



Jordan High Note

Grade 10 Semester 2

Student's Book

Evaluation and Adaptation Committee

Prof. Fawwaz Mohammad Al-Abed Al-Haq (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sahail Mahmoud Asassfeh

Dr. Marwan Ali Jarrah

Dr. Hadeel Fakhri Bader

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The National Center for Curriculum Development is pleased to have your feedback and comments on this book through the following contact details:



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@nccdjor



feedback@nccd.gov.jo



www.nccd.gov.jo

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Jordan High Note

Grade 10 Semester 2

Student's Book



Pearson

Daniel Brayshaw | Bob Hastings
Lynda Edwards | Catherine Bright | Rod Fricker |
Joanna Sosnowska



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06

Do the right thing



VOCABULARY Truth and lies, communicating, relationships, conflicts and problems

GRAMMAR The first and the second conditionals, the zero conditional and alternatives to *if*

LISTENING A radio programme about being rich

SPEAKING Asking for, giving and reacting to advice

READING A story about finding money

WRITING A for-and-against essay

VIEWING AND PRESENTING Telling other students what they could do in different situations

LESSON 1A VOCABULARY AND GRAMMAR

1 Work in pairs. Look at the photos and discuss the questions.

- 1** What is happening in each photo?
- 2** Do you use your phone in these situations?
- 3** What do you think about using your phone in public places?



2 Do the quiz. Discuss your answers with a partner. Are your answers the same or different? Give reasons for your choices.

Do our quiz and check your phone etiquette in public!



- 1** If you were in a restaurant with friends, and everyone had their phones on the table, what would you do?
 - A** I would switch off my phone and put it away. I like to give my friends my full attention.
 - B** I would leave it switched on and right next to me on the table – I can't put my phone away for so long!
- 2** Would you accept a call when you're having a face-to-face conversation with a friend?
 - A** No, it's not polite. They could leave a message or I would call the person back later.
 - B** I would accept the call – it might be important.
- 3** What would you do if it was your turn to pay at a supermarket and you were in the middle of a call?
 - A** I would end the call and pay attention to the shop assistant.
 - B** I would keep talking. I don't think the shop assistant would mind.

- 4** If you were on a bus and the person behind you was talking loudly on their phone, what would you do?
 - A** I'd ask them to lower his/her voice.
 - B** I'd put on my headphones so I couldn't hear his/her conversation.
- 5** What would you do with your phone if you were at the library and you were expecting a very important call?
 - A** I would make sure I kept it on silent or on vibrate. It's annoying to see screens light up or hear a ringtone when you're trying to study.
 - B** I would let my phone ring. I can't risk missing the call.
- 6** Would you accept a call while you are riding a bike?
 - A** No, I wouldn't. It wouldn't be safe.
 - B** Yes, but I would stop and get off my bike first.

3 Look at the underlined phrases from the quiz and discuss the meanings.



- 4** **6.1** Listen to Part 1 of a conversation between two friends who are talking after they have done the quiz. Are the sentences true (T) or false (F)? Correct the false ones.

- 1** Hala is talking to her brother on the phone.
- 2** Hala politely asked someone to speak more quietly on a bus.
- 3** Nour doesn't like talking to people she doesn't know in public.

The first and second conditionals

5 Read these sentences from the conversation in the recording and answer the questions.

Hala If he doesn't answer, I'll call him later.

Nour If you were in a restaurant with friends and everyone had their phones ...?

- 1** Is it possible that Hala's brother will answer?
- 2** What will Hala do if he doesn't answer?
- 3** Is Hala in a restaurant?
- 4** Which sentence is about a situation that is likely to happen?
- 5** Which sentence is about an imaginary situation?

6 Study the Grammar box. Are the conditionals in the quiz first or second conditionals?

The first and second conditionals

We use the first conditional for situations in the future that are possible or likely:

The condition **The result**

if + Present Simple, *will* + infinitive

We use the second conditional for situations in the present or future that are imaginary, impossible or very unlikely:

The condition **The result**

If + Past Simple, *would* + infinitive

We sometimes use *were* instead of *was* after *I/ he/she/it*, especially in more formal or written English and to give advice: *If I were you, I'd apologise*.

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7 **6.2** Listen to Part 2 of the conversation and answer the questions.



- 1** What does Hala promise?
- 2** What will Nour do next time she's at the library?
- 3** What will Hala do next time she goes into a shop?
- 4** What does Nour think Hala should do when her phone rings?

