

# Jordan High Note

Grade 9  
Semester 2

## Student's Book

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# Jordan High Note

**Grade 9**  
**Semester 2**

**Student's Book**

# CONTENTS

UNIT	GRAMMAR	VOCABULARY
<b>06 A new you</b>	<p><b>pp4–5</b> Future arrangements and intentions</p> <p><b>p8</b> Future predictions: <i>going to</i> and <i>will</i></p>	<p><b>pp4–5</b> Appearance</p> <p><b>pp6–7</b> Phrasal verbs, procrastination</p> <p><b>p9</b> Personality, feelings</p> <p><b>p10</b> Feelings and emotions</p>
<b>LIFE SKILLS</b> How to plan your time <b>pp14–15</b>		
<b>07 A job for life?</b>	<p><b>pp16–17</b> Present Perfect (1)</p> <p><b>p18</b> Present Perfect (2)</p>	<p><b>pp16–17</b> Work collocations</p> <p><b>p19</b> Working conditions</p> <p><b>p20</b> Workplaces</p> <p><b>Pronunciation:</b> Word stress</p>
<b>08 Switch on</b>	<p><b>pp26–27</b> Verb patterns: the infinitive and the <i>-ing</i> form</p> <p><b>p32</b> The first conditional</p>	<p><b>pp26–27</b> Science and scientists</p> <p><b>p28</b> Computers</p> <p><b>Pronunciation:</b> Vowels and diphthongs</p> <p><b>pp30–31</b> Social media</p> <p><b>p33</b> Gaming</p>
<b>LIFE SKILLS</b> How to choose a future career <b>pp36–37</b>		
<b>09 Art lovers</b>	<p><b>pp38–39</b> Past Perfect</p> <p><b>p41</b> Reported speech</p>	<p><b>pp38–39</b> Adjectives to describe art</p> <p><b>p40</b> Creative jobs</p> <p><b>p41</b> Types of TV programme</p> <p><b>pp42–43</b> Music</p> <p><b>p45</b> Literature</p>
<b>10 Helping others</b>	<p><b>pp48–49</b> The passive</p> <p><b>p52</b> The second conditional</p>	<p><b>pp48–49</b> Detectives</p> <p><b>p50</b> Doing the right thing</p>
<b>LIFE SKILLS</b> How to use online resources <b>pp58–59</b>		
<p><b>pp60–61</b> Culture Spot   <b>pp62–63</b> Literature Spot   <b>pp64–68</b> Word Lists</p>		



READING	LISTENING	SPEAKING	WRITING
<p><b>pp6–7</b> <i>Confessions of a procrastinator</i>  <b>Active Reading:</b>  The meaning of new words</p>	<p><b>p9</b> A talk about optimism and pessimism</p>	<p><b>p11</b> Expressing probability</p>	<p><b>pp12–13</b> An informal invitation</p>
<p><b>pp22–23</b> <i>International Volunteer Day</i></p>	<p><b>p19</b> A radio programme about dangerous jobs  <b>Active Listening:</b>  Understanding the main idea</p>	<p><b>p21</b> Describing photos</p>	<p><b>pp24–25</b> A formal email of application</p>
<p><b>pp30–31</b> <i>The ups and downs of social media</i>  <b>Active Reading:</b> Telling facts from opinions</p>	<p><b>p33</b> Three short recordings about video games</p>	<p><b>p29</b> Explanations</p>	<p><b>pp34–35</b> An opinion essay</p>
<p><b>pp42–43</b> <i>How to succeed as a classical musician</i></p>	<p><b>p45</b> A conversation about a novel</p>	<p><b>p44</b> Informal invitations</p>	<p><b>pp46–47</b> A short review</p>
<p><b>pp54–55</b> <i>Every little bit helps</i>  <b>Active Reading:</b>  Finding specific information</p>	<p><b>p51</b> A radio programme about superheroes</p>	<p><b>p53</b> Asking for and giving advice  <b>Pronunciation:</b> Silent letters</p>	<p><b>pp56–57</b> A story</p>

# 06

## A new you



<b>VOCABULARY</b>	Appearance, phrasal verbs, stages of life, personality, feelings and emotions
<b>GRAMMAR</b>	Future arrangements and intentions, future predictions: <i>going to</i> and <i>will</i>
<b>LISTENING</b>	Invitations, procrastinating, optimism and pessimism
<b>SPEAKING</b>	Expressing probability
<b>READING</b>	Appearance, procrastinating, invitations
<b>WRITING</b>	An informal invitation
<b>VIEWING AND PRESENTING</b>	Talking about the weather

### REINVENT YOURSELF!

*Friends, Hala and Asma, 18, want to reinvent themselves.*

#### What are you going to do?

Asma isn't going to eat sugary snacks. And she's going to take care of her skin. I'm going to try wearing different colours. And I'm going to grow my hair a little longer. We want to get in shape, so we're going to start doing sports. I'm going to get fitter and Asma's going to work on her swimming skills.

#### Are you going to change your personalities too?

Yes, we are. We aren't going to be so impatient and bad-tempered. We're going to be more sociable, energetic and outgoing. We're going to study harder and Asma's going to look for a job next summer.

#### And what about spring cleaning? Are you going to tidy your rooms?

No, I'm not! (I did it last week.)



*Friends, Hala and Asma want to make some changes to themselves.*

### LESSON 1A VOCABULARY AND GRAMMAR

#### 1 In pairs, look at the photo and answer the questions.

- 1 Why do you think the people in the photo wanted to change things about themselves?
- 2 How often do you like to change your appearance?
- 3 What was the last thing you did to make a change to yourself?

## 2 Read the interview with Hala and Asma and find the following information.

- 1 some things Asma wants to change about her appearance
- 2 some things Hala wants to change about her appearance
- 3 some things they both want to do



## 3 6.1 Read and listen to the conversation and answer the questions.

- 1 What does Asma invite Hala to do?
- 2 Why does she turn down her invitation?

**Asma** What are you doing this evening?

**Hala** Nothing much. Why?

**Asma** Because my cousin Dana's coming round at seven. It's her birthday, so we're ordering food and watching a film. Her sister Jameela isn't coming because she's working tonight, so it's just the two of us. We're ordering from that new Shawarma place and then we're going to cousin Lama's house. Are you coming?

**Hala** No, thanks. I'm not that keen on Shawarma. I'm just going to stay at home, study a bit and do my exercises. Alright?

## Future arrangements and intentions

### 4 Look at sentences 1–4. Which sentence expresses ...

- a  an arrangement in a certain place in the future?
- b  an intention in the near future?
- c  an arrangement at a certain time in the future?
- d  a plan or ambition in the more distant future?

- 1 We're going to start doing sports.
- 2 Asma's going to look for a job next summer.
- 3 Dana's coming round at seven.
- 4 We're ordering from that new Shawarma place.

## 5 Study the Grammar box and check your answers to Exercise 4. Then in pairs, find more examples of the Present Continuous and *going to* in the interview on page 4 and the conversation in Exercise 3.

### Future arrangements and intentions

To talk about definite plans and arrangements in the near future, we use the Present Continuous. We usually mention the time and place as well.

To talk about future intentions, ambitions or unfinalised plans, we use *going to* + infinitive.

Grammar Reference > page 69

## 6 Look at Hala's diary and write sentences with the correct forms of the Present Continuous. Then in pairs, close your books and ask and answer questions about the diary.

*What's Hala doing on Wednesday?  
Is she visiting Petra on Thursday?*

<b>Wednesday</b> <b>14</b> 5 p.m. work on a school project at Lama's house	<b>Thursday</b> <b>15</b> <del>9 a.m.</del> <del>school</del> <del>trip to</del> <del>Petra</del> cancelled ☹	<b>Friday</b> <b>16</b> 8 p.m. street festival with Mum and Dad	<b>Saturday</b> <b>17</b> 10.30 a.m. visit to charity centre
			<b>Sunday</b> <b>18</b> 4 p.m. studying with Asma



Now go to Workbook page 4 for the next lesson.

## LESSON 2A READING AND VOCABULARY

**1** Look at the photo on page 7. In pairs, ask and answer the questions.

- 1 The boy has an important exam coming up but he's not studying. What is he doing?
- 2 Do you ever waste time instead of studying? What kind of things do you do?

**2** Look at the title and read the text quickly. Don't worry about the meaning of the underlined words. What is a procrastinator? In pairs, agree on a definition.

**3** Study Active Reading and add the underlined words from the text to the lists below.

Nouns: *squash, ...*

Verbs: *glance, ...*

Adjectives: *peckish, ...*

### ACTIVE READING |

#### The meaning of new words

When you find new words in a text:

- don't panic – often you don't need them to understand the main ideas of the text.
- decide what part of speech they are: a noun, a verb, an adjective, etc.
- read before and after the word and guess the meaning from the context.

Sometimes new words can be similar to words in your own language. That can help you understand them, but watch out for 'false friends'.

**4** Read before and after the underlined words in the text and use the context to work out their meaning.

**5** Read the phrasal verbs below. Use Active Reading to help you work out their meanings. Then choose the correct verbs to complete the sentences below.

be about to carry on check out clear up  
find out get on give up go back  
look for put off

- 1 When something is difficult, I *give up / go back* immediately.
- 2 I don't stop working when I'm tired. I *carry on / look for* until I finish what I'm doing.
- 3 It's better not to *be about to / put off* things until tomorrow if you can do them today.
- 4 If something is untidy, I prefer to *clear it up / find it out* immediately.
- 5 When I'm not sure about something, I go on the Internet to *check it out / get on with it*.

**6** In pairs, say if the sentences in Exercise 5 are true for you.

*I don't really agree with number 1. I don't give up easily.*

**7** **SPEAKING** In groups, look at these tips to help procrastinators and grade them from the most to the least useful. Can you add any more tips?

- 1  Make a plan.
- 2  Study with a friend.
- 3  Visit a psychologist.
- 4  Get up an hour earlier.
- 5  Change the place where you work.
- 6  Switch off your Internet connection.
- 7  Break up your work into smaller units.
- 8  Wait until the last minute and then work all night.



- 6  I can work out the meaning of new words in a text and talk about procrastination.



# CONFESSIONS OF A PROCRASTINATOR

6.2



## SUNDAY

I'm sitting for a History exam next Thursday. It's an important exam. I want to get a good mark. So, I know what I should do. I should revise for a few hours every day until I'm prepared.

I get out my History book. Tonight, I'm going to study the first moon landing. But I don't open the book. Instead, I switch on my computer and start playing *Farplans*. Time flies when you're having fun. I pick up my History book. It falls open at a chapter called 'The Marshall Plan'. That's it! I need a plan.

30 minutes later I have a great study plan. Now, all I need to do is to start studying. However, it's almost midnight, so I give up and go to bed.

## MONDAY

My History book is open and I have a yellow highlighter in my hand. I'm ready to revise. I glance at my reflection in the window. 'I'm going to pass this exam,' I tell myself. Then I notice my hair is a mess. I need a haircut. So I go on social media and watch some hairstyle videos. I redo my study plan. I'm really going to work hard tomorrow.

## TUESDAY

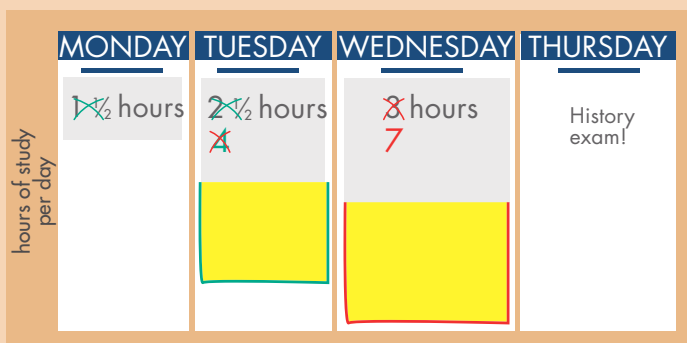
I'm going to revise for three hours. I'm about to start when I feel peckish, so I go to the kitchen to get a biscuit. I get some orange squash.

I carry on studying for a few minutes but then I need to go to the toilet. After that, I call my cousin Ramzi. He's sitting for the same exam as me. I ask how he's getting on. We talk for ages. Finally, I'm ready to start revising seriously. I can't find my notes in all the clutter on my desk. I should clear it up.

Three hours later my room is tidy. I'm exhausted. I fall into bed.

## WEDNESDAY

I'm in a panic. I really don't want to fail this exam. My brother yells up the stairs, 'There's football on the telly in ten minutes!' He comes up to the landing. 'Jordan are playing England.' I ignore him. I can't watch football. I'm going to study all night.



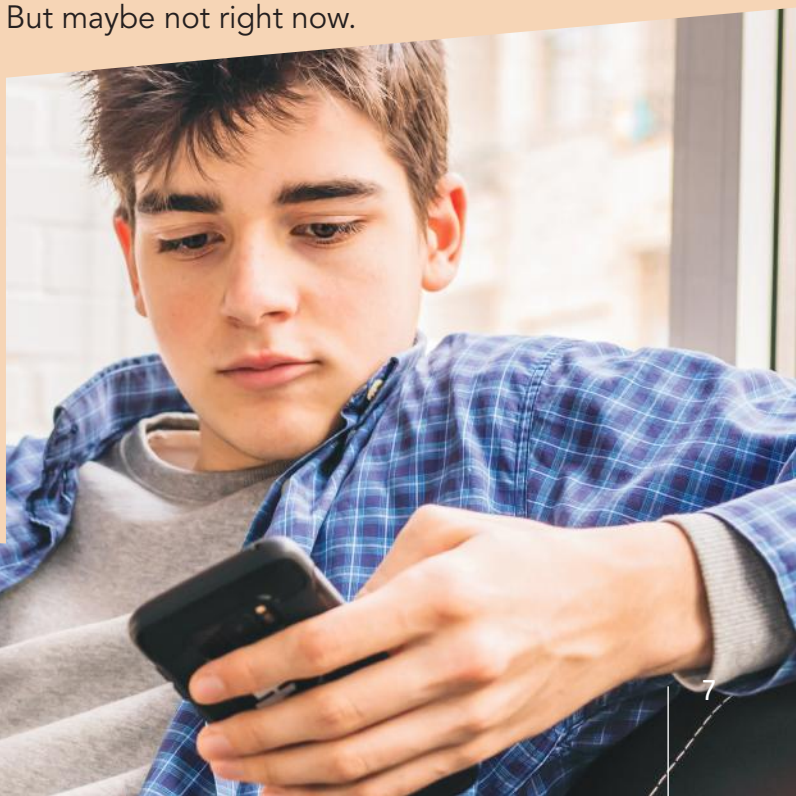
## THURSDAY

I studied until 4 a.m. I felt dreadful in the morning but I did the exam. I think I passed but I'm not sure.

I wonder why I always put off important things until the last moment. It's not sensible. It means I never do the things I have to do until panic makes me do them.

I want to change. Procrastination makes me miserable. I find a video called 'How to stop procrastinating'. I'm going to watch it.

But maybe not right now.

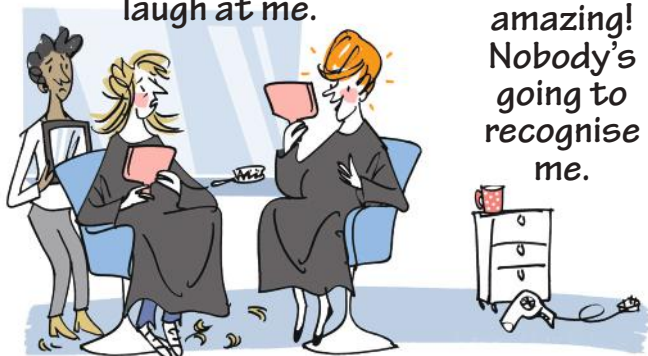


## LESSON 3A GRAMMAR AND VOCABULARY



Oh no! I look awful. Everyone's going to laugh at me.

Wow! I look amazing! Nobody's going to recognise me.



- 1 Look at the cartoons and say if the people are optimists or pessimists. Are you usually optimistic or pessimistic in these situations?

### Future predictions: *going to* and *will*

- 2 Match sentences 1–2 with descriptions a–b. Then study the Grammar box and check your answer.

- 1 (*Before the haircut*) We'll look great at the graduation dinner.  
2 (*After the haircut*) Everyone's going to laugh at me.

- a  a hope or a guess  
b  a prediction based on evidence

### Future predictions: *going to* and *will*

We can use both *going to* and *will* to make predictions about the future. Sometimes there isn't much difference, but ...

We use *going to* when there is clear evidence for a prediction. There is something we can see, hear or point to that shows our prediction is more than just an opinion.

We use *will* when there is no clear evidence for a prediction. We say what we believe, hope or calculate will happen. It is an opinion, a guess or a feeling. We often use expressions like *I'm sure*, *I think* and *In my opinion* before *will* and ask questions with *Do you think you will ...?* rather than *Will you...?*

*I'm sure I'mad will pass his driving test.*  
*Do you think you'll move to another country one day?*

Grammar Reference > page 69

- 3 Complete the conversations with reasons a–d. Then in pairs, read the two exchanges.
- A <sup>1</sup>*d* It's going to rain.  
B It won't rain. The weather will be fine. <sup>2</sup> \_\_\_\_\_
- A We're going to miss the train. <sup>3</sup> \_\_\_\_\_  
B Don't worry, the train won't be on time. <sup>4</sup> \_\_\_\_\_
- a I believe it's usually late.  
b In my opinion, it'll be sunny all day.  
c It leaves in 15 minutes and the station is miles away.  
d Look! There are black clouds in the sky.
- 4 **SPEAKING** In groups, talk about you and people you know using *going to* and *will* and the vocabulary from Exercise 3.
- A *Are you going to look for a job or go to university when you leave school?*  
B *I'm not sure but I think I'll probably go to university. You won't find a good job here if you don't.*  
C *Do you think you'll work abroad one day?*


Now go to Workbook page 6 for the next lesson.



## LESSON 4A LISTENING AND VOCABULARY


- 1 Look at the photo. Is the glass half full, half empty or completely full? Discuss in pairs. Then go to page 75 and check. Are you an optimist, a pessimist or a realist?



- 2  **6.3** You are going to listen to a talk about optimism and pessimism. In pairs, say if you think these statements are true or false. Then listen and check.


- 1  Identical twins have identical personalities.
- 2  Our personalities depend completely on our life experiences.
- 3  The children of happy parents tend to grow up to be optimistic.
- 4  There is nothing good about being a pessimist.
- 5  Optimists have healthier lives than pessimists.
- 6  Optimists tend to be more successful than pessimists.



- 3  **6.4** Listen to the end of the talk and answer the questions.

- 1 Does the speaker think it's better to be an optimist or a pessimist?
- 2 What problems does she mention with people who are too optimistic?



- 4  **6.5 DICTATION** Listen to the joke from the talk again and write down what you hear.

- 5 Check you understand the highlighted verbs describing feelings.

- 1 I **adore** challenges.
- 2 I **feel positive** about life.
- 3 I **hate** being on my own.
- 4 I **can't stand** trying new things.
- 5 I often **feel like** jumping for joy.
- 6 I'm **looking forward to** leaving school and getting a job.
- 7 I **don't care** what happens to me in the future.
- 8 I **feel excited about** something that's going to happen in my life.



- 6 In pairs, say if the sentences from Exercise 5 are true for you. If they aren't, change them to make them true.
- 7 **SPEAKING** In pairs, use the ideas below to make predictions with *will* or *going to*. Then say if you think your partner is an optimist, a pessimist or a realist.
  - 1 finish the class early today
  - 2 enjoy yourself next weekend
  - 3 be sunny/wet next weekend

Now go to Workbook page 7 for the next lesson.

# LESSON 5A VOCABULARY | Feelings and emotions



1 Look at the photos and try to guess what the people are like.



2 **6.10 PRONUNCIATION** Put the words from the box in the correct column. Listen and check. Then listen again and repeat.

beard eyebrow fair nice pale smile  
square straight toe

/ɪə/	/eɪ/	/aɪ/	/eə/	/aʊ/	/əʊ/
ear, <i>beard</i>	face	eye	hair	mouth	nose



3 **6.11** Listen and match descriptions 1–8 with the people in the photos.

