?
- 4  explain that in some cultures too much privacy is seen as a negative concept?
- 5  outline the findings of an investigation into the implications of living with others in an enclosed space?

### 3 **In pairs, read the article again and answer the questions.**

- 1 What advantages of living in a tiny home are mentioned?
- 2 What suggestions for maximising space in a small home are mentioned?
- 3 What were the findings of the NASA-funded experiment?
- 4 According to Ellen Pader, what are the advantages of sharing a space with others?

### 4 **Match the highlighted words and phrases from the article with their definitions.**

- 1 Additional and not needed because there is already enough of something.
- 2 Very small and restricted, surrounded by walls.
- 3 Small, but arranged so that everything fits neatly into the space available.
- 4 (In a city) having a lot of people living close together.
- 5 Not having enough space.
- 6 Neither small, nor large.



### 5 **Complete the questions with words from Exercise 4. Then ask and answer the questions in pairs.**

- 1 What are some of the largest and most \_\_\_\_\_ cities in the world?
- 2 How do you feel about being in a \_\_\_\_\_ space like a lift?
- 3 Would you describe your room as small, large or \_\_\_\_\_?
- 4 If you lived in a location where space was non-existent, which of your \_\_\_\_\_ items would you throw away? Say why.
- 5 Is your room \_\_\_\_\_ enough to fit in a desk, bed and closet?
- 6 Have you ever travelled in uncomfortable \_\_\_\_\_ conditions, with a lot of people on a bus or train?

### 6 **SPEAKING** In pairs or small groups, discuss the questions. Give reasons and examples.

- 1 In what way is 'living small' a more environmentally friendly way of living?
- 2 Do you agree that living in a very large home might have disadvantages? Say why.
- 3 Has reading this article changed your views about how much space people need? Say why.

# LIVING small

06

## How much living space do we really need?



6.6

**A** Could you live in a home that is only 37 square metres in size? That is the size of a so-called 'tiny home', which has become a big craze in some parts of the world, giving rise to a new social trend: the 'tiny house movement'. These compact properties have become more popular as people recognise the benefits of 'living small'. For some, it's the only way to afford a home, but for others it's a lifestyle choice, offering a way of living more ecologically and less wastefully. Living in a small space means that you have to get rid of your excess possessions. It also forces you to go out and engage with the rest of the world.

**B** Living small requires careful planning and who better to turn to for inspiration than the Japanese, the masters in the art of saving space. In densely populated cities like Tokyo, many people live in apartments smaller than ten square metres. They have managed to come up with ingenious space-saving solutions to make the apartments feel less cramped, such as the use of deep wardrobes and cupboards for storage. In this way, bedding can be folded and put away every day, allowing the room to be used for purposes other than sleeping. Another method is the use of sliding doors which can divide the room into different living areas when required.



**C** Living in a compact home might work for one, or even two people, but what about when you are obliged to compete for space with several others? This is a question being investigated by a NASA-funded Mars simulation experiment. A 'habitat' has been



located on the slopes of a volcano in the Pacific Ocean, and its goal is to understand how people can successfully live and work together on trips into space. Six crew members share a space which is 11 metres in diameter, i.e. the size of a medium-sized, one-bedroom apartment. They each have their own personal space, big enough for a tiny bed and chair. They are not permitted to leave the capsule unless they are wearing a spacesuit. There have been five 'missions' so far, lasting between six and 12 months. The experiment shows that although some privacy is essential, people in confined spaces get on better when they spend more time together rather than retreating to their own private or personal space.

**D** Professor Ellen Pader from the University of Massachusetts, who has published research on the impact of space on relationships, believes a major benefit of sharing space with others is that you learn respect for other people, and you also learn to negotiate with people, instead of just withdrawing when things get difficult. In many western countries, there is an assumption that we all need privacy, but this is not a universally shared belief. In Mexico, for example, according to Pader's research, people often prefer to share bedrooms and bathrooms because being alone feels like a punishment.

**E** So why is living space important? We need to get the right balance between having enough of it to allow some privacy, but not so much that we no longer interact with others.

## LESSON 5A VOCABULARY | Household problems and solutions

### 1 THINK BACK In pairs, discuss the questions.

1 Are you a practical person? Do you know how to:

- change a bulb?      • fix a leaking pipe?
- remove a carpet stain?      • repair a flat tyre?

2 Have you ever helped to decorate a house?

### 2 Replace the underlined verbs in Exercise 1 with the verbs from the box. Use one of the verbs twice.

do up   get rid of   mend   replace

### 3 Look at the photos on the right. Have you ever had any of these problems? How could you deal with them?

### 4 Check you understand the highlighted words. Read the online article. Match 1–4 below with problems a–d in Exercise 3.

Deal with common household problems!

- 1  First sweep it up with a dustpan and brush. Then press a piece of cloth onto the floor to pick up the remaining tiny pieces.
- 2  Rub toothpaste on it and then wipe down with a damp dishcloth.
- 3  Arrange the cables and label them with folded masking tape.
- 4  Soak it in warm soapy water. Then gently pull it until it regains its original size and shape.

### 5 Study Active Vocabulary and complete the text with the correct forms of the phrasal verbs.

break down   come across   do up   mop up  
sweep up   wipe down

The other day I went into the kitchen and <sup>1</sup> \_\_\_\_\_ a puddle of water on the kitchen floor. It turned out that the freezer <sup>2</sup> \_\_\_\_\_ and was leaking. So I <sup>3</sup> \_\_\_\_\_ the water. Shortly afterwards, my brother went into the kitchen and slipped on the wet floor. Unfortunately, he was carrying a cup of coffee, which he dropped! The cup smashed into pieces, and the coffee splashed all over the wall! The kitchen had only recently been <sup>4</sup> \_\_\_\_\_ and the walls were freshly painted. So I <sup>5</sup> \_\_\_\_\_ the wall with a damp cloth while my brother <sup>6</sup> \_\_\_\_\_ the bits of broken coffee cup.

Have you got ...

a



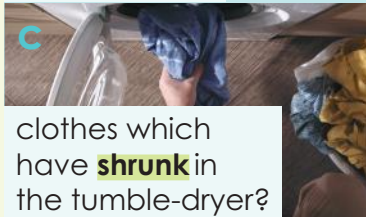
tangled leads and wires?

b



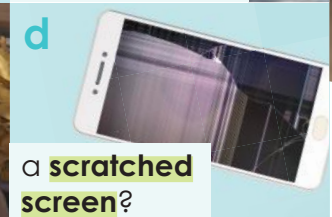
shattered glass on the floor?

c



clothes which have shrunk in the tumble-dryer?

d



a scratched screen?

### ACTIVE VOCABULARY | Phrasal verbs

A phrasal verb is made up of a verb and a particle (adverb or preposition).

- Some phrasal verbs have no object, e.g. *The freezer **broke down**.*
- When a phrasal verb has an object, sometimes the verb and particle can be separated, e.g. ***Switch** the light **on**.* / ***Switch on** the light.*
- If the object is a pronoun, it must go between the verb and particle, e.g. ***Switch it** off.* (NOT *Switch off it.*)

Other separable phrasal verbs include: *wipe down/off, mop up, do up, sweep up, clear up, carry out.*

- With some phrasal verbs, the verb and particle cannot be separated, e.g. *We've **run out** of toothpaste.* (NOT *We've run toothpaste out of.*)

Other inseparable phrasal verbs include: *deal with, go with, keep up with, come across.*

### 6 Replace the underlined parts in Exercise 5 with pronouns. Change the word order where necessary.

### 7 SPEAKING In pairs, talk about similar household disasters. Use words and phrases from this lesson.

Now go to Workbook page 8 for the next lesson.



## LESSON 6A SPEAKING

### 1 In pairs, discuss the questions.

- 1 How do you personalise your room to make it your own space?
- 2 Have you ever assembled flat-pack furniture? Did you enjoy it? Say why.



### 2 6.7 Listen to Habib giving DIY (Do It Yourself) instructions. Who does not like DIY?

### 3 6.7 Study the Speaking box. Listen again and complete the phrases with one word in each gap.

#### SPEAKING | Giving instructions

##### Explaining what to do

It's advisable to ...

The first <sup>1</sup> \_\_\_\_\_ you do is ...

When/<sup>2</sup> \_\_\_\_\_ you've done that, ...

What you do is ...

<sup>3</sup> \_\_\_\_\_ you have to do is ...

The key/main thing to remember is ...

It's vital/essential <sup>4</sup> \_\_\_\_\_ you ...

##### Explaining what not to do

Make sure you don't ...

Try to avoid (+ -ing) ...

I'd advise you not to ...

There's no need to ...

<sup>5</sup> \_\_\_\_\_ you do, don't ...

##### Finishing the instructions

And that's it.

### 4 Study *Watch Out!* Then rewrite the sentences starting with the words given.

- 1 You just need some scissors and masking tape. All \_\_\_\_\_.
- 2 You turn on the oven by pressing this switch. The way \_\_\_\_\_.
- 3 I used a damp dishcloth to remove the stain. What \_\_\_\_\_.
- 4 Next you soak it in water. What \_\_\_\_\_.
- 5 He's really good at DIY. What \_\_\_\_\_.

#### WATCH OUT!

- We can make a sentence more emphatic by beginning with *What ...*, e.g.  
*Slide the door to the right.* → **What you do is** *slide the door to the right.*  
*I covered it with tape.* → **What I did was** *cover it with tape.*
- We can use *All (that) ...* in the same way, e.g. *Press the button.* → **All you do is** *press the button.*  
*He touched it and it broke.* → **All he did was** *touch it and it broke.*
- We can use *... the way (that) ...* to emphasise how something is done, e.g.  
**The way that** *you do it is to ... / by + -ing ...*  
**The way** *it works is ...*

### 5 In pairs, go to page 77 and explain how to make a speaker. Use phrases from the Speaking box and Exercise 4.

## LESSON 7A WRITING | A report

### 1 SPEAKING In pairs, look at the photos and discuss the questions.

- 1 Does your school have a common room where students can study?
- 2 What would your ideal common room be like?

### 2 Read the Writing task below and the report. What kinds of problems are described? What are the solutions?

The director of a school wants to renovate and update the school common room to make it a better place to study, socialise and relax. You have been asked to conduct a student survey and write a report about what needs to be improved, and make suggestions.

## REPORT: Student Common Room Renovation

### Aims

The aim of this report is to identify areas for improvement in the student common room, and make suggestions for how to achieve this. The report is based on a survey of 50 students.

### A. Seating

Nearly all students felt that the chairs and sofas were in bad condition. Several cushions are stained and many chairs legs are badly scratched. Many students also complained that the chairs were heavy and should be replaced.

### B. Entertainment

All of the students were of the opinion that there should be some form of entertainment. Several suggested a table tennis table. Opinions were divided about whether there should be a smart TV. Approximately half felt this would be beneficial, whereas the other half expressed concern that this might distract from study and conversation.

### C. Look

Regarding wall colour, whilst a few expressed a preference for bright colours, around three quarters of students had no strong feelings on the matter.

### D. Space

A few students expressed a wish for the common room to contain storage lockers where they could keep their bags. The vast majority of students, however, were concerned this would make the room feel cramped.

### Conclusion and recommendations

In conclusion, it seems that the priority is to replace the seating, provide a table tennis table and repaint the walls. Regarding the unresolved question of installing a smart TV, I would recommend asking all students to vote on this.



### 3 Complete the Writing box with examples from the report.

#### WRITING | A report

##### Organisation

- Begin with an introduction and how you obtained the information, e.g.

The <sup>1</sup>\_\_\_\_/purpose of this report is to ...

The report is intended to ...

The report is <sup>2</sup>\_\_\_\_ on a survey of ...

- Use linkers like **regarding** or **with regard to** to announce a change of topic.

##### Body

- Report the opinions

Some ... <sup>3</sup>\_\_\_\_ a wish for/preference for/ concern that ...

Many ... were <sup>4</sup>\_\_\_\_ the opinion/view that ...  
... had no strong <sup>5</sup>\_\_\_\_ on the <sup>6</sup>\_\_\_\_

Opinions were <sup>7</sup>\_\_\_\_ about ...

Some people commented that ...

- Use quantifiers to express people's opinions

Just over half ... <sup>8</sup>\_\_\_\_ half ...

The majority of ...

Some/Several/Many/All/None/Hardly anybody ...

A few/A large/A significant number of ...

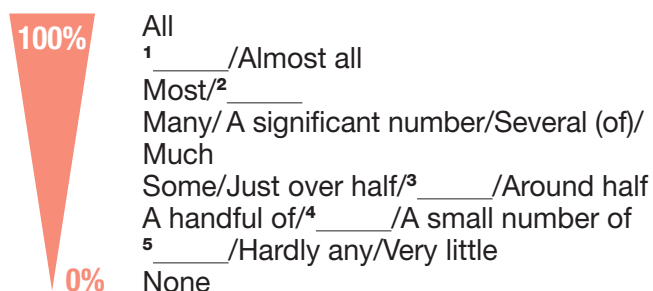
- Conclusion and recommendations

In conclusion, it <sup>9</sup>\_\_\_\_/appears that ...

I would strongly recommend ...

The best solution would seem to be ...

### 4 Complete the diagram with quantifiers from the report.



### 5 Which of the quantifiers in Exercise 4 can be used with ...

- a** countable nouns? **b** uncountable nouns?  
**c** both countable and uncountable nouns?

### 6 Study *Watch Out!* Then read the sentences and correct the mistakes if there are any.

- A few of the floorboards are loose.
- Nearly all the stains have been removed.
- Most the chairs need repairing.
- The majority us like the common room.

#### WATCH OUT!

- We use *of* after (*a*) *few*, (*a*) *little*, *much*, *many*, *some*, *several*, *most* when they are followed by a pronoun (*it*, *them*) or another determiner (*a*, *the*, *this*, *my*), e.g. *Some of the students ...* (NOT *Some the students ...*).
- When they are followed by a noun, we do not use *of*, e.g. *Some students* (NOT *Some of students*).
- We always use *of* after long quantifying phrases, e.g. *a number of ... the majority of ...*

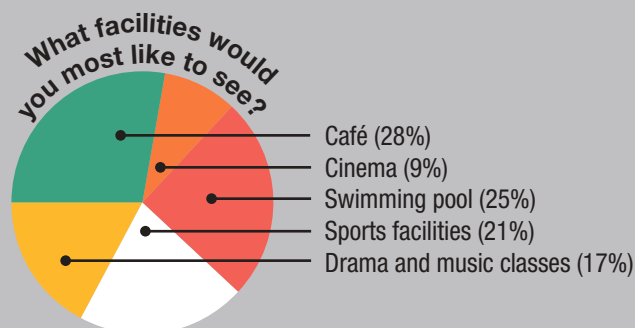
### 7 WRITING TASK Read the Writing task, study the survey results and write a report. Use the Writing box to help you.

Your local council wants to introduce more recreational facilities where people can meet. You have been asked to write a report and make recommendations. You have done the survey and the results are below.

- Use the Graphic Organiser to help you plan your writing.

## SURVEY

After a survey based on interviews with 40 people, 90% said facilities were not adequate. We asked:



**1 In pairs, look at the photos showing different volunteering opportunities and discuss the questions.**

- 1** How are the volunteers in each picture helping others or the environment?
- 2** Have you done any volunteering? If so, tell your partner what you did.

**2 Read notices A-C on a volunteering website. Match them with questions 1-4.**

Which volunteering opportunity ...

- 1**  can be fun?
- 2**  asks you to bring your own equipment?
- 3**  does not involve working in a team?
- 4**  asks for about an hour's commitment a week?

**3 In pairs, discuss the questions.**

- 1** How would volunteering at these places benefit other people or the local community?
- 2** Which opportunity appeals to you the most/the least? Say why.

**4 Work in pairs. For each project on page 15, discuss possible personal benefits in terms of the volunteer's personal development, social life and career development.**

**5 Study the Life Skills box and think about your answers to the questions. Then, interview your partner using the box. Discuss what kind of volunteering projects would suit each of you.**



### LIFE SKILLS | Make the most of volunteering

When applying to be a volunteer, make responsible decisions about the project you want to be involved in. Ask yourself these questions:

**1 What can I offer?**

- What causes are important to me?
- What skills do I have that I could offer?
- What experience do I have that will help?

**2 What can I realistically commit to?**

- How much time can I afford to give?
- Am I better at working alone or in a team?

**3 What can I learn?**

- What skills would I like to learn?
- What experience can I get?
- What else could I learn from volunteering?

**6 In pairs, discuss the question. What smaller volunteer projects could you set up (e.g. holding a bake sale, delivering meals or books to patients in a local hospital)?**

**7 Do the task below.**

### LIFE SKILLS | Project

Work in pairs or small groups.

- Choose one of the projects you listed in Exercise 6.
- Think about what the aims of your project are specifically – to raise money/awareness, help the community, other?
- Make a list of the skills you would need from your volunteers.
- Decide if there is anyone you need to ask for permission.
- Consider how you will gather your volunteers – asking individuals, word of mouth, poster, social media?
- Present your ideas to the class.

A



## Giant Beach Clean-up Day

Last year the annual Giant Beach Clean-up Day saw volunteers collect nearly 65 tonnes of plastic and other litter from beaches around Jordan! Join us for a day of fresh air, fun with others and a real sense of achievement in making the beach a cleaner and safer place for local wildlife, as well as nicer for us.

Contact your local Giant Beach Clean-up organiser and turn up on the day with your own bin bags and gloves.

## BOOK IN A BOOK!

Every week, many children have to spend time in hospital. This time can be difficult for them, and also boring. We are looking for volunteers to join our team of hospital visitors. Our volunteers spend time reading stories to the children to keep them entertained. It can be great fun for both the children and the volunteers!

We are seeking people with good communication skills, and understanding. You would need to be available for at least one evening a week.

B



C

## Become a befriender

As a befriending volunteer you will be visiting an older person in their own home, spending time with them and doing the things they want to do. You will be helping to reduce their social isolation by giving them some contact with the world outside their home.

It's a direct way to make a difference to someone's life, and you might make a new friend. You will be expected to call or visit them for between 30 and 60 minutes once a week.



# 07

## Is it fair?



**VOCABULARY** Language to describe social issues, kindness, dependent prepositions

**GRAMMAR** Reported speech, reporting verbs

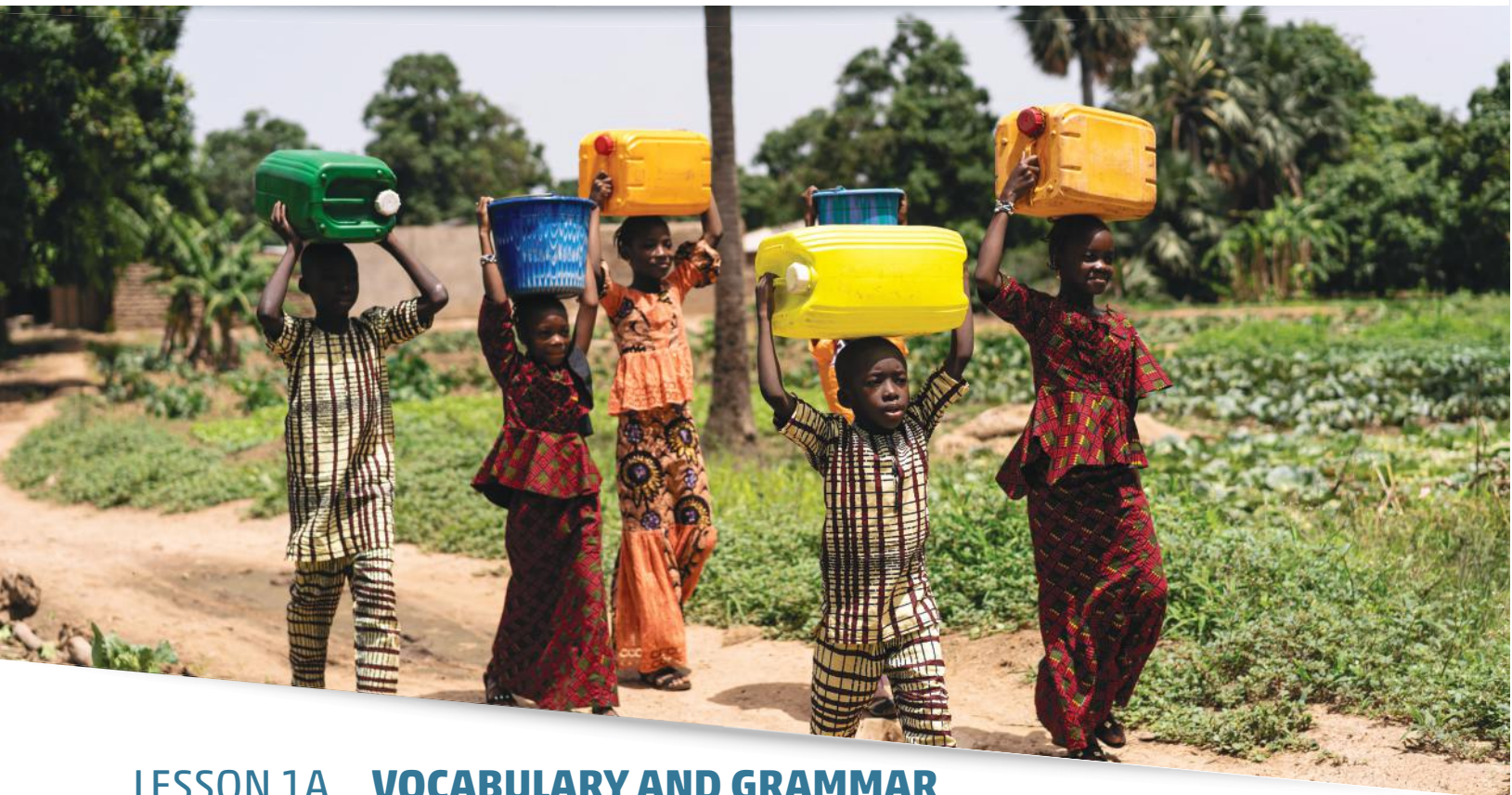
**LISTENING** Discussing documentary films

**SPEAKING** Expressing your opinion

**READING** Articles about kindness

**WRITING** An article

**VIEWING AND PRESENTING** News reports, social issues, films, fairness, dangerous animals



### LESSON 1A VOCABULARY AND GRAMMAR

1 **SPEAKING** In pairs, read the quote. What do you think it means?

“Our lives begin to end the day we become silent about things that matter.”



2 **7.1** Listen to a radio report about a charity. What does the charity do? How does it relate to the photo above?

3 Use the words in the box to complete the phrases and collocations.

broken contaminate environmental  
install natural provide

- 1  fresh water supplies
- 2  water filters
- 3  problems
- 4  pipes
- 5  new toilets
- 6  disasters

4 **7.1** Listen again. Which of the above is the charity doing to help people?

## Reported speech



**5** **7.2 THINK BACK** Look at these sentences reporting what people said in Exercise 2. Write

What they said originally in direct speech. Listen and check.

**1** The reporter said that in today's programme, they would look at some of the amazing things that different charities were doing.

'In today's programme, we \_\_\_\_.'

**2** The professor said that others had to wash in rivers because they didn't have clean water in their houses to have a bath or shower.

'Others \_\_\_\_.'

**3** The reporter asked how the charity could help these people.

'So how \_\_\_\_?'

**4** The professor said that dirty water had mixed with clean water and that had made people ill.

'Dirty water \_\_\_\_.'

**5** The reporter said that he could see the charity really should make a difference to people's lives.

'I \_\_\_\_.'

**6** The professor told us to remember 90% of the world's natural disasters were related to water.

'\_\_\_\_.'