1 *Ibrahim*

4 **THINK BACK** Work in pairs. Student A, describe someone from the photos using the language from Exercise 2. Student B, guess which person your partner is describing. Then change roles.

5 Check you understand the adjectives for feelings and emotions in the yellow box. Then choose the best adjective for each person in the photos above.

amazed bored delighted beautiful  
disappointed excited exhausted  
frightened intense pleased relaxed  
stressed surprised worried

A *I think Hisham looks relaxed.*  
B *No, I don't agree. I think he looks bored.*

6 Study **Watch Out!** and complete the sentences with correct adjectives formed from the verbs in bold.

- 1 I'm really **bored**. **BORE**
- 2 You look \_\_\_\_\_. What's the matter? **WORRY**
- 3 I think it's really \_\_\_\_\_ to have a long bath. **RELAX**
- 4 I was \_\_\_\_\_ the first time I saw a film in 3D. **AMAZE**

**WATCH OUT!**

If a person, thing or situation is *amazing*, *boring* or *exciting*, we feel *amazed*, *bored* or *excited*:  
*I felt amazed when I saw that film. It was amazing.*

7 **SPEAKING** In pairs, use the adjectives from Exercise 5 to talk about your feelings.  
*I feel stressed when I don't have time to study for a test.*

Now go to Workbook page 8 for the next lesson.



## LESSON 6A SPEAKING

1 In pairs, describe the photos. What is the girl doing in the second photo? How does she feel in both photos?



2 6.12 Listen to Part 1 of the story and decide if statements 1–6 are true or false.

- 1  Heba is looking forward to her driving test.
- 2  She doesn't need to sit the theory test.
- 3  Fadi is trying to be funny.
- 4  Heba drove into a tree during a driving lesson.
- 5  The weather forecast isn't great for tomorrow.
- 6  Heba enjoys driving in bad weather.

3 6.12 Study the Speaking box. Then listen to Part 1 of the story again and complete the sentences.

- 1 I'm sitting my driving test tomorrow morning and I *don't think* I'll pass.
- 2 I'll \_\_\_\_\_ stay away from the High Street tomorrow morning.
- 3 Don't worry about it, Heba. I'm \_\_\_\_\_ pass ... Well, \_\_\_\_\_ pass.
- 4 I'm sure I \_\_\_\_\_ pass. Something \_\_\_\_\_ go wrong. I \_\_\_\_\_ manage to start the car or \_\_\_\_\_ I'll drive into a tree.
- 5 You \_\_\_\_\_ won't drive into a tree. You \_\_\_\_\_ drive into a lamppost.
- 6 It \_\_\_\_\_ be sunny.
- 7 They say it'll \_\_\_\_\_ rain tomorrow. It's \_\_\_\_\_ there'll be a bad storm.
- 8 I'm \_\_\_\_\_ it'll be a complete disaster.

## SPEAKING | Expressing probability

<b>Very likely</b>	You'll definitely win. You'll (almost) certainly win. I'm sure you'll win.
<b>Likely</b>	I think you'll win. You'll probably win.
<b>Possible</b>	Perhaps/Maybe you'll win. It's possible (that) you'll lose. You may/might lose. Perhaps/Maybe you won't win.
<b>Unlikely</b>	I don't think you'll win. You probably won't win.
<b>Very unlikely</b>	You definitely won't win. You (almost) certainly won't win. I'm sure you won't win.

4 6.13 In groups, say if you think Heba will pass or fail her driving test. Use phrases from the Speaking box. Then listen to Part 2 of the story and check.



A *I don't think she'll pass.*

B *No, I don't agree. She might pass.*

5 Research the probability of a type of weather happening in your local area over the next week. Make a short presentation to the class.





1 **Muna** yesterday at 20.13

To: Fadia, Rola  
Graduation dinner

---

Hi girls

I graduate from college next Friday. I'm having a graduation dinner and I'd like you to come. It's going to be great fun. I'm inviting lots of friends including some other people from my college.

It's at my house at 8 p.m. The address is Flat 4C, 47 North Beach, Aqaba.

I can't remember if you've got my phone number but here it is in case you need to call me – 8-636-63646.

I really hope you can make it.

All the best,

Muna

2 **Fadia** yesterday at 21.57

To: Muna  
Re: Graduation dinner

---

Hi Muna

Thanks so much for inviting me to your graduation dinner. I'll definitely be there. Do I need to bring anything?

The only problem is I'm taking my driving test on Friday, so I might be a little late. I hope to have something to celebrate apart from your graduation!

Looking forward to seeing you on Friday.

Thanks,

Fadia

3 **Rola** today at 11.33

To: Muna  
Re: Graduation dinner

---

Hi Muna

I really appreciate the invitation to your graduation dinner. It's really nice of you but unfortunately, I won't be able to make it. I'm going to Amman with my family on Friday. We're going to see a play and we probably won't be back until very late.

Thanks anyway!

Best wishes,

R

## LESSON 7A WRITING | An informal invitation

- 1 Study the Writing box and read emails 1–3. Is Muna's email a good invitation?

### WRITING | An informal invitation

#### Making an invitation

- Make your invitation short and clear.
- Remember to:
  - give it a title,
  - give a place, date and time and contact details,
  - encourage people to accept it:

*I'd like to invite you to ...*  
*I'm having a graduation dinner on ...*  
*Would you like to come?*  
*Do you think you'll be able to come?*  
*I'd like you to come.*  
*It'll be great fun.*  
*I (really) hope you can make it.*

#### Receiving an invitation

- Remember to say thank you (even if you decline the invitation):
 

*Thanks (so much) for inviting me to ...*  
*It was great/I was thrilled to get your invitation to ...*  
*I really appreciate the invitation to ...*  
*It's really nice of you.*
- When you accept an invitation,
  - confirm you're coming:
 

*(Of course,) I'll (definitely) be there/I'll come to ...*  
*I'm delighted to accept your invitation.*  
*(I'm) (really) looking forward to it.*
  - check the arrangements:
 

*What time are we meeting?*  
*How are we getting there?*  
*Do I need to bring anything?*
- When you decline an invitation, give a reason and repeat your thanks:
 

*I'd really love to come but .../It's really nice of you but ...*  
*I'm really sorry but I'm afraid I can't make it.*  
*Unfortunately, I won't be able to ...*  
*Thanks anyway.*

- 2 Look at emails 1–3 again and find examples of ...

- 1 an arrangement/definite plan with the Present Continuous *I'm having a graduation dinner.*
- 2 a prediction with *going to*
- 3 something that's sure with *will*
- 4 something that's possible with *might*
- 5 something that's probable with *won't*

- 3 **REFLECT | Culture** In groups, ask and answer the questions about events in Jordan.

- 1 Is it rude not to reply to an invitation? Say why.
- 2 Is it a problem to accept an invitation and then not turn up? Say why.
- 3 Should you always give a reason for declining an invitation?

- 4 In pairs, compare the invitation below with the advice in the Writing box. What's wrong with it? Rewrite the invitation to make it better.


**Raed Alkhayyat** yesterday at 23.59

To: Fadi Alqassab and 16 others

Come to the best Beach Clean-up Day ever! It's next Saturday at the beach. We're inviting everyone! There's a lot of litter to pick up, so bring your gloves! We're having a picnic too. I'm going to provide all the food, so don't worry! Don't miss it, we need to help the environment!

Raed

- 5 **WRITING TASK** Follow the instructions to write an email inviting friends to your event.

 Use the Graphic Organiser to help you plan your writing.

- Decide where and when your event is.
- Decide what kind of event it's going to be and think of reasons to persuade your guests to come.
- Don't forget to put something in the subject box.



# HOW DO YOU MANAGE YOUR TIME?



**ADEL**

**1**  When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can work or study without thinking about anything else.

**SANA**

**3**  I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important. And I never forget to plan time for my hobbies because this is essential, too.



**MAHA**


**2**  There are a few things I do to manage my time. For example, I usually keep my work with me. So, if I have to wait somewhere or travel by bus, I can use this time to do some exercises or read a book for school. What really helps me, though, is using a calendar. I write the date when I must finish something and check that I do everything before that day.



**1** In pairs, say how often these are true for you – often, sometimes or never.

- 1** I feel I don't have time for anything.
- 2** I do everything at the last moment.
- 3** I don't have time to rest.



**2**  **6.14** Listen to a conversation between Kareem and Rashed and answer the questions.

- 1** Who do you think has better grades?
- 2** Who has more free time?
- 3** Who is more stressed?

**3** In pairs, read the opinions about planning your time. Do you agree or disagree with them?

- 1** When we don't have a plan, we usually do nothing.
- 2** Planning takes too much time.
- 3** Good planning helps you to have more free time.

4 Read the forum entries opposite and match headings A-E with entries 1-3. There are two extra headings.

- A Don't plan your free time
- B Use a calendar to plan
- C Switch off social media
- D Never plan too much
- E Concentrate on the important things first



5  **6.15 Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.**

break energy every day important  
relax tick off

### LIFE SKILLS | How to plan your time

- Be systematic – find time to plan <sup>1</sup>*every day*; it only takes about three minutes.
- Be realistic – write down only the tasks which you have the time and <sup>2</sup>\_\_\_\_\_ to complete.
- <sup>3</sup>\_\_\_\_\_ down larger tasks into smaller parts.
- Prioritise – decide which tasks are <sup>4</sup>\_\_\_\_\_ or urgent.
- Plan some time to <sup>5</sup>\_\_\_\_\_ too.
- <sup>6</sup>\_\_\_\_\_ tasks when they are finished and plan your next day.

6 Do the task below.

### LIFE SKILLS | Project

- A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.
- B Make notes to answer the questions below:
- What things from your to-do list did you do?
  - Were there any tasks you didn't do? Say why.
  - Did you find the to-do list useful? Say why.
  - Are you planning to change anything about organising your time? If yes, what?
- C Prepare a short presentation to share your findings from point B with the class.

# 07

## A job for life?



- VOCABULARY** Work, jobs, personal qualities  
**GRAMMAR** Present Perfect  
**LISTENING** Future plans, dangerous jobs, volunteering  
**SPEAKING** Describing photos  
**READING** Jobs, volunteering, applications  
**WRITING** A formal email of application  
**VIEWING AND PRESENTING** Talking about somebody you admire



### HAVE YOU HEARD THE NEWS?

- 1 **Nader** Have you heard? They've opened a big new sports shop outside town.  
**Jawad** Yeah, I heard about that last week.  
**Nader** They're looking for staff. You should apply for a job.  
**Jawad** I've already applied. I sent in my application on Monday.
- 2 **Nader** Have you heard the news?  
**Khalil** I don't know, what's happened?  
**Nader** Jawad's found a job!  
**Khalil** Really? Where?  
**Nader** In that new sports shop. He started work yesterday.  
**Khalil** Has Jawad ever worked in a shop?  
**Nader** No, he hasn't. He's never had a proper job. It's his first one.  
**Khalil** Is he at home? Can I talk to him?  
**Nader** No, he's just left for work.  
**Khalil** I'm really pleased! When's he going to take us to lunch?  
**Nader** Hey, they haven't paid him yet! ... Have you found a job yet?  
**Khalil** No, I haven't. I've had a few interviews but that's all.

### LESSON 1A VOCABULARY AND GRAMMAR

#### Present Perfect (1)

#### 1 Match sentences 1–2 with rules a–c. One of the sentences matches two rules.

1 Jawad's found a job!

2 He started work yesterday.

a  We use the Past Simple for past actions if we say when they happened.

b  We use the Present Perfect for news and recent activities.

c  We use the Present Perfect for past actions if we don't say exactly when they happened.



## 2 Study the Grammar box and check your answers to Exercise 1.

### Present Perfect (1)

We use the Present Perfect for:

- news and recent activities
- finished actions in the past if we don't say exactly when they happened

	I • You • We • They	He • She • It
+	I've already <b>started</b> .	It's just <b>gone</b> .
-	They <b>haven't finished</b> yet.	She <b>hasn't/has never been</b> there.
?	<b>Have</b> you ever <b>lied</b> ? Yes, I <b>have</b> ./ No, I <b>haven't</b> .	<b>Has</b> she <b>answered</b> yet? Yes, she <b>has</b> ./ No, she <b>hasn't</b> .
Wh-?	What <b>have</b> we <b>done</b> ?	Who <b>has</b> he <b>met</b> ?

**Time expressions:** already, ever, just, never, yet

Grammar Reference > page 70

## 3 Find these words in the conversations. Are they in affirmative, negative or interrogative sentences?

already ever just never yet



## 4 7.1 Study Watch Out! and complete the conversation with the correct Past Simple or Present

Perfect forms of the verbs in brackets. Listen and check.

**Jawad** <sup>1</sup>*Have you heard* (you/hear) the news? Nader <sup>2</sup>\_\_\_\_\_ (just/leave) the country. He <sup>3</sup>\_\_\_\_\_ (fly) to Japan last night.

**Khalil** Why <sup>4</sup>\_\_\_\_\_ (he/go) to Japan? <sup>5</sup>\_\_\_\_\_ (he/find) a job there?

**Jawad** No, he hasn't, but he's looking. He <sup>6</sup>\_\_\_\_\_ (start) studying Japanese last month when he <sup>7</sup>\_\_\_\_\_ (lose) his job. He <sup>8</sup>\_\_\_\_\_ (already/learn) a lot.

**Khalil** <sup>9</sup>\_\_\_\_\_ (you/find) a new flatmate yet?

**Jawad** No, I haven't. I <sup>10</sup>\_\_\_\_\_ (not start) looking yet. Why?

**Khalil** Well, I <sup>11</sup>\_\_\_\_\_ (never/like) my flat and your flat is great, so ...

### WATCH OUT!

We often use the Present Perfect to give general information and the Past Simple to give details:

*I've had several job interviews. In fact, I had an interview yesterday.*

With time expressions which refer to a finished period (*yesterday, last week, in March, a year ago*, etc.) we use the Past Simple, not the Present Perfect:

*I had an interview yesterday. NOT I have had ...*

## 5 Complete the sentences using *already, ever, just, never* and *yet*. Then in pairs, answer questions 1–2 and say if sentences 3–6 are true for you.

**1** Have you *ever* had a part-time job?

**2** Have you done your Maths homework \_\_\_\_\_?

**3** I don't know what to do when I leave school. I haven't decided \_\_\_\_\_.

**4** I've \_\_\_\_\_ decided what I want to do when I leave school. I'm going to be a doctor.

**5** My mum has \_\_\_\_\_ started a new job. It was her first day yesterday.

**6** I've \_\_\_\_\_ been to Japan but I'd like to go one day.

## 6 SPEAKING In pairs, make sentences using the Present Perfect and *never*. Guess if your partner's sentences are true or false.

**A** *I've never been to Ireland.*

**B** *True.*

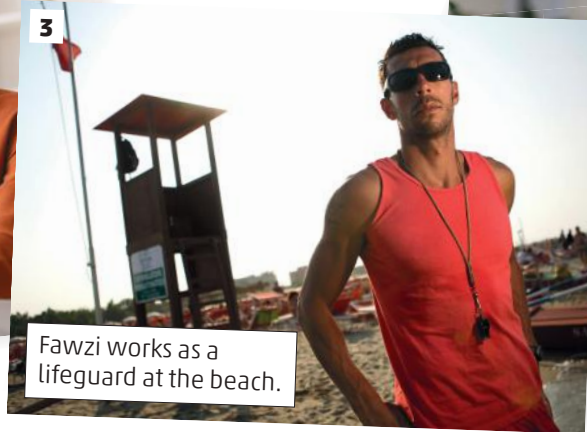
**A** *No, it's false. I have been to Ireland. I went to Dublin last year.*

Now go to Workbook page 12 for the next lesson.

# LESSON 2A GRAMMAR



1 Talal works at home, he's a self-employed web designer.



3 Fawzi works as a lifeguard at the beach.



2 Ali works in an office for a multinational company.

- 1 In pairs, look at the photos and say which job you would prefer to have and why.  
*I'd like to be a lifeguard. You don't get paid much but I love the sea.*

## Present Perfect (2)



- 2 **7.2** Match sentences a–c with the people in the photos. Listen and check.

- a  I've been in Australia since November.
- b  I've loved Japan since I was a little kid.
- c  I'm my own boss but I haven't had a good break for weeks.

- 3 Study the Grammar box and *Watch Out!* and check your answers to Exercise 2.

## Present Perfect (2)

We also use the Present Perfect to talk about situations that began in the past and continue now.

We often use *since* to say when the situation started or *for* to say how long this situation has been true.

In questions, we use *How long* to ask about duration.

Grammar Reference > page 70

## WATCH OUT!

We don't use the Present Simple tense to talk about situations that began in the past and continue in the present:

*I've worked here for four years.* NOT *I work here for four years.*

- 4 **7.2** Listen again and answer the questions using the Present Perfect and *for* or *since*. In pairs, check your answers.

- 1 How many jobs has Fawzi had since he left university?  
*He's had 4 jobs since he left university.*
- 2 How long has Talal had his current job?
- 3 How long has Ali worked in Japan?
- 4 Has Ali had a holiday recently?
- 5 How long has Fawzi been away from Dubai?
- 6 How long has Fawzi been a lifeguard?

- 5 Rewrite the sentences with the Present Perfect and *for*, *since* or *How long*.

- 1 He lost his job in January.  
*He has been out of work since January.*
- 2 I started working here four months ago.
- 3 How long ago did you become a teacher?

- 6 **SPEAKING** In pairs, ask and answer questions in the Present Perfect. Use *How long*, the prompts below and your own ideas.

be here study at this school have this English book mum/dad have his/her job

- A *How long have you been here?*
- B *I've been here for 30 minutes.*
- A *I've been here since ten o'clock.*

Now go to Workbook page 14 for the next lesson.



## LESSON 3A LISTENING AND VOCABULARY

- 1 Make a list of dangerous jobs. In groups, say which three jobs you think are the most dangerous. Give reasons.



- 2 7.3 Study Active Listening. Then listen to Part 1 of a recording and choose the correct answers.

- 1 The speaker is
- presenting a radio programme.
  - teaching a class.
  - making a speech.
- 2 The speaker is talking about
- an accident she had.
  - statistics about dangerous jobs.
  - someone who died at work.

## ACTIVE LISTENING |

## Understanding the main idea

- It is important to understand the context.
- Don't try to understand every word.
- Listen for key phrases to help you understand the main points.

- 3 7.3 Listen again and complete the notes.

- Most dangerous job in the UK is not police officer, firefighter, <sup>1</sup>*pilot* or fisherman.  
It's <sup>2</sup>\_\_\_\_\_.
- Farming statistics last year:  
<sup>3</sup>\_\_\_\_\_ deaths  
accident rate: <sup>4</sup>\_\_\_\_\_ %
- 2<sup>nd</sup> most dangerous industry - <sup>5</sup>\_\_\_\_\_  
accident rate: <sup>6</sup>\_\_\_\_\_ %
- <sup>7</sup>\_\_\_\_\_ deaths in construction



- 4 7.4 Listen to Part 2 of the recording. Which of these things does Pat *not* talk about?

- why she became a truck driver
- how she feels when she's working
- her working conditions
- an accident she had

- 5 Check you understand these words and phrases for working conditions from the recording. Then use them to complete the text below.

boss career company co-workers earn full-time ~~part-time~~ pay(n) take care of working conditions working hours

I've got a <sup>1</sup>*part-time* job in a restaurant at the weekends. My <sup>2</sup>\_\_\_\_\_ is a really nice woman. She really <sup>3</sup>\_\_\_\_\_ the staff. And my <sup>4</sup>\_\_\_\_\_ are lots of fun. The problem is the <sup>5</sup>\_\_\_\_\_ is terrible. I don't <sup>6</sup>\_\_\_\_\_ enough money working part-time. I need a <sup>7</sup>\_\_\_\_\_ job. To be honest, I don't really want a <sup>8</sup>\_\_\_\_\_ in the restaurant business. The <sup>9</sup>\_\_\_\_\_ are really antisocial. I work from six to midnight. I'd love to join a multinational <sup>10</sup>\_\_\_\_\_ and get a job with better <sup>11</sup>\_\_\_\_\_ and the chance to travel.

- 6 **SPEAKING** Imagine you have a dangerous job. Study the questions below and think of your answers. Then in pairs, ask and answer the questions.

- How long have you had your job?
- What's it like? (working conditions, boss, co-workers)
- Do you ever feel afraid?
- Have you ever had an accident?

Now go to Workbook page 15 for the next lesson.

## LESSON 4A VOCABULARY | Workplaces

### ECONOMY

You can divide the economy into three sectors:

- Production of raw materials (finding and growing things)  
INDUSTRIES: agriculture, fishing, forestry, mining, ...  
WORKPLACES: farm, fishing boat, sawmill, oil platform, ...
- Processing (making things)  
INDUSTRIES: construction, manufacturing, ...  
WORKPLACES: factory, laboratory, ...
- Services (doing things for people)  
INDUSTRIES: education, finance, health care, IT, sales, ...  
WORKPLACES: library, office, doctor's surgery, design studio, department store, ...

- 1 Study the encyclopaedia entry and match the workplaces from the box below with the correct economy sectors. Can you think of any other workplaces for each sector?

ambulance bank building site  
corner shop fish farm  
food processing plant garage  
hair salon mine nursery

- 2 In pairs, say in which workplaces from Exercise 1 you would like/not like to work and why.

*I wouldn't like to work in a mine. It's really hard work and I don't like enclosed spaces.*

- 3 **THINK BACK** In groups, check you understand the jobs in the box. What other jobs can you think of?

bike courier building engineer  
car mechanic estate agent  
flight attendant hairdresser lawyer  
librarian nurse paramedic  
personal secretary politician receptionist  
sales manager shop assistant  
social worker surgeon tour guide

- 4 **7.7 PRONUNCIATION** Listen to the pronunciation of the words in the table.



•.	•..	..•.
agent	courier	assistant, <i>mechanic, ...</i>
..•.	•... librarian	..•.. paramedic

- 5 **7.8 PRONUNCIATION** Put the underlined words from the box in Exercise 3 in the correct column of the table above. Listen and check.



- 6 Look at the phrases in the box below which collocate with the verb *work*. In pairs, use them to talk about the jobs from Exercise 3.

as (a journalist) at night  
for (a big company) from home  
from 9 to 5 hard in a team in (an office)  
long hours part-time/full-time  
to a deadline under pressure

*If you work as a surgeon, you often have to work at night.*

- 7 In pairs, describe people you know. Use the collocations from Exercise 6.

*My dad usually works in an office but he sometimes works from home. He works in a team and he often works long hours. He works for the government. He's a politician.*

- 8 **7.8 PRONUNCIATION** Using the information from Exercise 7, make a short presentation on someone you admire to the class.

Now go to Workbook page 16 for the next lesson.

## LESSON 5A SPEAKING

- 1 In groups, discuss the advantages of working on your own or as part of a team. Say which you prefer and why.

**A** *I think working on your own allows you more freedom.*


**B** *I agree, but working in a team motivates you better.*



- 2  **7.9** Listen to Part 1 of a phone conversation and answer the questions.

- 1 Who is speaking?
- 2 Why does the woman have to describe the photos to the man?
- 3 Which poster is the woman describing?
- 4 Where does she think the people are?
- 5 What does the man think of the poster?



- 3  **7.10** Study the Speaking box and look at the image below. Then complete sentences 1–4 with one or two words in each gap. Listen to Part 2 of the conversation and check.

- 1 It *shows* some young people in a boat.
- 2 In \_\_\_\_\_, you can see some trees.
- 3 They \_\_\_\_\_ be on a river or \_\_\_\_\_ it's a lake.
- 4 In the boat there are some big strong men – it's hard \_\_\_\_\_ how many but I think there are eight.

## SPEAKING | Describing photos

- Start by saying what the photo shows in general:  
*The photo shows a group of skydivers.*
- Talk about what you can see in more detail. Use the following phrases to describe where things are:  
*In the foreground/centre/background/At the bottom/top/On the right/left there's some countryside and a town.*
- Use the Present Perfect to say what has happened:  
*They've just jumped out of a plane.*  
and the Present Continuous to describe what people are doing:  
*They're falling down.*
- Use these phrases to make guesses:  
*There might be 50 of them.*  
*It's hard to say how many but I think there are ...*  
*It looks like Britain or Ireland.*  
*Perhaps/Maybe it's Scotland.*  
*I think they're having fun.*  
*They look/seem happy.*
- Give your opinion on the photo:  
*It looks quite cool.*  
*It's really/very colourful.*  
*It's/It looks quite/really/very unusual.*





## LESSON 6A READING AND VOCABULARY

**1** Look at the photo on page 23 and read the quote below the title. In groups, discuss what it means.

**2** Read the title, the first and the last paragraph of the text and decide if statements 1–4 are true or false.

- 1**  This text tells the personal experience of a volunteer worker.
- 2**  It examines the reasons people do volunteer work.
- 3**  It encourages the reader to try volunteer work.
- 4**  It gives specific information on how to find a job in volunteer work.

**3** Read the text and choose the correct answers.

- 1** The number of volunteers in the world today is
  - a** about 65 million people.
  - b** a quarter of the world's population.
  - c** higher than it ever was in the past.
- 2** According to the text, volunteers often organise talks for
  - a** money. **b** political organisations.
  - c** non-governmental organisations.
- 3** The main reason that 'voluntourists' volunteer is that
  - a** they want to learn a new language.
  - b** they want to be different.
  - c** they want to experience new situations.

**4** Complete the questions with the correct forms of the verbs from the box. Then in groups, ask and answer the questions.

do find get make (x2) work

- 1** Are you good at *working* in a team?
- 2** Do you agree that ...
  - a** it's easy to \_\_\_\_\_ friends when you work with people?
  - b** if you work well, you should \_\_\_\_\_ paid well?
  - c** the most important thing in life is to \_\_\_\_\_ a job you like?
  - d** the most important thing in life is to \_\_\_\_\_ money?

- 3** Have you ever \_\_\_\_\_ any volunteer work?
  - a** If so, when and where did you do it? What was it like?
  - b** If not, would you like to do it? Say why. What kind of work would you like to do?

**5** **SPEAKING** Work in pairs. Interview your partner using the questions below. Student A, go to page 75. Student B, go to page 75.

- 1** What's your name and where are you from?
- 2** What kind of volunteer work do you do?
- 3** How long have you had that position?
- 4** Do you get paid?
- 5** What do you like about the position?
- 6** What do you not like about it?
- 7** What are your plans for the future?

**6** Find out information about one of these things. Then make a presentation about it in class.

---

International Volunteer Day  
another international volunteer organisation  
a volunteer organisation in your town, region or country  
websites offering volunteer jobs abroad for young people

---



TODAY IS

# INTERNATIONAL VOLUNTEER DAY,

SO WE'RE ASKING THE QUESTION ...  
HAVE YOU EVER WORKED FOR FREE?

07

VOLUNTEER



7.11

## MORE POPULAR THAN BEFORE

Have you ever worked for nothing? I don't mean doing the dishes or studying. I mean, doing things you don't have to do without getting paid. If you have, you're not the only one. Volunteer work is more popular today than it's ever been before. A lot of people do it. In the US about 65 million citizens, that's over 25 percent of the population, do billions of hours of volunteer work every year: an average of about three hours per person per week. But why do people do it? Why do they work for free?

## BECAUSE WE CARE

One reason is because they really care about something and want to work for an association that supports it. It could be any organisation. For example, many volunteers work with organisations to protect the environment. They spend their weekends planting trees, they organise talks to raise awareness about saving endangered animals or they set up websites for groups that encourage people to use bikes not cars.

## PEOPLE HELP PEOPLE

Another reason people do unpaid work is to help others. They volunteer to make their communities better: they spend time with sick children in hospitals; they serve meals to the homeless; or they water the plants in neighbourhood gardens. Volunteers also help people overseas.

## VOLUNTARY TOURISM

Recently, it has become common for young people to do voluntary work abroad. These 'voluntourists' teach languages, they work in hospitals or they help bring clean water to villages. They do it because they want to help others, they want to make a difference. But they also want to travel, to make friends and to challenge themselves in new, exciting and perhaps difficult situations. For instance, many people from around the world apply to volunteer for the Jordan Valley Excavation Project. They hope to use the work to find out about the world and also about themselves.



# PART-TIME ICT HELP

required for small traditional office in central Amman

Experience preferred.

Must speak English.

Good pay and conditions.

Apply to Ms Dalia Alra'i at [officeresolutions@gmail.com](mailto:officeresolutions@gmail.com).



From: [lubna-g@gmail.com](mailto:lubna-g@gmail.com)

To: [officeresolutions@gmail.com](mailto:officeresolutions@gmail.com)

Subject: Job application

Dear Ms Alra'i,

I'm writing to you to apply for the job as part-time ICT worker in your office.

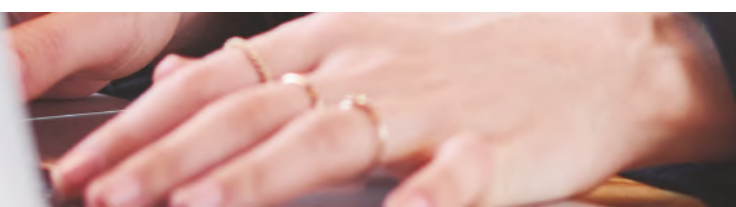
I'm an 18-year-old student from Amman. Although I have no previous working experience, I have recently begun a course in Computer Repair and Maintenance at college. I've also just completed a course in coding, which I feel would be useful for a member of your staff. I've had my driving licence since March and I have a B1 level in English.

I consider myself to be a confident, enthusiastic person with an outgoing personality and a hopeful attitude.

I look forward to attending an interview and I hope to hear from you soon.

Kind regards,

Lubna Alghanem



## LESSON 7A WRITING AND VOCABULARY |

### A formal email of application

- 1 In pairs, read the job advert and Lubna's application email. In your opinion, is Lubna a good candidate for the job?
- 2 Study the Writing box. In pairs, say what is wrong with Jameel's email below.

From: rockyjm@gmail.com  
To: dalia201@gmail.com  
Subject:

Hi Dalia

I see that you're looking for a waiter.

I have worked in many, many restaurants and I live in Amman! I have been on many courses in things like food hygiene, health and safety and some others that I can't remember now. I have recently taken part in the Amman Marathon! It was awesome!

I also studied English at school. Terrific! I got grade B in my exam – it was one of my favourite subjects and I have many happy memories.

Write back soon, OK?

All the best

Jameel "Rocky" Almohsen

- Say that you hope to receive a reply/would like to attend an interview:  
*I look forward to hearing from you/ attending an interview.*
- Don't use emoticons, exclamation marks (!) or informal language, e.g. *Hey, dude!*
- Don't try to be funny or write irrelevant information, e.g. *My friend Mustafa lives opposite your restaurant.*


#### Formal beginning and ending

Remember to begin and end your email with formal greetings:

Dear + name, e.g. *Dear Mr Madi, ... Dear Ms Haidar, ...*

*Dear Sir/Madam, ...* (if you don't know the person's name)

*(Kind/Best) regards, ...*

- 3 Rewrite the email from Exercise 2 using the advice in the Writing box.  
 Use the Graphic Organiser to help you plan your writing.
- 4 Check you understand the personal qualities in the box. Then in pairs, discuss which qualities are or are not important to you.

chatty cheerful confident creative  
diplomatic energetic enthusiastic  
fit good at accepting criticism/solving problems  
good at working in a team/group  
good with numbers/people hard-working  
healthy mature outgoing patient polite  
punctual reliable sociable smart strong

#### WRITING | A formal email of application

- In the subject box, give a clear reason for writing your email, e.g. *Job application.*
- In the first sentence, explain why you are writing:  
*I'm writing to you to apply for the job as/of ...*
- Mention your age, education and any relevant work experience you have. You can use the Present Perfect to describe your experience and recent achievements:  
*I've just completed a course in first aid.*
- Mention three or four of your personal qualities that you think are useful for the job:  
*I consider myself to be ...*

- 5 **REFLECT | Society** Is it a good idea for students and high school pupils to volunteer at organisations? What are the advantages and disadvantages? Discuss in pairs.  
*It's a good way to meet people and build your confidence.*  
*You might not have enough time to study and do coursework.*

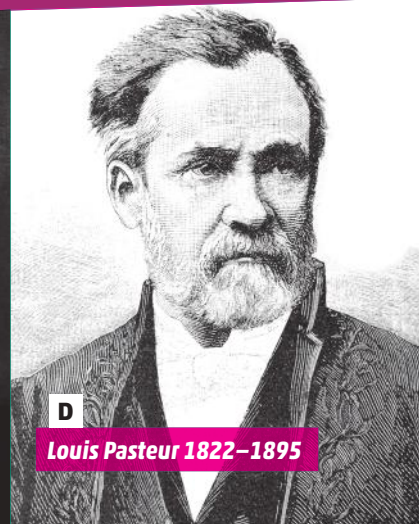
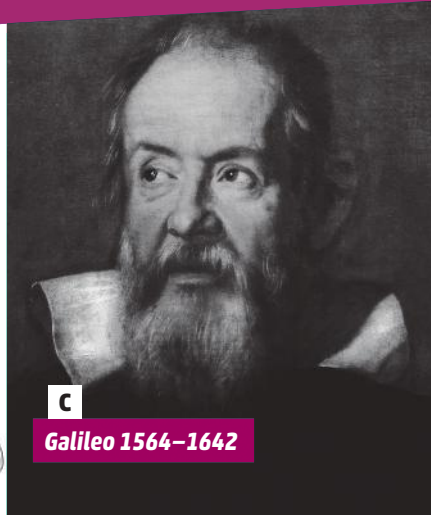
# 08

## Switch on



<b>VOCABULARY</b>	Science, computers, social media, gaming
<b>GRAMMAR</b>	Verb patterns: the infinitive and the <i>-ing</i> form, the first conditional
<b>LISTENING</b>	Dream jobs, technology, social media
<b>SPEAKING</b>	Explanations
<b>READING</b>	Computers, technology, social media, society
<b>WRITING</b>	An opinion essay
<b>VIEWING AND PRESENTING</b>	Give a presentation on a scientist

## Could you be a **scientist**?



- a** I enjoy studying.

**b** I can't stand studying.
- a** I can remember **data** like **facts** and **formulas** easily.

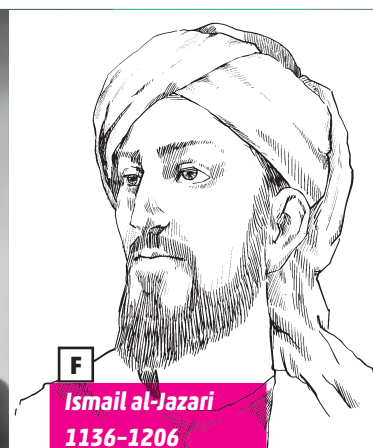
**b** I'm good with faces but I can't remember numbers.
- a** Details are important to me. I need to **discover** exactly how things work.

**b** I avoid **analysing** things in too much detail. I prefer the big picture.
- a** I'd like to work in a **laboratory** one day.


**b** I want to work outside.
- When the **results** in a **Science** class show my **hypothesis** is wrong,

**a** I try to think of a better one.

**b** I continue doing **experiments**.





- 1  Make a short presentation about a famous Jordanian scientist. Can you name somebody without researching them first?
- 2 Match the scientists in pictures A–G with descriptions 1–7 below.
  - 1  A French chemist and **biologist** who gave his name to a process that kills microbes in food and drink.
  - 2  An American marine biologist and **ecologist**; she transformed the way we think about the environment.
  - 3  An Egyptian **physicist** who contributed to the development of Quantum theory and the theory of relativity.
  - 4  Born in Baghdad, this **geologist** and **mathematician** introduced Arabic numerals and the concepts of algebra to the world.
  - 5  An Arab **engineer** and **inventor** who has been described as the 'father of robotics' and modern day engineering.
  - 6  An Italian **astronomer, mathematician, physicist** and the 'father' of science.
  - 7  A Polish physicist and **chemist** – the only person to win two Nobel prizes in two different sciences.
- 3 What qualities do you need to be a scientist? Discuss in pairs. Then do the quiz and check your score on page 75. Do you agree with the results?

**Verb patterns: the infinitive and the -ing form**

- 4 Match sentences 1–3 with verb patterns a–c.
  - 1  I enjoy studying.
  - 2  You mustn't make guesses.
  - 3  I want to work outside.

a verb + *to* + infinitive  
 b verb + *-ing* form  
 c verb + infinitive without *to*
- 5 Study the Grammar box and *Watch Out!* Which verb patterns can you find in the quiz?

**WATCH OUT!**

After prepositions (e.g. after *give up, keep on, think about, interested in*) we use the *-ing* form: **Keep on trying** until you succeed.

**Verb patterns: the infinitive and the -ing form**

We use the *-ing* form after these verbs: *avoid, can't stand, continue, (don't) mind, enjoy, finish, practise, stop*

We use *to* + infinitive after these verbs: *agree, decide, fail, hope, learn, manage, need, promise, try, want, would like*

We can use either the *-ing* form or *to* + infinitive after these verbs: *begin, hate, like, love, prefer, start*

We use the infinitive without *to* after modal verbs, e.g.: *can, could, might, must, should*

Grammar Reference > page 71

- 6  **8.1** Complete the text with the correct forms of the verbs in brackets. Listen and check.



I want <sup>1</sup>*to be* (be) a scientist when I leave school. I'd really like <sup>2</sup>\_\_\_\_\_ (become) an astrophysicist. I enjoy <sup>3</sup>\_\_\_\_\_ (work) in the laboratory and I love <sup>4</sup>\_\_\_\_\_ (watch) the sky at night. The problem is I need <sup>5</sup>\_\_\_\_\_ (pass) Maths and it's my worst subject. I keep on <sup>6</sup>\_\_\_\_\_ (fail). My friends say I should <sup>7</sup>\_\_\_\_\_ (forget) my dream and think about <sup>8</sup>\_\_\_\_\_ (study) something else at university. But I can't <sup>9</sup>\_\_\_\_\_ (do) that. So I've decided <sup>10</sup>\_\_\_\_\_ (take) extra Maths classes at the weekend. I don't mind <sup>11</sup>\_\_\_\_\_ (give up) some free time to try <sup>12</sup>\_\_\_\_\_ (make) my dream come true.

- 7 **SPEAKING** Work in pairs. How many sentences about yourself can you say with verbs from the Grammar box and *Watch Out!* in one minute? Give your partner a point for every correct sentence.
  - A *I'd like to work for the Society for Advancement of Science and Technology in the Arab World.*
  - B *Correct. One point.*

Now go to Workbook page 20 for the next lesson.



- 1 THINK BACK** Look at the computer equipment above and name items A-L. Which things have you got/would you like to have?
- 2** In pairs, ask and answer questions about the things in Exercise 1.  
*What kind of computer have you got?*  
*Do you prefer to use speakers or headphones?*  
*Do you use a wireless keyboard?*
- 3** In pairs, make as many collocations as you can with the words from the box. Use the verbs in Exercises 4 and 5.

document file folder icon image  
information message photo picture  
profile table text

**A** open a document **B** save a document



- 4 8.2 PRONUNCIATION** Listen to how the final e changes the sound of the underlined vowels in the words below. Listen again and repeat.