**6** In pairs, discuss the questions, giving examples in each case from Exercise 5.

- 1** What usually happens to tenses in reported speech?
- 2** How does the word order change when we report *Wh-* and *Yes/No* questions?
- 3** How do *will* and *can* change in reported speech?
- 4** Does *should* change in reported speech?
- 5** What happens to pronouns, place and time phrases in reported speech?



**7** **7.3** Listen to two charity workers discussing a project and answer the questions.

- 1** Did Husam think his work was a success?
- 2** What does he plan to do next week? Say why.

**8** Look at examples a–c from the recording in Exercise 7. What do you notice about the use of tenses? Match the examples with rules 1–3 below.

- a** 'He said he's going to do the same at another village next week as well.'
- b** 'He says it's really important to help all the villages in the area.'
- c** 'He says he's really determined to make the project work.'

**1**  We do NOT change direct speech into reported speech when the reporting verb is in the present tense.

**2**  We may choose NOT to change direct speech when the action is still happening or is going to happen.

**3**  We may also choose NOT to change when the direct speech describes a general truth or fact.

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**9** Rewrite each statement in reported speech.

Charity workers installed new drinking taps and a new toilet block in the village last week. The village has not had fresh water for many years, so the changes will make a big difference.

**1** The journalist said that \_\_\_\_.

Many children now go to school for longer because they don't have to walk long distances to find water. I would like to thank the charity for helping our village. I have one question. How soon will it be before all the villages in the area have the same help?

**2** The villager said that \_\_\_\_.

Now go to Workbook page 12 for the next lesson.

I can use reported speech to talk about what someone else said.

## LESSON 2A VOCABULARY | Social issues

- 1 SPEAKING** Work in pairs. Which of these social issues has been in the news recently? What was the story?

environmental problems gender equality  
health homelessness immigration  
poverty racism unemployment

- 2** Read the fact file about social issues that the Jordanian Royal Family help with and complete it with the correct words.

environment facilities homes  
opportunities poverty

### Social issues helped by the Jordanian Royal Family

The Jordanian Royal Family

- 1** helps to move people out of \_\_\_\_\_
  - 2** aims to give better work \_\_\_\_\_ to women and young people
  - 3** helps to improve health \_\_\_\_\_
  - 4** helps refugees to find \_\_\_\_\_ as well as with their education, finance and work opportunities
  - 5** promotes sustainable development that does not harm the \_\_\_\_\_
- 3** Match the social issues from Exercise 1 with the facts from Exercise 2. Which social problem isn't included in the fact file?
- 4** Study Active Vocabulary and complete the table.

| Verb             | Noun           | Adjective                 |
|------------------|----------------|---------------------------|
| enforce          | <b>1</b> _____ | enforceable               |
| <b>2</b> _____   | <b>3</b> _____ | equal                     |
| <b>4</b> _____   | expansion      | expansive                 |
| <b>5</b> _____   | discrimination | <b>6</b> _____            |
| institutionalise | institution    | <b>7</b> _____            |
| <b>8</b> _____   | <b>9</b> _____ | justifiable/<br>justified |

### ACTIVE VOCABULARY | Word building

A suffix added to the base form of a word can often indicate what class of word it is.

To form nouns we commonly use:


- *-dom* (freedom)
- *-ment* (government, entertainment)
- *-sion/tion/cion* (conclusion, organisation, suspicion)
- *-ity* (equality)
- *-ness* (weakness)
- *-ance/ence* (reliance, defence)
- *-ice* (practice).

To form verbs we commonly use:

- *-ate* (complicate)
- *-ify* (clarify)
- *-en* (shorten)
- *-ute* (commute)

To form adjectives we commonly use:

- *-able/ible* (comfortable, flexible)
- *-al* (formal)
- *-ful* (useful)
- *-ive* (productive)
- *-less* (homeless)

- 5**  **7.4 PRONUNCIATION** Listen to five pairs of words from the same family. Write S (same) when the main stress in both words is on the same syllable, and D (different) when the word stress changes.



- 1**  equality            equalise
- 2**  discrimination    discriminatory
- 3**  institution        institutionalise
- 4**  enforcement      enforceable
- 5**  justify             justifiable

- 6** **SPEAKING** In small groups, discuss which of the social issues in the Fact Box are the most important to solve. Say why.



Now go to Workbook page 14 for the next lesson.

## LESSON 3A LISTENING AND VOCABULARY

**1 SPEAKING** Look at the photos below. Have you seen any of these films? Do you like it when films have a serious message? Say why.

**2** Read the descriptions of three documentary films. What social issues do they touch?

**1** *Chasing Coral* is a documentary that follows a group of divers and scientists as they capture the damage being done to the coral reefs in our seas. The documentary illustrates that our oceans are dying and it is the fault of humans. The conclusion: immediate action is required to prevent further issues.

**2** *A Beautiful Planet* as filmed by astronauts from the International Space Station, and looks at our planet from above. It shows how humans are changing our planet through industrialisation and clearing our forests.

**3** *Unconquered: Helen Keller in Her Story* is a documentary first made in 1955. It may be old, but it is an award-winning film about a remarkable woman, Helen Keller, who achieved great things despite being deaf and blind.



**3** **7.5** Listen to three people talking about the documentary films in Exercise 2. Decide if

statements 1–6 are true (T), false (F) or if the information is not given (NG).

- 1**  The documentary *Chasing Coral* filmed 25% of all life in the sea.  
**2**  The film used a special technique to show what is actually happening.

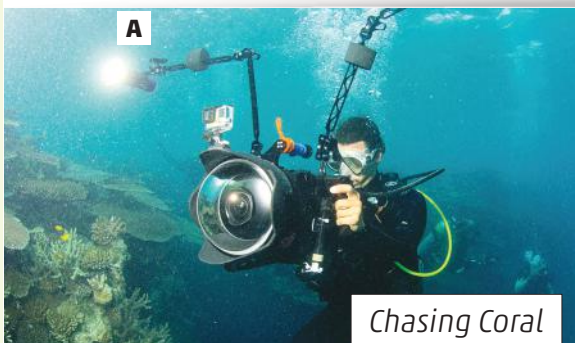
- 3**  You can see different kinds of weather on Earth from space.  
**4**  The documentary will help to solve the problems of climate change.  
**5**  Helen Keller could not see or hear when she was born.  
**6**  Helen's disability did not stop her from helping other people and even writing books.

**4** In pairs, compare sentences **a** with sentences **b**. Work out the differences in meaning of the highlighted words.

- 1 a** They **set out** to discover why and reveal the mysteries of the underwater world.  
**b** The cameras were **set up** in different locations.  
**2 a** Every day, **over** 10,000 acres of trees are lost.  
**b** You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.  
**3 a** Doctors **tested** her and discovered she would be permanently deaf and blind.  
**b** The documentary **proves** that having a disability does not always stop people from doing amazing things.  
**4 a** **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.  
**b** **In fact** she also helped many other people with disabilities.

**5 SPEAKING** In pairs or small groups, discuss the questions.

- 1** What social issues did you hear discussed in the recording?  
**2** What other documentary films can you think of that have tried to raise awareness of social issues? How successful were they in this?



Now go to Workbook page 15 for the next lesson.

I can identify specific details and talk about social issues in documentary films.

## LESSON 4A READING AND VOCABULARY

- 1 In pairs, look at the titles of the texts on page 21. What do you think they mean?**
- 2 Match the highlighted words and phrases from the stories with their definitions.**
  - 1 Being busy or working very hard
  - 2 Money that is paid to a salesperson for selling something
  - 3 A (usually young) person who does a job to get experience of it and to learn
  - 4 Very important to, or an essential part of, something
  - 5 Not having the correct tools or skills to do something
  - 6 Referring to someone whose name is not known or not made public
  - 7 The total money received from selling or organising something
  - 8 An organisation started for a specific purpose, such as research
- 3 Study Active Reading. Then look at the underlined sentences (1 – 3) in the text and separate the clauses out in the same way.**

### ACTIVE READING | Understanding complex sentences

Long sentences often include a mixture of dependent and independent clauses, e.g. *She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015.*

- A clause which makes sense on its own is known as an independent clause, e.g. *Integral to Lisa's business philosophy is making Sister Pie a part of the community.*
- A clause which doesn't make sense on its own is known as a dependent clause, e.g. *... , bringing in \$26,593*

Breaking the sentence down into its separate elements can help you understand the meaning better

- 4 Choose the correct answers.**
  - 1 In text A, why did Vern Jones choose to go to Mount Kilimanjaro?
    - a He felt it would be a good opportunity to start a business.

- b He wanted to join his family who were planning to go there.
      - c He'd been inspired by images of the area from a young age.
      - d He wanted to learn how to help other people climb it.
- 2 In text A, what difference has Kili Summit Club made?
  - a It helps guides find well-paid work in other areas.
  - b It raises money and provides resources for guides.
  - c It reduces the risk of accidents for guides.
  - d It ensures guides receive a higher salary than before.
- 3 In text B, what is mentioned as being important for Lisa about her business?
  - a It needs to be a place where all local people feel welcome.
  - b It should raise as much money as possible for charities.
  - c It has to be successful enough to open more bakeries in the area.
  - d It must become the most famous place in Detroit for pies.
- 4 In text C, what was the result of Tracy's actions?
  - a Tracy was given a job with more money and responsibility.
  - b People suffering from illness were able to receive additional help.
  - c There was an increase in the number of donations to her charity.
  - d Tracy was able to meet the stranger and thank him for his help.

### 5 REFLECT | Society In pairs or small groups, discuss the questions.

- 1 Have you ever been given help by someone you didn't know, or helped someone you didn't know? What happened?
- 2 What do you think you could do as a kindness for people in the community you live in even if you don't know them?



## A - MOVING MOUNTAINS

As a teenager, the sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. Finally in 2014, at the age of 62, Vern finally realised his dream while accompanied by his daughters and their husbands. However, he was all too aware that he couldn't have succeeded without the help of the guides. <sup>1</sup> These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals. Vern's response was to found *Kili Summit Club* which raises money to help the guides from the **proceeds** of mountain gear sales. They receive footwear and equipment to help them with their work, as well as **commission** from sales, allowing climbers to support them long after their adventure is over.

## B - KINDNESS IS AS EASY AS PIE

In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when she made and sold 40 pies. The reaction to them was so positive that she kept going. What followed was an **industrious** few years. Lisa took a business class, took on an **intern** and raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open *Sister Pie* in April, 2015. **Integral** to Lisa's business philosophy is making *Sister Pie* a part of the community. Due to this, she operates a 'Pie it Forward' system where customers can purchase a coupon. <sup>2</sup> This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

## C - THE MILK OF HUMAN KINDNESS

In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. <sup>3</sup> Tracy paid for the stranger's milk and other items and, after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain **anonymous**, wanted to donate \$10,000 to the **foundation** in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

## LESSON 5A GRAMMAR

### SACKED FOR BEING TOO OLD!

■ A university professor, Paul Ewart, has won an age discrimination claim when he was sacked after being told he was too old to do his job. Under age discrimination laws in the UK, it is illegal to discriminate in any way on the basis of age. Oxford University introduced a rule to say that senior staff had to retire the September before they were 69 in the hope of recruiting younger staff. Professor Ewart said he was previously told he could work until he was 69. The judge agreed and said Oxford had to give him his job back. He was awarded the sum of £30,000 compensation.



**1** Read the news headline. What do you think happened?


**2** Now read the report. Do you agree that the situation was unfair? Do you think the outcome was the right one? Say why.



**3**  **7.10** Listen to some students discussing the news report. What do the girls think about the report?

#### Reporting verbs



**4**  **7.11** Complete these extracts from the recording with the correct forms of the verbs in brackets. Listen and check.

- 1** The university where he worked admitted that \_\_\_\_ (make) him leave before he was 69.
- 2** But they agreed \_\_\_\_ (let) him continue working until he was 69.
- 3** I'm not surprised the professor criticised them for \_\_\_\_ (sack) him.
- 4** Maybe they regretted \_\_\_\_ (agree) that he could work for longer.
- 5** It's a pity someone didn't advise them \_\_\_\_ (not sack) him for being too old.

**5** Study the Grammar box and complete it with the verbs from Exercise 4.

#### Reporting verbs

Reporting verbs are used to summarise what someone said. They follow these patterns:

- verb + *that* + clause, e.g. **agree, deny, explain, promise, regret, suggest**, <sup>1</sup> \_\_\_\_\_
- verb + object + *that* clause, e.g. **advise, remind, warn**
- verb + *to*-infinitive, e.g. **offer, promise, regret, refuse**, <sup>2</sup> \_\_\_\_\_
- verb + object + *to*-infinitive, e.g. **encourage, remind, warn, persuade**, <sup>3</sup> \_\_\_\_\_
- verb + gerund, e.g. **admit, advise, deny, recommend, suggest**, <sup>4</sup> \_\_\_\_\_
- verb + preposition + gerund, e.g. **apologise for, object to**
- verb + preposition (+ object) + gerund, e.g. **insist on**
- verb + object + preposition + gerund, e.g. **accuse somebody of, congratulate somebody on, praise somebody for, warn somebody against/about**, <sup>5</sup> \_\_\_\_\_

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**6** Rewrite the sentences in reported speech, using verbs from the Grammar box.


- 1** Abeer: 'It was that man who stole the money!'
- 2** Adel: 'I didn't break Jamal's phone!'
- 3** Habib: 'I'll help you with the boxes.'
- 4** Laith: 'You should get more exercise, Omar.'
- 5** Hamed: 'I'll always remember you!'
- 6** Nour: 'I hear you've graduated, Samia. Congratulations!'
- 7** Reem: 'I'm really sorry I forgot your birthday, Suha.'


**7** **SPEAKING** In pairs, report unfair situations. Student A, go to page 76. Student B, go to page 79.


Now go to Workbook page 16 for the next lesson.

LESSON 6A SPEAKING


1 Read the message board. Which suggestions do you agree or disagree with? Say why.

 **ItsNoura** added a question Jul 19  
 I'm curious, is there any behaviour you feel is unacceptable today? For example, people shouldn't play loud music on public transport.

 **Ranagirl** added an answer Jul 19  
 I've got loads of ideas: I'd like to talk about queue jumping and why people do it.

 **SamarS** added an answer Jul 20  
 Personally, I think we should do more to protect animals. I think hunting for sport is really cruel.



2  **7.12** Listen to Noura, Rana and Samar. Make notes about their opinions.

| Law discussed        | Noura's opinion | Rana's opinion | Samar's opinion |
|----------------------|-----------------|----------------|-----------------|
| 1 Playing loud music |                 |                |                 |
| 2 Queue jumping      |                 |                |                 |
| 3 Hunting            |                 |                |                 |



3  **7.12** Study the Speaking box. Listen again and complete the phrases.

concerned debatable entitled expert  
 frankly goes inclined principle saying  
 see shadow tend

**SPEAKING | Expressing opinions**

**Strong opinion**

It <sup>1</sup> \_\_\_\_\_ without saying that ...

Without a <sup>2</sup> \_\_\_\_\_ of a doubt, ...

<sup>3</sup> \_\_\_\_\_, I think it's obvious that ...

**Less strong opinion**

As far as I'm <sup>4</sup> \_\_\_\_\_, ...

**Counter opinion**

It's a good idea in <sup>5</sup> \_\_\_\_\_, but ...

I can <sup>6</sup> \_\_\_\_\_ where they're/you're coming from, but ...

**Tentative opinion**

I'm no <sup>7</sup> \_\_\_\_\_, but ... / I <sup>8</sup> \_\_\_\_\_ to think (that) ...

I'm <sup>9</sup> \_\_\_\_\_ to think (that) ...


**Challenging somebody else's opinion**

That's <sup>10</sup> \_\_\_\_\_, isn't it?

You're <sup>11</sup> \_\_\_\_\_ to your opinion, but ...

Are you <sup>12</sup> \_\_\_\_\_ that ...?

4 Look again at the phrases in the Speaking box. What makes the phrases stronger or more tentative?

5  **7.13** Listen to three pairs of sentences. Which speaker in each pair sounds as if they have a strong (S) opinion? Which speaker sounds more tentative (T)? Say why.



1 Speaker 1 \_\_\_\_\_ Speaker 2 \_\_\_\_\_

2 Speaker 1 \_\_\_\_\_ Speaker 2 \_\_\_\_\_

3 Speaker 1 \_\_\_\_\_ Speaker 2 \_\_\_\_\_

6 **SPEAKING** In groups, discuss the questions. Try to use some of the phrases from the Speaking box.

- 1 What do you think about the behaviour mentioned in the message board discussion?
- 2 Are there any other kinds of behaviour that you find annoying? Say what and why.

I can express and challenge opinions.

**1 SPEAKING** What do you know about hyenas? Read the article to check your ideas.

# Happy hyenas help people of Harar



Hyenas are big, ugly and dangerous animals and they are the most common large predator in Africa. They often survive on eating animals that are already dead, but they will also attack and eat live animals – including cows, sheep, goats and even people. It goes without saying that most people in Ethiopia are scared of hyenas and don't want them around. But in the old walled city of Harar, the hyenas are no longer a danger to people. Why do you think this is?

In the past, the animals often attacked people living in the city, so the people found a way to deal with them: they cut holes in the city walls and threw food to the hyenas. They realised that the hyenas were no longer hungry because of this, and attacked people less often. Later, a farmer called Yusuf Salleh chose to do the same thing to protect his farm animals against the hyenas: he fed them each day, and it worked!

Yusuf's son, Abbas Yusuf, has continued his father's tradition but in a slightly different way. Every day, when it is getting dark, he calls out

to attract the hyenas. Then he picks up some meat and holds it out for them. The animals come up to him and take the meat from his hands. The sight is so amazing that many tourists visit to watch him feed the hyenas (although it is too dangerous for them to participate in the feeding)! Abbas Yusuf says the hyenas are now his friends, and he even has names for them.

People explain that nobody in Harar has been attacked by a hyena for 200 years, and some people even say they are useful around the city because they help to eat some of the rubbish from the rubbish tips, helping to discourage flies and other insects from breeding diseases. When people see a hyena in the streets, they do not worry about them any more. The people and the hyenas accept each other.

I think this simple solution could help save the lives of people and animals. The hyenas are no longer hungry and everyone is happy. Can we learn from this and hope for something similar with other dangerous animals?

**2 Read the Writing task. In which paragraph of the article does the writer address the underlined parts of the task?**

You recently found out about an initiative to help reduce the dangers of a wild animal. Write an article for a youth magazine in which you describe the initiative and express your opinion on it.

**3 Study the Writing box and discuss the questions.**

- 1** Which tip from the Writing box does the writer use in the title?
- 2** Which tips in the Writing box does the writer use to make the introduction engaging?
- 3** How does the conclusion emphasise the ideas in the introduction?

**WRITING | An article****Title**

Attract your reader's attention with a catchy/interesting title. You could:

- use a question form, e.g. **Can we like the hyena?**
- use a pun, e.g. **Food for thought**
- use alliteration, e.g. **Happy hyenas help people of Harar.**

**Introduction**

Clearly define what your article is about. You could:

- address your readers directly,
- give a surprising fact or statistic,
- tell a personal anecdote,
- ask a rhetorical question.

**Main paragraphs**

- Each paragraph should have a clear topic.
- Use an informal, chatty style throughout.
- Use informal punctuation, e.g. exclamation marks.

**Conclusion**

Return to the main idea from the introduction; leave the reader with something to think about. You could:

- repeat the words from the title,
- make a suggestion,
- give a personal opinion,
- ask a thought-provoking question.

- 4 Many verbs are often followed by a specific preposition. Complete the table with examples from the article on page 24.**

|         |                                   |
|---------|-----------------------------------|
| against | A <sup>1</sup> _____              |
| from    | B take, <sup>2</sup> _____, learn |
| in      | C live, <sup>3</sup> _____        |
| on      | D <sup>4</sup> _____              |
| to      | E <sup>5</sup> _____, help        |
| with    | F <sup>6</sup> _____              |

- 5 Verbs with similar meanings often use the same dependent preposition. Look at the groups of verbs A–F in the table in Exercise 4 and match them with the general meanings 1–6 below.**

- 1 take action to solve a problem
- 2 stay alive by using the object of the sentence
- 3 eat out of
- 4 say something loudly
- 5 take care of someone or something
- 6 take part in something

- 6 Complete the sentences with a correct preposition in each gap.**

- 1 Monkeys live \_\_\_\_\_ fruit and nuts.
- 2 Monkeys live \_\_\_\_\_ trees.
- 3 We eat soup \_\_\_\_\_ of a bowl.
- 4 We need to deal \_\_\_\_\_ the climate crisis.

- 7 Match the sentences in Exercise 6 with the topics from the box.**

- container    diet    habitat  
 the environment

- 8 Read the Writing task. Use the Writing box to help you. Write a topic sentence for each paragraph.**

Write an article about an environmental issue you feel strongly about and explain what you want to be done about it.

**WRITING TASK Write your article.**

- Use your notes and topic sentences.
- Use a lively, informal style.
- Don't forget to include a range of dependent prepositions.

-  **Use the Writing box and the Graphic Organiser to help you plan your writing.**



**VOCABULARY** The Internet of Things, technology synonyms, virtual reality, phrasal verbs

**GRAMMAR** Infinitive and gerund forms of the passive, impersonal passive structures

**LISTENING** A radio programme about selfies

**SPEAKING** Describing trends

**READING** An article about Virtual Reality

**WRITING** A for-and-against essay

**VIEWING AND PRESENTING** Technology, trends, gadgets, virtual reality, selfies, the Internet, managing social media

## THE INTERNET OF THINGS

Machines which gather, store and analyse data and can upload it to the Internet

### SMART HOUSE

Lights turn on and off automatically; front door opens with a digital fingerprint



### VEHICLES

Self-driving cars



### HEALTH

Embedded heart rate and blood pressure sensors



### WEARABLES

Smartwatch to measure activity, heart rate, etc.



### SECURITY

Animal tracker



2 Check you understand the words and phrases in the box. Then use them to complete the sentences.

alert (v) embedded  
facial recognition software hack (v)  
household appliance malfunction  
sensors smart devices track wearables

- 1 \_\_\_\_ and other \_\_\_\_, such as clothing, could be used to \_\_\_\_ your body's fat and water content.
- 2 \_\_\_\_ which can monitor your heart rate could be \_\_\_\_ in your body and \_\_\_\_ the doctor if there are any problems.
- 3 Some people are concerned that it is easy to \_\_\_\_ into a self-driving car, or that there might be a \_\_\_\_ causing an accident.
- 4 Increasingly, smart devices use a digital fingerprint or \_\_\_\_ rather than a PIN.
- 5 A smart fridge that keeps grocery lists is one example of a \_\_\_\_.


## LESSON 1A

### VOCABULARY AND GRAMMAR

1 In pairs, look at the infographic and discuss the questions.

- 1 What other examples of technology (either current or future) can you think of?
- 2 Are you excited about the possibilities offered by the Internet of Things (IoT)? Why?



**3**  **8.1 Listen to an extract from a podcast about the Internet of Things and discuss the questions.**

- 1 Did the speakers talk about any of your ideas from Exercise 1?
- 2 Can you give some examples from the podcast of arguments for and against the Internet of Things?

### The passive

**4 THINK BACK Identify the tense or grammatical form (e.g. a modal) in each example from the recording.**

- 1 Within a decade or so almost every appliance in your house could be connected.
- 2 The fridge will be designed to reorder food as you use it.
- 3 Your front door will use facial recognition software to decide if you should be allowed into the house or not.
- 4 Studies are being carried out which claim that it will revolutionise our lives.
- 5 It has even been referred to as 'the fourth Industrial Revolution'.
- 6 Look at the recent crash which was caused by a sensor malfunction in a self-driving car in the USA.
- 7 The number of humans who were required to be in the self-driving car had recently been reduced from two to one.
- 8 Can you imagine how many accidents are going to be caused by computer error when no one is watching the road?