Short vowels	Long vowels and diphthongs
t <u>a</u> p	t <u>a</u> pe
p <u>a</u> st	p <u>a</u> ste
l <u>e</u> t	de <u>e</u> te
f <u>i</u> ll	f <u>i</u> le
n <u>o</u> t	n <u>o</u> te
c <u>u</u> t	c <u>u</u> te

- 5 8.3 PRONUNCIATION** Add the words from the box to lists 1-2 below according to the pronunciation of the underlined vowels. Listen, check and repeat.



app click opy crash disk drag  
exand hotspot junk mail laptop  
link online page paste profile save  
share store swipe tablet update  
web

**1 short vowels:** chat, app, ...

**2 long vowels and diphthongs:** create, ...


- 6 SPEAKING** In pairs, ask and answer the questions using the vocabulary in this lesson.
  - How often do you use a computer?
  - What kind of things do you do on your computer?
  - Do you spend more time playing or working on your computer?
  - What kind of computer would you like to have if money was no problem?

Now go to Workbook page 22 for the next lesson.

1 In pairs, ask and answer the questions.

- 1 How long have you had your phone?
- 2 Was it a present or did you buy it?
- 3 Where did you (or they) get it? In a shop or online?
- 4 Do you need to buy a new phone? Which model would you like to get?



2  **8.4 Read and listen to the conversation. Will the man buy the phone?**

**Customer** I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.

**Assistant** What kind of phone are you looking for? 4G? 5G?

**Customer** I'm sorry, I'm not sure I understand. Can you explain what the difference is?

**Assistant** 5G means 'fifth generation'.

**Customer** Oh, right. Well, 5G then, I suppose.

**Assistant** What kind of OS do you want?

**Customer** I'm sorry. I don't know what you mean.

**Assistant** What kind of operating system?

**Customer** Oh, operating system! This one, I suppose.

**Assistant** OK, this one's got a five-and-a-half inch HD screen ...

**Customer** Sorry, what does HD stand for again?

**Assistant** HD? It stands for High Definition. It's got a resolution of 2560 by ...

**Customer** It looks wonderful. Has it got a camera?

**Assistant** Yes, of course. It's got a dual lens camera.

**Customer** Dual lens? What's that exactly? Could you tell me what it does?

**Assistant** It's a kind of camera that lets you take 3D photos.

**Customer** Brilliant! I love it. How much is it?

**Assistant** 600 JOD.


**SPEAKING | Explanations**

**Asking for explanations**

I'm sorry, I'm not sure I understand.  
 I don't know what you mean/that means.  
 What is that (exactly)?  
 What does HD stand for?  
 Can you explain ...?  
 Could you tell me what that is/does/means?  
 What do you mean (by ...)?

**Giving explanations**

It's a/the kind/type/sort of ...  
 It means ...  
 It stands for High Definition.  
 It helps you to/lets you ...

3  **8.5 Complete the conversation below with the words from the box. Listen and check.**



by explain for kind lets mean stands sure

**Assistant** This one's dual SIM.

**Customer** I'm sorry. I don't know what you <sup>1</sup>*mean*.

**Assistant** It has two SIM cards.

**Customer** What does that stand <sup>2</sup>\_\_\_\_\_?

**Assistant** It <sup>3</sup>\_\_\_\_\_ for Subscriber Identity Module.

**Customer** Can you <sup>4</sup>\_\_\_\_\_ what that is?

**Assistant** Yes, it's a <sup>5</sup>\_\_\_\_\_ of smart card inside the phone that identifies you and stores your personal data.

**Customer** I see.

**Assistant** This phone comes with a turbocharger, too.

**Customer** I'm not <sup>6</sup>\_\_\_\_\_ I understand. What do you mean <sup>7</sup>\_\_\_\_\_ turbocharger?

**Assistant** A turbocharger <sup>8</sup>\_\_\_\_\_ you charge the battery on your phone quicker.

# THE UPS AND DOWNS OF SOCIAL MEDIA



*Social networking apps have changed the way people communicate, but like most things in life they have their ups and their downs.*

## THE VALUE OF A DROP

Would you be able to read Arabic without any drops (or dots)? Probably not. But that's what a social media campaign asked people to try and do. The message was simple. "Don't underestimate the value of a drop" was written in Arabic without any drops, making it hard to understand.

This message was posted on billboards in Amman and across social media in Jordan. Companies across Jordan removed the drops (or dots) from their names and slogans as well. After three days, the message was fully revealed.

It turned out this message was part of a large water conservation campaign. It went **viral** and taught people practical ways of conserving water in Jordan. Studies showed that a quarter of people who saw this message checked their water stores.



## FOMO – A MODERN ANXIETY

How often do you check your phone every day? 20, 50, 80 times? Surveys have shown that the average person checks their phone about 70 times a day. And you might not believe it but some people spend up to nine hours a day using social media or online video or music.

We all want to post comments, **follow** celebrities and know what's going on with our friends. Social media can make our lives full and exciting. However, research also shows a worrying trend. Some people can't stop checking their social media **sites**. They do it all the time – sometimes hundreds of times a day. Lots of us know that we look at our phones too often and try to control it. But when you really can't stop checking, it's a problem. It distracts us from other things and it can

15 make us stressed. Scientists have given this problem a name. It's called **FOMO**. This stands for Fear Of Missing Out! Three children in every classroom today may have this problem.

20 People who have FOMO feel they need to start and finish their day with social media **updates**. They have a real fear that they will miss something new, interesting or important. Perhaps a friend is doing something fun, a celebrity has talked about his new film or there's a funny video about a new food craze **trending**?





- 1 In groups, say which social media sites you use and what you use them for.
- 2 Read the article. Which text shows how social media can play a positive role and which shows how it can have a negative side?
- 3 Look at these sentences from the first part of the article. Which one is a fact and which an opinion? Study Active Reading and check your answer.
  - 1 The message was simple.
  - 2 After three days, the message was fully revealed.
- 5 Use the highlighted words for social media from the article to complete the statements below. Then in pairs, say if the statements are true for you.
  - 1 I would like to make an environmental video that goes *viral* but it isn't as easy as it seems.
  - 2 Lots of people \_\_\_\_\_ me on social media.
  - 3 My friend often turns up late for class because she checks her phone for social media \_\_\_\_\_ at break time.
- 6 Find these phrasal verbs in the article. Then use their correct forms to complete the sentences below.

### ACTIVE READING |

#### Telling facts from opinions

- A fact is something that you can check and prove to be true.
- Facts often include numbers, but not every statement with a number is a fact.
- An opinion is what someone believes or feels about something. You can agree with it or not.
- To give opinions, we often use adjectives like *great, terrible, simple*, etc., adverbs like *probably* and *possibly*, and verbs like *feel, think, seem*, etc.

- 4 Decide if these sentences are facts or opinions. Use Active Reading to help you. Then find more facts and opinions in the article.
  - 1 A quarter of people who saw the message checked their water stores. *fact*
  - 2 People often worry they are missing out on things.
  - 3 Some people spend up to nine hours a day on social sites.

carry out go on join in miss out  
stand for turn into

- 1 What do the letters UK *stand for*?
- 2 My sister always wants to know the latest gossip because she doesn't want to \_\_\_\_\_!
- 3 We're \_\_\_\_\_ an experiment on social media.
- 4 I don't know what's \_\_\_\_\_. I'm confused. Could you help me, please?
- 5 It started as a discussion but quickly \_\_\_\_\_ a big argument.
- 6 Our class started a project and then all the other classes \_\_\_\_\_.
- 7 **SPEAKING** Do you think FOMO is a serious problem? Discuss in groups. Use the prompts below to help you.
 

---

easy/difficult to stop  
normal for people today  
people you know sign of the times  
will get worse

---
- 8 **REFLECT | Society** Do you know any other cases where social media played a positive social role, e.g. through crowd funding for a good cause? Discuss in pairs.



**1** **8.7** Look at the picture above. What do you think is happening? Now read and listen to the conversation. Were you correct?

- Amani** I can't believe you've never had an anti-virus on your computer.
- Faten** I don't need one. I've never had a virus.
- Amani** Faten! If you don't put anti-virus software on your computer, you'll get a virus sooner or later.
- Faten** OK! I'll do it. But it isn't easy. Why don't you do it for me?
- Amani** If I install all your software for you, you'll never learn.
- Faten** OK, so what do I do? What will happen if I click on this?
- Amani** Don't do that! If you do that, the computer will crash!
- Faten** What! Really?
- Amani** No, of course the computer won't crash if you click on that link. I'm just joking.
- Faten** Very funny.
- Amani** OK, that's it. If someone sends you a virus now, you'll be OK.
- Faten** Cool! How much do I owe you for the virus ...? For the anti-virus, I mean.
- Amani** Not much. But if you do me a favour, you won't have to pay me anything.



**2** **8.8** Amani wants Faten to do her a favour. What do you think it is? Discuss in groups. Then listen and check.

**3** **8.8** Listen again and answer the questions.

- 1** Does Amani think that Faten's computer is in danger?
- 2** Which tense follows *if*?
- 3** Which tense is in the other part of the sentence?

**4** Study the Grammar box and *Watch Out!* and find more examples of the first conditional in the conversation.

### The first conditional

We use the first conditional to talk about a realistic situation that will/might happen in the future.

There are two parts to a sentence in the first conditional:

The condition	The result
<i>If</i> + Present Simple,	<i>will</i> + infinitive
<b>If</b> you <b>press</b> this button,	you <b>will switch</b> the phone off.

Grammar Reference > page 71

### WATCH OUT!

If you put the result first, don't use a comma:  
*She **won't come** if you **don't invite** her.*

**5** **8.9** Amani is trying on clothes for the graduation. Complete the sentences with the correct forms of the verbs in brackets. Listen and check.



- 1 Amani** If you *laugh* (laugh) at me, I *won't be* (not be) happy.
- 2 Faten** I \_\_\_\_\_ (buy) you dinner if I \_\_\_\_\_ (laugh) at you.
- 3 Faten** What \_\_\_\_\_ (your sister/think) if you \_\_\_\_\_ (go) to her graduation party like that?
- 4 Faten** I \_\_\_\_\_ (not help) you any more if you \_\_\_\_\_ (not listen).
- 5 Amani** If you \_\_\_\_\_ (not stop) kidding, I \_\_\_\_\_ (get) angry.

Now go to Workbook page 23 for the next lesson.



1 Match the game genres from the box with the definitions. Which of the genres can you see in the pictures?

platform puzzle racing sandbox sports

In this kind of game, you:

- 1 move freely through a virtual world *sandbox game*
- 2 control a player/team in a match or competition
- 3 put things in the right place or solve clues (often with a time limit)
- 4 jump over walls and other obstacles
- 5 compete to ride, drive or fly the fastest and finish first

2 **SPEAKING** In groups, ask and answer the questions.

- 1 What are the typical arguments you hear against playing video games too often?
- 2 What are the three best reasons for playing video games?

3 **8.10** You will hear three short recordings. Read questions 1–3 and study the pictures. Then listen and choose the correct answer for each recording.



1 How much did the game cost?

- A 9.95      B 29.95      C 39.95

2 What is the game about?

- A  $E=mc^2$       B      C

3 Where did Omar use to work?

- A      B      C

4 Complete the questions with the words from the box. Then in pairs, ask and answer the questions.

consoles educational gamer genres

- 1 How often do you play video games? Who do you play with? Do you usually play on video *consoles*, on PCs or on devices?
- 2 What are your favourite \_\_\_\_: action, sandbox, role-playing ...?
- 3 Do you like playing \_\_\_\_ games where you learn something?
- 4 Are you a serious \_\_\_\_ or do you just play for fun?

Now go to Workbook page 24 for the next lesson.



## OUR SOCIETY IS TOO DEPENDENT ON TECHNOLOGY. DO YOU AGREE?

- 1** Look around you. What do you see? Electric lights, motorised transport and electronic devices. Technology is everywhere nowadays, but are we too dependent on it? In my opinion, we are.
  - 2** I am not suggesting we should live without technology. After all, it makes our lives more efficient, comfortable and fun. Firstly, housework and travel take up less time. Secondly, it entertains us and heats and lights our homes. And finally, it helps us study, contact friends and keep up with the news.
  - 3** However, very often, we use technology without thinking. We drive to the shops
- when it is only a five-minute walk; we play sports on screens instead of going to the park; we chat online rather than meeting friends face to face; we sit at lunch staring at our phones when we could be chatting. It seems to me that technology is making us less sociable. In addition, it is bad for our health.
- 4** To sum up, we live in an age of technology. In many ways, it makes our lives better. But too much technology can make us unhappy and unhealthy. So, I believe we should try to use technology less in order to enjoy life more.





- 1 In groups, agree on three items of technology you need the most.

*I really need my phone. I do so many things on it.*

- 2 Look at the first paragraph of the essay. Which sentence restates the essay question?

- 3 Look at the essay again and match paragraphs 1–4 with their functions a–d below. Then study the Writing box and check.

- a  give your opinion/arguments  
 b  mention other arguments  
 c  summarise your opinion  
 d  introduce the question

## WRITING | An opinion essay

### Paragraph 1

In the introduction, first restate the essay question and then state your own opinion. Use a question or an interesting comment to make your reader want to continue reading.

### Paragraphs 2 and 3 (in the order you prefer)

Give your own opinion with some arguments or examples. Mention other arguments and say why you disagree with them.

### Paragraph 4

Summarise the debate and state your opinion again.

### Connect your sentences

*In my opinion, .../It seems to me .../  
I believe .../I think ...*

*I'm not suggesting .../I don't believe ...*

*Some people say ... but ...*

*Nowadays .../Today .../In many ways ...*

*First of all, .../ Firstly, .../ Secondly, .../  
Finally, ...*

*However, .../But .../On the other hand, ...*

*After all, .../Basically .../When you think  
about it, ...*

*In addition, .../What's more, ...*

*To sum up, .../In conclusion, ...*

- 4 Which of the phrases from the Writing box can you find in the text?

- 5 Complete the text with one word in each gap. Use the Writing box to help you.

I <sup>1</sup>*believe* that modern technology has made the world a better place.

Some <sup>2</sup>\_\_\_\_\_ that technology is destroying life on earth. <sup>3</sup>\_\_\_\_\_, I think the opposite is true. <sup>4</sup>\_\_\_\_\_ ways modern technology is helping to save the planet. <sup>5</sup>\_\_\_\_\_ all, thanks to computers, people can work from home.

<sup>6</sup>\_\_\_\_\_, technology is helping to make energy and transport cleaner. What's

<sup>7</sup>\_\_\_\_\_, technology makes our lives easier and more enjoyable.


<sup>8</sup>\_\_\_\_\_, modern technology is not a bad thing. <sup>9</sup>\_\_\_\_\_ all, if it were so bad, it wouldn't be so popular. It

<sup>10</sup>\_\_\_\_\_ me that it's essential for the future of our world.

- 6 **SPEAKING** In groups, think of arguments for and against the statement in the essay question below. Look back at page 34 for some ideas.

Young people spend too much time gaming. Do you agree?

- 7 **WRITING** Write an essay for or against the statement in the essay question above.

 Use the Graphic Organiser for this unit to help you plan your writing.

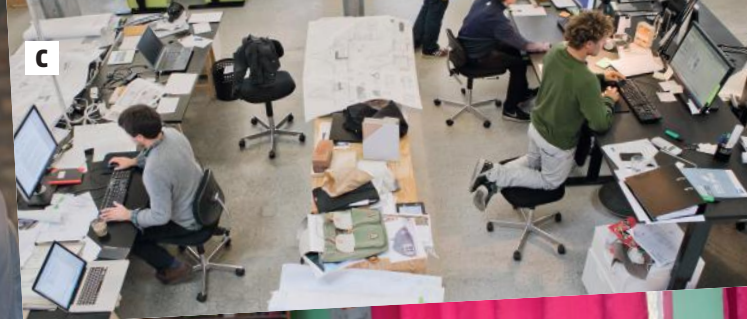




A



B




C



D



E

- 2  **8.15** Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.



### LIFE SKILLS | How to choose a future career

- 1 Get to know yourself.
- 2 Visit a professional adviser.
- 3 Research jobs you are interested in.
- 4 Check what skills and qualifications you need to do this job.
- 5 Consider other career options if necessary.
- 6 Make your own decisions.

- a  Be ready to adapt your plans.
- b  What are you like? What interests do you have?
- c  Get some work experience and meet people who do your dream job.
- d  What courses do you need to complete?
- e  Choose a job that makes you happy.
- f  Take a personality test to find a possible future job.

- 1 Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- |   |   |
|---|---|
| <input type="checkbox"/> work on your own       | <input type="checkbox"/> work outdoors      |
| <input type="checkbox"/> work in a team         | <input type="checkbox"/> do physical work   |
| <input type="checkbox"/> use a foreign language | <input type="checkbox"/> work part-time     |
| <input type="checkbox"/> go on business trips   | <input type="checkbox"/> work full-time     |
| <input type="checkbox"/> wear a uniform         | <input type="checkbox"/> work with children |
| <input type="checkbox"/> work from home         | <input type="checkbox"/> work with animals  |
| <input type="checkbox"/> work in an office      | <input type="checkbox"/> manage people      |

- 3 In pairs, use the list from Exercise 1 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.



4 Read the biographies of three successful people below. Match texts A-C with questions 1-5. Each question can be matched with one or two texts.

Which person ...

- 1 chose a career related to something they liked to do as a child?
- 2 edits a newspaper?
- 3 received many awards?
- 4 was not discouraged in spite of difficulties?
- 5 has well-known businesses in Jordan?

**C** As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just 20, together with a friend, he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become two of the best known and successful businesses in Jordan.

## ROADS TO SUCCESS

**A** At university in the UK he worked as an actor on BBC radio because he had a good voice. He returned to Jordan and joined the Jordanian National Theatre Group. Eventually he was given his own television programme. Now he is extremely famous and has won several awards.

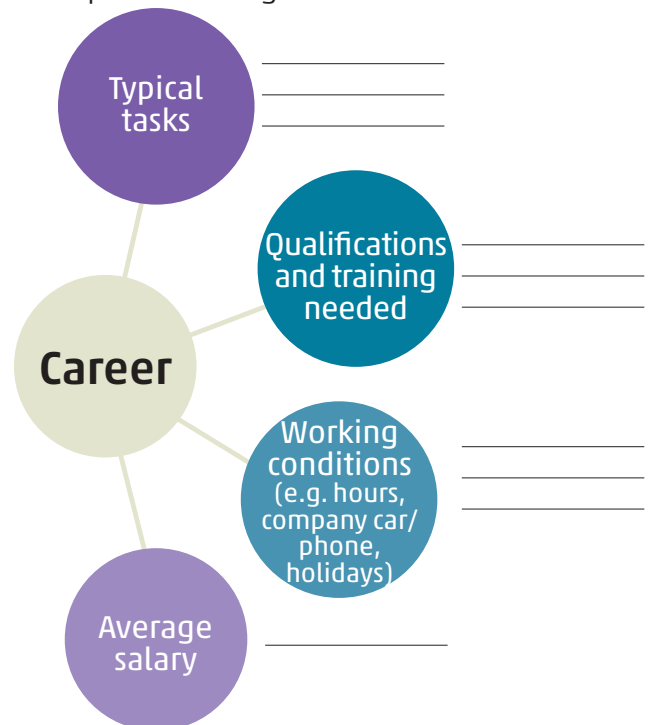
**B** She has always been interested in helping children. She worked at children's schools and as an editor for the children's part of *Al-Dustour* Newspaper. She has always loved writing ever since she was young, and now has published many different children's books. She loves to write books full of different stories and has become very famous in Jordan for her many series of children's books.

She has received many awards for her writing including the shield of the Royal Jordanian Air Force.

5 Do the task below.

### LIFE SKILLS | Project

**A** Choose one of the jobs your partner suggested for you in Exercise 3. Use the Internet to find more information about it. Complete the diagram below.



**B** In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.



# 09

## Art lovers



<b>VOCABULARY</b>	Culture, creative jobs
<b>GRAMMAR</b>	Past Perfect, reported speech
<b>LISTENING</b>	Artists, books
<b>SPEAKING</b>	Informal invitations
<b>READING</b>	Modern art, music
<b>WRITING</b>	A short review
<b>VIEWING AND PRESENTING</b>	Give a presentation about a classmate



TERI HORTON WITH HER PAINTING

## A GOOD CHOICE

ART RICHES SURPRISING STORIES FROM THE WORLD OF ART

### A WOMAN BOUGHT A PAINTING THAT COULD BE WORTH \$50 MILLION FOR \$5. HOW DID SHE DO IT?

One day a 73-year-old American called Teri Horton saw a large colourful painting in a California thrift shop\*. She had never bought such a big painting before but she liked the colours and thought it would be a fun present for a friend who was depressed, so she bought it for \$5. (The shop assistant had asked for \$8 but Teri was good at bargaining.) After she had bought it, she took it to her friend's house. The friend, however, didn't like the painting, and anyway, they hadn't managed to get it through the door and into her home, so Teri decided to sell it at a yard sale\*\*. A local Art teacher saw it and thought it looked familiar. Had a famous artist painted it? Teri didn't know. Before she retired,

she'd worked as a truck driver and she was no art expert. But she soon found out that the painting was in the style of a world-famous abstract artist who had died in 1956 and whose paintings sell for millions. Unfortunately, nobody had signed the painting and some experts claimed it wasn't authentic. However, after an expert had found a fingerprint on the painting that seemed to be from a world-famous abstract artist, a buyer offered her \$9 million. She turned it down. She says she won't sell it for less than \$50 million.

\* In the US, a thrift shop is like a charity shop in the UK.

\*\* In a yard sale, you sell some of your things in front of your house. It's common in the US.

## LESSON 1A VOCABULARY AND GRAMMAR

- 1 In pairs, describe the painting behind Teri Horton using the adjectives from the box. What do you think it shows? Read the text. Then ask and answer the questions below.

bright cheerful colourful depressing gloomy imaginative irritating original scary  
thought-provoking unsophisticated

- 1 When (and why) did you last go to an art gallery? What did you see? Did you enjoy it?
- 2 What do you think of modern art?

## Past Perfect

2 Read the text again. For each pair of sentences, tick the thing that happened first.

- 1  a Teri bought the painting for \$5.  
 b The shop assistant had asked for \$8.
- 2  a Teri decided to sell the painting.  
 b They hadn't managed to get the painting inside the friend's house.
- 3  a An expert had found a fingerprint on the painting.  
 b Someone offered \$9 million for the painting.

3 Study the Grammar box and find more examples of the Past Perfect in the text.

### Past Perfect

We use the Past Perfect to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple (e.g. *realised*) with an earlier one in the Past Perfect (e.g. *had left*).

When I got home, I *realised* that I *had left* my phone in the taxi.

- + I **had finished**.  
 - They **hadn't started**.  
 ? **Had** he **gone**? Yes, he **had**./No, he **hadn't**.

Wh-? **Where had** she **gone**?


**Linkers:** after, already, as soon as, before, by, by the time, once, until

Grammar Reference > page 72

4 Read the caption for the photo. Then in pairs, think of possible answers to the question. Do Exercise 5 and check.



Seven-year-old Kieron Williamson made £150,000. How did he do it?

5  9.1 Complete the text with the Past Perfect of the verbs in brackets. Listen and check.



In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron <sup>1</sup>*had painted* (paint) 33 watercolours of landscapes for the exhibition in Holt, Norfolk in England. At his previous exhibition in 2009, Kieron <sup>2</sup>\_\_\_\_\_ (sell) 16 paintings. How much money <sup>3</sup>\_\_\_\_\_ (he/make)? £18,200. This time people <sup>4</sup>\_\_\_\_\_ (come) from countries all around the world to buy his paintings. By the time the exhibition finished, all 33 paintings <sup>5</sup>\_\_\_\_\_ (go) and Kieron <sup>6</sup>\_\_\_\_\_ (make) £150,000! The Williamsons were delighted. They <sup>7</sup>\_\_\_\_\_ (not expect) the paintings to sell so well.

6 Complete the sentences with the correct forms of the verbs in brackets.

- 1 When the artist *died* (die) at the age of 68, he \_\_\_\_\_ (create) many pieces of art based on the deserts of Jordan.
- 2 After he and his friend \_\_\_\_\_ (have) an argument, he felt bad and \_\_\_\_\_ (apologise).
- 3 By the time he \_\_\_\_\_ (be) a student, Mahmoud \_\_\_\_\_ (already/decide) to become an artist.
- 4 She \_\_\_\_\_ (spend) many years alone in her room after she \_\_\_\_\_ (have) a serious traffic accident at the age of 18.

7 **SPEAKING** In pairs, tell stories about art from your life. Use the linkers in the Grammar box and include at least one example of the Past Perfect.

*When I was younger, my grandmother asked me to paint a picture. As soon as I finished the painting, I realised I'd painted all over her expensive dining table. My grandmother had left the room but when she came back, she ...*

Now go to Workbook page 28 for the next lesson.

I can use the Past Perfect to tell stories from my life.



## LESSON 2A VOCABULARY | Creative jobs

- 1 THINK BACK** In pairs, describe the photo. Add more creative jobs to the list below. Then think of some famous people and say what jobs they have.

Creative jobs: artist, actor, photographer ...

**A** *Yasser Al-Massri*

**B** *He was a famous TV actor.*

**A** *Yes, but he was also a theatre actor.*

- 2** In pairs, match the creative jobs from the box with: a) film, b) theatre or c) music. Sometimes more than one answer is possible. Which job do you think is the easiest and which is the most difficult?

camera operator    composer  
 conductor    director    extra  
 lighting technician    playwright  
 screenwriter    songwriter  
 sound engineer    stage manager  
 stunt performer

- 3** Check you understand the highlighted words and phrases. In pairs, read the clues and identify the creative jobs they describe.

- 1** I need to remember my **lines**. I work on TV but I prefer doing **plays** in front of a real **audience** in the **theatre**. I'd love to **play a good part** in a **film**. **actor/actress**
- 2** I make most of my money from playing **concerts**, not selling **albums**. I play an **instrument** in a traditional folk **band**.

- 3** I usually work on a **stage** in a theatre. When I stand behind the **curtain** just before a **live performance**, I always feel nervous. I'm scared I might forget my lines.

- 4 Study Watch Out!** Then in pairs, make true sentences with the words from the box.

act   draw   explain things   paint  
 play instruments   remember things  
 speak clearly   take photos/selfies  
 talk to people   tell people what to do

*I think I'm good at acting but I'm terrible at painting.*

### WATCH OUT!

You can say that you are *good*, *not very good* or *terrible at* something:

*I'm good **at** Science, I'm not very good **at** sport.  
 I'm terrible **at** Art.*

But if you use a verb after *good at/bad at*, you have to add *-ing*:

*I'm good **at painting**. I'm not very good **at drawing**. I'm terrible **at acting**.*

- 5** Make a short presentation to the class using the information about your partner you found out in Exercise 4.

Now go to Workbook page 30 for the next lesson.



LESSON 3A GRAMMAR AND VOCABULARY

1 In pairs, talk about your favourite TV programme using the types of TV programme from the box. Why do you like it?

cartoon chat show documentary  
drama series game show quiz show  
reality TV sitcom sketch show soap  
the news

A My favourite TV programme is on Channel 1 at eight o'clock four nights a week. It's called *The South*.

B How long is each episode?

2 Look at the photo below. What kind of programme is *The South*?



Jameela and Manal are in for a surprise. Watch *The South* Thursday at 8.

Reported speech

3 Read sentences 1–2 and answer questions a–b. You can use the Grammar box to help you.

1 'I'm fed up!'

2 Jameela told Manal she was fed up.

a Which is a quote and which is a report?

b How is the verb form in the report different from the one in the quote?

Reported speech

Direct speech	Reported speech
Present Simple (is/are – do/does) →	Past Simple (was/were – did)
Present Continuous (am/are/is doing) →	Past Continuous (was/were doing)

Present Perfect (has/have done) → Past Perfect (had done)  
Past Simple (did) → Past Perfect (had done)  
will (will do) → would (would do)  
can (can do) → could (could do)

Time expressions also change: yesterday → the day before; the last time → the time before; tomorrow → the day after

Grammar Reference > page 72

WATCH OUT!

I **said** that I didn't want to watch that programme.

I **told her/Malak** that I didn't want to watch that programme.

4 Study the *Watch Out!* box and report these quotes from *The South*. Use *tell* if you know who the speaker is talking to.

This week's best lines from *The South*

1 'I'm your mother, you're my son, we're family.'  
(Sawsan to Ziad)

Sawsan told Ziad that she ...

2 'I can't take it anymore.' (Khaled)

3 'Malak's looking for you.' (Muneer to Raed)

4 'I've made a decision.' (Sami)

5 'We'll keep on trying, we won't give up.'  
(Fadia)

6 'Jaber took out the recycling and then left.'  
(Noura to Lama)

7 'You have no idea what you're talking about.'  
(Laila to Hussein)

8 'I don't like talking about other people but I've heard some news.'  
(Amina to Nadia)

5 **SPEAKING** In pairs, report a conversation either from your life or from a TV programme that you watch. Use reported speech.

Now go to Workbook page 31 for the next lesson.

I can use *say*, *tell* and *ask* to report conversations.

## LESSON 4A READING AND VOCABULARY

### 1 In pairs, ask and answer the questions.

- 1 What is your favourite musical instrument?
- 2 Can you play an instrument? If not, would you like to learn?
- 3 Have you ever performed in public? If so, what was it like? If not, why not?

### 2 Read the article quickly and choose the best answer.

What is the main purpose of the article?

- a To tell the story of a difficult moment in a musician's life.
- b To explain the success of a classical musician.
- c To summarise the lives of members of a successful family.
- d To look at some of the top musicians around the world.

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

- 1 Which of these things has Sheku not done yet?
  - a played at a royal wedding
  - b recorded a successful album
  - c helped young people
  - d made a film about his life
- 2 Why are more young people are learning to play the cello now?
  - a Sheku has paid for all their lessons.
  - b Sheku's cello music has become very popular.
  - c They want to win national competitions.
  - d They have seen his concerts on TV.
- 3 In what way is Braimah Kanneh-Mason different to his brothers and sisters?
  - a He can't play classical music.
  - b He is only a soloist.
  - c He plays in a pop band.
  - d He has not been successful.
- 4 What is the most probable reason Sheku is global ambassador for the Juvenile Diabetes Research Foundation?
  - a He wants to help young people with the same illness that he has.

- b He likes to travel around the world.
- c He wants to become a scientist.
- d He wants to find out about young people around the world.

### 4 In pairs, check you understand the highlighted words and phrases below. Then complete the sentences with the other highlighted words in the article.

- 1 Sheku and his brothers and sisters often \_\_\_\_\_ in **classical music** concerts.
- 2 The people in the \_\_\_\_\_ at the **concert hall** are of all ages.
- 3 I like when the \_\_\_\_\_ plays alone more than when the whole **orchestra** plays.
- 4 **Pop groups** as well as classical musicians have to \_\_\_\_\_ for many hours every day.
- 5 Everyone at the concert enjoyed Sheku's \_\_\_\_\_ of the music.

### 5 In pairs, use the vocabulary from this lesson and from Lesson 2A to talk about the things below.

- 1 your favourite and least favourite kinds of music
- 2 the last time you saw a live musical performance
- 3 the best concert you've ever seen  
*I love all kinds of music, especially pop but I also like traditional and some classical music.*

### 6 SPEAKING Prepare a short talk about a successful family that you know of. Use some of the prompts below to help you. Then tell your story to the class.

---

... is part of a family of ...  
He/She is the first/second/third of ...  
He/She has one/two brothers and two/three sisters.  
The oldest/youngest brother/sister ...  
Although he/she is the youngest, he/she ...

---



# How to succeed as a classical musician

What does it take to be a top classical musician? It helps when you win a prestigious national competition, and it also helps when you are part of a family of talented musicians.

5 This is true of Sheku Kanneh-Mason, one of the most gifted classical musicians in the UK today.

In 2016, Sheku Kanneh-Mason was just 17 years old when he won the BBC Young Musician of the Year award. Sheku plays  
10 the cello, and is one of a family of amazing musicians. He is the third oldest of six brothers and sisters who all play instruments to a high level, and in 2019, they even **performed**  
15 together in a concert for members of the British royal family. They have also recorded **classical music** albums together, presented a radio series talking about their favourite classical music, played in some of the world's best **concert halls** and twice performed for the  
20 British Academy Film Awards (BAFTAS).

Sheku is the most famous of the family, however, after playing as a **soloist** at a royal wedding in 2018, a **performance** that was watched by an **audience** of around two billion  
25 people around the world. In 2020, he became the first cellist to reach the top ten best selling albums in the UK. Sheku said that he was really happy to hear that many of his young fans are learning the cello because of this.


30 Sheku started playing the cello at the age of six, and went to secondary school in Nottingham, where his family lived. He went on to study at the Royal Academy of Music in London. In 2018, he donated £3,000, that's  
35 about 2,780 JOD, to his former school so that ten students could continue their cello lessons.

His brothers and sisters have also been very successful. Sheku's brother Braimah plays violin for a very successful **pop group**. His sister  
40 Konya has twice played the piano to members of the British royal family, while his other sister Isata has released a classical music album with Sheku. All his other brothers and sisters have also played in **orchestras** and won many music  
45 awards.

Sheku is an amazing talent, but life has not always been easy for him. Like all top musicians, to be so successful, he has had to **rehearse** the cello for hours every day,  
50 and when he was 12, he was diagnosed with diabetes. Today he works as a global ambassador for the Juvenile Diabetes Research Foundation. As a result, both his charity work and his music can really make a difference to  
55 young people's lives.



## LESSON 5A SPEAKING

-  **1**  **9.3** Listen to Part 1 of the story. In pairs, use reported speech to report Talal's message to Suleiman.

*Talal called Suleiman and left a message. He said ...*

-  **2**  **9.4** Listen to Part 2 and follow the instructions.

- Say what a) Muneer, b) Mum and c) Laith invite Talal to do.
- Say what reasons he gives for turning them down.

- 3** Study the Speaking box. Which expressions are *not* in the conversations?

### SPEAKING | Informal invitations

#### Making invitations

Do you want to ...?  
 Would you like to ...?  
 Do you fancy ...-ing?  
 How about ...?

#### Accepting invitations



Sure, that sounds good/like a good idea.  
 Yes, I'd love to. Where shall we meet?  
 What a great idea! What time?  
 That's very kind of you, thanks.



#### Turning down invitations

No, thanks.  
 Thanks but ...  
 No, I'm sorry, I can't.  
 I'd love to but ...  
 That sounds great/like a lot of fun but ...  
 Maybe some other time.

#### Giving reasons

I don't really fancy it, to be honest.  
 I'm not really into ...  
 It's not my cup of tea.  
 I don't feel like ...-ing.  
 I've got other plans.  
 I've got to ...

- 4**  **9.5** What do you think will happen when Suleiman calls Talal? Listen to Part 3 and check. 

- 5**  **9.6** Complete the sentences with phrases from the Speaking box. Listen and check. 



Talal <sup>1</sup>*Do you want to go* to the cinema this evening?

Suleiman <sup>2</sup>\_\_\_\_\_ but \_\_\_\_\_, I can't. I'm going out with my mum. Maybe <sup>3</sup>\_\_\_\_\_.

Talal Yeah, sure.

Suleiman There's an exhibition at the Art Gallery. <sup>4</sup>\_\_\_\_\_ going on Sunday?

Talal That <sup>5</sup>\_\_\_\_\_ a great idea. I'd <sup>6</sup>\_\_\_\_\_.

- 6**  **9.7 PRONUNCIATION** Read the information below. Then listen and repeat the questions with the correct intonation. 

With *yes/no* questions, our intonation often rises, e.g.

Do you want ↗ to come?

With *wh-* questions, our intonation often falls, e.g. What's ↘ up?



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## Staff Picks

### William Shakespeare

#### *Shakespeare in Autumn*

Plays and Sonnets from William Shakespeare, history's most influential writer of the English language. His poetry and plays have been used and studied for generations and remain iconic works of literature.

### Sir Arthur Conan Doyle

#### *The Adventures of Sherlock Holmes*

An exciting collection of twelve short stories in which the London detective, Sherlock Holmes, tries to solve an assortment of confusing and strange mysteries.

1 Read the descriptions of books on a public library website and guess the category for each book. What kind of books do you usually/never read?



2 9.8 In pairs, describe the photo. What do you think they are talking about? Listen to Part 1 of the conversation and check.



3 9.9 Listen to Part 2 of the conversation and tick the words you hear.

- author  beginning  chapter  
 (main) character  cover  hero  
 novel  (opening) line  paragraph  
 plot  trilogy  (writing) style  title

4 9.10 Listen to the whole conversation again and choose the correct answers.



- 1 Nada is reading the novel because  
 a it is too cold outside to go cycling.  
 b she must read it for her English class.  
 c she is giving a presentation next month.
- 2 Muna says she doesn't like  
 a the style that the book is written in.  
 b the first sentence of the novel.  
 c the picture on the book's front cover.
- 3 Nada describes the author's style as  
 a imaginative.  
 b difficult to understand.  
 c poetic.
- 4 Muna is talking to Nada because  
 a her friend has gone shopping.  
 b she wants them to go out together.  
 c she needs help with her homework.

Now go to Workbook page 32 for the next lesson.

# WHAT'S ON THIS WEEKEND

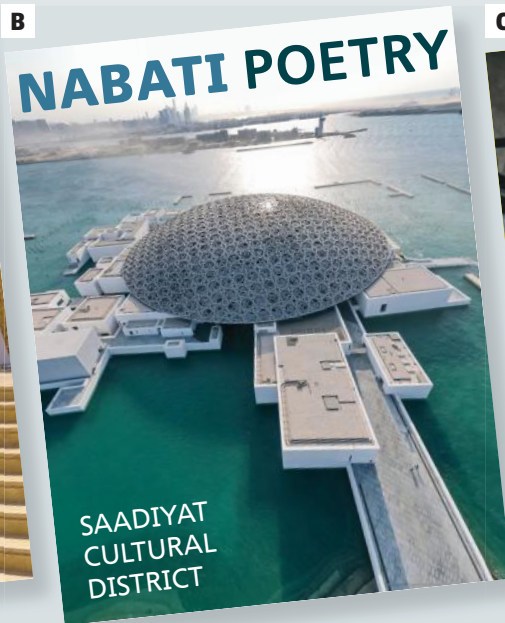
USER REVIEWS



## Aqua Kaleidoscope The Petra Museum

*Amazing Nabataean Water Engineering*

This wonderful exhibition is really interesting! It explores the mysteries of Nabataean water engineering techniques using exhibits of water pipes excavated from Petra and reconstructed using state-of-the-art digital 3D images. You can learn all about the people who built Petra, the Nabataeans; skillful nomadic tribes with hydraulic engineering and other clever water management technologies.



## B Nabati Poetry Saadiyat Cultural District Abu Dhabi

*A beautiful form of poetry*

Originating among the Bedouin of the Arabian Peninsula and distinguished by its use of colloquial Arabic, rather than the formal Arabic found in most contemporary writing and classical Arabic is Nabati poetry. I found the language of Nabati poetry to be simple, clear and direct. However, personally, I prefer a more formal approach to poetry.



## C Oliver Twist Savoy Theatre

*The magic has gone*

If you're a history fan like me, and if you like Charles Dickens books, then please do yourself a favour and stay well away from this dreadful play. The actors try hard but the dialogues are dull, the plot does not match the book and the whole thing goes on for far too long – almost three hours. Don't waste your time or your money.

**1** How do you find out if a book/film/play/TV programme/exhibition/album/concert is good or not? Discuss in pairs.

**2** Look at the posters. In pairs, say which event you would/wouldn't like to go to and why.

**A** *I'd like to go to the Nabati Poetry event because I'm really into different forms of poetry.*

**B** *I wouldn't like to go to the play because I find historical plays boring.*

**3** Read the reviews and match them with the number of stars you think the reviewer gave each event. Justify your opinion.