**5 Look at the sentences in Exercise 4 again and answer the questions.**

- 1 How do we form the passive in each of the sentences?
- 2 When we use the passive, are we focusing more on the action or on the person or thing doing the action?
- 3 Why is the 'agent' (the person or thing which causes the action) mentioned in two sentences?

Grammar Reference > page 71

**6 Complete the second sentence so that it means the same as the first one, using the correct passive forms.**



- 1 It appears that a digital mirror is now available.  
A digital mirror now appears \_\_\_\_\_.
- 2 You can ask it to check the weather.  
The mirror can \_\_\_\_\_.
- 3 You can arrange for the mirror to turn the water on.  
You can arrange for the water \_\_\_\_\_.
- 4 You won't risk a flood in the bathroom because the taps stop automatically.  
Because the taps stop automatically, there is no risk of the bathroom \_\_\_\_\_.
- 5 The mirror knows that if nobody is in the bathroom, it needs to turn the lights off.  
The mirror knows that if nobody is in the bathroom, the lights \_\_\_\_\_.
- 6 I believe most people would enjoy this kind of 'virtual servant' looking after them.  
I believe most people would enjoy \_\_\_\_\_ this kind of 'virtual servant'.

**7 In pairs, look at the photo of the smart suitcase on page 77 and answer the questions.**

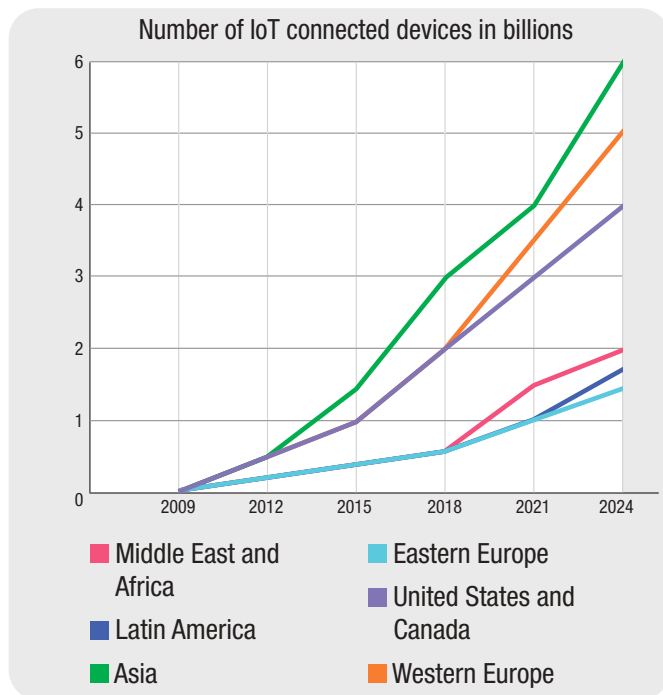
Now go to Workbook page 20 for the next lesson.

I can use the passive to talk about actions.

## LESSON 2A SPEAKING AND VOCABULARY

### 1 In pairs, discuss the questions. Then look at the graph and check your ideas.

- When do you think IoT devices first became available?
- Where do you think IoT devices are most popular?



### 2 Study the graph and complete the sentences with the phrases from the box.

grew slightly   stayed the same  
steady rise   went up quite dramatically

- Overall, there has been a \_\_\_\_\_ in the number of IoT devices used globally.
- In Eastern Europe, the number of devices pretty much \_\_\_\_\_ between 2015 and 2018.
- The number of devices in the Middle East and Africa \_\_\_\_\_ between 2018 and 2021.
- Western Europe and the United States and Canada had a similar number of devices until 2018 when the number of devices in Western Europe \_\_\_\_\_.



### 3 8.2 Listen to somebody talking about the graph and check your answers.

### 4 Study the Speaking box. Then rewrite the sentences in Exercise 2 using one of the patterns from the Speaking box.

*There has been a gradual increase in the numbers of IoT devices used globally.*

## SPEAKING | Describing trends

### Introducing data

The graph illustrates ...  
In this graph, we can see ...

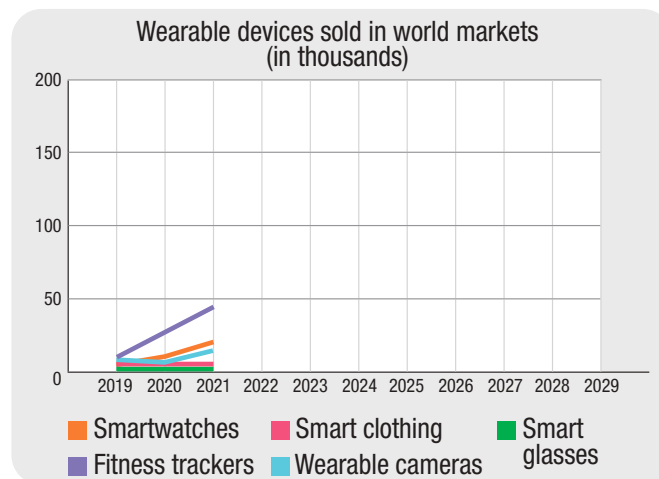
### Describing changes over time

- The number of ... /Sales ... /Users ...
  - ↗ ... increased/rose/grew/went up ...
  - ↘ ... declined/decreased/went down/dropped ...
  - ... slightly/sharply/steadily/gradually/dramatically ...
  - ... stayed the same/remained steady ...
- There is/has been/was/will be a ...
  - ... slight/sharp/steady/gradual/dramatic ...
  - ↗ ... increase/rise/growth (in the number of users/sales/etc.)
  - ↘ ... decrease/fall/drop/decline (in the number of users/sales/etc.)

### Summarising data

Overall, the trend in ... is upwards/downwards.  
During the period ...    It is noticeable that ...

### 5 8.3 Listen and complete the graph with a line for fitness trackers.



### 6 8.3 In pairs, use your own ideas to complete the graph for the other wearables. Which do you think will become more or less popular? Present your completed graph to the class, using language from the Speaking Box.

## LESSON 3A VOCABULARY | Technology, Synonyms

**1 SPEAKING** In pairs, look at the cartoon and the title of the article. What do you think an 'early adopter' is in terms of technology?

**2** Read the short article below and check your ideas from Exercise 1.

**3** Match the highlighted words and phrases from the article with their definitions.

- 1 Not in use any more because a newer invention exists.
- 2 Small problems that prevent a device from working well.
- 3 Everything a piece of software can do.
- 4 Old-fashioned.
- 5 Most modern.
- 6 Using the most recent ideas and methods.
- 7 Deal with.
- 8 The ability of one piece of equipment/software to be used with another.
- 9 Change for something newer or better.
- 10 Stored on a computer/other device so it won't be lost.

**4** Read Active Vocabulary and complete the sentences with synonyms.

dated old-fashioned outdated

1 That style of trousers looks really \_\_\_\_\_ now.

2 The software isn't working very well because it's rather \_\_\_\_\_.

3 The telephone is very large and \_\_\_\_\_, with a wire connecting it to the wall.

appliance(s) gadget(s) device(s)

4 The kitchen drawer is full of handy \_\_\_\_\_ to slice onions or peel eggs and so on.

5 The spy's listening \_\_\_\_\_ was hidden inside a pen.

6 We will need a van to move the kitchen \_\_\_\_\_, such as the freezer and cooker.

### ACTIVE VOCABULARY | Synonyms

Synonyms are words or phrases which have nearly the same meaning as other words or phrases.

- There is usually some small difference in meaning or register, e.g. an *appliance* is something electrical used in the house (a fridge). *Gadgets* and *devices* tend to be smaller.
- Sometimes synonyms have different connotations: *dated* and *old-fashioned* both mean 'not modern', but *dated* has a negative connotation.

**5 SPEAKING** Tell your partner about a piece of technology which is now outdated or even obsolete.

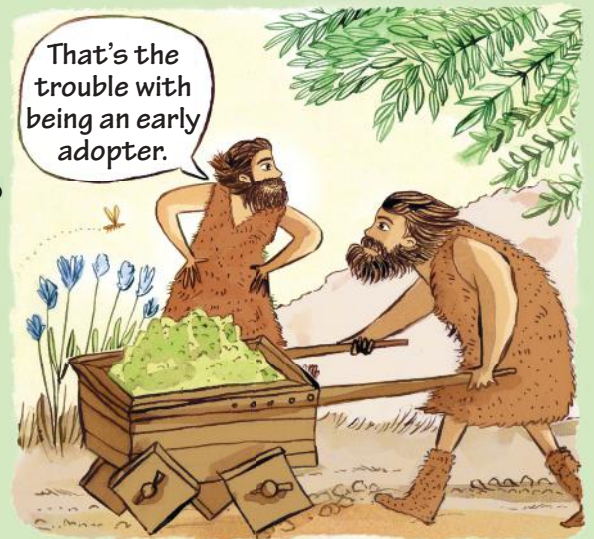
## EARLY ADOPTER OR LAGGARD?

Are you the kind of person who queues up all night because you can't wait to get the latest tech gadget? Do you always upgrade to the newest version of your favourite device immediately? Or do you wait until your device is so outdated that it can't handle new apps, or keeps crashing or overheating and when it needs to be backed up, there isn't enough memory left to do it?

If you just have to have that improved functionality, or try out a new trend before everyone else, then you're what's known as an 'early adopter'. On the other hand, if your phone is so old that you can't even swipe on it, then you're a 'laggard'.

Early adopters tend to be young, but buying state-of-the-art technology is expensive. Essentially, you're paying more to have your device first and of course, it will eventually become obsolete.

New devices often come with compatibility issues, so that you also need to buy new adaptors or cables. Being a pioneer also means dealing with any bugs or glitches that the manufacturers didn't or couldn't predict.




Now go to Workbook page 22 for the next lesson.

I can talk about technology and gadgets.

## LESSON 4A READING AND VOCABULARY



**1**  **8.4 SPEAKING** Read and listen to the first paragraph of the article. Does it describe a positive or a negative experience?

**2** Read the rest of the article and check your ideas. What other experiences are described in the article?

**3** Read the article again and choose the correct answers.

**1** Why does the writer start by describing an experience of going shopping?

- a** to explain exactly why some people suffer from ASD
- b** to demonstrate why having ASD can cause someone to get upset
- c** to emphasise the social problems created by large shopping malls

**2** Which of these statements best reflects what the writer says about ASD?

- a** Many people feel upset or angry about having ASD.
- b** Different people will experience ASD in different ways.
- c** Public places should be better designed for people with ASD.

**3** The writer cites Chris Milk to illustrate that

- a** VR can also be a way for people to communicate over a distance.
- b** video may actually separate us from the people we see onscreen.
- c** VR has the potential to alter how we interact with each other.

**4** What do the examples in Paragraph 4 indicate?

- a** that it is relatively easy to trick people into doing something
- b** that many people are inspired to visit the places they see through VR
- c** that VR can stimulate people's willingness to take action

**5** What attitude towards VR is expressed by the writer in the last paragraph?

- a** It has some value but should be treated with caution.
- b** It is fairly pointless compared with real life experience.
- c** It is a passing fashion that will fade away.



**4** Replace the underlined parts of the sentences with the correct forms of the highlighted phrasal verbs from the article.

**1** You can't expect to keep a job if you're always late!

**2** I have never really felt part of the group at school.

**3** Every time she thought about it, the anxiety made her feel very bad.

**4** He stopped what he was doing to talk to his friend.

**5** The noise was too much for her and she finished by running from the room.

**6** I didn't expect to see you here!

**7** Experiencing something difficult can help you to grow as a person.

**8** Relax - it's going to be OK.

**9** If you encounter any problems, let me know.

**5** **SPEAKING** In pairs, discuss the questions.

**1** What would you include in a VR experience to help people understand what it is like to have a disability or to be homeless?

**2** Apart from VR, how else could technology help people with disabilities?



# virtual reality:

## walking in someone else's shoes

8.5



- 1 The doors shut with a thud behind me as I walk into the shopping centre. Immediately, there's a buzz of noise. I can hear two or three different types of music being played in various shops. A woman walks past me, carrying lots of shopping bags. I can hear the sound of them rubbing against each other. I try to shrug it off, but it's made me feel a bit more anxious. The lights are too bright. A man is shaking a pot full of coins - I think he's collecting money for charity. It's really loud. I carry on through the shopping centre. I can smell fried food. I bump into a friend, but I can't stop to talk to her because it's all so overwhelming. I need to calm down. I need to get out of here.
- 2 This is a description of what it might feel like for some people with ASD (autism spectrum disorder) to go to a shopping centre. While people's experiences vary a lot, one of the key issues for many individuals with autism is a hypersensitivity to sights, sounds, smells and tastes, which can make a simple activity, such as going shopping extremely stressful. Some people are able to cope with this kind of sensory overload reasonably well, though the stress might eat away at them inside. But for others, they end up having a meltdown - in other words, they get upset or angry. This can make it difficult to fit in with or to keep friends because other people just don't understand the pressure that has led the person with autism to act in this way. It can also lead to people with autism having problems at school or with holding down a job, as they may come across as unreliable or bad-tempered.
- 3 In order to help people understand what it's like to have autism, could Virtual Reality (VR) help? Virtual Reality is a computer-generated simulation of an experience, which is seen in 3D, and which can feel almost exactly like really being in that situation. According to Chris Milk in his TED talk, Virtual Reality connects humans to other humans in a way which can change people's perceptions of each other. Perhaps in response to such ideas, the National Autistic Society has developed a VR experience to help people understand what sensory overload feels like. People can watch the video using special 3D glasses, which take them more fully into the experience. So far, it has had six million views, and the comments certainly indicate that it's having a powerful effect.
- 4 The potential impact of VR in helping us to understand one another and the world around us is exciting. For example, some people went through the virtual experience of chopping down a tree. Afterwards, the researcher 'accidentally' spilt his drink and those people who had been 'chopping down trees' reached for fewer paper napkins, suggesting that their experience had subconsciously encouraged them to stop wasting paper.
- 5 VR has also been used to give people the experience of being disabled, or being in a flood. But can these experiences really help us to walk in someone else's shoes? A major difference between simulated and actual experiences is that we volunteer to put on the VR headset. We can break off at any time and go back to our normal lives, whereas the people whose lives we're experiencing don't have that luxury. And, while we can experience the sounds and sights of a flood, we don't come up against the same difficulties.

## LESSON 5A

### LISTENING AND VOCABULARY

#### 1 **SPEAKING** In pairs, discuss the questions.

- 1 Why do people take selfies?
- 2 Do you ever take selfies? Say why.



#### 2 **8.6** Listen to a radio programme about selfies. What reasons for taking them are mentioned?

#### 3 **8.6** Listen to the programme again and choose the correct answers.

- 1 Faten thinks the main reason selfies became so popular is because
  - a people wanted to be able to create an ideal image of themselves.
  - b social networking provided a reason for people to share self-portraits.
  - c modern technology made it more straightforward to take photos of ourselves.
  - d people like looking at photos of themselves.
- 2 What does Faten think about the habit of taking group selfies on a day out?
  - a It's a good way to record memories.
  - b It's boring for other people who weren't present at the time.
  - c It's a way of making people envious of your popularity.
  - d It gets in the way of people having fun.
- 3 Which of the following is stated as a fact and not an opinion?
  - a Some people don't want photos of themselves to look like selfies.
  - b It's fashionable to employ a local photographer to capture perfect images.
  - c Young people reject most of the photos which they take of themselves.
  - d People who are bothered about what they look like, don't worry how much they spend.
- 4 How does Faten feel about people who take dangerous selfies?
  - a admiring
  - b sympathetic
  - c excited
  - d confused



#### 4 Complete the extracts from the recording with the words from the box.

attributes   curate   deceptive   enhance  
features   flattering   flaws   superficial

People started taking selfies not just to present a <sup>1</sup>\_\_\_\_\_ picture of themselves, but also to manage and <sup>2</sup>\_\_\_\_\_ what they wanted to tell the world about their physical <sup>3</sup>\_\_\_\_\_, their personality, their relationships and their hobbies.

On a <sup>4</sup>\_\_\_\_\_ level, their holiday photos look relaxed and natural, but in reality they've been very carefully planned – and paid for. Appearances can be <sup>5</sup>\_\_\_\_\_. You can add filters to <sup>6</sup>\_\_\_\_\_ how you look, remove any <sup>7</sup>\_\_\_\_\_ or even change the shape or size of your facial <sup>8</sup>\_\_\_\_\_.

#### 5 **REFLECT | Society** In pairs, discuss the questions.

- 1 Why do many people only post flattering pictures of themselves? Does this make other people like them more?
- 2 Can someone's flaws make them more likeable? Say why.

Now go to Workbook page 23 for the next lesson.

- 1 **SPEAKING** Which invention do you think has been most important in history? Say why.
- 2 Read the article about Alexander Graham Bell and list four pieces of information about the inventor that we are not completely sure are true.

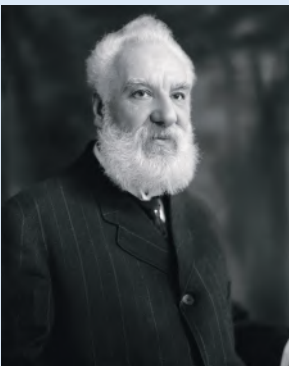
## Changing the way the world communicates

In March 1876, the Scottish scientist Alexander Graham Bell called his assistant Thomas Watson and said, 'Mr Watson, come here, I want to see you.' These are thought to have been the first words ever spoken on a telephone. We don't know for sure because other scientists were experimenting with similar ideas, but Alexander quickly registered his idea and now he is widely reported to be the inventor of the telephone.

Today, it is estimated that there are more phones in the world than people! It is estimated that there are more than 8.5 billion mobile phones in a world that has a population of around 8 billion people. Even more people may have phones in the future, so Alexander's invention was truly remarkable.

It is believed that Alexander became interested in studying sound because both his wife and his mother were deaf. Although he is most famous for inventing the telephone, he also invented a device that could be used to detect hearing problems. It has often been remarked that Alexander did not like to have a telephone in his study because it disturbed him from his work! Perhaps that is why he was able to invent other things too, including an early metal detector and a device to detect icebergs in the sea.

Not everybody believes Alexander Graham Bell was the inventor of the telephone. An Italian inventor called Antonio Meucci was widely reported to have invented a telephone in 1856, 20 years before Alexander. The Italians did not have enough money to develop his invention, however, and although Italians claim Meucci is the true inventor of the telephone, Alexander Graham Bell is the name forever associated with a device that has become a vital part of our lives.



### Impersonal passive structures

#### 3 Match sentences 1–3 from the text with patterns a–c in the Grammar box below.

- 1  These **are thought to have been** the first words ever spoken on a telephone.
- 2  **It is believed that** Alexander became interested in studying sound because ...
- 3  He **is widely reported to be** the inventor of the telephone.

### Impersonal passive structures

We can report people's beliefs and opinions using verbs such as *say, think, believe, know, claim, estimate, expect* and a passive structure. There are three patterns:

- a for present or past belief: *it + passive (be + past participle) + that clause*
- b for present belief: *subject + passive (be + past participle) + to-infinitive*
- c for present belief about a past event: *subject + passive (be + past participle) + perfect infinitive (to have been + past participle)*

#### Grammar Reference > page 72

#### 4 Rewrite the sentences using the first pattern (a) from the Grammar box.

- 1 People say that other scientists invented the telephone. *It is said that other scientists invented the telephone.*
- 2 Experts expect that more people will own phones in the future.
- 3 Some people have suggested that young people should not have mobile phones.

#### 5 Rewrite the sentences using patterns b and c from the Grammar box.

- 1 People say that a scientist called Elisha Gray invented the phone at the same time as Alexander Graham Bell.
- 2 Initially, people thought the telephone was only for rich people.
- 3 Experts have estimated that the majority of people in the world own a smartphone.

Now go to Workbook page 24 for the next lesson.

## LESSON 7A WRITING | A for-and-against essay

1 What kind of information about yourself might you be giving away? Do the quiz then check your answers on page 77.

### QUIZ Are you giving away too much information?

- 1 You go on holiday and tag your location on social media. What might you then notice online?
- 2 You fill in a form online and give the day and month of your birth, but not the year. Is this risky?

2 Read the Writing task. In pairs, make a note of some possible arguments for and against tracking Internet users' personal data.

Nowadays many companies track Internet users' personal data using 'cookies' in order to deliver personalised content or advertising. Write an essay discussing the advantages and disadvantages of this practice.

3 Read one student's essay. List the arguments for and against tracking online personal data.

## OUR PERSONAL DATA

These days it is extremely common for companies to track Internet users' data in order to target them with personalised content or advertising.

<sup>1</sup>Some people feel quite comfortable with this, whereas others consider it an invasion of privacy.

It is estimated that seven in ten Internet users are happy to give away personal data while browsing online. There may be some clear benefits to doing this. <sup>2</sup>Although most people are careful with data such as online banking details, many actually prefer more personalised marketing and feel that their search results are likely to be more relevant if the search company better understands their needs. Another positive aspect of data tracking is that people can be automatically logged onto a site, rather than having to enter a password. <sup>3</sup>This is clearly far more convenient, even though it is, of course, less secure.

<sup>4</sup>In spite of these potential benefits, a significant number of people are choosing to use ad-blocking software in order to avoid digital advertising altogether. In some cases, this is because they find the adverts annoying but it is also because of a desire to avoid being tracked online. In most cases, this is probably harmless.

<sup>5</sup>Nevertheless, a surprising amount of information can be collected: what you have bought, where you have been, what you have 'liked' on social media, and a great deal more. Most people really have very little idea how much data is being given away every time they click, or what that data will be used for.

In conclusion, it seems obvious that while people remain largely unaware and unable to make informed choices, the ability of companies to collect data should be limited or they should be required to specifically ask for permission.



**4 Complete the Writing box with examples from the text.**

**WRITING | A for-and-against essay**

**Introduction**

- Summarise the topic of the essay:  
<sup>1</sup> \_\_\_\_\_ it is extremely common for companies to ...  
 In recent years, it has become more and more common ...
- Outline what you are going to discuss:  
<sup>2</sup> \_\_\_\_\_ feel ... whereas others ...

**Main body**

- In your first main paragraph, give arguments in favour of the situation:  
 There may be some clear <sup>3</sup> \_\_\_\_\_ to doing ...  
 Another positive <sup>4</sup> \_\_\_\_\_ of ... is ...
- In your second main paragraph, give arguments against the situation:  
 In spite of these <sup>5</sup> \_\_\_\_\_ benefits, many people ...  
 Nevertheless, many people feel ...  
 It is <sup>6</sup> \_\_\_\_\_ that ...  
 It is commonly believed that ...  
 It is argued by some people that ...  
 Many people are of the opinion that ...

**Conclusion**

- Summarise and give your opinion:  
 In conclusion, it seems <sup>7</sup> \_\_\_\_\_ that ...  
 In my considered opinion ...

**5 In pairs, study the linkers (words or phrases used to link ideas) in the box below. Then find the linkers used in sentences 1–5 in the essay.**

|                                   |   |
|-----------------------------------|---|
| <b>Conjunctions of contrast</b>   | <i>while, whereas</i>                     |
| <b>Conjunctions of concession</b> | <i>although, even though</i>              |
| <b>Prepositions of contrast</b>   | <i>despite, in spite of</i>               |
| <b>Adverbs of contrast</b>        | <i>however, nevertheless, nonetheless</i> |

**6 Combine sentences 1–3 with sentences a–c using the words in brackets.**

- Many cookies are harmless.
  - There were several cyber attacks last year.
  - Good cookies make websites more user-friendly.
- a** It should be possible to use the sites without accepting them. (nevertheless)  
**b** Some are designed to steal private information. (however)  
**c** Most companies have not changed their security systems. (in spite of)

**7 CRITICAL THINKING Study Active Writing and read the essay topic below. Make a note of different perspectives on the topic that you could use in your essay.**


Nowadays, young people can create a presence on social media through photos, updates and comments. Write an essay discussing the advantages and disadvantages of this practice.