★★★★★ \_\_\_\_\_

★★★★★ \_\_\_\_\_

★★★★★ \_\_\_\_\_



4 Study the Writing box. Then find the expressions from the box in the reviews.

**WRITING | A short review**

- Start with a heading that indicates your opinion and if possible, mark the number of stars (★★★★★) you think the event deserves.
- You can make some personal comments:  
I'd never heard of ... before but ...  
A friend told me it was ...  
I was looking forward to going to ... but ...  
I'm a big fan of ...
- Give some factual details:  
It's the group's third album.  
The exhibition is on at ... until ...  
It opens at 10 a.m.  
This is ...'s second novel.  
You can listen to it for free on ...  
It's a murder mystery.
- Give your opinion:
  - positive comments: **totally brilliant, really good, I loved it, I enjoyed it**
  - fifty-fifty comments: **quite good, not bad, alright, OK**
  - negative comments: **absolutely awful, really bad, very boring**
  - comparisons: **not as good as, the best thing they've done, I don't like it as much as ..., slightly better, even worse**
- Justify your opinion:  
It was a waste of money – the sound was terrible and they only played for 40 minutes.
- Give recommendations:  
You should/shouldn't ...  
It's worth ... -ing  
I recommend it.  
Go and see it.  
Don't miss it.  
Forget about it.  
Don't waste your time or money on ...

5 Study *Watch Out!* Which adverb can you use with both normal and strong adjectives?

**WATCH OUT!**

**Normal adjectives    Strong adjectives**

good	brilliant/awesome
bad	awful/pathetic
silly	ridiculous
funny	hilarious
interesting	fascinating
surprising	amazing
scary	terrifying

We usually modify normal adjectives with the adverbs *very*, *really* or *quite*, and strong adjectives with the adverbs *absolutely*, *really* or *totally*:

It's **very** good.

It's **absolutely** brilliant.

6 In pairs, talk about artists, groups, TV programmes, etc. that you know. Use the adjectives and adverbs in *Watch Out!*

**A** I saw a new superhero movie last night.

**B** What's it like?

**A** It's really funny. It's totally brilliant. I loved it.

7 **WRITING TASK** Write a review of a film, TV programme, book, exhibition, etc. Use the Writing box and *Watch Out!* to help you.

🗂️ Use the Graphic Organiser for this unit to help you plan your writing.




# 10

## Helping others



<b>VOCABULARY</b>	Detectives
<b>GRAMMAR</b>	The passive (Present Simple, Past Simple and Present Perfect), the second conditional
<b>LISTENING</b>	Heroes, justice system
<b>SPEAKING</b>	Asking for and giving advice
<b>READING</b>	Ethics, writing stories, fictional detectives
<b>WRITING</b>	A story
<b>VIEWING AND PRESENTING</b>	Presenting on a time you did something brave



### Was Sherlock Holmes the first fictional detective?

Sherlock Holmes is the most famous detective in fiction. He was created in 1887 by British author Sir Arthur Conan Doyle, who wrote four novels and 56 short stories involving Holmes and his partner, Doctor Watson. Since then over 120 authors have written Sherlock Holmes stories.

The London detective has also starred in more than 200 films and has been played by over 70 actors. There have been Sherlock theatre and radio plays, TV programmes, children's cartoons, comics and video games. Even the word 'Sherlock' is used for someone who makes brilliant deductions.

But Sherlock wasn't the first fictional detective. That honour belongs to Edgar Allan Poe's creation C. Auguste Dupin. Holmes' first case, 'A Study in Scarlet,' wasn't written until 46 years after Poe's 1841 story 'The Murders in the Rue Morgue'. In fact, Dupin was created before the word 'detective' even existed.

Another inspiration might be Maximilien Heller. It is not known if Doyle read this 1871 novel by Henry Cauvain, but like Holmes, Heller was a brilliant private detective who used science and logic to find clues and solve crimes, puzzles and mysteries. Also, like Holmes', his adventures were narrated by a doctor. Was Holmes based on Heller? Perhaps. Make your own deductions.

### LESSON 1A VOCABULARY AND GRAMMAR

#### 1 What do you know about Sherlock Holmes?

- What nationality is he?
- In which city does he live and work?
- What's the name of the man he works with?

#### 2 Read the text. Then in pairs, answer the questions.

- Who wrote the Sherlock Holmes stories?
- When can we call someone 'Sherlock'?
- Who was the first fictional detective?
- What are the similarities between Sherlock Holmes and Maximilien Heller?

## The passive

### 3 Look at the pairs of sentences 1–3 and answer questions a–c below.

1

**Active:** People use the word 'Sherlock' for someone who makes deductions.

**Passive:** The word 'Sherlock' is used (by people) for someone who makes deductions.

2

**Active:** Arthur Conan Doyle created Sherlock Holmes.

**Passive:** Sherlock Holmes was created by Arthur Conan Doyle.

3

**Active:** Over 70 actors have played Sherlock Holmes.

**Passive:** Sherlock Holmes has been played by over 70 actors.

- Do both sentences in each pair have the same meaning?
- What is more important in active sentences – what someone does or who does it?
- What is more important in passive sentences – what someone does or who does it?

### 4 Find more examples of the passive in the text. How do we form the passive in these tenses? Study the Grammar box and check your answers.

- the Present Simple
- the Past Simple
- the Present Perfect

## The passive

We use **the passive** when the action is more important than the people who do it. We often use the word *by* before the person who does the action.

We form the passive with the verb *to be* and the past participle:

Some problems **are not solved** by yourself. (Present Simple)

Why **were** they **arrested** (by the police)? (Past Simple)

A man **has been attacked** by a swarm of bees. (Present Perfect)

Grammar Reference > page 73

### 5 10.1 Complete the sentences with the correct passive forms of the verbs in brackets. Then listen to check and to answer questions 2, 3 and 5.



#### Present Simple

- The novels **are written** (write) in a clear, easy-to-read style.
- Where \_\_\_\_\_ (the novels/set)?

#### Present Perfect

- How many novels \_\_\_\_\_ (publish) so far?
- The series \_\_\_\_\_ (not make) into a film but it \_\_\_\_\_ (adapt) for television.

#### Past Simple

- When \_\_\_\_\_ (the TV programme/produce)?
- A second season \_\_\_\_\_ (plan) but it \_\_\_\_\_ (never/film).

### 6 Rewrite the sentences in the passive beginning with the words given.

- The author has never confused me.  
I've **never been confused**.
- Detective stories fascinate me.  
I'm \_\_\_\_\_
- Someone borrowed my book without asking.  
My book \_\_\_\_\_
- In my opinion, they don't publish enough detective stories.  
In my opinion, detective stories \_\_\_\_\_

### 7 SPEAKING In pairs, ask and answer questions about the passive sentences in Exercise 6.

- Have you ever met a detective?*
- No, of course not. Are you fascinated by detective stories?*

Now go to Workbook page 36 for the next lesson.



## LESSON 2A VOCABULARY | Doing the right thing

### 1 SPEAKING In groups, ask and answer the questions.

- 1 How many people do you help each day?
- 2 How do you think we can help others more?

### 2 Match the act of kindness in the table with photos A-E.

#### Acts of kindness

- help with homework
- return lost property
- give away food
- work for a charity
- give directions

### 3 Complete the sentences with phrases from the table in Exercise 2. You may need to change the tense. Use a dictionary to help you with any words you are unsure of.

- 1 A friend notices you are struggling with maths. They offer to *help you with your homework*.
- 2 I was lost in a city I hadn't been to before. Fortunately, a kind family \_\_\_\_\_.
- 3 My little brother was hungry after sports practice. We were so touched when we heard his friends \_\_\_\_\_ to him.
- 4 I'm so proud of my best friend. Every month she gives back to the community by \_\_\_\_\_.
- 5 I was so upset when I left my phone on the bus. Fortunately, they have an easy way of \_\_\_\_\_.



Now go to Workbook page 38 for the next lesson.

- 1 In pairs, talk about who your heroes are.
  - 1 Are they real or fictional?
  - 2 What special skills do they have?
  - 3 Who is your favourite hero in a film? What did you think of them?
- 2 In pairs, complete the sentences with the words from the box. Use a dictionary to help you.

crime fighters ~~innocent~~ justice system  
others save villains


- 1 The opposite of 'guilty' is *innocent*.
- 2 Not all superhero film characters are \_\_\_\_; some of them are bad guys.
- 3 Another word for bad guys is \_\_\_\_.
- 4 Police officers, lawyers and judges work in the \_\_\_\_.
- 5 People who work for charities spend their time helping \_\_\_\_.
- 6 The emergency services \_\_\_\_ us from danger.



- 3  **10.2** Listen to a radio programme and choose the correct answers.

- 1 Mazen says that superheroes
  - a are less popular now than they were in the 1930s.
  - b tend to be unpopular when society has problems.
  - c are more popular now than they were in the 1930s.
- 2 What, according to Rola, is the problem with superheroes?
  - a They take the law into their own hands.
  - b They make the police look bad.
  - c They sometimes accidentally hurt innocent people.
- 3 What reason does Mazen give for the popularity of superhero films?
  - a They use modern technology.
  - b You can watch them on computers.
  - c They are a chance to escape from real life.



- 4 **SPEAKING** In pairs, ask and answer the questions. Justify your answers.
  - 1 Which superpower(s) would you like to have?
  - 2 Are superhero comic books and films relevant to our lives?
  - 3 Are real-life superheroes fantastic or ridiculous?
- 5 **REFLECT | Society** What should you do/not do if you see somebody who needs help? Discuss in groups.
- 6  In pairs, discuss a time you did something brave. Present the story to the class.

Now go to Workbook page 39 for the next lesson.



# ETHICS

## BEING THE BEST PERSON YOU CAN BE

### What would you do if you were in these situations?

- 1 If I saw an old woman who was trying to cross the road, I would ...
- 2 If I found somebody's wallet with their address in it, I would ...
- 3 If a family member was in hospital and their baby needed care, I would ...



## LESSON 4A GRAMMAR

- 1 Look at the photo at the top of the page and read the question. Which situation does the photo correspond to?



- 2 10.5 Listen to a conversation and say which answers Ali and Hassan give to questions in a questionnaire.

	1	2	3	4
Ali				
Hassan				

- 3 Answer the questions in pairs.

### The second conditional

- 4 Study the Grammar box and *Watch Out!* and in pairs create two statements using the second conditional.

#### The second conditional

We use the second conditional to talk about:

- things that are unlikely or impossible to happen in the future (fantasies, unreal plans):  
*If I **won** first prize, I **'d be** overjoyed.*  
(but I almost certainly won't win first prize)
- unreal situations in the present:  
*What **would** you **do** if you **were** me?*  
(but you're not me)

There are two parts to a sentence in the second conditional:

#### The condition

*If + Past Simple,*

#### The result

*would + infinitive*

*If I **saw** someone fall, I **would help** them up.*

Grammar Reference > page 73

### WATCH OUT!

With the second conditional, we often use *were* instead of *was* after *I, he, she* and *it*, especially in written English or formal situations:

*I would help your brother if I **were** you.*

*If it **weren't** so difficult, I'd do it.*

- 5 Complete the chain of sentences with the correct tense of the verbs in brackets. Then in pairs, make other chains from the sentence beginnings below.

1 If someone *helped* (help) me, I \_\_\_\_\_ (buy) them a gift.

If you \_\_\_\_\_ (buy) them a gift, *the person* \_\_\_\_\_ (feel) embarrassed.

If the person \_\_\_\_\_ (feel) embarrassed, I ...

2 If I found a lot of money in the street, ...

3 If I heard somebody crying, ...

4 If I saw a lot of litter on the floor, ...

Now go to Workbook page 40 for the next lesson.



1 In pairs, describe the photo. Who do you think the person is and what is happening?

A *I think the person has had an accident.*

B *No, I don't agree. I think ...*



2 **10.6** Listen to the conversation and decide if statements 1–4 are true or false.

- 1  The ambulance driver is questioning Zeinab about an accident.
- 2  Zeinab complains about the poor lighting in her school.
- 3  Zeinab wants advice on how to avoid future accidents.
- 4  Someone broke their leg falling recently.



3 **10.7** Study the Speaking box and complete the sentences with 1–3 words in each gap. Listen and check.

- 1 Have you *any tips* on what I could do to feel safer?
- 2 Listen, it's \_\_\_\_\_ to watch where you are walking.
- 3 Could you give me \_\_\_\_\_, please?
- 4 Have you any ideas \_\_\_\_\_ how to stop that happening again?

**SPEAKING | Asking for and giving advice**

**Asking for advice**

What should I do?

Could you give me some advice?

Have you any ideas on how to (+ infinitive) ...?

Have you any tips on what I could do ...?

**Giving advice**

If I were you, I'd ...

I (don't) think you should ...

You should/shouldn't ...

(I don't think) it's a good idea to ...

It's better (not) to ...

Why don't you (+ infinitive) ...?



4 **10.8 PRONUNCIATION** Listen and repeat the words below. Be careful not to pronounce the letters in red.



answer biscuit friend foreign honestly  
knife knowledge listen should thumb  
walk what wrong

5 **10.9 PRONUNCIATION** Say the sentences. Then listen and check.



- 1 Nurses are calm when they talk.
- 2 There's no doubt that she's unconscious.
- 3 Could you fasten your seat belt, please?
- 4 I don't know what to write on the sign.
- 5 The workers didn't look in the cupboard.

6 In groups, ask for and give advice for these situations.

- 1 I found out that my best friend goes cycling without a helmet. I told him to stop but he won't.
- 2 My little brother needs to be kinder. He doesn't notice when people are upset.
- 3 I'm thinking of joining the police force.

## LESSON 6A READING AND VOCABULARY

- 1 In pairs, look at the photo on page 55. You are going to read a story involving the two people. What do you think it will be about?
- 2 The story on page 55 was written for a competition for young writers in Amman. In pairs, discuss what you would write a story about. Would you prefer to write about people doing good or bad things?
- 3 Read the story quickly. In pairs, say what it is about. Did you find the ending surprising?
- 4 Study Active Reading and choose the correct answer to question 1. Use the underlined key words to help you. Then say which words from the story helped you answer the question.
  - 1 We learn that Fawzi's park
    - a had a litter problem at the beginning of the story.
    - b was in a very big city.
    - c didn't have a litter problem at the end of the story.
- 5 Read the story again and choose the correct answers to questions 2–4.
  - 2 Fawzi tells the man that
    - a he enjoys working in the café.
    - b he doesn't like him.
    - c it's bad for the park and the animals.
  - 3 The man told Fawzi it didn't matter because
    - a it will help keep the park clean.
    - b everyone did it.
    - c every piece of litter adds up.
  - 4 The man went back to the park to
    - a pick up litter.
    - b speak to Fawzi.
    - c water the flowers.
- 6 **REFLECT | Values** In groups of three, ask and answer the questions.
  - 1 Do you think this story deserved to win the competition?
  - 2 Should people who drop litter be told to pick it up?

### ACTIVE READING | Finding specific information

- Read the text quickly to get the main idea of what it is about.
- Read each question carefully and find the key words in it.
- Look for the key words or similar ideas in the text.
- Read before and after the key words to find the answer to the question.





# Every little bit helps



10.10

In a busy part of London, there lived a man named Fawzi. Fawzi was an ordinary man. He worked at a small café, where he served coffee and pastries to many different people. He was friendly and always had a smile on his face. But what made Fawzi special was his love for the environment. He worked hard to keep the park near his café clean and green.

Every morning, Fawzi walked to work through the park. Every day, he saw litter on the grass and in the bushes. Plastic bags, cans, and old newspapers were everywhere. This made Fawzi sad. He knew that litter was bad for the animals and the plants. He believed that everyone should look after the environment.

One sunny day, as Fawzi walked to work, he noticed something strange. A young man in a black jacket was throwing litter on the ground. Fawzi stopped and watched. The man was not just throwing one piece of litter. He was throwing many things: a bottle, a wrapper, and even a broken umbrella. Fawzi felt a fire grow inside him. He couldn't just ignore this!

Fawzi approached the man. 'Excuse me,' he said politely, 'but you shouldn't throw your rubbish on the ground. It's bad for the park and the animals.' The man turned to Fawzi, looking surprised. 'It's just a few things. It doesn't matter, everyone does it,' he replied with a laugh.

Fawzi shook his head. 'It does matter. Every piece of litter adds up. It hurts our environment.' He pointed to a nearby rubbish bin. 'Please use the bin, it will help keep the park clean. We all need to take care of our world.'

The man frowned but looked at Fawzi's serious face. After a moment, he sighed and walked over to the bin. He started to pick up the rubbish he had thrown down. Fawzi smiled and helped him. They picked up the rubbish together. As they worked, they talked about how important it was to look after nature. The man's face changed. He started to understand.

When they finished, the man said, 'I never thought about the environment before. I'm sorry for being careless. I will do better from now on!' Fawzi felt happy. He knew that he had changed the man's mind about keeping the environment clean.

From that day on, the man returned to the park. He always carried a bag for his rubbish and picked up any litter he found. Fawzi often saw him helping others, just like he had helped him. This small act of kindness grew into something bigger. Many people in the park noticed what they were doing and started to help too.

The park became cleaner, and the flowers bloomed brighter. Fawzi felt proud. He had shown that one regular person can make a difference.

Caring for our environment is important. Small actions can lead to big changes. If we all do our part, we can create a better world for everyone. Always remember, every little bit helps!





# EVERYDAY HEROES

Sometimes ordinary people save the day.  
Here's a fine example...



## THE TRUE SPIRIT OF JORDAN

In December 2015, a Jordanian teenager was walking through a market in the town of Salt when he discovered a bag containing 12,000 Jordanian dinar. At first, the young man couldn't believe it. Then he realised he had to make sure the bag was returned to its owner, so he asked for help from his father, a local trader.

Despite not coming from a rich family, the young man immediately knew he had to find the bag's owner. He and his father set out straight away to find the owner of the bag and were able to return the money to him a few days later.

When the Jordanian teenager was interviewed on national radio, the head of the radio station said that the young man represented the true spirit of Jordan. His father was very proud that his son had decided straight away to do the right thing.

*Are you an everyday hero? Or have you heard of one?*

*Write in and tell us your stories about heroes.*



- 1 Look at the photo and read the introduction to the article. What kind of story do you think it tells?
- 2 Read the story and check your answer to Exercise 1. Then answer the questions below.
  - 1 What was the young man's first reaction when he saw the bag?
  - 2 Who did he ask for help?
  - 3 What happened to the bag?
  - 4 Who said the teenager showed the true spirit of Jordan?
- 3 Study the Writing box. In pairs, find phrases in the story which match each piece of advice in the box.
- 4 **WRITING TASK** Write a true or invented story about an everyday hero. Use the Writing box to help you.
  - 🗺️ Use the Graphic Organiser for this unit to help you plan your writing.
- 5 **SPEAKING** In pairs, discuss the story and answer the questions.
  - 1 How do you think they found the bag's owner?
  - 2 Did he do the right thing?
  - 3 Would you do the same thing if you were in the same situation?
- 6 **SPEAKING** In groups, discuss cases of everyday heroes you know from your life or from the news.

*Did you see that story on the news about a young guy from ...? He saw a person save a child and then run away, so he ...*

### WRITING | A story

- Say when it happened:  
This happened last week/just before the summer.  
It was about three months ago.
- Say where it happened:  
We were at home.  
I was in a shop.
- Give some background. Use the Past Perfect and the Past Continuous:  
I'd decided to buy a pair of jeans.  
I was waiting to pay when ...
- Say what happened. Use the Past Simple, direct speech and/or reported speech:  
A man stopped a heavy shelf falling on me and walked away. I ran after him.  
He said, 'Don't worry about it'./He told me not to worry about it.
- Say how you (or other people) felt:  
I was so frightened.  
She seemed surprised.  
He felt like laughing.
- Connect your sentences:  
At first, ... but then ...  
when/while/as soon as/right after that/ later  
a few days before that/just before/the day before  
so/so that/and/but/because/although



- 1 In pairs, read the definition below. Then, discuss your thoughts on the copyright law.

Copyright is a law which says that a creator owns the work he or she creates, for example a photo, a piece of music or a written text. This means that other people have to ask for permission to copy, share or perform any part of that work.



- 2 **10.12** Listen to three artists talking about copyright. Match artists 1–3 with statements A–D. There is one extra statement.

This speaker

- A**  expects to receive money for all of his/her creative work.
- B**  lets everybody use his/her work for free.
- C**  stresses the importance of saying who created a piece of work.
- D**  explains how he/she uses other people's work.
- 3 In pairs, discuss the situations below. Which things are OK and not OK to do?
- 1 You share some interesting photos you found online on your social media account.
  - 2 In your school essay, you quote some fragments from an interesting article you found online. You do not say where the fragments come from.
  - 3 You are working on a presentation for a History class. In the presentation, you use clips from famous historical films.
  - 4 You write a post for a book club forum. In the post you copy large fragments from a famous 19<sup>th</sup>-century novel.

- 4 Read the text on page 59 and complete the advice below with the words from the box.

copyright licence resources school  
small portion sources

### LIFE SKILLS | How to use online resources

**When you use media for a school project or homework, think about the following:**

**• Is this Fair Use?**

Under 'fair use' you usually don't need permission to use a <sup>1</sup>*small portion* of copyright materials for <sup>2</sup>\_\_\_\_\_ work.

**• Do you want to share your work outside of school?**

Instead of copying, create your own <sup>3</sup>\_\_\_\_\_.

If that's not possible,

**Search for public domain**

Public domain works are no longer protected by <sup>4</sup>\_\_\_\_\_, so you can use them in any way you want.

**Search for Creative Commons**

A Creative Commons <sup>5</sup>\_\_\_\_\_ explains how you can use someone's work.

**• Always cite your <sup>6</sup>\_\_\_\_\_ – give credit to the authors.**



# COPYRIGHT BASICS FOR SCHOOL PROJECTS

09-10

Imagine you've just got a new school assignment: you have to prepare a project or a presentation. You will probably want to use some photos, music files, artwork, videos, or fragments of literary works from the Internet. But what about copyright laws? Do you have to ask the people who created these works for permission? As it turns out, you can legally draw from online resources as long as you follow some rules.

## FAIR USE

- 10 Each country has different laws. In the United States, for example, it's OK to copy a small amount of someone's work without permission, if it is used in certain ways. An example of 'fair use' is when students and teachers use copyrighted materials in the classroom for educational purposes.

Think about creating your own media for the project: maybe you can take some photos or make a video clip. In fact, this may be a great opportunity to show your talent and skills. If that isn't possible, use public domain or open licensed materials.

## PUBLIC DOMAIN

- If something is public domain, it belongs to all people in general, so you can usually use it without breaking any laws. As a rule, most work becomes public domain after copyright has ended (in many countries, it's 70 years after the creator's death). The works of Shakespeare and Mozart fit into this category, for instance. Also, official documents, facts, ideas, film and book titles are in the public domain. You can easily find such materials online, for example on Wikimedia Commons or various government websites, such as NASA or the Metropolitan Museum of Art.

## CREATIVE COMMONS

- Some authors and artists make their work 'open' – they want others to reuse their work without having to ask for permission. They use a licence which is a set of rules explaining how you may use the work created by someone else.

- Finally, when you work on any school assignment, remember to make a list of all the books, websites, images or articles that you used.

- 5 In pairs, read the situations in Exercise 3 again. Do you want to change any of your answers now?

- 6 **DEBATE** In groups, discuss the questions. Use the arguments below to help you.

What are the pros and cons of copyright? Should we have the right to use other people's work available online for free?

### For copyright:

- Thanks to copyright, artists can make money from the work they create.
- Copyright encourages people to be creative and innovative.

### Against copyright:

- It's important that everyone has free access to works of culture.
- Copyright laws are not up-to-date: they do not really work in a digital world.





CS1.1

**Ali Alghanem comes from Jordan and is studying Economics at Brunel University London. Here's his guide to some of the strange words and phrases a visitor to Britain will definitely hear a lot.**

### A 'Sorry'

In most countries, people say sorry when they've done something wrong and it's their fault. British people seem to use the word 'sorry' all the time! If you drop something, a British person will say, 'Sorry, I think you dropped something.' If you phone the wrong number, the other person will say, 'Sorry, I think you've got the wrong number.' When I first came here, I often asked myself, 'Why are they saying sorry to me? It's not their fault!' I realise now that the British don't like conflict with people they don't know, so they think it helps to say 'sorry' a lot. In fact, 'sorry' is a typically British way to start talking to a stranger (like 'Excuse me').

### B 'A bit'

Like 'sorry,' 'a bit' is another thing British people say a lot. 'It's a bit cold!' 'The film was a bit long.' 'The day was a bit boring.' A dictionary tells you that 'a bit' means 'a little,' but British people often use this expression to politely criticise. So, if someone says your conversation is 'a bit loud,' it probably means it's too loud and you should be quieter.

### C 'All right?'

When I started university, I was surprised at how often people in my group asked me 'All right?' when they saw me. I felt very lucky to have such caring friends who were always asking if I was OK! I often used to answer by telling them what was happening in my life, good and bad. But I quickly learnt that 'All right?' is just another way of saying 'Hi' or 'Hello.' The 'correct' way to answer isn't to talk about your problems – you should simply shout back 'All right, mate!' ('mate' means 'friend', by the way.) You also often hear 'Hiya' or even 'Yo!' instead of 'Hi.'



## D 'What happened to the summer?'

'It's too hot!' 'Will this rain ever end?' 'What happened to the summer?' 'Nice weather for ducks!' These are some of the fascinating conversations I have when I meet my neighbours on the street. When I first came here, I was surprised that everyone wants to talk about the weather. But now I know why. Firstly, the weather really does change a lot from day to day. Secondly, British people talk about the weather because it's a good way to be friendly without asking personal questions. By the way, the 'correct' way to answer when someone comments on the weather – and you agree – is to say 'I know!' in a happy voice.



### GLOSSARY

**fault** – a mistake for which you are to blame

**upset** – unhappy because something unpleasant has happened

**stranger** – someone that you don't know

## 1 In pairs, answer the questions.

- 1 Look at the dictionary definition. Do you often use colloquial language?

**col•lo•qui•al** /kə'ləʊkwɪəl/ *adj* used in everyday, informal conversation:  
*colloquial language/phrases*

- 2 What are the best ways of learning colloquial English? Which ones do you use? Use the prompts below or your own ideas.

British TV programmes British films  
British vloggers contact with British people  
visiting an English-speaking country

## 2 Do you know what these colloquial words and phrases mean? Read the article quickly and check your ideas.

Yo! a bit (loud) mate

## 3 Read the article again and decide if statements 1–5 are true or false.

- 1  British people only say 'sorry' when they've done something wrong.
- 2  British people often say 'sorry' to begin a conversation.
- 3  British people sometimes use 'a bit' to make a polite complaint.
- 4  When someone says 'All right?', he or she is asking about your problems.
- 5  It is friendly to talk about the weather.

## 4 In pairs, decide which words best describe the British from Ali's description. Say why.

formal friendly informal polite rude  
unfriendly

## 5 **CS1.2** In pairs, replace the underlined words with another word or phrase to make them more 'British.' Listen and check.



- 1 Excuse me, I think you're sitting in my seat.  
*Sorry,*
- 2 I'm too cold.
- 3 Hello, Dan!



### 1 In pairs/groups, discuss the questions.

- 1 Have you read *David Copperfield*, *Great Expectations* and *Oliver Twist* or seen the film versions? The main character in each story is a young boy. What else do they have in common?
- 2 Why is it important to read classic novels like these ones? What classic novels are important in your country?

### 2 Read the Fact box and the text quickly. What do Charles Dickens and David Copperfield have in common? Give examples from the text.

#### FACT BOX Charles Dickens

Charles Dickens came from a very poor family. But he became one of the most successful British writers of all time. He wrote many stories during the 1800s including *David Copperfield*. Most of them were published in magazines which was normal at that time. *David Copperfield* tells the story of David from his birth to later life.

### 3 Read the text again. Decide if statements 1-6 are true or false. Correct the false statements.

- 1  David Copperfield went to Yarmouth alone.
- 2  Peggotty hadn't seen her cousin for a long time.
- 3  Ham's house is on a beach.
- 4  Ham's house looks like a boat.
- 5  David Copperfield sometimes felt like he was on a boat because he could smell fish.
- 6  Emily is Ham's niece.

### 4 Check the highlighted adverbs in the text. Then, in pairs, choose the correct adverbs in sentences 1-6. Say if the sentences are true for you.

- 1 My classmates always talk *patiently* / *cheerfully* until the teacher arrives.
- 2 I think it's *incredibly* / *quietly* difficult to learn a new language.

3 I spend a lot of time sitting at home *excitedly* / *quietly* and reading.

4 I laugh *nervously* / *cheerfully* and speak too *incredibly* / *quickly* whenever I meet someone new.

5 Even when I'm really hungry I wait *patiently* / *quickly* for my family to sit down before I start eating.

6 I always open my presents *nervously* / *excitedly*.

### 5 LS1.1 Listen to Jaber and Issa discussing the story David Copperfield and match the characters to the information.



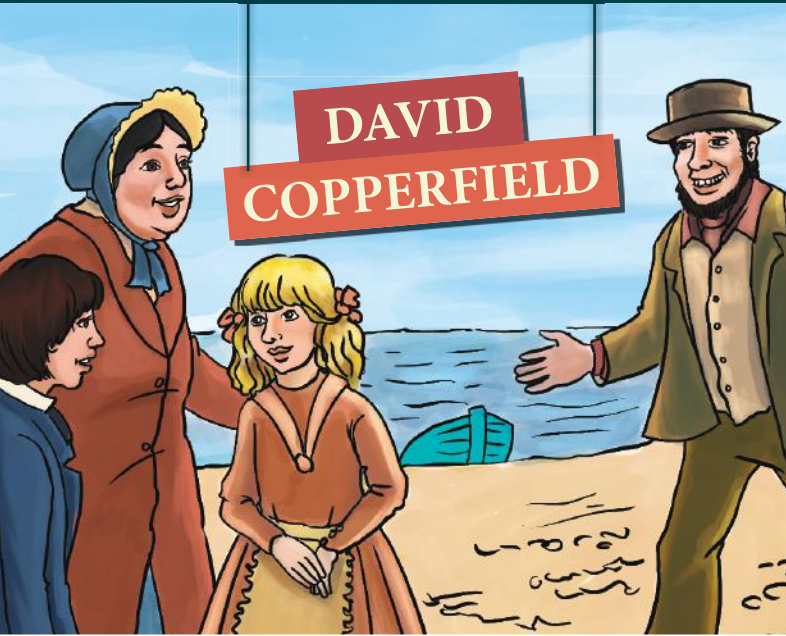
- |  |                               |
|--|-------------------------------|
| 1 <input type="checkbox"/> The Micawber family | a helps David go to school    |
| 2 <input type="checkbox"/> Betsy               | b becomes David's wife        |
| 3 <input type="checkbox"/> Dora                | c gives David a place to live |

### 6 LS1.1 Listen again and complete the sentences with one word in each gap.

- 1 Jaber would prefer a comedy film.
- 2 Issa thinks that stories about the past are not always \_\_\_\_\_.
- 3 Issa explains that David has problems with \_\_\_\_\_ when he lives in London.
- 4 Issa thinks we should all remember to be \_\_\_\_\_, generous and honest.
- 5 One reason Issa finds the story interesting is that some people think it's actually about the \_\_\_\_\_.
- 6 Issa doesn't want to tell Jaber about the \_\_\_\_\_ of the film.

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

- 1 Do you enjoy watching films or reading books about the past? Why/why not?
- 2 In many ways, David's life is very normal. Do you think everyone's life can make an interesting story? Or only people who lead an extraordinary life?



One day, our servant Peggotty asked me to go and stay with her at her brother's house in Yarmouth, which was by the sea.

'Oh, yes!' I said, cheerfully. 'Will mother come?'

'No, my dear,' said Peggotty quietly. 'She'll stay with Mrs Grayper. She won't be lonely.'

So Peggotty and I travelled by coach to Yarmouth alone.

It stopped outside a grand hotel and Peggotty's cousin, Ham, was waiting patiently to meet us. Peggotty was thrilled to see him.

'Ham!' she said excitedly. 'You look so much taller!'

He was a strong young man, six feet tall, with fair hair. He was friendly but shy. We weren't staying at the hotel, so Ham put me on his back and carried our luggage under his arm. We went past several boatyards and finally came to a wide beach with an array of boats on the sand.

'There's our house, Master Davy,' said Ham.

I couldn't see a house anywhere, but there was a large black barge, or some other kind of old boat, sitting high and dry on the ground.

'Is that it?' I said nervously. 'That ship-looking thing?'

'That's it, Master Davy,' said Ham.

And I noticed that there was a door and windows in the barge.

Mr Peggotty and Ham were fishermen and the little house smelled of fish, but it was incredibly clean inside. Sometimes at night, I could hear the wind and the sea outside, and I began to think that I was sailing on a boat.

Mr Peggotty was a kind and generous man. His niece, Emily, lived with them. Like Ham's parents, her mother and father were both dead.

Emily was a pretty child and most days we collected shells or played on the beach. I loved being with her, and it was a wonderful holiday. I didn't want it to end.

But the time quickly came when Peggotty and I had to go home and I had to say goodbye to my new friends. I was miserable when I thought about leaving little Emily, and I promised to write to her.

It seemed like a long journey home, but when I finally saw our house, I became excited about seeing my mother again.



**8 REFLECT | Values** What qualities are most important in a person? Look at the list of things in the box and add your own ideas. Then discuss in groups.

- kind
- honest
- generous
- brave
- intelligent
- funny
- popular
- confident
- \_\_\_\_\_
- \_\_\_\_\_

**9 WRITING TASK** Imagine you are David and you are on holiday at Yarmouth with Peggotty. Write a postcard to a friend describing your time and how you feel.



### FROM PAGE TO LIFE

Over the years there have been many film and TV adaptations of David Copperfield, with some even made only for children. In these versions some of the characters are cut to make the story more enjoyable for young viewers.

### GLOSSARY

**thrilled** – extremely pleased and excited

**array of** – a large number of

**barge** – a long boat with a flat bottom, designed for rivers and canals

**generous** – ready to give to other people, especially money, time or help

**miserable** – very unhappy

## Unit 6



### LESSON 1A VOCABULARY AND GRAMMAR

**WL6.1**

- ambition (n) /æm'biʃən/

---

- appearance (n) /ə'piərəns/

---

- arrangement (n) /ə'reɪndʒmənt/

---

- diary (n) /'daɪəri/

---

- impatient (adj) /ɪm'peɪʃənt/

---

- interview (n) /'ɪntəvjuː/

---

- lose/put on weight /,luːz/,pʊt ɒn 'weɪt/

---

- reinvent (v) /,riːɪn'vent/



### LESSON 2A READING AND VOCABULARY

**WL6.2**

- be about to /,bi ə'baʊt tə/

---

- carry on /,kæri 'ɒn/

---

- clear up /,kliə 'ʌp/

---

- confession (n) /kən'feʃən/

---

- dreadful (adj) /'dredfəl/

---

- exhausted (adj) /ɪg'zɔːstɪd/

---

- fail (v) /feɪl/

---

- give up /,gɪv 'ʌp/

---

- glance (v) /glɑːns/

---

- highlighter (n) /'haɪlaɪtə/

---

- ignore (v) /ɪg'nɔː/

---

- look for /'lʊk fə/

---

- procrastinate (v) /prə'kræstɪneɪt/

---

- seriously (adv) /'sɪəriəsli/

### LESSON 3A GRAMMAR AND VOCABULARY

**WL6.3**



- calculate (v) /'kælkjəleɪt/

---

- celebrate /,seləbreɪt/

---

- go to university /,gəʊ tə ,juːnə'vɜːsəti/

---

- optimist (n) /'ɒptəməst/

---

- optimistic (adj) /,ɒptəməstɪk/

---

- pessimist (n) /'pesəməst/

---

- pessimistic (adj) /,pesə'mɪstɪk/

---

- prediction (n) /prɪ'dɪkʃən/

### LESSON 4A LISTENING AND VOCABULARY

**WL6.4**



- anxious (adj) /'æŋkʃəs/

---

- cautious (adj) /'kɔːʃəs/

### LESSON 5A VOCABULARY

**WL6.5**



- amazed (adj) /ə'meɪzd/

---

- frightened (adj) /'fraɪnd/

---

- nice (adj) /naɪs/

---

- pale (adj) /peɪl/

---

- stressed (adj) /strest/

---

- surprise (n) /sə'praɪz/

### LESSON 6A SPEAKING

**WL6.6**



- certainly (adv) /'sɜːtnli/

---

- definitely (adv) /'defɪnətli/

### LESSON 7A WRITING

**WL6.7**



- appreciate (v) /ə'priːʃieɪt/

---

- persuade (v) /pə'sweɪd/



## Unit 7



### LESSON 1A GRAMMAR AND VOCABULARY

WL7.1

application (n) /,æplɪ'keɪʃən/

find/get/lose a job /,faɪnd/,get/,lu:z ə 'dʒɒb/



### LESSON 2A GRAMMAR

WL7.2

career (n) /kə'riə/

multinational (adj) /,mʌltɪ'næʃənəl/



### LESSON 3A LISTENING AND VOCABULARY

WL7.3

accident rate (n) /'æksədənt reɪt/

antisocial (adj) /,æntɪ'səʊʃəl/

danger (n) /'deɪndʒə/

earn (v) /ɜ:n/



### LESSON 4A VOCABULARY

WL7.4

manufacturing (n) /,mænʃə'fæktʃərɪŋ/

work hard/to a deadline/under pressure /,wɜ:k  
'hɑ:d/tə ə 'dedlaɪn/,ʌndə 'preʃə/