**ACTIVE WRITING | Evaluating others' views**

A for-and-against essay needs to introduce different perspectives and critically evaluate them, considering in what ways they may have good arguments as well as any flaws. In your essay, explain how arguments made by others are strong as well as point out any weaknesses in them.

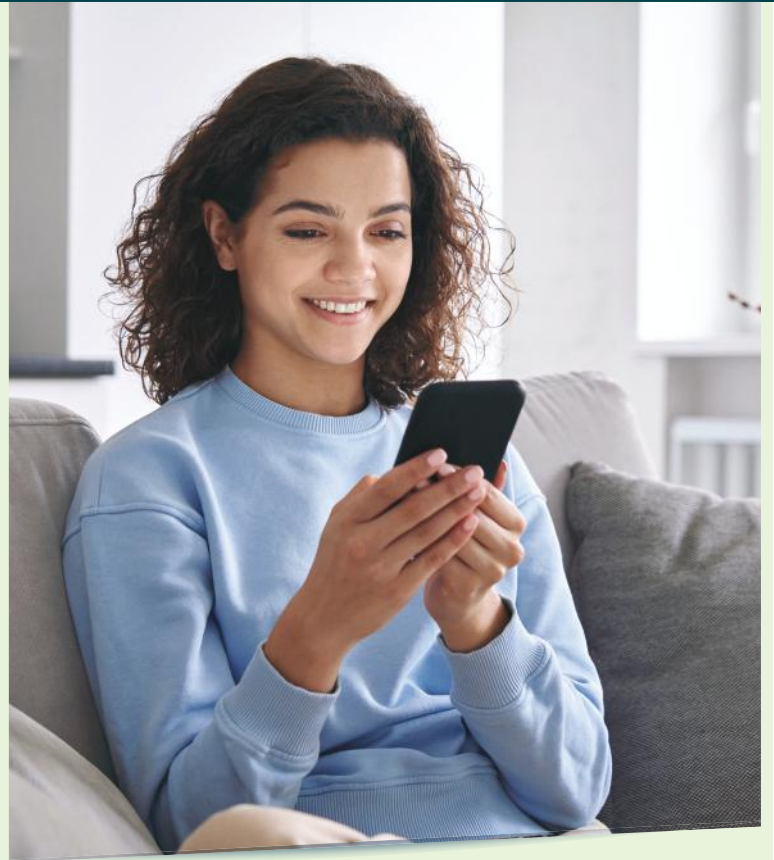
**8 WRITING TASK Write your essay. Use the Writing box to help you.**

- Make an outline plan and notes for each paragraph. Use your ideas from Exercise 7.
- Make sure you consider both sides of the argument.
- Use impersonal passive structures where possible and include phrases of contrast where appropriate.

 **Use the Graphic Organiser to help you plan your writing.**

Social media allows us to communicate with our friends and family, sharing our ideas and experiences. It allows us to belong to groups of people with the same ideas, hobbies or interests. You can see the works of artists you admire, read about new books or films, research information for your school and learn a range of new skills.

- 1** Commenting when you are online is a good way to feel connected with people, but remember to be constructive in your comments. You would not want people to be unkind in their comments to you, so make sure you are kind to other people. The worst kinds of comments make people feel uncomfortable or even threatened. This is called cyberbullying. If this happens to you or someone you know, make sure you tell a teacher or parent. Try to block the person who is cyberbullying too.
- 2** Social media can play an important part in your education. You can use it to do projects with other students, for example. Remember to write positive comments when you work in pairs or groups, however. You can never delete something that has been on the internet, so think carefully about what you post. Don't forget that when you apply to university or for a job, people might look at your social media history and what you have posted in the past could affect your future prospects.
- 3** Privacy is important on social media. Make sure that you know who can see what you post online. Social media sites have privacy settings, so it is best to only allow your friends or fellow students to see what you post, or people you can trust. When you get a request for someone to be a friend, do not accept it if they are not people you know in the real world. Never agree to meet strangers or give away details about yourself such as your address and telephone number.
- 4** Social media sites can usually track the user's location. This can be useful when you want to meet a friend, for example, but you should not leave location services on permanently. You do not want everyone to know where you are all the time.
- 5** It is important to use social media carefully or it can have a negative effect on your life. For example, if you follow someone, make sure they are influencing you in a positive way. If you think this might not be true, you can opt out of content that does not positively affect you.
- 6** To conclude, social media can be a great tool, especially for education, but try not to spend too much time on it. Studies have shown that spending too much time on social media can affect your sleep. It can also make people feel bad about themselves, too, often because the social media user thinks other people are having a better or more exciting time than they are. This is because you only read about people when they are doing interesting or exciting things: people tend not to post about being bored or when they are doing nothing! Some phones have a setting where you can set a time limit for your social media use. It is a good idea to use it.



**1 In pairs, discuss the questions.**

- 1 How much time do you spend each day on social media?
- 2 What do you use social media for?
- 3 What are the advantages and disadvantages to using social media?

**2 Read the newspaper article about using social media and answer the questions.**

- 1 Why should you be positive about people when you make a comment?
- 2 What should you do if you think you or a friend is being cyberbullied?
- 3 In what ways can social media affect your future prospects?
- 4 Why are privacy settings important?
- 5 Which kinds of people should you not follow?
- 6 What negative effects can social media have on people?
- 7 What settings does the article say it is a good idea to turn on? And which one should you turn off?


**3 Now discuss these questions in pairs.**

- 1 Do you think the advice the article gives is good? Why?
- 2 Do you follow any of the advice in the article, or will you now you have read it? Which?
- 3 Is there any other advice you would give to a friend who wanted to use social media for the first time?

**4 In pairs, decide if the following statements are true or false.**

- 1 What you post online stays online forever.
- 2 Once you have a negative online reputation, you can't do anything about it.
- 3 It's better to have no online profile at all.
- 4 What you post in a private message cannot be seen by others.



- 5  **8.9 Listen to a talk about social media use and check whether the speaker agrees with your answers to Exercise 4.**

**6 Study the Life Skills box and match tips 1-5 with extra information a-e.****LIFE SKILLS |****How to manage your online image**

- 1  Don't post anything online without thinking about its consequences first.
- 2  Take steps to hide anything negative.
- 3  The same rules apply online as in real life.
- 4  Do a search on your name every six months or so.
- 5  Check your privacy settings regularly.

- a Remember that posting something privately doesn't necessarily protect you.
- b Ask yourself if you would be comfortable with your grandmother reading it.
- c Set up an alert to let you know when someone mentions you online.
- d Add a lot of new posts to move something you don't want people to see to the third or fourth page of search results.
- e Don't share anything that belongs to anyone else without permission.

**7 DEBATE In pairs discuss this statement.**

Everyone should post something regularly on social media to improve their communication skills.

**8 Do the task below in pairs.**** LIFE SKILLS | Project**

Make a plan to improve your online presence.

- Look at your current online presence and consider if anything should be removed.
- Think about what you could add to make a good impression on universities.
- Write down at least five actions you will take in the next few weeks.
- Share some of your ideas with the class.

# 09

# Highs and lows



**VOCABULARY** Ups and downs story, words related to success and failure, chance and risk, binomials

**GRAMMAR** Zero, first, second and third conditionals, mixed conditionals, *wish* and *if only*, past modals for regrets

**LISTENING** Talking about mistakes

**SPEAKING** Discussing advantages and disadvantages

**READING** Stories of resilience

**WRITING** A competition entry

**VIEWING AND PRESENTING** Successes and failures, chances and risks, difficult situations, hopes and regrets, volunteer tourism, a dream job



## LESSON 1A VOCABULARY AND GRAMMAR

### 1 What makes a good tourist attraction?



2 **9.1** Listen to a radio programme about the Marble Arch Mound in England and the North Coast 500

in Scotland. Which *was* and *wasn't* successful? Why?

### 3 **9.1** Complete the sentences using the words in the box. Then listen again and check. More than one answer is possible.

affluent costly extravagant lucrative splash out well-off

- 1 People are always looking for new and \_\_\_\_\_ ideas for new attractions.
- 2 The Marble Arch Mound was an \_\_\_\_\_ idea to build a small hill in the centre of London.
- 3 The £6 million was a lot more \_\_\_\_\_ than the organisers thought it would be.
- 4 Perhaps more people would have wanted to climb it if they hadn't had to \_\_\_\_\_ on an entrance fee.

5 They wanted to get tourists to visit an area that was not very \_\_\_\_\_.

6 The hotels, restaurant and shop owners have become more \_\_\_\_\_ because of the route.

### Conditionals

#### 4 **THINK BACK** Match the conditional sentences 1-4 with their types a-d.

- 1  If you read the travel pages, you'll probably hear about a new tourist attraction somewhere in the world.
- 2  If a tourist attraction is popular, it can be very good news for the organisers.
- 3  Perhaps more people would have wanted to climb it if they hadn't had to splash out on an entrance fee.
- 4  If you drove the route, you would see castles, beaches and amazing mountains.

- a zero conditional (A situation that the speaker considers is generally true.)
- b first conditional (A situation that the speaker considers is likely to happen.)
- c second conditional (A hypothetical situation in the present or future.)
- d third conditional (A hypothetical situation in the past.)

### Mixed conditionals

Mixed conditionals combine clauses from both second and third conditionals:

- **If + Past Perfect, *would(n't)* + infinitive**  
We use this to talk about the present consequences of a hypothetical past situation: **If I'd gone** to university, I **would have** a better job.
- **If + Past Simple, *would(n't)* + perfect infinitive**  
We use this to talk about the effects of a hypothetical present situation in the past: **If she wasn't** clever, she **wouldn't have had** such a good job.

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### 5 Study sentences a–b which have the same meaning. Why are sentences a known as mixed conditionals? Check your answers in the Grammar box.

- 1 a If they hadn't made the North Coast 500, people would be poorer.  
b They made the North Coast 500, so people are not poorer.
- 2 a If the organisers realised this, they would have done things differently, perhaps.  
b The organisers do not realise this, so they didn't do things differently.

### 6 Choose the correct verb forms to complete the sentences.

- 1 If Issa *isn't / wasn't* afraid of snakes, he would have picked it up.
- 2 If he *learnt / had learnt* to swim, he might be in the sea now.
- 3 I *will / would* be famous if I had taken that job.
- 4 If he *fell / had fallen*, he would be dead now.
- 5 If he *looked / had looked* at the map, he wouldn't be lost.

### 7 Read the article about refugees and use the verbs in brackets to complete the sentences with correct conditional structures.

- 1 If Uganda *hadn't helped* (not help) so many people in need, it \_\_\_\_\_ (have) the most refugees of any African country.
- 2 If the Olympic Refuge Foundation \_\_\_\_\_ (not help) people, the refugees \_\_\_\_\_ (have) more mental health problems.
- 3 If the refugees \_\_\_\_\_ (not be) top athletes, they \_\_\_\_\_ (compete) for the Refugee Olympic Team.
- 4 If Amelio Castro \_\_\_\_\_ (not lost) in Paris, he \_\_\_\_\_ (get) a medal.
- 5 If some of the refugees \_\_\_\_\_ (not have) a desire to help other people, they \_\_\_\_\_ (not want) to become coaches.

### REFUGEES' LONG JUMP TO SUCCESS

Being a refugee can be very difficult. Some people have to leave their homes, family and jobs because of problems in their own country. But the Olympic Refuge Foundation is using sport to give opportunities to these people, helping young people to learn new skills, meet other people and to potentially find success.

The African country of Uganda gives a home to more than 1.6 million refugees, more than any other country in Africa. In 2020, the Olympic Refuge Foundation started a project in Uganda to help many of the refugees through teaching them sports. They found that sport helped their mental health by not only helping them physically, but by helping them meet new friends as well.

There are around 100 million refugees around the world. Some of the refugees were top athletes already when they left their countries, and many are good enough at their particular sport to be chosen for the Refugee Olympic Team. In the Paris Olympics of 2024, there were 37 athletes in the team who had come from 15 different countries. They were able to compete in 12 different sports, including swimming, cycling, canoeing and athletics. One of the athletes, Amelio Castro Gueso, competed in the wheelchair fencing, but narrowly lost to another fencer.

Some of the Olympic refugees now want to become sports coaches so that they can help young athletes to become successful, whatever their backgrounds.

### 8 SPEAKING In pairs, take it in turns to tell ups and downs stories like the refugees'. Student A, go to page 76. Student B, go to page 79.

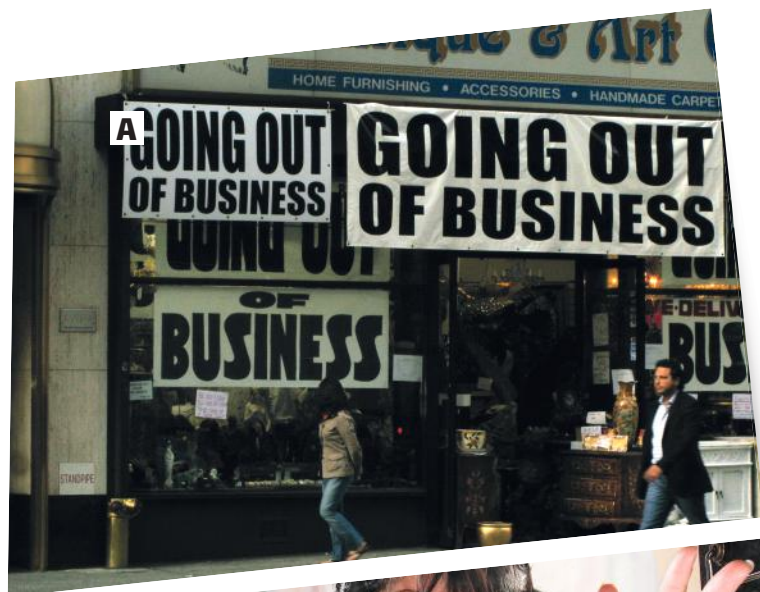
Now go to Workbook page 28 for the next lesson.

I can use mixed conditionals to talk about present effects of a hypothetical situation in the past.

## LESSON 2A LISTENING AND VOCABULARY

### 1 SPEAKING In pairs, look at the photos and discuss the questions.

- 1 What is the problem in each photo?
- 2 Could failure be a step towards success? Say why.



### 2 9.2 Listen to four people talking about mistakes. For Speakers 1-4, choose from the list (a-d) what each speaker says.

**Speaker:** 1  2  3  4

- a This mistake was about doing things in the wrong order.
- b Other people took the mistake less seriously than the speaker initially did.
- c This mistake came as a shock to the speaker.
- d The speaker believes their life would be better now if they hadn't made the mistake.

### 3 9.2 Listen again and answer the questions.

- 1 How did Speaker 1 eventually get into the meeting room?
- 2 How would Speaker 2's life have been different if she hadn't made a mistake?
- 3 Why didn't Speaker 3's idea work?
- 4 What has Speaker 4 learnt from her mistake?

### 4 Complete the table with the words from the box.

blunder flop flourish get nowhere  
masterstroke mess up pay off setback

|         |  |
|---------|--|
| Success |  |
| Failure |  |

### 5 Now complete the extracts from the recording with the correct form of the words from Exercise 4.

- 1 I was embarrassed and felt like I'd really \_\_\_\_\_.
- 2 It was a huge \_\_\_\_\_ and I didn't get the marks I needed to go to that university.
- 3 In the end, I \_\_\_\_\_ there and got a great degree.
- 4 I had what I thought was a really good idea - a \_\_\_\_\_.
- 5 I really tried, but just \_\_\_\_\_, and in the end I gave up.
- 6 If I'd invested a few weeks in finding out about my business idea, it would have really \_\_\_\_\_.
- 7 But I did learn something from the \_\_\_\_\_ - do your market research first.
- 8 The idea did not succeed and was a complete \_\_\_\_\_.

Now go to Workbook page 30 for the next lesson.

## LESSON 3A

## VOCABULARY | Chance and risk

- 1 Are you a risk taker? Do the quiz and find out. Check your score on page 77.

## Risk-taking QUIZ

- Would you ever do a bungee jump?
  - No, it wouldn't be worth the risk.
  - I'd love to have the opportunity.
  - I've already done one.
- Your friend is cooking some food you've never tried before. Do you
  - grab the chance to try something new?
  - wait and see what it looks like before you decide?
  - explain politely that it doesn't look like something you'd like?
- You're parking your car when someone leaving the car park gives you their ticket. What do you do?
  - Consider it a lucky break – now you don't have to pay for a ticket.
  - Tell them it's wrong and that you refuse to run the risk of getting caught by the car park attendant.
  - Thank them, but still buy your own ticket, just to be on the safe side.

- 2 Study Active Vocabulary and complete the binomials with the words from the box using the correct conjunctions.

give more pick safe sooner take it there touch ups

- 1 \_\_\_\_\_ choose 4 \_\_\_\_\_ leave it 7 \_\_\_\_\_ take  
 2 \_\_\_\_\_ downs 5 \_\_\_\_\_ less 8 \_\_\_\_\_ then  
 3 \_\_\_\_\_ later 6 \_\_\_\_\_ sound 9 \_\_\_\_\_ go

## ACTIVE VOCABULARY | Binomials

Binomials are phrases where two words are joined with a conjunction, usually *and* or *or*.

- The two words often begin with the same letter (*slowly but surely*).
- Sometimes they have a similar or opposite meaning (*peace and quiet, highs and lows*).

- 3 Replace the underlined words with some of the binomials in Exercise 2.

- At some point, you will have to make a decision.
- The best universities can select which students to accept.
- They wanted me to sign up for the course immediately, with no time at all to consider.
- Although she was ten years older, she looked about the same age as me.
- After a hazardous journey, they were relieved to get home with no problems.

- 4 Study *Watch Out!* Then find five expressions with these words in the quiz in Exercise 1.

## WATCH OUT!

The words *risk, chance, opportunity* and *luck* are easily confused.

I'd love to **have the chance** (opportunity) to bungee jump.

There's **a slim chance** (possibility) that we might succeed, but we'd need a lucky break.

If you do sports, there's always **a chance** (risk) of injury.

It was **pure chance** (luck) that we met.

- 5 Complete the sentences with *risk, chance, opportunity* or *luck*. Sometimes more than one correct answer is possible.
- Given the \_\_\_\_\_, where would you most like to travel?
  - I'd like to **take this** \_\_\_\_\_ to thank you for all your help.
  - As soon as I heard about the trip, I **grabbed the** \_\_\_\_\_ to go on it.
  - This is your **last** \_\_\_\_\_; I won't make the offer again.
  - I'm sure parachuting would be exciting, but it wouldn't be **worth the** \_\_\_\_\_.
- 6 **SPEAKING** Complete the sentences so they are true for you. Then in groups, compare your answers.

Now go to Workbook page 31 for the next lesson.

- I can talk about chance, risk, opportunity and luck.

## LESSON 4A READING AND VOCABULARY

1 **SPEAKING** In pairs, look at the photo in the news story. What do you think happened?



2 **9.4** Paragraphs B–H are in the wrong order. Number the paragraphs in the correct order (2–8) to make a coherent text. Listen and check.

3 Study Active Reading. Then underline the parts of the text which helped you to decide on the order of the paragraphs.

### ACTIVE READING |

#### Following events in a narrative

When reading a narrative, look out for the typical structure of this kind of text:

- a summary of what happened
- background to the events
- main events – notice linkers such as *at first*, *after*, *then*, *finally* or *in the end*
- conclusion
- coda, where the writer makes a comment or brings the story up to date.

You can also follow a narrative by looking for ways in which the ideas are connected.

- Words and phrases may be repeated:  
**Aldi had a week's supply of food ... But after a week his supplies ran out.**
- The first time something is mentioned, the writer may use an indefinite article, and then the definite article:  
**... but is attached to the sea bed with a rope ... the rope attaching him to the bottom of the sea broke ...**
- Reference words, such as pronouns, can also show connections between different parts of the text:  
**He filtered the sea water through his clothes to reduce the amount of salt. This must have done the trick.**

4 Read the news story and choose the correct answers.

- 1 Why is the word *heartbreakingly* used in Paragraph G?
  - a To explain how Aldi must have felt when he saw the ship.
  - b To justify why Aldi felt that his troubles were now over.
  - c To express the writer's own feelings about the captain's actions.
- 2 What is suggested about Aldi's job in Paragraph D?
  - a The job was well-paid and relatively easy work.
  - b He risked his life by taking the job because he was poor.
  - c His parents were relieved when he gave up the job.
- 3 How can we describe Aldi's personality?
  - a He is resourceful and determined.
  - b He is always optimistic about the future.
  - c He has a tendency towards depression.

5 Match the highlighted collocations from the text with their definitions below.

- 1 Believed something without even thinking about it.
- 2 Communicate effectively.
- 3 Was forced to do something.
- 4 Experienced less harm than might be expected.
- 5 Had the necessary result he wanted.
- 6 Caused harm or suffering.
- 7 Be able to guess something.
- 8 Stop him from worrying about something.
- 9 Had a very difficult or painful experience.
- 10 Thought carefully about what to do.
- 11 Helped him to continue, despite the difficult situation.

6 **REFLECT | Society** How do you think you would cope in a similar situation?

### GLOSSARY

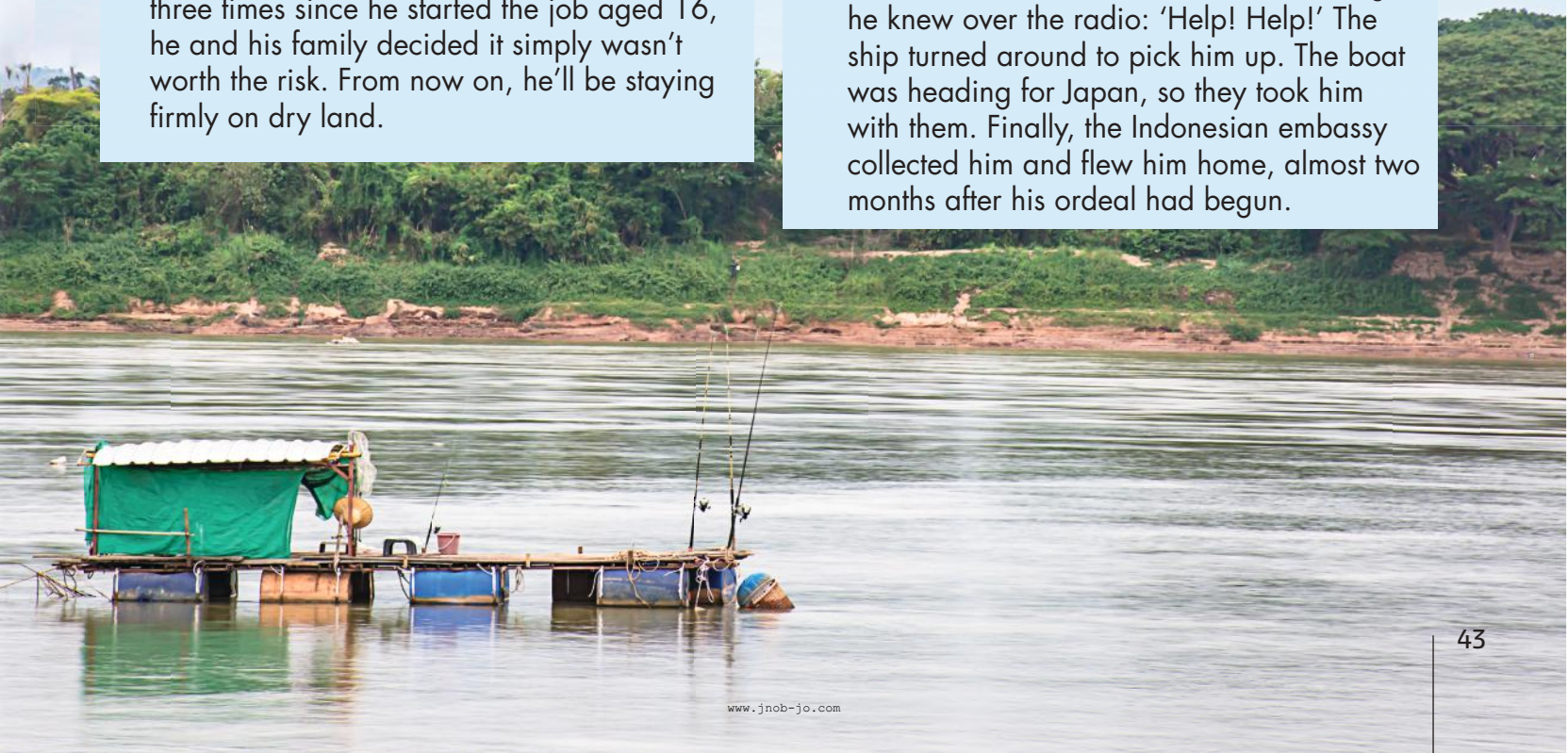
**ordeal** – a terrible or painful experience that continues for a period of time

**sea bed** – the land at the bottom of the sea

**supplies** – food and other ordinary goods needed by people every day

## 9.4

- A**  Indonesian teenager, Aldi Adilang, is only 19, but he has already **gone through the ordeal** of being lost at sea an incredible three times! The first two times he **got off relatively lightly**; he was drifting for a week, and the second time for two days. Those experiences sound terrifying enough, but on the third occasion he was alone in the ocean for 49 long days.
- B**  But after a week his supplies ran out. He caught fish and used parts of his wooden hut to make a fire and cook the fish. Not having any more fresh drinking water, he **had no choice but to** drink sea water. However, he filtered the sea water through his clothes to reduce the amount of salt. This must have **done the trick** because he survived for four days until it rained and he was able to collect some rainwater.
- C**  After this setback, he really started to worry. To try and **take his mind off** his situation, he sang and read. However, the isolation **took its toll** on him. He admitted that he almost gave up hope, but the thought of seeing his parents again **kept him going**.
- D**  Safely back home with his family, Aldi **considered his options**. His family lived in some hardship and his job was, from his perspective, relatively lucrative at \$134 a month. However, having found himself drifting three times since he started the job aged 16, he and his family decided it simply wasn't worth the risk. From now on, he'll be staying firmly on dry land.
- E**  This day had started just like any other, until the rope attaching his rompong to the bottom of the sea broke and, already far from the coast, he started to drift even further away. At first, he wasn't too worried. He **took it for granted** that sooner or later his boss would come and rescue him, as he had done before. Aldi had a week's supply of food. He was sure it would all be fine.
- F**  From when he was 16 years old, Aldi had spent weeks at a time working on a fishing trap, known as a rompong, a kind of hut which floats in the middle of the sea, but is attached to the seabed with a rope. Every night he would light lamps to attract the fish to his nets. It was a lonely kind of life.
- G**  His survival skills were keeping him alive, but he was starting to wonder if he would ever be rescued. He saw more than ten ships sail past him, but none of them seemed to **have a clue** that he was there. After a few weeks, he thought he had at last got his lucky break when he managed to talk to the captain of an Indonesian ship by walkie-talkie. The captain promised he would pick him up once they had finished work for the day. Heartbreakingly, Aldi never saw the ship again.
- H**  In the end, after 49 days, he saw a ship, *The Arpeggio*. Desperate to **make himself understood**, he used the few words of English he knew over the radio: 'Help! Help!' The ship turned around to pick him up. The boat was heading for Japan, so they took him with them. Finally, the Indonesian embassy collected him and flew him home, almost two months after his ordeal had begun.



## LESSON 5A GRAMMAR

- 1 **SPEAKING** Look at the title of the article. How would you answer this question?

What would **you** change in your life either now or in the past?



When I asked this question on social media, here are some of the answers I got:

<sup>1</sup>I wish I had gone to university. I have a job but <sup>a</sup>I **think I could have got** a better job if I had a degree.

<sup>2</sup>If only I had followed my dream to be a photographer! I was too scared of failure. I might not have been good enough, but <sup>b</sup>I **should at least have tried**.

<sup>c</sup>I **shouldn't have listened** to my friend who told me I would never go to university because I couldn't spell. I'm dyslexic, not stupid, and guess what? Now I have two degrees!

<sup>3</sup>If only I was better at finishing what I ... ;)

When I was younger, I spent too much time worrying about what other people thought of me. I know now that <sup>d</sup>I **needn't have worried** because most people aren't judging anyone else, and if they are, it doesn't really matter.

<sup>4</sup>I wish I could travel round the world.

<sup>e</sup>I **should have played** more sports. I didn't think that exercise was important. How wrong I was! I regret that now.

<sup>5</sup>I wish my best friend would stop telling everyone my secrets. It's not how a friend should behave!

- 2 In pairs, read the online article. What advice would you give to the people?

**wish/if only, past modals**

- 3 **THINK BACK** Look at the underlined examples in the text (1–5) and complete rules 1–3 below.

- 1 We use *wish/if only* + \_\_\_\_\_ tense to talk about present regrets, or things we would like to change.

2 We use *wish/if only* + \_\_\_\_\_ to talk about how we want someone else's behaviour to change.

3 We use *wish/if only* + \_\_\_\_\_ tense to talk about past regrets.

- 4 Match the examples of past modals in bold in the text (a–e) with the meanings 1–5.

- 1  I did something, but it wasn't necessary.  
2  I didn't do something because it wasn't necessary (or I thought it wasn't).  
3  It was a good idea for me to do something, but I didn't do it.  
4  It wasn't a good idea for me to do something, but I did it.  
5  Something was a possibility, but I didn't do it.

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- 5 Choose the correct verb forms to complete the sentences. Sometimes both answers are correct.

- 1 Your room is a mess! I wish you *would pick up / picked up* your clothes from the floor!  
2 I *didn't need to wait / needn't have waited* long for him because he arrived a couple of minutes later.  
3 You *should have had / needn't have had* breakfast; then you wouldn't be hungry.  
4 If only he *knew / would know* the truth!  
5 I wish I *had bought / bought* her a nicer present – she looked a bit disappointed when I gave it to her.

- 6 **SPEAKING** Think of a well-known person from history. Write the regrets that he/she might have had. Discuss your ideas and guess who your partner's person is/was.

- 1 He/She wishes/wished ...  
2 If only he/she ...  
3 He/She shouldn't ...

Now go to Workbook page 32 for the next lesson.

# LESSON 6A SPEAKING

- In pairs, read the information about visiting Britain and discuss the questions.
  - Which of the places would you want to visit and why?
  - Which form of transport would you want to take to visit these places? Why?



2 **9.5** Listen to a discussion about visiting Britain. Make notes on the advantages and disadvantages to each form of transport that Mariam mentions.

3 Complete the Speaking box with the prepositions. Sometimes more than one answer is possible.

about against at for of on to

### SPEAKING | Discussing advantages and disadvantages

|               |             |  |                 |
|---------------|-------------|--|-----------------|
| A ...         | major       | advantage of                                   | ... is that ... |
| One ...       | minor       | argument <sup>1</sup> _____                    |                 |
| Another ...   | obvious     | benefit of                                     |                 |
| The first ... | possible    | good point <sup>2</sup> _____                  |                 |
|               | potential   | positive aspect of argument <sup>3</sup> _____ |                 |
|               | significant | disadvantage of/to downside <sup>4</sup> _____ |                 |
|               |             | drawback <sup>5</sup> _____                    |                 |
|               |             | negative aspect of minus point of              |                 |

**Summing up your argument/Giving your opinion**  
 On first consideration, this seems ...  
 Ultimately, there are arguments <sup>6</sup> \_\_\_\_\_ both sides.  
 Having looked <sup>7</sup> \_\_\_\_\_ both sides of the argument, I think/believe ...  
 Although some people might disagree, I can't help feeling that ...

4 In pairs, look at the statement below and make a list of at least two advantages and two disadvantages to each way of travelling.

You want to travel from the south to the north of your country to visit your cousins in Amman. Your parents do not know whether to drive, take the coach or fly.



## Visit Britain this summer!

Would you like to visit Britain's famous cities like London, Manchester and Glasgow? Or its ancient university towns of Oxford and Cambridge?

You can also visit Stratford-Upon-Avon where Shakespeare lived, or the amazing National Parks such as the Lake District and Dartmoor.

To get to these places, why not take Britain network of fast coaches? They are cheap and convenient, taking you to all the popular destinations. Or take the train. One of the world's first rail networks covers more than 16,000 kilometres and there are stations all over the country.



- In pairs, follow the instructions.
  - Spend a few minutes individually preparing to talk about the advantages and disadvantages of one of the ways of travelling in Exercise 4.
  - Talk for one to two minutes each using phrases from the Speaking box. Your partner should listen and make notes.

I can discuss advantages and disadvantages.

## LESSON 7A WRITING | A competition entry / A letter of application

**1 SPEAKING** In pairs, read the advert for a competition. Discuss which of these opportunities would appeal to you the most.

**2 Read an application for one of the competitions and answer the questions.**

- 1 Which opportunity does Maha want to be considered for?
- 2 Do you think she has a good chance of winning? Say why.

**3 Complete the Writing box with examples from Maha's letter.**

**4 Combine the sentences using the words in brackets.**

- 1 I am interested in teaching. I also have experience in this area. (as well as)
- 2 I am fluent in English. I also speak some Spanish and Portuguese. (not only)
- 3 I believe I would be an asset to the team. I would be willing to commit for at least a year abroad. (furthermore)
- 4 I have experience. I also have relevant qualifications. (in addition to)
- 5 I am physically fit. I enjoy cycling. (besides)
- 6 I am hard-working. I am dedicated. (not only)

**5 WRITING TASK** Choose one of the dream jobs described in the ad on page 47. Write your competition entry/letter of application.

- Make an outline plan and notes for each paragraph.
- Think about what you can say to persuade the reader that you would be perfect for this opportunity.
- Don't forget to use emphatic structures and linking phrases.

 **Use the Graphic Organiser to help you plan your writing.**

### WRITING | A competition entry/A letter of application

#### Opening paragraph

Say why you are writing.

<sup>1</sup> \_\_\_\_\_ to enter the competition to ...

With reference to your competition to win ..., I would like to apply ...

#### Main body

- Give details of any relevant experience you have; say why it is relevant:

I was <sup>2</sup> \_\_\_\_\_ for ...

My duties included ...

I am passionate about ...

I was in charge of ...

As part of my role, I ...

- Mention any relevant qualifications:

I gained a qualification in ...

I am a fully qualified ...

- Use emphatic structures to make your points:

Not only do I ..., <sup>3</sup> \_\_\_\_\_ I also ...

Furthermore, I <sup>4</sup> \_\_\_\_\_ have some experience of ...

- Use formal linking phrases to add ideas:

<sup>5</sup> \_\_\_\_\_, I believe that teaching would ...

Furthermore, ... Moreover, ...

#### Closing paragraph

Please find my CV attached/<sup>6</sup> \_\_\_\_\_.

I <sup>7</sup> \_\_\_\_\_ to hearing from you.

If you require any further information, please do not hesitate to contact me.

#### Style and register

The style of the letter should be quite formal:

If I <sup>8</sup> \_\_\_\_\_ this competition, I would ...

I would/should very much like to ...

#### Greeting and signing off

- If you know the name of the person you're writing to, you should begin and end:

Dear Mr/Mrs ...      Yours sincerely,

- If you don't know their name, begin and end like this:

Dear <sup>9</sup> \_\_\_\_\_      Yours faithfully,

WIN

# a dream job competition and travel the world! ✈

09

Does your dream job involve travelling? Maybe you're really into photography or you enjoy blogging about your trips? Maybe you'd like to do something to help people or wildlife, or maybe you'd like to be a digital nomad?

Increasingly, companies are offering the chance to win a dream job like this. Just take a look at some of the competitions currently open:

- Travel researcher for the *New York Times*, researching the best places to visit around the world.
- Work as a digital nomad in four cities of your choice and report back on your experience for *Modern Travel Magazine*.
- Videographer to travel with a cycling tour of Jordan over a four-month period, making a documentary about the trip.
- Teach English as a volunteer for six months in Cambodia. Flights and all expenses paid.

✉ **Maha Aldabbagh**

**To:** Dream Job Competition

**Re:** Competition entry

Dear Sir/Madam,

I am writing to enter the competition to win the opportunity to teach English in Cambodia for six months.

It has been my lifelong dream to visit the Koh Rong Island. If I won this competition, I would take every opportunity to travel and explore the history and culture of Cambodia.

Working as a teacher would appeal to me enormously for several reasons. I would very much value the opportunity to give something back to the people of Cambodia, rather than simply visiting as a tourist. In addition, I believe that teaching would allow me to really get to know local people.

I have studied English to a high level and believe that my skills in this language would enable me to teach it successfully. Furthermore, I do have some experience of teaching English already on a children's summer camp in my home city. I was responsible for running sessions in English for nine- to 12-year-olds. I would welcome the chance to further develop my teaching skills and learn about this country.

I feel that I would be a good candidate because not only do I have the relevant skills and experience, but I am also passionate about Cambodia and its people. I hope you will give my entry serious consideration.

Please find my CV enclosed, for further details of my qualifications and experience.

I look forward to hearing from you.

Yours faithfully,  
Maha Aldabbagh



# 10

## Culture vulture



**VOCABULARY** Describing objects, embroidery, performance, prepositional phrases, descriptive adjectives, easily confused words

**GRAMMAR** Past modals, participle clauses

**LISTENING** A podcast about Jordanian embroidery

**SPEAKING** Negotiating informally

**READING** An article about spoilers

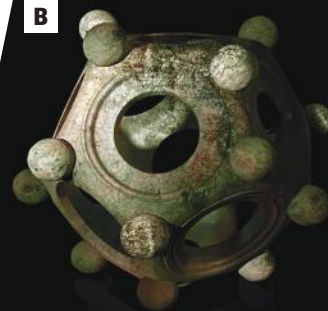
**WRITING** An article

**VIEWING AND PRESENTING** History, film spoilers, the arts, building resilience

A



B



C



### LESSON 1A VOCABULARY AND GRAMMAR

- 1 SPEAKING** If you could visit any historical period for a day, which would you choose?
- 2** In pairs, describe the objects in the photos A-C using these words. What do you think they were used for?

beige bone bronze circular cream curved enormous flat geometric golden hollow ivory miniature pocket-size pointed rectangular solid spherical wooden



- 3** **10.1** Listen to a radio podcast about the objects and check your ideas.

#### Past modals of speculation

- 4 THINK BACK** Read these extracts from the recording and match the underlined verb forms with their meanings a-c.
    - 1** The holes must have been man-made because they would fit a right-handed musician perfectly.
    - 2** It can't just have been a coincidence.
    - 3** They might have been candle holders.
- a** I'm pretty sure this was not true.  
**b** It's possible that this was true.  
**c** I'm pretty sure this was true.

5 Look at the sentences from the recording. How do we form continuous and passive forms with past modals?

- a A wealthy person must have been planning to use it.
- b No-one really knows what they might have been used for.
- c I can't have been paying attention.
- d They could have been used to knit the fingers on gloves.

Grammar Reference > page 74

6 Study **Watch Out!** Then choose the best verb form to complete the sentences below.


- 1 He might not *have looked / have been looking* where he was going when he tripped and fell.
- 2 This jewellery *might / must* have been expensive; it's solid gold!
- 3 This picture *might / can't* have been painted by the same artist; the style is completely different.
- 4 At that time, many children *would have started / would have been started* work at the age of eight.
- 5 He *might / must* have been lying; he's untrustworthy.
- 6 He *can't / mustn't* have carried out the robbery; I was with him all evening.

**WATCH OUT!**

We use *would* + a perfect infinitive (*have* + past participle) when we are making an assumption about what happened in the past or drawing a logical conclusion:

There **would have been** much simpler and cheaper ways of knitting gloves. (assumption)

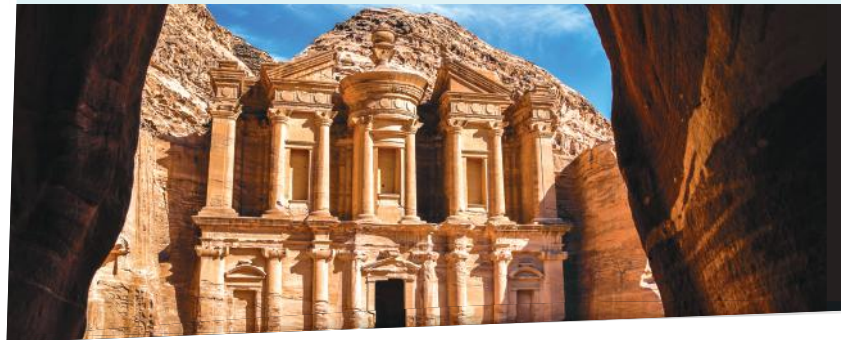
The Isle of Lewis belonged to Norway at that time, so the merchant **would have been** in his own country when he lost the chess pieces. (logical conclusion)

7  **10.2** Complete the text with the correct forms of the words in brackets. Then listen and check.

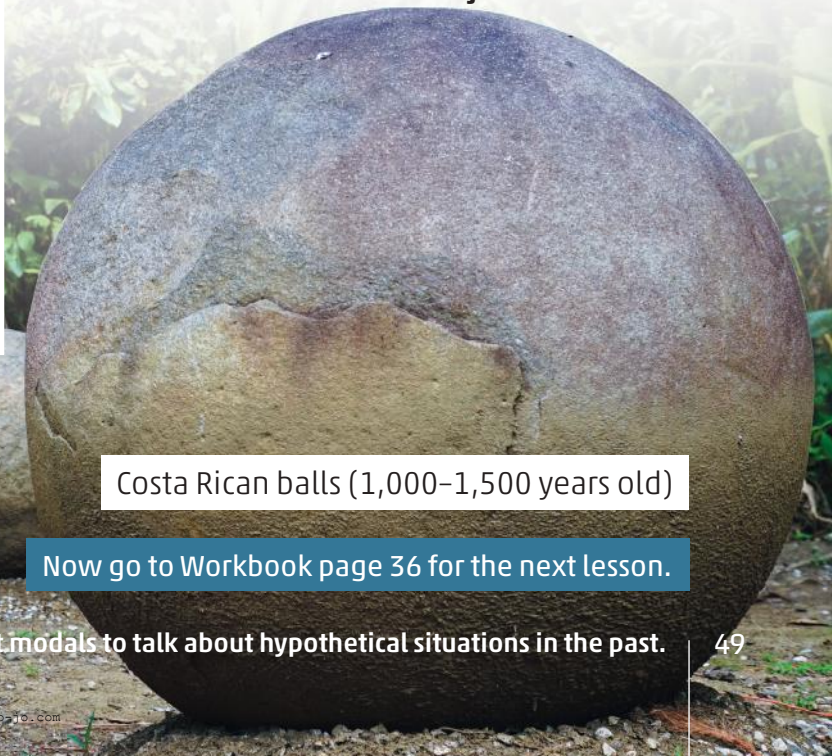


## A DISCOVERY IN PETRA

An amazing new discovery at Petra in Jordan <sup>1</sup>\_\_\_\_\_ (might/never/discover) if archaeologists hadn't used a satellite to study the ancient city. When archaeologists studied the photos from the satellite, they found a large stone platform. The archaeologists also found pots on the platform that <sup>2</sup>\_\_\_\_\_ (would/make) in around 150 BCE, at about the same time as the city of Petra grew up. The platform was high up and <sup>3</sup>\_\_\_\_\_ (can't/be) easy for people to reach, although it was only a kilometre from the centre of Petra. Archaeologists don't know what the platform was used for, but think it <sup>4</sup>\_\_\_\_\_ (must/be) important because it was so big. They think it <sup>5</sup>\_\_\_\_\_ (might/be) used as a kind of stage.



8 **SPEAKING** In pairs, look at the photo of Costa Rican balls below. What do you think they could have been used for? Go to page 78 to find out more about these objects.



Costa Rican balls (1,000–1,500 years old)

Now go to Workbook page 36 for the next lesson.

I can use past modals to talk about hypothetical situations in the past.

## LESSON 2A LISTENING AND VOCABULARY

1 In pairs, complete the quiz.



### What do you know about JORDANIAN EMBROIDERY?

### QUIZ

- 1 What material is the embroidered dress, the thaob, made from?  
a silk                      b wool                      c plants
- 2 Which of the following is *not* used to embroider the thaob?  
a cotton                      b wood                      c precious stones
- 3 For how long have people worn the thaob in Jordan?  
a about 300 years      b about 3,000 years      c since 3000 BCE
- 4 When do women wear the thaob today?  
a every day              b for cultural events      c they don't wear them any more
- 5 Where can you buy Jordanian embroidery today?  
a online                      b in handicraft stalls      c both a and b



2 10.3 Listen to a radio programme about Jordanian embroidery and check your answers to the quiz questions in Exercise 1.

3 10.3 Listen to the programme again and complete the sentences. Use no more than three words in each gap.

- 1 Embroidery has always been very important in Jordanian culture and traditionally has been \_\_\_\_\_.
- 2 Thousands of years ago, people \_\_\_\_\_ wearing similar clothes then to the traditional clothes they wear today.
- 3 The thaob is made from silk and is \_\_\_\_\_.
- 4 Traditionally, the threads were coloured with natural dyes from plants, although today, coloured threads \_\_\_\_\_.
- 5 Decorative designs on the thaob may feature plants, geometric shapes \_\_\_\_\_.
- 6 The patterns and colours of the thaob differ from region to region so that people can tell where the wearer \_\_\_\_\_.
- 7 Today it is usually only worn by women for cultural events such as weddings and \_\_\_\_\_.
- 8 Modern clothes designers want to keep the heritage of the thaob alive by using traditional embroidery designs in other products such as on placemats, cushions, \_\_\_\_\_.

4 Read these extracts from the recording and match the highlighted words with their definitions.

- 1 The thaob is made from **silk** and is usually black.

- 2 The silk is embroidered with **threads** of wool or cotton.
- 3 They also sometimes use other materials such as metal or **precious stones**.
- 4 Traditionally, the threads were coloured with natural **dyes** from plants.
- 5 Decorative designs on the thaob may feature plants, **geometric** shapes or birds.
- 6 Modern clothes designers want to keep the **heritage** of the thaob alive by using traditional embroidery designs in other products.
  - a having regular lines or shape.
  - b soft cloth made from something produced by a silk worm.
  - c things you can use to change the colour of clothes.
  - d traditional beliefs and ideas that have been in a society for a long time.
  - e long, thin strings of material.
  - f valuable jewels such as diamonds.

5 **SPEAKING** Describe a cultural event in which people were wearing traditional clothes. Describe the clothing using some of the words from Exercise 4.

6 **REFLECT | Culture** Modern Jordanian embroiders are promoting modern embroidery designs online. Do you think traditional crafts should develop like this? Or should we never change traditional designs? Why?

Now go to Workbook page 38 for the next lesson.

## LESSON 3A GRAMMAR

- 1 SPEAKING** Read a factfile about Cameron Brian. Which piece of information do you find most interesting? Say why.