### LESSON 5A SPEAKING

WL7.5

at the bottom/top /ət ðə 'bɒtəm/'tɒp/

in the foreground/centre/background /,ɪn ðə  
'fɔ:graʊnd/'sentə/'bækgraʊnd/

on the right/left /,ɒn ðə 'raɪt/'left/

### LESSON 6A READING AND VOCABULARY

WL7.6



association (n) /ə,səʊsi'eɪʃən/

experience (n) /ɪk'spɪəriəns/

neighbourhood (n) /'neɪbəhʊd/

volunteer (n, v) /,vɒlən'tɪə/

### LESSON 7A WRITING AND VOCABULARY

WL7.7



advantage/disadvantage (n) /əd'vɑ:ntɪdʒ/  
,dɪsəd'vɑ:ntɪdʒ/

chatty (adj) /'tʃæti/

cheerful (adj) /'tʃɪəfəl/

energetic (adj) /,enə'dʒetɪk/

enthusiastic (adj) /ɪn,θju:zi'æstɪk/

mature (adj) /mə'tʃʊə/

patient (adj) /'peɪʃənt/

sociable (adj) /'səʊʃəbəl/

## Unit 8



### LESSON 1A GRAMMAR AND VOCABULARY

**WL8.1**

**avoid** (v) /ə'vɔɪd/

---

**discover** (v) /dɪs'kʌvə/

---

**experiment** (n) /ɪk'sperɪmənt/

---

**wrong** (adj) /rɒŋ/

---



### LESSON 2A VOCABULARY

**WL8.2**

**click** (n, v) /kɪk/

---

**create** (v) /kri'eɪt/

---

**document** (n) /'dɒkjəmənt/

---

**download** (v) /,daʊn'ləʊd/

---

**image** (n) /'ɪmɪdʒ/

---

**information** (n) /,ɪnfə'meɪʃən/

---

**social media** (n) /,səʊʃəl 'mi:diə/

---

**the cloud** (n) /ðə 'klaʊd/

---

**touchscreen** (n) /'tʌtʃskri:n/

---



### LESSON 3A SPEAKING

**WL8.3**

**charge** (v) /tʃɑ:dʒ/

---

**dual lens** (n) /,dju:əl 'lenz/

---

**smartphone** (n) /'smɑ:tfəʊn/

---



### LESSON 4A READING AND VOCABULARY

**WL8.4**

**anxiety** (n) /æŋ'zaɪəti/

---

**communicate** (v) /kə'mju:nɪkeɪt/

---

**follow** (v) /'fɒləʊ/

---

**viral** (adj) /'vaɪərəl/

---

## Unit 9



### LESSON 1A GRAMMAR AND VOCABULARY

WL9.1

authentic (adj) /ɔ:'θentɪk/

bright (adj) /braɪt/

cheerful (adj) /'tʃiəfəl/

exhibition (n) /,eksɪ'biʃən/

paint (n, v) /peɪnt/

scary (adj) /'skeəri/

unsophisticated (adj) /,ʌnsə'fɪstɪkətəd/



### LESSON 2A VOCABULARY

WL9.2

audience (n) /'ɔ:diəns/

creative job (n) /kri,eɪtɪv 'dʒɒb/

good/terrible at something /'gʊd/'terəbəl ət  
,sʌmθɪŋ/

instrument (n) /'ɪnstɾəmənt/

live performance (n) /,laɪv pə'fɔ:məns/

theatre (n) /'θiətə/



### LESSON 3A GRAMMAR AND VOCABULARY

WL9.3

documentary (n) /,dɒkjə'mentəri/

reality TV (n) /ri,æləti ti: 'vi:/

sitcom (n) /'sɪtkɒm/

soap opera/soap (n) /'səʊp ,ɒpərə/səʊp/

### LESSON 4A READING AND VOCABULARY

WL9.4

carefully (adv) /'keəfəli/

orchestra (n) /'ɔ:kɪstrə/

proud (adj) /praʊd/



### LESSON 5A SPEAKING

WL9.5

sounds good/great/like a good idea  
,saʊndz 'gʊd/'greɪt/,laɪk ə ,gʊd aɪ'diə/



### LESSON 6A LISTENING AND VOCABULARY

WL9.6

author (n) /'ɔ:θə/

literary (adj) /'lɪtərəri/

(main) character (n) /,(meɪn) 'kærəktə/

paragraph (n) /'pærəgrɑ:f/

(writing) style (n) /('raɪtɪŋ) staɪl/



### LESSON 7A WRITING AND VOCABULARY

WL9.7

awful (adj) /'ɔ:fəl/

fascinating (adj) /'fæsɪneɪtɪŋ/





## Unit 10



### LESSON 1A GRAMMAR AND VOCABULARY

#### WL10.1

clue (n) /kluː/

---

creation (n) /kri'eɪʃən/

---

deduction (n) /dɪ'dʌkʃən/

---

fascinate (v) /'fæsɪneɪt/

---

honour (n) /'ɒnə/

---

logic (n) /'lɒdʒɪk/

---

private detective (n) /ˌpraɪvət dɪ'tektɪv/

---



### LESSON 2A VOCABULARY

#### WL10.2

give something back /ˌɡɪv ˌsʌmθɪŋ 'bæk/

---

purse (n) /pɜːs/

---

wallet (n) /'wɒlɪt/

---



### LESSON 3A LISTENING AND VOCABULARY

#### WL10.3

crime fighter (n) /'kraɪm ˌfaɪtə/

---

emergency services (n) /ˌɪmɜːdʒənsɪ 'sɜːvɪsɪz/

---

innocent (adj) /'ɪnəsənt/

---

lawyer (n) /'lɔːjə/

---

judge (n) /dʒʌdʒ/

---

justice system (n) /'dʒʌstəs ˌsɪstəm/

---



### LESSON 4A GRAMMAR

#### WL10.4

do the right thing /ˌduː ðə ˌraɪt 'θɪŋ/

---

ethics (n) /'eθɪks/

---

honest (adj) /'ɒnɪst/

---

## Unit 6, Lesson 1 Future arrangements and intentions

### Going to

Affirmative		Negative	
I	<b>am</b> ( <b>'m</b> )	I	<b>am not</b> ( <b>'m not</b> )
You/ We/ They	<b>are</b> ( <b>'re</b> )	You/ We/ They	<b>are not</b> ( <b>aren't</b> )
He/ She/It	<b>is</b> ( <b>'s</b> )	He/ She/It	<b>is not</b> ( <b>isn't</b> )

going to change.

going to change.

### Yes/No questions

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

going to change?

### Wh- questions

When	am	are	is	Short answers
	I	you/ we/ they	he/she/ it	going to change?

### Subject questions

Who	is	going to change?
-----	----	------------------

We use the Present Continuous or *going to* + infinitive to talk about future arrangements and intentions.

We use the Present Continuous for plans and arrangements for the near future, usually with a time reference:

*I'm leaving tomorrow, so I can't go to the cinema with you.*

We use *be going to* + infinitive for intentions, ambitions and future plans which can still change.

*My dad is going to teach me how to drive.*

*Are you going to go to university or find a job when you graduate?*

With verbs used with the verb *go* that describe free-time activities, such as *camp* (→ *go camping*), *swim* (→ *go swimming*), *ski* (→ *go skiing*), etc., for intentions, ambitions and future plans we use *going to go*.

*I'm going to go jogging twice a week this summer.*

## Unit 6, Lesson 3 Future predictions: going to and will

### Will

Affirmative		Negative	
I/You/He/ She/It/We/ They	<b>will</b>	be late.	I/You/ He/ She/ It/We/ They

**will not**  
(**won't**)

be late.

### Yes/No questions

Will	Short answers
I/you/he/ she/it/ we/they	Yes, I/you/he/she/it/we/ they <b>will</b> . No, I/you/he/she/it/we/ they <b>will not</b> ( <b>won't</b> ).

### Wh- questions

What	will	happen?
------	------	---------

### Subject questions

Who	will	be late?
-----	------	----------

We use *going to* + infinitive or *will* + infinitive to make future predictions.

We use *be going to* + infinitive for predictions about the future based on what we know and can see now:

*It's ten to four, and the lecture starts at four o'clock. We're not going to get to the lecture on time.*

We use *will* + infinitive for predictions about the future based on our opinions, intuition or experience. We often use expressions like *I'm sure*, *I think* and *In my opinion* before *will*:

*The traffic is fairly light at this time of day. I'm sure the bus will arrive on time.*

If we want to say that we think an event will not happen in the future, we use *I don't think* + *will*:  
*I don't think I'll make it on time today.*

## Unit 7, Lesson 1 Present Perfect (1)

Present Perfect					
Affirmative			Negative		
I/ You/ We/ They	<b>have</b>	<b>finished.</b>	I/ You/ We/ They	<b>have not (haven't)</b>	<b>finished.</b>
He/ She/ It	<b>has</b>		He/ She/ It	<b>has not (hasn't)</b>	
Yes/No questions			Short answers		
<b>Have</b>	I/ you/ we/ they	<b>finished?</b>	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>have not (haven't)</b> .		
<b>Has</b>	he/ she/ it		Yes, he/she/it <b>has</b> . No, he/she/it <b>has not (hasn't)</b> .		
Wh- questions					
What	<b>have</b>		I/you/we/they		<b>finished?</b>
	<b>has</b>		he/she/it		
Subject questions					
Who	<b>has</b>	<b>finished?</b>			

We use the Present Perfect to talk about:

- recent events which happened at an indefinite time in the past and other news:  
*They've offered me a job.*
- actions and events which ended in the past but we don't know or it's not important when exactly they happened:  
*Manal has been to Rome.*  
*Have you ever had a job interview?*

### Spelling rules: past participle

#### Regular verbs

The past participle form of regular verbs is the same as their Past Simple form.

#### Irregular verbs

For a list of irregular verbs, see page 74.

### Common time expressions used with the Present Perfect:

- *ever* – used in questions:  
*Have you ever done anything for the environment?*
- *never* – used in negative sentences:  
*My grandparents have never left England.*
- *already* and *just* – used mainly in affirmative sentences:  
*I have already seen this film.*  
*They have just left.*
- *yet* – used at the end of negative sentences and questions, to express an expectation that the action *will* happen even though it hasn't happened *yet*:  
*I haven't seen Tareq's job application yet.*  
*Has the boss interviewed any candidates yet?*

When we use the Present Perfect to mention actions and events that ended in the past, we never say *when exactly* they happened:  
*We have arrived.*

If we want to ask or say when something happened, we have to use the Past Simple:  
*When did you arrive?*  
*We arrived an hour ago.*

## Unit 7, Lesson 2 Present Perfect (2)

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use *since* and *for* when we use the Present Perfect in this way.

- *Since* points to a moment in time when the activity started:  
*since 2000/Monday/last summer/my birthday*  
*We have owned this house since 1997.*
- *For* gives a time period between a time in the past and now:  
*for five minutes/two weeks/a long time/ages*  
*I have known Suha for ten years.*

When we ask about duration, we use *How long?*  
*How long has television existed?*

When we want to talk about states or actions that started in the past and still continue, we use the Present Perfect, NOT the Present Simple:  
*My mum has been self-employed since 2014.*



## Unit 8, Lesson 1 Verb patterns: the infinitive and the -ing form

We use the *-ing* form after these verbs: *avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend (time), stop, think about*:

Do you **enjoy doing** experiments in Science class?

We use the *to-* infinitive after these verbs: *agree, can't afford, choose, decide, fail, hope, learn, manage, need, prefer, pretend, promise, refuse, start, try, want, would like, would prefer*:

Mendeleev **managed to organise** elements into groups.

We can use either the *-ing* form or the infinitive, with no or very little change in meaning, after these verbs: *begin, hate, like, love, prefer, start*:  
I **prefer watching** TV. = I **prefer to watch** TV.

We use the infinitive without *to* after modal verbs: *can, could, may, might, must, should*:  
You **mustn't mix** those two substances, it can cause an explosion!

We almost always use an *-ing* form of the verb after prepositions:  
The students carried on **working** on their projects.  
Raja is thinking about **doing** a degree in Biochemistry.

## Unit 8, Lesson 5 The first conditional

### The first conditional

Condition	Result
<i>If + Present Simple,</i>	<i>will/won't + infinitive</i>
<b>If I work</b> hard,	<b>I will pass</b> my exams.
Result	Condition
<i>will/won't + infinitive</i>	<i>if + Present Simple</i>
<b>I will pass</b> my exams	<b>if I work</b> hard.

First conditional sentences refer to the future. We use them to talk about the possible results of an action:

*If I tell them the truth, they won't believe me.*

We use the Present Simple in the *if*-clause, which describes the condition. We use a future form, usually *will/won't*, in the clause describing the result.

The *if*-clause (condition) can come first or second in a sentence. If it comes first, it is always followed by a comma:

*If you don't go to your sister's graduation, you'll regret it later.*

*You'll regret it later if you don't go to your sister's graduation.*

In questions, we usually put the result clause first:

*Will you help me if I have problems with my assignment?*

## Unit 9 Lesson 1 Past Perfect

### Past Perfect

Affirmative			Negative		
I/You/ He/ She/ It/ We/ They	<b>had</b>	<b>watched</b> TV.	I/You/ He/ She/ It/ We/ They	<b>had not</b> ( <b>hadn't</b> )	<b>watched</b> TV.

Yes/No questions			Short answers		
<b>Had</b>	I/ you/ he/ she/ it/ we/ they	<b>watched</b> TV?	Yes, I/you/he/she/it/we/ they <b>had</b> . No, I/you/he/she/it/we/ they <b>had not (hadn't)</b> .		

### Wh- questions

What	<b>had</b>	I/you/he/she/ it/we/they	<b>watched</b> on TV?
------	------------	-----------------------------	-----------------------

### Subject questions

Who	<b>had</b>	<b>watched</b> TV?
-----	------------	--------------------

We use the Past Perfect to talk about the earliest of two or more events in the past. The action expressed in the Past Perfect happened before the action in the Past Simple:

*In the taxi, I realised that I **had left** the tickets at home. (I left them there and then I got into the taxi.)*

Sometimes the Past Perfect changes the meaning:

*The children went to sleep when we got home. (First we got home and then the children went to sleep.)*

The children **had gone** to sleep when we got home. (The children were already asleep when we got home.)

In the Past Perfect we often use linkers such as *after, already, as soon as, before, by, by the time, once, until*, e.g. *by the age of six, by the time I was six, by 1978*:

**By the time** I was six, I **had learnt** how to read.

## 1 Unit 9, Lesson 1 Join the sentences using the Past Perfect and the linkers in bold.

- I tried to make origami figures. I joined the class. **BEFORE**  
*Before I joined the class, I had tried to make origami figures.*
- We rehearsed many times in the school gym. We gave a performance. **BY THE TIME**
- Lubna wrote the script for a short film. She began looking for actors. **AS SOON AS**
- Issa didn't star in films. He graduated from a film academy. **UNTIL**
- The artist drew a sketch of my little sister in pencil. He painted an oil portrait. **AFTER**
- The performance already started. I got to the theatre. **WHEN**

## Unit 9, Lesson 3 Reported speech

Reported speech	
Direct speech	Reported speech
<b>Present Simple</b> Abbas: 'I <b>study</b> .' 'Faten <b>doesn't study</b> .'	→ <b>Past Simple</b> Abbas said (that) he <b>studied</b> . Abbas said (that) Faten <b>didn't study</b> .
<b>Present Continuous</b> Abbas: 'I'm <b>studying</b> .' 'Faten <b>isn't studying</b> .'	→ <b>Past Continuous</b> Abbas said (that) he <b>was studying</b> . Abbas said (that) Faten <b>wasn't studying</b> .
<b>Present Perfect</b> Abbas: 'I've <b>studied</b> .' 'Faten <b>hasn't studied</b> .'	→ <b>Past Perfect</b> Abbas said (that) he <b>had studied</b> . Abbas said (that) Faten <b>hadn't studied</b> .
<b>Past Simple</b> Abbas: 'I <b>studied</b> .' 'Faten <b>didn't study</b> .'	→ <b>Past Perfect</b> Abbas said (that) he <b>had studied</b> . Abbas said (that) Faten <b>hadn't studied</b> .

<b>will</b> Abbas: 'I <b>will study</b> .' 'Faten <b>won't study</b> .'	→	<b>would</b> Abbas said (that) he <b>would study</b> . Abbas said (that) Faten <b>wouldn't study</b> .
<b>can</b> Abbas: 'I <b>can study</b> .' 'Faten <b>can't study</b> .'	→	<b>could</b> Abbas said (that) he <b>could study</b> . Abbas said (that) Faten <b>couldn't study</b> .

We make the following changes in reported speech:

- tenses (move 'one tense back') as in the table opposite
- time expressions and words referring to places (depending on the context):  
*now* → *at that time/then*  
*today* → *that day*  
*yesterday* → *the day before*  
*two hours ago* → *two hours earlier/before*  
*tomorrow* → *the following day*  
*here* → *there*
- demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):  
*this/these* → *that/those*  
*I/we* → *he/she/they*  
*me/us* → *him/her/them*  
*my* → *his/her*  
*our* → *their*  
'*My mother arrived here yesterday.*' → *She said that her mother had arrived there the day before.*

In reported speech, we often use reporting verbs *say* and *tell*. Their meaning is similar, but the verb *tell* always takes a direct object (a noun or a pronoun). The verb *say* does not take a direct object, but you can use a noun or a pronoun with it with the preposition *to*:  
*His brother said that the dinner was at five o'clock.*  
*His brother said to me that the dinner was at five o'clock.*  
*His brother told me that the dinner was at five o'clock.*

## Unit 10, Lesson 1 The passive

### The passive

<b>Present Simple</b>	Tea <b>is grown</b> in India. Cars <b>are not repaired</b> here. Where <b>are</b> these books <b>sold</b> ?
<b>Past Simple</b>	I <b>was offered</b> a job with the police. These cars <b>were not produced</b> in China. Where <b>was</b> our car <b>made</b> ?
<b>Present Perfect</b>	The puzzle <b>has been</b> finally <b>solved</b> . We <b>have not been informed</b> about the change. <b>Has he been invited</b> to Omar's birthday?

We use the passive when the action is more important than the person who performs it. If we want to add information about the person (the agent), we use the word *by*:

*How many houses **were built** in the city last year?*  
*The shopping mall **is visited by** about 50,000 people every day.*

## Unit 10, Lesson 4 The second conditional

### The second conditional

Condition	Result
<i>If + Past Simple</i>	<i>would/wouldn't + infinitive</i>
<b>If</b> my health <b>was</b> better,	I <b>would apply</b> for a job with the police.
Result	Condition
<i>would/wouldn't + infinitive</i>	<i>if + Past Simple</i>
I <b>would apply</b> for a job with the police	<b>if</b> my health <b>was</b> better.

We use second conditional sentences to talk about:

- imaginary situations in the present:  
*If I **were** rich, I **would live** in a huge house.*
- improbable events in the future:  
*If he **left** home earlier, he **would never be** late for work.*

We use the Past Simple in the *if*- clause and *would/wouldn't* in the clause describing the result.

We put a comma at the end of the *if*- clause if it comes first in the sentence.

In second conditional sentences after *I, he, she* and *it* we can use *was* or *were*. *Were* is more formal:

*If my health **were** better, I'd apply for a job with the police.*  
*If he **was/were** my son, I wouldn't let him stay out so late.*

Remember to use *were* in the phrase *If I were you*:

*If I **were** you, I would tell him the truth.*



# Irregular Verbs



WL10.5

be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd/ or burnt /bɜ:nt/	burned /bɜ:nd/ or burnt /bɜ:nt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
learn /lɜ:n/	learned /lɜ:nd/ or learnt /lɜ:nt/	learned /lɜ:nd/ or learnt /lɜ:nt/

leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdən/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tear /teə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

## STUDENT A

### Unit 7, Lesson 6A, Exercise 5, page 22

**STUDENT A:** Your name is Omar. You're a student from Jordan. You're working as a volunteer for the NGO Médecins Sans Frontières in a refugee camp in Africa. You've been there for nine months. You don't get paid a salary but you get free accommodation, food and flights home. You like the work because the people are so open and friendly and you really feel you're making a difference. Unfortunately, you're in a dangerous place and there are often injuries. It's dangerous and you don't feel safe. Your contract ends in three months' time but you're not sure if you are going to volunteer again or to go back home to Amman to finish your studies.

## STUDENT B

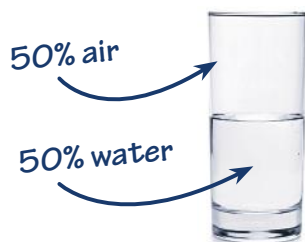
### Unit 7, Lesson 6A, Exercise 5, page 22

**STUDENT B:** Your name is Laith. You're a final-year Chemistry student living in Dundee, Scotland. You work part-time in a charity shop. You've had the job for three weeks. You don't get paid but you get to meet a lot of people and you've made some good friends amongst your co-workers. You also get the chance to buy second-hand books, music and clothes at really low prices. The only thing you don't like about the job is the temperature in the shop – it's usually far too hot. When you graduate, you will probably have to leave Dundee to find work but you might look for another charity shop job in your new town.

## ALL STUDENTS

### Unit 6, Lesson 4A, Exercise 1, page 9

An optimist sees the glass half full. A pessimist sees it half empty. A realist sees the glass completely full: half water and half air.



### Unit 8, Lesson 1A, Exercise 3, page 26

**Your answers are mostly A:** You're curious about the world, you know how to concentrate and you're a hard worker. You should think about becoming a scientist. You might enjoy it.

**Your answers are more or less half A and half B:** You could be a scientist. It's not impossible. But perhaps a biologist rather than a physicist.

**Your answers are mostly B:** Your answers show that a career in science is probably not right for you. But don't worry. There are lots of other careers open to you.

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وزارة التربية والتعليم



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