## Cameron Brian

**Job**

Student and actor

**Nationality**

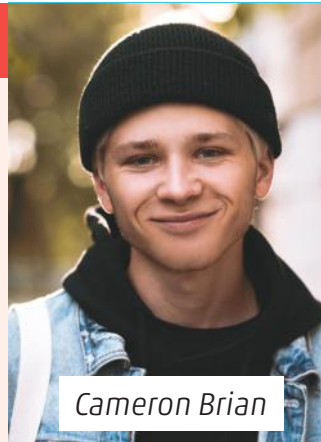
British

**Best known for**

Acting in the film *Go to the Storm*

**Achievements**

Best young actor for *Go to the Storm*, filmed when he was 15



Cameron Brian

- 2** Read an excerpt from an article about Cameron. What is surprising about him?

Like many people who watched the film *Go to the Storm*, I left the cinema <sup>1</sup>wanting to know more about the main star, the young actor Cameron Brian. I later read about how the 15-year-old boy starred in the film although he had dyslexia, which means he finds it hard to read, <sup>2</sup>leaving me amazed that he was so good in the film.

<sup>3</sup>After reading about his life growing up in London, I realised that his own childhood was similar to the boy in the film – both grew up in a poor part of the city but wanted to do better in life. Cameron Brian has also starred in other films and appeared in a series on British TV.

## Reduced adverbial clauses

- 3** Match the underlined examples of participle clauses in the text (1–3) with the participle clauses (a–c).

- a**  Showing a sequence of events.  
**b**  Showing that two things happened at the same time.  
**c**  Showing the result of an action.

- 4** Complete the second sentence so that it means the same as the first.

- 1** Because he has won several awards, the actor's work is well-known.  
 (Having ...)

- 2** As they are best friends, Asma and Dalia enjoy working together.  
 (Being ...)  
**3** The actor didn't expect the play to be so successful, and didn't realise it would run for seven seasons.  
 (Not expecting ...)

- 5** Study *Watch Out!* and rewrite the sentences, replacing the underlined section with a participle phrase. Make any changes necessary.

- 1** Cameron starred in the film although he found it difficult how to read.  
**2** Cameron has been in more than one film and appeared in a British TV programme.  
**3** Cameron won an award and got the best actor prize.  
**4** Cameron wanted to do better in life, so he learnt to act.

**WATCH OUT!**

To use a participle clause, the subject of both clauses needs to be the same, e.g. *I left the cinema **wanting** to know more about the main star. ...* (I left the cinema, and I wanted to know ...)

If each clause has a different subject, we will need to make some changes to make the meaning clear, e.g. ***The man**, having shut the door in my face, **walked** off down the path.*

Grammar Reference > page 74

- 6** Combine the two sentences, using a participle clause.

- 1** I didn't realise what time it was.  
 I missed the train.  
**2** I lost my key. I couldn't get in the house.  
**3** I had been standing for hours.  
 I felt very tired.  
**4** I knew what had happened. I wasn't surprised.

Now go to Workbook page 39 for the next lesson.

I can use reduced adverbial clauses in written texts.

## LESSON 4A READING AND VOCABULARY

- 1 **SPEAKING** In pairs, look at the cartoon and answer the questions.
  - 1 What is a spoiler?
  - 2 How do you feel about spoilers?
- 2 Read the article and compare what the writer says with your ideas from Exercise 1.
- 3 In pairs, read the article again and answer the questions.
  - 1 Why does the author suggest we may enjoy fiction?
  - 2 What did the first research study show?
  - 3 What extra point were they trying to make with the second study?
  - 4 What did the students conclude about stories which had been spoiled?
  - 5 What does the article suggest about the personality of people who avoid spoilers?
  - 6 What does the author say about changing viewing habits?
- 4 Did anything you read in the article change your mind about spoilers? Say why.
- 5 Complete the phrases with prepositions from the box. You can use the prepositions more than once.

at by in on under

- |                        |                                   |
|------------------------|-----------------------------------|
| 1 _____ suspense       | 6 _____ the impression            |
| 2 _____ least          | 7 _____ purpose                   |
| 3 _____ addition       | 8 _____ accident                  |
| 4 _____ fact           | 9 _____ their/his/her (etc.) part |
| 5 _____ all likelihood |                                   |

- 6 Check your answers to Exercise 5 by finding the phrases in the article.

*One theory is that it's because we are in suspense about what is going to happen.*

- 7 Replace and rewrite the underlined parts of the sentences with prepositional phrases from Exercise 5.
  - 1 He didn't mean to spoil the ending.
  - 2 I thought that there would be a happy ending.
  - 3 It is very probable that the show will be cancelled.
  - 4 I have been excited since last week's episode, waiting to see what happens!
  - 5 You shouldn't watch less than a few episodes before you decide.
  - 6 I asked him what he had liked about the film besides the special effects.
  - 7 To tell the truth, I don't really mind spoilers.
  - 8 Revealing the surprising part of the TV series was her mistake.
  - 9 You make it sound as if I planned to do it!

- 8 **SPEAKING** In pairs, discuss the questions.

- 1 Can you think of any books or films where you were completely surprised by the ending?
- 2 Have you ever avoided social media for fear of seeing a spoiler? If so, give an example.
- 3 Do you find that sometimes spoilers ruin a show whereas at other times it makes no difference? Say why.
- 4 Do you agree that people who like to be in suspense are more involved with the characters? Say why.

### GLOSSARY

**familiarity** – a good knowledge of a particular subject

**take something into account** – to consider or remember something when judging a situation

**thought-provoking** – making you think seriously about a particular subject

# SPOILERS: LOVE'EM OR HATE'EM?

10

QR CODE 10.6

**A** Why do people enjoy fiction? Some people are under the impression that it's because we are in suspense about what is going to happen, so someone actually telling you the plot would completely spoil the experience. This is why we refer to a newspaper article or blog with that kind of information as a 'spoiler'. News sites are usually careful to at least signal that there are spoilers in their reviews, and when an important plot line gets 'spoilt', there's a huge fuss online. But, it's also clear that some people actually *love* reading spoilers. Why is this?

**B** You might be surprised to learn that research would actually suggest the opposite: that spoilers can in fact enhance our experience. In a study, participants were divided into two groups and each group was given the same stories to read. In addition, the second group were also given brief introductions which subtly 'spoilt' the plots. You might assume that the first group found the stories more engaging, but surprisingly, it was the second group who claimed the greatest reading satisfaction. It could be said that when we love a book, we often read it again – sometimes many times. We aren't doing this to find out what happens. In all likelihood, we enjoy it more the second time because we are free to notice more of the detail. Knowing what happens at the end of great classic works of fiction isn't going to ruin them.

**C** This research was followed up two years later. However, this time participants were stopped from reading the stories before they had finished and asked about their enjoyment at that point. It was argued that most people think that spoilers only have an impact on the reader's reaction to the end of the story, but this study showed that even halfway through the story, the participants who had read the spoilers were still finding the stories more engaging than those who didn't know what was going to happen. It could be said that there is plenty of evidence that some familiarity with a work of art enables you to appreciate it more.

**D** However a more recent study found that spoilers *did* negatively affect people's enjoyment. 412 university students were given several short stories. Before they read them, they were given summaries of the stories, some of which gave away the ending on purpose. The study found that the stories that had been 'spoiled' were considered to be less thought-provoking.

**E** Interestingly, the research carried out showed that the kind of people who are keen to avoid spoilers by accident tend to have a particular personality type. They are very emotionally involved with what they are reading. People who are less emotionally connected with the characters are happy to know about what is going to happen because it requires less effort on their part.

**F** Finally, we should take into account how much the Internet has changed our viewing habits. Gone are the days when everyone would watch the same thing at the same time and then talk about it the next day. Now, everyone is watching at different times across the world, and a lot of the discussion is happening in online communities. Maybe discussing spoilers is all part of the fun?



## LESSON 5A VOCABULARY | Performance

- 1 THINK BACK** Complete the table with the words from the box. Some words may fit in more than one category.

cast costume dialogue episode  
feature-length humour joke plot scene  
season set sitcom stage

|             |  |
|-------------|--|
| Theatre     |  |
| Comedy show |  |
| Film        |  |
| TV          |  |

- 2** Add these phrases to the table above.

be a must-watch  
be on the edge of your seat  
catch up on an episode crack a few jokes  
deliver the punchline  
do a stand-up routine heckle somebody  
play the lead

- 3** Replace the underlined parts of the sentences with phrases from Exercise 2.

- When he gave the final line of the joke, nobody laughed.
- You can't miss this film.
- I would never have the confidence to go up on a stage and tell jokes.
- I was in suspense right through the film.
- We missed our favourite TV show yesterday, so we'll watch the latest one tonight instead.
- My uncle told a few jokes and got everyone laughing.

- 4** Complete the sentences with the adjectives from the box. Sometimes more than one correct answer is possible.

appalling cheesy comical exceptional  
lively offensive unconvincing

- My friend is always cracking \_\_\_\_\_ jokes that aren't at all funny.
- Her acting was totally \_\_\_\_\_; I couldn't believe in her as a character at all.
- It was the worst thing I've ever seen – really \_\_\_\_\_.

- Her performance was \_\_\_\_\_ – far better than anyone else in the cast.
- He told a really \_\_\_\_\_ joke. It was rude about people and nobody liked it.
- The costume made him look really \_\_\_\_\_ – I couldn't stop laughing!
- It was a(n) \_\_\_\_\_ show full of laughs and excitement and kept our interest throughout.

- 5** Study Active Vocabulary. Work out the differences between the pairs of words. Then go to page 78 to check your ideas.

### ACTIVE VOCABULARY | Easily confused words

Some pairs of words are often confused. This may be because there are two very similar forms from the same root; adjectives ending in *-ic* and *-ical* often behave like this, e.g. *comic / comical*, *historic / historical*, *classic / classical*.

- Sometimes two words look similar, but have completely different meanings, e.g. *tasteful / tasty*, *lively / alive*.
- Sometimes it is the prefix or suffix which causes the confusion, e.g. *invaluable / worthless*, *childlike / childish*.

- 6** Choose the correct words to complete the sentences.

- This **lively / alive** new play is a must-watch.
- The new **comic / comical** put on a great show at the comedy club.
- I believe a play is **worthless / invaluable** if the audience aren't fully engaged.
- All's Well That Ends Well* is a **classic / classical** comedy.
- People will still be talking about this **historical / historic** production for years.
- The costumes and scenery were very **tasty / tasteful**.
- He plays the role with a **childish / childlike** innocence.

Now go to Workbook page 40 for the next lesson.

# National Olive Festival

10

## Folklore

Learn about the beliefs and ideas of rural Jordanians through a look at traditional costumes, stories and food.

## LESSON 6A SPEAKING

1 In pairs, read the extract from a programme and discuss the questions.

- 1 Have you been to a similar festival?
- 2 Do the events in the programme appeal to you? Say why.



2 **10.7** Listen to Eman, Ghada and Zeina discussing which event to go to. Answer the questions.

- 1 Which event does each want to see?
- 2 What arguments against seeing the events do the others make?

3 **10.7** Listen again and complete the phrases with the words from the box.

along awkward bit fair feel kind perhaps resolve see

### SPEAKING | Negotiating informally

#### Making suggestions

How would you <sup>1</sup> \_\_\_\_\_ about (+ -ing) ...?

I thought <sup>2</sup> \_\_\_\_\_ we could ...

Supposing we ... Would it be OK if ...?

#### Asking for clarification

Isn't that a <sup>3</sup> \_\_\_\_\_ unprofessional/childish/boring?

So, are you saying (that) ...?

What <sup>4</sup> \_\_\_\_\_ of thing were you thinking of?

#### Accepting a suggestion

I could go <sup>5</sup> \_\_\_\_\_ with that. <sup>6</sup> \_\_\_\_\_ enough. I'm happy with that.

#### Not accepting a suggestion

I don't know if I would fancy that.

I can <sup>7</sup> \_\_\_\_\_ what you're saying, but ...

I don't want to be <sup>8</sup> \_\_\_\_\_, but ...

#### Making a final decision

So how can we <sup>9</sup> \_\_\_\_\_ this? Is everyone happy with that?



### Olive oil tasting

Find out why Jordanian olive oil is so good with a free tasting of this important product.

### Handicrafts

Look at or buy beautiful handicrafts from different regions of the country, including rugs, ceramics and beautiful art.

### Traditional food tasting

Sample some delicious dishes from different parts of the country, all cooked in the traditional style.

4 Study *Watch Out!* Then rewrite the final sentence in the box in four different ways, starting with the words given.

- 1 What if \_\_\_\_\_?
- 2 Supposing \_\_\_\_\_?
- 3 I thought \_\_\_\_\_.
- 4 Would it be \_\_\_\_\_?

### WATCH OUT!

When we want to make a suggestion, we can use *Supposing* or *What if* + a past tense, e.g. *Supposing/What if we did something different? Let's see a traditional food display instead.*

5 Go to page 78 and read descriptions of three events. In pairs, negotiate which event to see tonight.

I can negotiate informally.

55

## LESSON 7A WRITING | An article

### 1 SPEAKING In pairs, discuss the questions.

- 1 Do you prefer to watch a film, a TV series or go to the theatre? Say why.
- 2 What are the advantages of each form?

### 2 Read the *Articles Wanted!* notice. Do you agree with what the author says about watching box sets? Say why.

#### ARTICLES WANTED!

A recent magazine article claimed that watching box sets on TV is a mindless form of entertainment which takes up too much of young people's time. Write an article in response to this view in which you review a box set you have seen and say why you think this form of entertainment is worthwhile.

### 3 A good title is an important part of making an article engaging. In pairs, decide what title you would give the article you are writing.

## IS TV 'CHEWING GUM FOR THE EYES'?

People used to think TV was an inferior form of entertainment to films, but in recent years, I would say the quality of some TV programmes has often been superior to that of many films.

Just to give one example: I recently watched *Fisherman* series 1. I do know I'm way behind because there are already three series, so I have a lot of catching up to do. The series tells the story of a young fisherman, William Kyle, and his family who live by the sea. They help each other through all the highs and lows of their life in the fictional fishing village of East Seaville. Each episode has a different storyline, but the main characters remain the same. In series 1 there are also sub-plots that run through the different episodes throughout the series, making it compelling viewing.

I was blown away by the performance of Lewis Owen, the actor who plays the lead character. Not having heard of him before, I was particularly impressed by the quality of his acting skills, which are breathtaking. I shouldn't have been surprised as he won lots of awards for his acting in *Fisherman*, but I can't remember seeing him in anything before. Although

### 4 What does a writer do to engage your interest? Find examples of some of these techniques in the article below.

- Grabbing the reader's attention at the beginning of the article.
- Addressing the reader directly.
- Giving personal opinions.
- Giving concrete examples.
- Using a range of interesting vocabulary.
- Using emphatic structures.

### 5 Find and underline phrases from the Writing box in the article.



I sometimes struggled to follow the plot, the series certainly entertained me and after finishing series 1, I immediately started on series 2. This TV show is an excellent example of the way in which the longer format of TV allows topics to be explored in more depth over several seasons and potentially tens of episodes, rather than being limited to a 90-minute feature-length film. In addition, many excellent film actors are now starring in TV series, and I would argue, often doing their best work in such programmes.

Far from being 'chewing gum for the eyes', I believe TV is easily the most exciting narrative art form we currently have. If you don't believe me, start watching *Fisherman*.

**WRITING | An article**

An article sometimes involves reviewing a book, film, etc. and expressing your opinion.

**Introduction**

The introduction should grab the reader's attention and outline what the article is about.

**Main paragraph describing the performance**

- Give key information and summarise the plot:  
... is set in (Egypt/the 1950s) .../... plays the role of .../... tells the story of ...  
As the story unfolds, we discover that ...
- Talk about the major themes or the plot:  
The plot is (quite) complex/intriguing/difficult to follow/predictable, etc.  
One of the main themes of the show/play/film is .../One of the great strengths of the series is that ...  
A huge twist that I didn't see coming was ...  
I saw the ending coming because ...
- Describe the lead actors' performance(s):  
... gives a mesmerising/fascinating/convincing portrait of a person who .../.... 's performance draws in the viewer/audience.  
I was blown away/unimpressed by the performance of ...

**Main paragraph giving your opinion**

- Give your opinion and make connections between the events:  
I would argue (that) .../In my considered opinion, .../... perfectly illustrates how/why .../... is an excellent example of .../... supports my belief that ...

**Conclusion**

Summarise the main points:

Far from being .../I believe that it is ...

## 6 Read the article again and find synonyms for these words which the writer used to avoid repetition.

- 1 performance \_\_\_\_\_  
2 series \_\_\_\_\_  
3 excellent \_\_\_\_\_  
4 story \_\_\_\_\_

## 7 Study *Watch Out!* and complete the text with *one, so, such* or a pronoun.

The character Oliver is the <sup>1</sup>\_\_\_\_\_ we identify with right from the start of Dickens's novel *Oliver Twist*. As the novel develops, we meet other children and start to relate to <sup>2</sup>\_\_\_\_\_ too, even though they are thieves. We sympathise with them because we can understand that <sup>3</sup>\_\_\_\_\_ upbringing made them the way they are, and <sup>4</sup>\_\_\_\_\_ a childhood would affect anybody negatively. We keep hoping that Oliver will escape from the thieves, and when he finally does <sup>5</sup>\_\_\_\_\_, we can all breathe a sigh of relief.

**WATCH OUT!**

In both speaking and writing, we usually try to avoid repetition of the same words or phrases.

- We can use pronoun reference, replacing a noun or noun phrase with a pronoun.
- We can replace a noun or noun phrase with *one, ones, both* or *some*.
- We can replace a verb phrase with an auxiliary verb (*do, be, have*) and sometimes with an auxiliary + *so* or *the same*.
- We can also use *such* before *a* or *an* or after expressions *the first, the only* to substitute for a clause meaning 'of this or that kind'.

## 8 WRITING TASK Read the notice below. Follow the instructions to write your own article.

- Make an outline plan for each paragraph.
- Describe the performance.
- Engage your reader's interest using a variety of techniques.

**ARTICLES WANTED!**

It is common for theatres to show performances of classical plays. Write an article for a youth magazine in which you express your opinion about this phenomenon and describe a particular performance you found exceptional.

 Use the Graphic Organiser to help you plan your writing.



## RESILIENCE: skills and strategies

People sometimes think that a resilient person is someone who is never upset or worried by stressful situations, but in fact, resilience is something that people build by going through difficulties and coming out the other side. Everyone can learn to be more resilient.

As much as anything, building resilience is about changing how you look at the world. When difficult situations arise, try to keep them in perspective. Don't assume that because something has gone wrong, everything will continue that way. See the problem as a challenge, and trust that eventually you will overcome it, even if it takes a few tries. Try setting yourself small, manageable tasks that will move you slowly towards your final goal.

Sometimes, you really can't do anything to improve the situation but you can always learn from it. Maybe that's about learning what you might do differently another time, or simply gaining a heightened awareness of the positive things in your life. Accept that change happens and that you can't always control it.

When going through a tough time, it's important to take care of yourself. Eat food that will nourish and sustain you, get enough sleep and exercise. Make time for activities that you enjoy, and that bring you pleasure.

And remember that you don't have to do everything alone. The support of others can make all the difference between being resilient, and feeling overwhelmed. Appreciate and make use of any support offered, and don't be afraid to ask for help when in need.



c

**1 Read the definition of resilience. In what way does each photo symbolise the idea of resilience?**

**resilience** (n) – the ability to keep going when life is difficult

**2 Read the article and use the information to complete the summary in the Life Skills box.**

**LIFE SKILLS | How to build resilience**

- Accept that <sup>1</sup>\_\_\_\_\_ happens and that it isn't always possible to <sup>2</sup>\_\_\_\_\_ it.
- Try to keep things in <sup>3</sup>\_\_\_\_\_ and have a positive and hopeful outlook.
- Be determined and don't <sup>4</sup>\_\_\_\_\_ up easily. Break tasks down into small manageable chunks.
- See a setback or disappointment as an opportunity to <sup>5</sup>\_\_\_\_\_ something about yourself or about life.
- Take care of yourself. <sup>6</sup>\_\_\_\_\_ well and get enough sleep and exercise.
- Even if you're busy, make sure you have time to <sup>7</sup>\_\_\_\_\_ yourself.
- Be willing to ask for <sup>8</sup>\_\_\_\_\_ or help from your friends and family.

**3 In pairs, discuss the questions.**

- 1** Describe a time you found really stressful at school.
- 2** How do you deal with pressure?
- 3** Talk about a time you failed at something.

**4 Interviewers for jobs or university places often ask questions like those in Exercise 3. Why do you think that is?**

**5 DEBATE Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.**

Should resilience be taught in schools or is it parents' responsibility?

**6 Do the task below.**

**LIFE SKILLS | Project**

**PRESENTATION SKILLS**

Work in small groups. Choose a famous person who you think is resilient. Do some research about the person and prepare a mini-presentation for the class. Make notes under the following:

- Brief description of the person and what difficulties they experienced.
- How they dealt with the difficulties. (They may not have dealt with them well at first).
- How they were supported by others, if appropriate.
- What they learnt and/or how they changed as a result.
- The positive impact they have had on others or on the world.



# EVERYTHING YOU NEED TO KNOW ABOUT JORDAN'S PARLIAMENT

Interview with Jordanian expert, Dr Kamil Alsa'ati

Different countries have different systems of government and they can be quite confusing. So how does Jordan's parliament work? Jordan expert Dr Kamil Alsa'ati helps us answer the question.

5

So, how do you define Jordan's system of government?

10

Well, Jordan has a parliamentary system of government with a hereditary monarchy. The King is head of state. Jordan's government is ruled by a prime minister who is appointed by the King. The prime minister also chooses the cabinet, subject to parliamentary approval.

15

Right, so the King is very important! Can you explain more about the role of the King?

60

A parliamentary system of government with a hereditary monarchy means that the monarch – the king – follows the constitution and shares power with the government. Quite a few countries have this system of government, including the United Kingdom, Spain and Japan.

20

And in Jordan, the National Assembly consists of two houses, is that right?

Yes. Since the 1952 Constitution, Jordanians have been able to join political parties and today, Jordan's National Assembly (or Majlis Al-Umma) consists of a Senate (or Majlis Al-Aayan) as its upper house and a House of Deputies (or Majlis Al-Nuwaab) as its lower house. The 40 members of the Senate are given four-year terms by the king.

30

Right. So how does the King decide who should be a Senator? And who chooses members of the House of Deputies?

Senators must be over 40 years of age and must have worked in important positions in government or the ministry. The 80 members of the House of Deputies are elected every four years.

40

60



I see. Can anyone be a member of parliament?

45

Well, of the 138 seats in Jordan's parliament, 18 are reserved for women and 12 for minorities.

And what happens when the Prime Minister proposes a new legislation?

50

Both the Senate and House of Deputies can debate and vote on legislation. First, the Prime Minister's proposals are referred to the House of Deputies. If it is approved, a draft bill passes to the Senate, and if this also approves the bill, it is up to the King whether to accept or refuse the bill. If it is refused, the bill goes back to the House of Deputies where it can be amended and debated again. If the bill is passed by more than two thirds of the Senate and House of Deputies, it becomes an Act of Parliament, or, in other words, a new law.

55

And this all happens in Amman, does it?

65

Jordan's modern Parliament and House of Senates building is in Amman, yes. Before 1978, it was in a different building which is now the Museum of Parliamentary Life. This was home to the National Assembly between 1947 and 1978 and was where Jordan's independence was declared in 1946. Today it is a fascinating museum.

70

I didn't know that, how interesting! What about outside Amman?

75

MPs, of course, decide on national matters. At local level, Jordan is divided into 12 governorates. These are divided into districts and subdistricts that are headed by an official appointed by the Ministry of the Interior. Cities and larger towns have a governor to represent the government. It is the mayors and officials who make decisions about local matters.

80

1 **Work in groups. What do you know about Jordan's parliament?**

2 **Read the interview on page 60 and check your ideas in Exercise 1.**


3 **Complete the sentences with information from the interview.**

- 1 Jordan's government is ruled by a prime minister who is \_\_\_\_\_ by the King.
- 2 There are 40 members of the Senate who are given \_\_\_\_\_ terms by the king.
- 3 The 80 members of the House of Deputies are \_\_\_\_\_ every four years.
- 4 If a bill is passed by more than two thirds of the Senate and House of Deputies, it becomes an \_\_\_\_\_.
- 5 At local level, Jordan is divided into 12 \_\_\_\_\_.
- 6 Cities and larger towns have a \_\_\_\_\_ who make decisions about local matters.

4 **Work in pairs. Read the trivia quiz about parliaments around the world and decide if the sentences are true or false.**

## DID YOU KNOW...?

- 1 The world's oldest parliament that still exists is the Althing in Iceland. It was founded in the year 930 CE.
- 2 The world's largest parliament is China's. It has 3,000 members.
- 3 The smallest parliament is in Micronesia. It has just 14 members.
- 4 India has round 146,000 inhabitants for each MP.
- 5 The world's largest parliament building in the world is in Bucharest, Romania. It has more than 1,000 rooms.

5  **CS1.1 Listen to a conversation and check your answers to the quiz questions.**



6 **Complete the sentences with the correct form of the words from the box.**

approve independent minor politics  
propose represent

- 1 We are waiting for the \_\_\_\_\_ of the plans, then we can start to build the house.
- 2 Ali is not at all \_\_\_\_\_. He doesn't even know who the Prime Minister is!
- 3 Most people in my city support the red team and only a \_\_\_\_\_ support the blue team.
- 4 At the conference, there were \_\_\_\_\_ from all the famous advertising companies.
- 5 Did you read the manager's \_\_\_\_\_? There are some very good ideas in them.
- 6 Many countries have a special day to celebrate the date of their \_\_\_\_\_.

7 **REFLECT | Culture** In pairs, answer the question.

Why do you think we need both a Senate and a House of Deputies?

## GLOSSARY

**the cabinet** – the important ministers who control government policy

**draft bill** – the first version of a proposed law

**legislation** – the process of making laws

**MP** – a member of Parliament



# LITERATURE SPOT

- 1 Read the poem on page 63. In pairs, discuss where and when you think the poem is set and what is happening.**
- 2 Match the highlighted words in the poem to the definitions.**
  - 1** A smooth movement which curves
  - 2** Strange or unusual
  - 3** Being very soft
  - 4** A series of short, quick movements
  - 5** A very small, thin piece of something
  - 6** A set of leather and metal pieces put around the head and body of an animal making it easier to control and hold
- 3 Study the last word in each line. Which words rhyme with each other in each verse? Do you notice anything that is unusual or different between the verses? What is the effect that the rhyming has? Discuss what you find with a partner.**
- 4 Decide if the following statements about the poem are True (T) or False (F). Say why.**
  - 1** The speaker is in a village.
  - 2** The speaker is worried about someone seeing him.
  - 3** The speaker is close to a farm.
  - 4** The speaker is making his journey in February.
  - 5** The only sound the speaker can hear is the snow falling.
  - 6** The speaker wants to stay longer than he can.
- 5 Answer the questions about the poem. Make notes on reasons for your answers. Then discuss with a partner.**
  - 1** How do you think the speaker is feeling?
  - 2** Do you think the speaker is rich or poor?
  - 3** Why does the speaker talk about what the horse is thinking?
  - 4** Why do you think the time of year is important to the poem?
  - 5** How do you think the horse is feeling?
  - 6** Why do you think the speaker is attracted to the woods?
- 6 Read the poem again and choose the correct answers.**
  - 1** How many syllables are in each line?
    - a** 6
    - b** 8
    - c** 10
  - 2** What does 'alliteration' mean?
    - a** When a vowel sound is repeated in the same line.
    - b** When an idea is repeated in the same verse.
    - c** When a consonant sound is repeated in the same line.
  - 3** Which of these quotes is an example of alliteration in the poem?
    - a** To watch his woods fill up with snow
    - b** Between the woods and frozen lake
    - c** The woods are lovely, dark and deep
  - 4** How do the woods make the speaker in the poem feel?
    - a** Scared
    - b** Comforted
    - c** Tired
  - 5** Why does the speaker continue his journey?
    - a** It's too cold for him to rest.
    - b** He thinks he will be seen.
    - c** He has responsibilities.
- 7 WRITING TASK** Imagine you are the speaker from the poem. Write a diary entry about the day you had when you finally reach your destination. What did you see? What did you think about? What did you feel?

## FROM PAGE TO LIFE

The poem was published in 1923 as part of a collection of poems called *New Hampshire*. The collection won Robert Frost his first Pulitzer Prize. Frost claimed he wrote the poem in a few minutes as part of one writing session.

# Stopping by Woods

## on a Snowy Evening

By Robert Frost

Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it **queer**  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his **harness** bells a **shake**  
To ask if there is some mistake.  
The only other sound's the **sweep**  
Of easy wind and **downy flake**.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

## Unit 6



### LESSON 1A GRAMMAR AND VOCABULARY

#### WL6.1

**be supposed to do something**

/bi sə'pəʊzd tə ,du: ,sʌmθɪŋ/

**considerably** (adv) /kən'sɪdərəbli/

**marginally** (adv) /'mɑ:dʒənəli/

**nowhere near** /'nəʊweə ,niə/

**oblige** (v) /ə'blaɪdʒ/

**permit** (v) /pə'mɪt/

**significantly** (adv) /sɪg'nɪfɪkəntli/

**slightly** (adv) /'slɑ:tli/

**succeed** (v) /sək'sɪd/



### LESSON 2A LISTENING AND VOCABULARY

#### WL6.2

**digital nomad** (n) /,dɪdʒətɪl 'nəʊmæd/

**home comforts** (n) /'həʊm ,kʌmfəts/

**on the move** /ɒn ðə 'mu:v/

**put down roots** /,pʊt 'daʊn ,ru:ts/

**settle down** (phr v) /,setl 'daʊn/

**(be) tied down to one place** / (bi) ,taɪd 'daʊn tə wʌn ,pleɪs/

**work remotely** /,wɜ:k rɪ'məʊtli/



### LESSON 4A READING AND VOCABULARY

#### WL6.3

**compact** (adj) /kəm'pækt/

**cramped** (adj) /kræmpt/

**densely populated** (adj) /,densli 'pɒpjələɪtəd/

**medium-sized** (adj) /'mi:diəm ,saɪzd/

### LESSON 5A VOCABULARY

#### WL6.4



**break down** (phr v) /,breɪk 'daʊn/

**brush** (n) /brʌʃ/

**carpet stain** (n) /'kɑ:pɪt ,steɪn/

**carry out** (phr v) /,kæri 'aʊt/

**change a bulb** /,tʃeɪndʒ ə 'bʌlb/

**clear up** (phr v) /,kliə 'ʌp/

**decorate a room** /,dekəreɪt ə 'ru:m/

**dishcloth** (n) /'dɪʃkloʊθ/

**do up** (phr v) /,du: 'ʌp/

**dustpan** (n) /'dʌstpæn/

**fix** (v) /fɪks/

**flat tyre** /,flæt 'taɪə/

**get rid of** (phr v) /get rɪd ɒv/

**label** (v) /'leɪbəl/

**leaking pipe** /'li:kɪŋ ,paɪp/

**masking tape** (n) /'mɑ:skɪŋ ,teɪp/

**mend** (v) /mend/

**mop up** (phr v) /,mɒp 'ʌp/

**pick up** (phr v) /,pɪk 'ʌp/

**puddle** (n) /pʌdl/

**remove** (v) /rɪ'mu:v/

**replace** (v) /rɪ'pleɪs/

**run out of** (phr v) /rʌn aʊt ɒv/

**scratched screen** /,skrætʃt 'skri:n/

**shattered glass** /,ʃætəd 'glɑ:s/

**shrink** (v) /frɪŋk/

**soak** (v) /səʊk/

**sweep up** (phr v) /,swi:p 'ʌp/

**tangled leads** /,tæŋgəld 'li:dz/

**wipe down** (phr v) /,waɪp 'daʊn/

## Unit 7



### LESSON 1A GRAMMAR AND VOCABULARY

#### WL7.1

contaminate fresh water supplies /  
ˌkɒn'tæmɪneɪt frɛʃ 'wɔ:tə sə'plaɪz/

broken pipes /'brəʊk<sup>ə</sup>n paɪps/

environmental problems /ɪn,vaɪr<sup>ə</sup>n'ment<sup>ə</sup>l  
'prɒbləmz/

install new toilets /ɪn'stɔ:l nju: 'tɔɪləts/

natural disasters /'nætʃ<sup>ə</sup>r<sup>əl</sup> dɪ'zɑ:stəz/

provide water filters /prə'vaɪd 'wɔ:tə 'fɪltəz/



### LESSON 2A VOCABULARY

#### WL7.2

enforce (v) /ɪn'fɔ:s/

equal (adj) /'i:kwəl/

expand (v) /ɪk'spænd/

gender equality (n) /'dʒendə r'kwɒləti/

homelessness (n) /'həʊmləsnes /

immigration (n) /,ɪmɪ'greɪʃən/

institution (n) /,ɪnstɪ'tju:ʃən/

justify (v) /'dʒʌstɪfaɪ/

racism (n) /'reɪsɪzəm/

unemployment (n) /,ʌnɪm'plɔɪmənt/



### LESSON 3A LISTENING AND VOCABULARY

#### WL7.3

prove (v) /pru:v/

set out (v) /set aʊt/

set up (v) /set ʌp/

test (v) /test/

### LESSON 4A READING AND VOCABULARY



#### WL7.4

anonymous (adj) /ə'nɒnɪməs/

commission (n) /kə'mɪʃən/

foundation (n) /faʊn'deɪʃən/

ill-equipped (adv) /ɪl-r'kwɪpt/

industrious (adv) /ɪn'dʌstriəs/

integral (adj) /'ɪntɪgrəl/

intern (n) /'ɪntɜ:n/

proceeds (n) /'prəʊsi:dz/

## Unit 8



### LESSON 1A GRAMMAR AND VOCABULARY



#### WL8.1

**alert** (v) /ə,lɜ:t/

**facial recognition software**  
/,fi:ʃəl ,rekəg'nɪʃən ,sɒftweə/

**hack into something** /'hæk ,ɪntə ,sʌmθɪŋ/

**household appliance** (n) /'haʊshəʊld ə,plɑ:əns/

**malfunction** (n) /mæl'fʌŋkʃən/

**sensor** (n) /'sensə/

**smart device** /,smɑ:t di'vaɪs/

**track** (v) /,træk/

**wearable** (n) /'weərəbəl/



### LESSON 2A SPEAKING AND VOCABULARY



#### WL8.2

**decline** (n,v) /dɪ'klaɪn/

**decrease** (n, v) /'di:kri:s/

**downwards** (adv) /'daʊnwədz/

**drop** (n,v) /drɒp/

**go down** (phr v) /,gəʊ 'daʊn/

**go up dramatically** /,gəʊ 'ʌp drə'mætɪkli/

**gradually** (adv) /'grædʒuəli/

**growth** (n) /grəʊθ/

**illustrate** (v) /'ɪləstreɪt/

**increase** (n, v) /'ɪnkri:s/

**overall** (adj) /,əʊvər'ɔ:l/

**remain steady** /rɪ'meɪn ,stedɪ/

**sharply** (adv) /'ʃɑ:pli/

**slightly** (adv) /'slɑ:tlɪ/

**steadily** (adv) /'stedəli/

**upwards** (adv) /'ʌpwədz/

### LESSON 3A VOCABULARY



#### WL8.3

**back up** (phr v) /,bæk 'ʌp/

**bug** (n) /bʌg/

**compatibility** (n) /kəm,pætə'bɪləti/

**dated** (adj) /'deɪtɪd/

**functionality** (n) /,fʌŋkʃə'næləti/

**gadget** (n) /gædʒɪt/

**glitch** (n) /glɪtʃ/

**handle** (v) /'hændl/

**latest** (adj) /'leɪtɪst/

**obsolete** (adj) /'ɒbsəli:t/

**old-fashioned** (adj) /,əʊld 'fæʃənd/

**outdated** (adj) /,aʊt'deɪtɪd/

**state-of-the-art technology** /,steɪt əv ðɪ: 'ɑ:t tek'nɒlədʒi/

**upgrade** (v) /ʌp'greɪd/

### LESSON 4A READING AND VOCABULARY



#### WL8.4

**come up against somebody/something** (phr v)  
/,kʌm 'ʌp ə,ɡenst ,sʌmbədi/,sʌmθɪŋ/

**end up doing something** (phr v) /,end 'ʌp ,du:ɪŋ ,sʌmθɪŋ/

**fit in** (phr v) /,fɪt 'ɪn/

**go through something** (phr v)  
/,gəʊ 'θru: ,sʌmθɪŋ/

### LESSON 5A LISTENING AND VOCABULARY



#### WL8.5

**attribute** (n) /'ætrɪbjʊ:t/

**curate** (v) /'kjʊərət/

**deceptive** (adj) /dɪ'septɪv/

**enhance** (v) /ɪn'hɑ:ns/

**flattering** (adj) /'flætərɪŋ/

**flaw** (n) /flɔ:/

**superficial** (adj) /,su:pə'fiʃəl/

## Unit 9

### LESSON 1A GRAMMAR AND VOCABULARY



#### WL9.1

**affluent** (adj) /'æfluənt/

**costly** (adj) /'kɒstli/

**extravagant** (adj) /ɪk'strævəgənt/

**lucrative** (adj) /'lu:krətɪv/

**splash out** (phr v) /,splæʃ 'aʊt/

**well-off** (adj) /,wel 'ɒf/

### LESSON 2A LISTENING AND VOCABULARY



#### WL9.2

**blunder** (n) /'blʌndə/

**flop** (n) /flɒp/

**flourish** (v) /'flaʊrɪʃ/

**get nowhere** /,get 'nəʊweə/

**masterstroke** (n) /'mɑ:stə'strəʊk/

**mess up** (phr v) /,mes 'ʌp/

**pay off** (phr v) /,peɪ 'ɒf/

**setback** (n) /'setbæk/

### LESSON 3A VOCABULARY



#### WL9.3

**give and take** /,gɪv ən 'teɪk/

**given the chance** /,gɪvən ðe 'tʃɑ:ns/

**grab the chance** /,græb ðə 'tʃɑ:ns/

**highs and lows** /,haɪz ən 'ləʊz/

**more or less** /,mɔ: ə 'les/

**peace and quiet** /,pi:s ən 'kwaɪət/

**pick and choose** /,pɪk ən 'tʃu:z/

**safe and sound** /,seɪf ən 'saʊnd/

**slowly but surely** /,sləʊli bət 'ʃɔ:li/

**sooner or later** /,su:nə ə 'leɪtə/

**take it or leave it** /,teɪk ɪt ə 'li:v ɪt/

**take the chance/opportunity to do something**

/,teɪk ðe 'tʃɑ:ns/,ɒpə'tju:nəti tə ,du: ,sʌmθɪŋ/

**there and then** /,ðeə ən 'ðen/

**touch-and-go** (adj) /,tʌtʃ ənd 'gəʊ/

**worth the risk** /,wɜ:θ ðe 'rɪsk/

### LESSON 4A READING AND VOCABULARY



#### WL9.4

**consider your options** /kən,sɪdə jə 'ɒpʃənz/

**do the trick** /,du: ðə 'trɪk/

**get off relatively lightly** /get 'ɒf ,relətɪvli ,laɪtli/

**go through the ordeal** /,gəʊ 'θru: ðə ɔ:,di:l/

**have no choice but to do something** /,həv nəʊ 'tʃɔɪs bət tə ,du: ,sʌmθɪŋ/

**keep (somebody) going** /,ki:p (,sʌmbədi) 'gəʊɪŋ/

**make oneself understood** /,meɪk wʌn,self ,ʌndə'stʊd/

**take its toll on somebody** /,teɪk ,ɪts 'təʊl ɒn ,sʌmbədi/

**take something for granted** /,teɪk ,sʌmθɪŋ fə 'grɑ:ntɪd/

**take your mind off something** /,teɪk jə 'maɪnd ɒf ,sʌmθɪŋ/

## Unit 10



### LESSON 1A GRAMMAR AND VOCABULARY

#### WL10.1

archaeologist (n) /,ɑ:kɪ'ɒlədʒɪst/

artefact (n) /'ɑ:təfækt/

beige (adj) /beɪʒ/

bone (adj) /bəʊn/

bronze (adj) /brɒnz/

circular (adj) /'sɜ:kjələ/

coincidence (n) /kəʊ'ɪnsɪdəns/

cream (adj) /kri:m/

curved (adj) /kɜ:vɪd/

enormous (adj) /ɪ'no:məs/

flat (adj) /flæt/

geometric (adj) /,dʒi:ə'metɪk/

golden (adj) /'gəʊldən/

hollow (adj) /'hɒləʊ/

ivory (adj) /'aɪvəri/

miniature (adj) /'mɪniətʃə/

pocket-size (adj) /'pɒkɪt ,saɪz/

pointed (adj) /'pɔɪntɪd/

rectangular (adj) /rek'tæŋgjələ/

solid (adj) /'sɒlɪd/

spherical (adj) /'sferɪkəl/

wooden (adj) /'wʊdn/



### LESSON 2A LISTENING AND VOCABULARY

#### WL10.2

dye (n) /daɪ/

heritage (n) /'herɪtɪdʒ/

precious stones /'preʃəs stəʊnz/

silk (n) /sɪlk/

thread (n) /θred/



### LESSON 4A READING AND VOCABULARY

#### WL10.3

at least /ət 'li:st/

by accident /baɪ 'æksɪdənt/

in addition /ɪn ə'dɪʃən/

in all likelihood /ɪn ɔ:l 'laɪklihʊd/

in fact /ɪn 'fækt/

in suspense /ɪn sə'spens/

on purpose /ɒn 'pɜ:pəs/

### LESSON 5A VOCABULARY

#### WL10.4



alive (adj) /ə'laɪv/

appalling (adj) /ə'pɔ:ɪlɪŋ/

be a must-watch /,bi ə ,mʌst 'wɒtʃ/

be on the edge of your seat /,bi ɒn ði 'edʒ əv jə 'si:t/

cast (n) /kɑ:st/

catch up on an episode /,kætʃ 'ʌp ɒn ən 'epɪsəʊd/

cheesy (adj) /'tʃi:zi/

childish (adj) /'tʃaɪldɪʃ/

childlike (adj) /'tʃaɪldlaɪk/

classic (adj) /'klæsɪk/

classical (adj) /'klæsɪkəl/

comic (adj) /'kɒmɪk/

comical (adj) /'kɒmɪkəl/

deliver the punchline /dɪ,lɪvə ðə 'pʌntʃlaɪn/

do a stand-up routine /,du: ə 'stændʌp ru:tɪ:n/

exceptional (adj) /ɪk'sepʃənəl/

feature-length (adj) /'fi:tʃə ,leŋθ/

heckle somebody /'hekəl ,sʌmbədi/

historic (adj) /hɪ'stɔ:ɪk/

historical (adj) /hɪ'stɔ:ɪkəl/

invaluable (adj) /ɪn'veləjuəbəl/

lively (adj) /'laɪvli/

play the lead /,pleɪ ðə 'li:d/

plot (n) /plɒt/

set (n) /set/

sitcom (n) /'sɪtkɒm/

tasteful (adj) /'teɪstfəl/

tasty (adj) /'teɪsti/

worthless (adj) /'wɜ:θləs/

## Unit 6, Lesson 1A Modal and related verbs

### Obligation and necessity

We use **must** to talk about what is right or necessary. There is no choice: *A good lifeguard **must** be an excellent swimmer.*

**Have to** is very similar to *must*. It can be used in all tenses:

*I **had to** wear braces for two years.*

*You **will have to** keep this a secret.*

**Have to/have got to** are often used to indicate that the obligation is from somebody else or from outside, while *must* is used to show it comes from the speaker. A common modifier with this form is *really*:

*Your friend **really must** study harder.*

(= this is my idea – I want him to do it)

*My friend **has to** study harder. (= there is an external reason – perhaps a teacher has told him this)*

The verb **need** is used as a main verb (not an auxiliary): *He **needs to** be courageous.*

### Related verbs

We use verbs like **be required to / be obliged to** in all tenses to refer to an 'outside authority' that gives orders or sets rules:

*He **was required to** get proper qualifications.*

*We **are obliged to** come to school on time.*

### Duty and advice

We use **should/shouldn't, ought to/oughtn't to** to give our opinion or advice. A common modifier with this form is *really*:

*Animals **shouldn't** suffer like this.*

*You **really ought to** be an expert.*

### Related verbs

We use **be supposed to** to talk about what should/shouldn't happen according to rules or according to what is generally expected: *Animals **are not supposed to** suffer like this.*

### No obligation

We use **don't have to** and **needn't** to mean 'it isn't necessary':

*He **doesn't have to** work today.*

*Pupils **don't need to/needn't** do this.*

### Related verbs

*Human divers **are not required to** do the job.*

*Actors **are not obliged to** be glamorous.*

### Ability

We use **can/can't** and **could/couldn't** to describe ability or lack of ability:

*He **could** play chess better than anyone I knew.*

To describe the completion of a specific action in the past, we use **be able to**. In negative sentences both *be able to* and *could* are possible:

*Hamzah **wasn't able to/couldn't** visit us last week, but he **was able to** (NOT ~~could~~) phone.*

### Related verbs

*The police **managed to** find the child in time.*

*He **succeeded in** persuading her to help.*

### Permission

We use **can/could/may** to ask for and give permission:

***Can/Could/May** I ask you a question?*

*You **can** stay out late tonight.*

### Related verbs

*Why **has** pollution of the beach **been allowed**?*

*We **are permitted to** enter the lab.*

### Prohibition

We use **mustn't, can't** and **couldn't** to say that something is not permitted:

*People **can't** park their cars here.*

### Related verbs

*Students **are not allowed to** go there.*

*We **were forbidden to** use the Internet in the office.*

### Possibility

- We use **can** to talk about things which are generally possible:

*It **can** rain heavily in winter.*

- We use **could/might** to say that a specific thing is possibly true:

*There **could/might** be life on other planets.*

- We use **might** to talk about an uncertain future intention:

*We **might** go for a meal later.*

### Related verbs

*This film **is likely to** win a number of Oscars.*

*It's a very difficult test. Some people **are bound to** (are sure to) fail this test.*

## Unit 6, Lesson 3A Articles

### The indefinite article – a/an

We use *a/an* with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:

- it is one of many of the same class, e.g. **a** job, **an** apple.
- we mention a person or thing for the first time:  
*I'm reading **a** really good article.*

### The definite article – the

We use *the* (with any noun) when it is known which particular item is being referred to.

This is because the thing/person:

- was mentioned before:  
*I'm reading **a** really good article. **The** article talks about ...*
- is unique: *Half of **the** population live in **the** capital.*
- is defined specifically by the words that follow:  
*My grandmother is still **the** head of **the** family.*

We also use *the* with:

- superlatives: **The largest** city in Jordan is ...
- comparatives (when identifying one of a pair): *I have two sisters. **The older** sister lives in Egypt.*
- ordinal numbers: **The first** time I went there was in 2018.
- decades, centuries: *in **the** 1950s; in **the** 18th century.*

### Zero article

- We use no article with plural and uncountable nouns when we make general statements:  
***Life** was very hard and over one million people emigrated.*
- We use no article with words like *prison, hospital, school, college*, etc. when we are talking about their purpose as an institution, e.g. *I go **to school** every day. He's been **in hospital** for two weeks now.*
- We also use zero article with most place names. (exceptions: *the USA, the UK, the UAE, the Hague*)

## Unit 7, Lesson 1A Reported speech

### Basic rules

When we report what people said, we:

- move the original verb 'one tense back', except for the Past Perfect and modal verbs, and change pronouns as necessary:  
*'I've found **you** a new phone.'*  
*He told me (that) **he** had found **me** a new phone.*
- use **say** (*that*) or **tell** + object (*that*):  
*He **said/told me** he would come.*
- use **ask** + (object) + **if/whether** for yes/no questions. The word order becomes a statement:  
*He **asked** (me) **if/whether** I could write.*
- use **tell** + object + (**not**) + infinitive to report commands:  
*He **told me to meet** him there that day.*
- use **ask** + object + (**not**) + infinitive to report requests:  
*He **asked me to buy** the fish.*

### References to time, place and **this/that**:

place: here → *there*

time: now → *then*

tomorrow/next week → *the following day/week* or *the next day/week*

yesterday/last week → *the day/week before*

tonight/today/this evening → *that night/day/evening*

this → *that* (in time expressions)

this/that → *the*

### Modal verbs

can/may → *could/might*

must → *must* or *had to*

Other modal verbs do not change.

### No change

It is not necessary to change verbs when:

- we use a Present Simple/Present Perfect reporting verb:  
*He **says/has said** he'll **be** back next week.*
- the statement is reported soon after it was said so the situation is still relevant:  
*He **said** he'll **be** back next week. (It's the same week.)*

- the reporter believes that the fact/opinion is still true:

Dad **said** he **is** very happy.

## Unit 7, Lesson 5A Reporting verbs

We use a variety of verbs that have more than one pattern.

- Verb + (that)**  
He **explained (that)** tickets were expensive.  
She **admitted (that)** she was wrong.  
Others: agree, complain, deny, insist, promise, recommend, regret
- Verb + object + (that)**  
He **warned him (that)** he was in danger.  
Others: advise, persuade, promise, remind
- Verb + (not) infinitive**  
He **offered to pay** them \$10 an hour.  
The publishers **promised to look** at her book.  
Others: agree, decide, refuse, threaten
- Verb + object + (not) infinitive**  
They **encouraged him to try** again.  
Others: ask, invite, order, persuade, remind, tell, warn
- Verb + (not) gerund**  
She **suggested getting** a job as a secretary.  
Others: admit, advise, deny, recommend
- Verb + preposition + (not) gerund**  
They **apologised for not listening** to her.  
Others: insist on, object to
- Verb + object + preposition + (not) gerund**  
He **criticised her answer for being** too short.  
Others: accuse somebody of, blame somebody/something for, congratulate somebody on, praise somebody for

We use **that + should** clause to provide information about the object. We use it with verbs that express the idea that an action is necessary, e.g. demand, recommend, suggest:  
His boss **suggested that** he **should** take a holiday.

They **recommended that** she **should** drive.

We can also use these verbs with **that + Present/Past Simple** clause:

He **insisted that they take/took** the money.

She **proposed that he take/took** a computer.

## Unit 8, Lesson 1A The passive

### The form

The passive is made with a form of *be* and a past participle.

### The agent

We often use the passive to draw special attention to the agent by moving it to the end of the sentence. If we mention the agent, we use *by*.

Active: A British coffee company created 'Fresh Brew'. (attention on Fresh Brew)

Passive: 'Fresh Brew' was created **by** a British coffee company. (attention on the company)

In the above example, we mention the agent (a British company) because it is new and important information.

We don't mention the agent if it is:

- obvious: A transmitter *is worn* on the body. (We know it is worn by a person.)
- unknown: Maher realised he had been followed. (We do not know who followed him.)
- unimportant: It will be shown at the 'New Inventors' show. (Who will show it is not important.)

|                           |  |
|---------------------------|--|
| <b>Present Simple</b>     | A transmitter <b>is worn</b> on the body and digital messages <b>are sent</b> via the body's electrical field. |
| <b>Present Continuous</b> | The invention <b>is being welcomed</b> by coffee-lovers everywhere.  |
| <b>Past Simple</b>        | 'Fresh Brew' <b>was created</b> by British coffee company 'Beans R Us'.  |
| <b>Past Continuous</b>    | When we last heard, the 'mirror' <b>was still being developed</b> in a lab in France.                          |
| <b>Present Perfect</b>    | Once a profile of your lifestyle <b>has been built up</b> ...  |
| <b>Past Perfect</b>       | When Aisha realised she <b>had been followed</b> to her front door, she quickly phoned the police.             |

|                               |  |
|-------------------------------|--|
| <b>Modal verbs in passive</b> | <p><i>It <b>can be switched on</b> by text message.</i></p> <p><i>Music and games <b>could be downloaded</b> in seconds.</i></p> <p><i>It <b>should not be used</b> as protection from wild animals.</i></p> |
| <b>going to</b>               | <i>It <b>is going to be shown</b> at the 'New Inventors' show next month.</i>  |
| <b>will</b>                   | <i>A computer shows how your appearance <b>will be affected</b> in future.</i>   |
| <b>The passive infinitive</b> | <p><i>There's one drawback: it needs <b>to be filled</b> with coffee and water first.</i></p> <p><i>The company expects their invention <b>to be launched</b> next year.</i></p>                             |
| <b>The passive gerund</b>     | <p><i>It's a 'must have' if you are worried about <b>being attacked</b>.</i></p> <p><i>Nobody likes <b>being told</b> about their bad habits, especially by a computer!</i></p>                              |

Some verbs are usually followed by the infinitive and others by a gerund form:

*I **require** you **to be** on time.*

*I don't **fancy** **going out** tonight.*

When these verbs are used in the passive, the same verb patterns should be used:

*The humans who **were required to be** in the self-driving car ...*

*I don't really **fancy** **being monitored** at all!*

### Contexts for the passive

We usually avoid the passive in informal language.

We can use *you* or *they* to refer to people in general:

*Look! **You** can switch it on by text message.*

***They** expect to launch the invention next year.*

The passive is common in newspaper reports and academic writing because it makes the style more impersonal and objective.

### The passive with two objects

Some verbs can have two objects, and either object can become the subject in the passive – it depends where the writer wants to put the focus:

*It **will show people** the consequences of an unhealthy lifestyle.*

***People will be shown** the consequences of an unhealthy lifestyle.*

*The consequences of an unhealthy lifestyle **will be shown to people**.*

*It **gives anyone** who touches it an electric shock.*

***Anyone** who touches it **is given** an electric shock.*

*An electric shock **is given to anyone** who touches it.*

Other verbs like this are: *hand, offer, pay, promise, send, teach.*

### Unit 8, Lesson 6A Impersonal passive structures

We can report beliefs and opinions using verbs such as: *say, think, believe, know, claim, estimate, expect* and a passive structure:

- **it + passive + that clause:**

***It is believed that** this businessman would now be the richest man in the world. (present belief)*

***It was revealed that** hackers had interfered ... (past belief)*

- **subject + passive + to- infinitive:**

*His new system, called Solid, **is reported to be** a platform ... (present belief).*

- **subject + passive (be + past participle) + perfect infinitive (to have been + past participle):**

*More than 700,000 people **are believed to have been affected** by the virus. (present belief about a past event)*

## Unit 9, Lesson 1A Conditionals

### Second conditional

**If + past, + would/might/could + infinitive** to talk about an unlikely or imaginary situation in the present or future:

**If I were** a professional sportsman, **I'd probably be much richer now.**

### Third conditional

**If + Past Perfect, + would/might/could have + perfect infinitive** to talk about an imaginary situation in the past:

**If I hadn't done** all those things, **I wouldn't have done** so well at university.

**Mixed conditionals** combine clauses from the second and third conditional types.

- We use this to talk about the effects of an imaginary present situation on the past:

**If + Past Simple, would (n't) have + perfect infinitive:**

**If I didn't speak** Spanish, **I'd never have met** my Spanish friend. (I speak Spanish. → I met my friend.)

- We also use this to talk about the consequences in the present of an imaginary past situation:

**If + Past Perfect, would (n't) + infinitive:**

**If I'd won** that competition, **I'd be** richer than I am now. (I didn't win. → I'm not rich.)

## Unit 9, Lesson 5A Wish/If only | Past modals

### Expressing dissatisfaction and regret

#### I wish/If only

- We use *I wish / If only* + past to talk about present regrets:

*I wish I had* a car. (I don't have a car.)

*If only I was/were* taller. (I'm not tall.)

- We use *I wish / If only* + Past Perfect to talk about past regrets:

*I wish you'd told* me what sort of house it was. (You didn't tell me.)

*If only I'd left* my car at home today. (I didn't leave my car.)

#### Past modals for criticising

- We use **should (not) have** + past participle when we criticise a past action: *You shouldn't have read* that letter.
- We use **could have** + past participle when something was possible, but didn't happen, so we are unhappy about the result: *You could have told* me you were coming today!

### Unit 10, Lesson 1A Past modals of speculation

- For a past possibility we use **could/might have** + past participle:  
*They **could/might have been** to London. (but I'm not sure)*
- For a negative deduction about the past, we use **can't/couldn't have** + past participle:  
*He **can't have** left, his car's here.*  
*She **couldn't have revised** because she failed her exams.*
- When we are positive about the past, we use **must have** + past participle:  
*It **must have been** in January 1953 when grandpa went to Paris.*
- When we are less certain, we use **may/might not have** + past participle:  
*You'd better take your laptop because Ali **may/might not have taken** his.*
- We use **would have** + past participle when we are making an assumption or drawing a logical conclusion:  
*He **would have been** well-off at that time. (assumption)*  
*Heba **would have graduated** from school so she got a well-paid job. (logical conclusion)*

### Unit 10, Lesson 3A Reduced adverbial clauses

- We can replace a full adverbial clause with a present or perfect participle. These are relatively formal and most often used in written English:  
***As she walked/Walking into** the press conference, she was addressed by a journalist.*  
*Adel left his bag at home, **leaving him** without any money.*  
*Adel left his bag at home, **which left him** without any money.*
- We can use a perfect participle when we want to emphasise that one action happened before the other one. The subject of both clauses needs to be the same:  
***After I had finished** my work, I decided to have a bath.*  
***Having finished** my work, I decided to have a bath.*

# Irregular Verbs



## WL10.5

|                  |                                    |                                    |
|------------------|------------------------------------|------------------------------------|
| awake /ə'weɪk/   | awoke /ə'wəʊk/                     | awoken /ə'wəʊkən/                  |
| be /bi:/         | was/were /wɒz/wɜ:/                 | been /bi:n/                        |
| beat /bi:t/      | beat /bi:t/                        | beaten /'bi:tən/                   |
| become /brɪ'kʌm/ | became /brɪ'keɪm/                  | become /brɪ'kʌm/                   |
| begin /brɪ'gɪn/  | began /brɪ'gæn/                    | begun /brɪ'gʌn/                    |
| bet /bet/        | bet /bet/                          | bet /bet/                          |
| bite /baɪt/      | bit /bɪt/                          | bitten /'bɪtən/                    |
| bleed /bli:d/    | bled /bled/                        | bled /bled/                        |
| 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/    |
| burst /bɜ:st/    | burst /bɜ:st/                      | burst /bɜ:st/                      |
| 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/                        |
| creep /kri:p/    | crept /krept/                      | crept /krept/                      |
| 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/                          |
| lean /li:n/      | leaned /li:nd/ or leant /lent/     | leaned /li:nd/ or leant /lent/     |
| 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/                        |
| light /laɪt/     | lighted /'laɪtəd/ or lit /lɪt/     | lighted /'laɪtəd/ or lit /lɪt/     |

|                          |                                     |                                     |
|--------------------------|-------------------------------------|-------------------------------------|
| 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/                           |
| overcome /,əʊvə'kʌm/     | overcame /,əʊvə'keɪm/               | overcome /,əʊvə'kʌm/                |
| pay /peɪ/                | paid /peɪd/                         | paid /peɪd/                         |
| prove /pru:v/            | proved /pru:vd/                     | proved /pru:vd/ or proven /pru:vən/ |
| put /pʊt/                | put /pʊt/                           | put /pʊt/                           |
| quit /kwɪt/              | quit /kwɪt/                         | quit /kwɪt/                         |
| 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/                         |
| seek /si:k/              | sought /sɔ:t/                       | sought /sɔ:t/                       |
| 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/                         |
| shoot /ʃu:t/             | shot /ʃɒt/                          | shot /ʃɒt/                          |
| 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/                   |
| speed /spi:d/            | speeded /'spi:dəd/ or sped /sped/   | speeded /'spi:dəd/ or sped /sped/   |
| spell /spel/             | spelt /spelt/                       | spelt /spelt/                       |
| spend /spend/            | spent /spent/                       | spent /spent/                       |
| spill /spɪl/             | spilled /spɪld/ or spilt /spɪlt/    | spilled /spɪld/ or spilt /spɪlt/    |
| split /splɪt/            | split /splɪt/                       | split /splɪt/                       |
| spoil /spɔɪl/            | spoiled /spɔɪld/ or spoilt /spɔɪlt/ | spoiled /spɔɪld/ or spoilt /spɔɪlt/ |
| spread /spred/           | spread /spred/                      | spread /spred/                      |
| stand /stænd/            | stood /stʊd/                        | stood /stʊd/                        |
| steal /sti:l/            | stole /stəʊl/                       | stolen /'stəʊlən/                   |
| stick /stɪk/             | stuck /stʌk/                        | stuck /stʌk/                        |
| strike /straɪk/          | struck /strʌk/                      | struck /strʌk/                      |
| sweep /swi:p/            | swept /swept/                       | swept /swept/                       |
| swim /swɪm/              | swam /swæm/                         | swum /swʌm/                         |
| swing /swɪŋ/             | swung /swʌŋ/                        | swung /swʌŋ/                        |
| take /teɪk/              | took /tu:k/                         | 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 /,ʌndə'stænd/ | understood /,ʌndə'stʊd/             | understood /,ʌndə'stʊd/             |
| upset /,ʌp'set/          | upset /,ʌp'set/                     | upset /,ʌp'set/                     |
| wake /weɪk/              | woke /wəʊk/                         | woken /'wəʊkən/                     |
| wear /weə/               | wore /wɔ:/                          | worn /wɔ:n/                         |
| win /wɪn/                | won /wɒn/                           | won /wɒn/                           |
| wind /waɪnd/             | wound /waʊnd/                       | wound /waʊnd/                       |
| withdraw /wɪð'drɔ:/      | withdrew /wɪð'dru:/                 | withdrawn /wɪð'drɔ:n/               |
| write /raɪt/             | wrote /rəʊt/                        | written /'rɪtn/                     |

## STUDENT A

### UNIT 7, LESSON 5A Exercise 7, page 22

Read a news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box. You can use the verbs more than once.

advise explain insist object refuse suggest



A pilot at a UK airline company has claimed he unfairly lost his job after he developed a fear of flying. The pilot said that he had worked for the airline for seven years before there were any problems. He <sup>1</sup>said that it only started when the airline changed planes and started going on longer journeys. He <sup>2</sup>said that it was these longer routes that made him start to feel ill and worried about his work. Doctors <sup>3</sup>told him of ways to feel better but these were unsuccessful, and when he <sup>4</sup>told his bosses that he was too ill to fly, they sacked him. He <sup>5</sup>said this was not fair and <sup>6</sup>said that he should definitely have been offered work on other planes that went on shorter journeys. The airline company <sup>7</sup>said that they did not agree to his suggestion.

**Now discuss whether you think what happened in this situation was fair. Give reasons for your answers.**

## UNIT 9, LESSON 1A Exercise 8, page 39

Read the short text. Tell Student B about the person and comment on some key points in their lives using conditional forms.

### Betty Robinson

Betty Robinson was good at running and ran her first official race when she was 16. She was so fast that she beat the women's world record for 100 metres! Because of this, just four months later, she took part in the 100-metre race in the 1928 Olympic Games – and won! Three years later, however, Betty had a terrible accident. She was badly injured in a plane crash. She had to spend months in a wheelchair and could not even walk properly for two years. This did not stop Betty and she was determined to go back to running. She was not able to take part in the 1923 Olympics, but she was back for the 1936 Games. Although she did not take part in the individual races, she was able to join the 100-metres relay team and helped her USA team to win a gold medal.

## ALL STUDENTS

### Unit 6, Lesson 6A Exercise 5, page 11

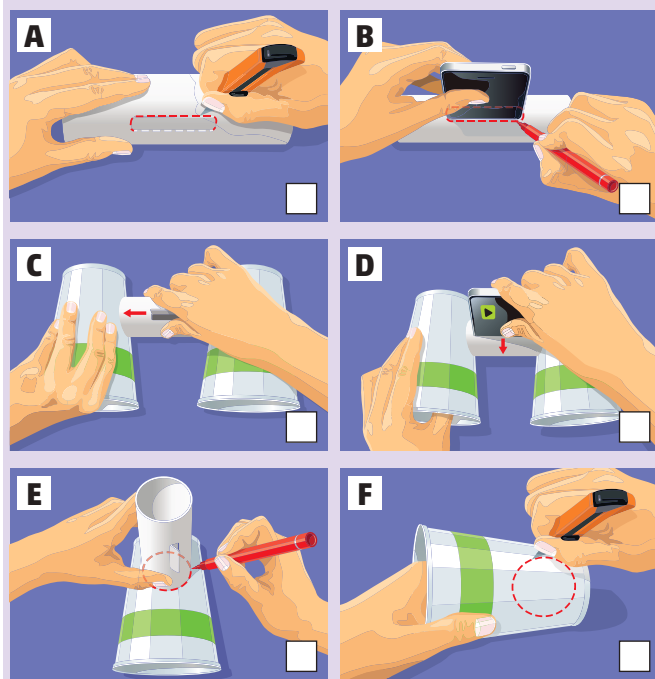
Work out the order of the instructions 1–6. Then match the instructions with pictures A–F. In pairs, explain how to make the speaker. Use phrases from lesson 6A.

**Student A:** *All you need is a toilet roll and two paper cups.*

**Student B:** *What you do first is ...*

#### How to make a speaker from paper cups and a toilet roll

- 1 Cut out circles.
- 2 Cut out front and sides of rectangle. NOT back edge!
- 3 Place phone on roll (phone MUST face you). Draw rectangle round base of phone.
- 4 Press play and insert phone in rectangular hole. Enjoy the sound!
- 5 Use toilet roll to draw circle on cups. NOT too high up (sound won't amplify).
- 6 Push cups onto ends of toilet roll.



### Unit 8, Lesson 1A Exercise 7, page 27



- 1 Explain how you think the smart suitcase is used.
- 2 What could go wrong? How could it be improved?

### Unit 8, Lesson 7A Exercise 1, page 34

- 1 If you tag your location, this could help local businesses to ask you for a review, or try to sell you a similar holiday, or even sell other products based on the kind of holiday you're on. You might appreciate this kind of information, but it's good to make a conscious decision about whether you want to give away this kind of information.
- 2 It's risky to give the year as date of birth is a common security question that might be used by hackers. However, bear in mind that hackers might put together information from different sources – for example, they might see a photo of your birthday cake – so the less information you give away the better.

### Unit 9, Lesson 3A Exercise 1, page 41

#### Quiz key

- |            |            |            |
|------------|------------|------------|
| 1          | 2          | 3          |
| a 1 point  | a 3 points | a 3 points |
| b 2 points | b 2 points | b 1 point  |
| c 3 points | c 1 point  | c 2 points |

**3–4 points:** You are extremely risk averse. If you never try anything new, how do you know you won't like it?

**5–7 points:** You have a balanced attitude towards risk, and weigh up your decisions carefully.

**8–9 points:** You are more than willing to take risks. You might want to slow down a bit. Your attitude could get you into trouble one of these days!

## Unit 10 Lesson 1A Exercise 8, page 49

The stone spheres of Costa Rica were probably made between 1,000 and 1,500 years ago by people of the now extinct Diquis culture. They are of different sizes, from a few centimetres to over two metres in diameter. Around 300 have been found so far. They are thought to have been placed in lines on the approach to the houses of important people, but it is unclear exactly what their purpose was. They seem to be perfect spheres, leading people to speculate that the Diquis people had help from a superior culture, but in fact, the spheres are not perfectly round.

## Unit 10, Lesson 5A Exercise 5, page 54

**Comic** is used before a noun to describe things which are meant to be funny, e.g. *a comic film*. **Comical** is used to describe something that makes you want to laugh; it can be used before or after the noun, e.g. *a comical hat / the hat was comical*.

**Historic** is used to describe something that was or will be important in history, e.g. *a historic occasion*. **Historical** is used to describe books, plays and films that are set in the past, e.g. *a historical novel*.

**Childlike** is used to describe positive qualities that are typical of a child, e.g. *She has a childlike way of looking at things*. **Childish** is used to show disapproval of behaviour that makes one seem like a child, e.g. *Don't be so childish!*

**Tasteful** can be used to describe something made or decorated well, e.g. *tasteful furnishings*. **Tasty** food has a good taste.

**Lively** is used to describe someone who has a lot of energy. **Alive** is used to describe somebody that is still living, but also something full of energy and happiness, e.g. *the house was alive with activity*.

**Classic** is used before a noun to mean high quality. It is often used to describe a traditional style which is valued now. e.g. *a classic novel*. **Classical** is used to describe art forms and culture from the past, e.g. *a classical composer*.

**Invaluable** is used to describe something extremely useful, e.g. *The Internet is an invaluable source of information*. **Worthless** is used to describe something of no value, e.g. *a worthless piece of information*.

## Unit 10, Lesson 6A Exercise 5, page 55

Read the descriptions of three more events at the National Olive Festival. In groups, negotiate which event to see tonight.

|        |   |
|--------|---|
| Poetry | <h3>Poetry from around the world!</h3> <p>Come to our poetry evenings featuring 31 amazing Arab poets from around the region along with 80 poets from Jordan. There will be something for everyone.</p>  |
| Crafts | <h3>Find out about local heritage</h3> <p>Find out about the beautiful traditional crafts from different countries including Saudi Arabia, Egypt, Kuwait, Oman and, of course, Jordan.</p>              |
| Music  | <h3>Folk Band</h3> <p>Formed in 2007, Folk Band is still going strong, singing happy songs about everyday life.</p>    |

## STUDENT B

### Unit 7, Lesson 5A Exercise 7, page 22

Read another news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box.

admit agree apologise encourage  
offer praise remind



Helen Brown was a manager at a care home for elderly adults. People often <sup>1</sup>said how good she was at her job. She used to organise a Friday music night for the residents where she sang for them on stage. She <sup>2</sup>was happy for them to join her if they wanted. One night, she posted photos of the event on social media where they were seen by a relative of one of the people who lived in the institution. The next day, her bosses <sup>3</sup>asked if she remembered that this was against the rules. The care home <sup>4</sup>gave Helen a choice – lose her job or take a lower-paid position instead. Helen <sup>5</sup>said she knew she had broken the rules, and <sup>6</sup>said she was sorry that she had done it, but that this didn't seem fair. It took a year, but eventually a judge <sup>7</sup>had the same view as Helen that she didn't deserve to lose her job.

**Discuss whether this situation was fair.**

### Unit 9, Lesson 1A Exercise 8, page 39

Read the short text. Tell Student A about the person and comment on some key points in their lives using conditional forms.

#### William Kamkwamba

William Kamkwamba is an engineer from Malawi in Africa. He was born in 1987 to a very poor family who were farmers. One year, bad weather meant the family got no money from their farm and could not afford to pay for William to go to school. William wanted to learn, however, and often visited the school library where he learnt about electronics. He later decided to make a wind turbine using old parts from machines and bicycles. The wind turbine was able to produce electricity. William's work became famous and he won an award and later a grant so he could make more wind turbines as well as help people to make water pumps for his village.





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