8 Match 1–4 with a–d to form four sentences.

- 1** If you were at a friend's house,
 - 2** What do you think you'll do with your phone
 - 3** I'll switch off my phone immediately
 - 4** What will you do
- a** if someone calls or texts you when you're in the middle of a conversation?
 - b** would you turn off notifications so your phone didn't make a noise?
 - c** so the light from the screen doesn't distract anyone.
 - d** next time you're at the library?

9 Complete the first part of these second conditional sentences with the correct forms of the verbs in brackets. Then finish them so that they are true for you.

- 1** If I had (have) a lot of money, I'd buy a zoo.
- 2** If I _____ (can) go back in time, _____.
- 3** If I _____ (have to) move to another country, _____.
- 4** If I _____ (not/have to) study so much, _____.

10 Complete the sentences so they are true for you. Try to use some of the underlined phrases from the quiz.

- 1** I would put my phone on silent if _____.
- 2** I would ask someone to lower their voice if _____.
- 3** It would not be polite to use my phone if _____.
- 4** If someone texted me _____, I would _____.

LESSON 2A READING AND VOCABULARY

1 SPEAKING In pairs, answer the questions.

- 1 What would you do if you found a sports bag at a bus stop and you were the only person there?
- 2 If you were given a reward for doing something good, would you keep it or share it?
- 2 Look at the picture and the title of the story. In pairs, say what you think the girls in the picture will do. Read the story quickly to check your ideas.
- 3 Read the story again. Match sentences A–H with gaps 1–5 in the story. There are three extra sentences.
 - A 'Do you think it was stolen?'
 - B 'Nobody will ever know.'
 - C She thanked them for handing in the handbag to the police.
 - D 'Grandma forgot it was there.'
 - E They gazed in disbelief at what they had found.
 - F 'Mum said if we turn the sofa on its side, it will be so much easier to get it through the door.'
 - G The telephone rang.
 - H Standing behind them was a young woman.
- 4 In pairs, ask and answer the questions.

- 1 What could Reem and Asma do to try and find the handbag's owner?
- 2 What do you think they will do with their reward?

IF WE KEPT IT, WE'D BE RICH

6.3

'If you drop it, you'll break my toe,' groaned Asma. She glanced at her sister, Reem. They were standing at the top of the stairs with a large yellow sofa between them.



5 'Stop complaining, Asma.' Reem rolled her eyes.

A few minutes later, Asma and Reem put the sofa down against the wall of the living room. They sat 10 down and started to laugh. 'That wasn't so bad, was it?' grinned Asma.

'Hang on, what's this thing here? It feels like there's something inside it!' said Reem.

Asma and Reem unzipped the cushion and 15 to their surprise, they found a black leather handbag. 'What do you think is inside it?' whispered Asma, staring at the bag. Reem looked at her. 'There's only one way to find out.'

Neither girl could believe their eyes when 20 they spread the contents of the handbag on the table. ² There was a purse and a collection of jewellery: three diamond rings, five pearl necklaces of different sizes, several pairs of earrings and some bracelets made of gold and silver.

25 'This jewellery is beautiful, isn't it?' sighed Reem. 'And look, there's 5,000 JD in here. Obviously, we'll have to give it back to the rightful owner.'

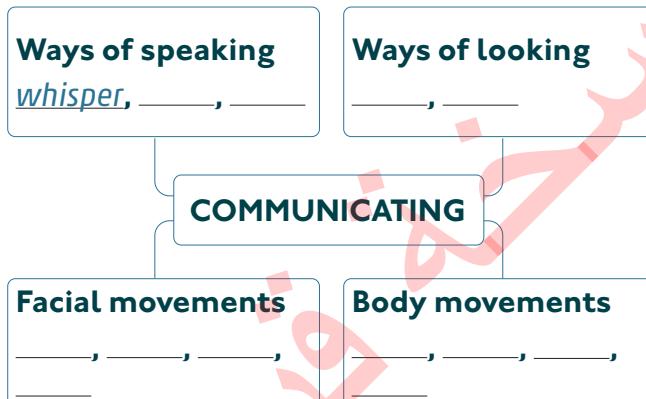
Asma shook her head. 'But we don't know whose 30 money it is,' she said. 'If we knew who it belonged to, we could give it back to them but we don't know!' She raised an eyebrow. 'Anyway, why would an honest person put all this money and jewellery into a handbag inside a sofa?



- 35 Mum bought the sofa from a good second-hand furniture place online.³
Asma frowned and then shrugged her shoulders. 'That's a good question but we must try and find out.'
- 40 After talking about the situation with their mum, the next day, the girls took the handbag with the money and the jewellery to the police. It was cold outside and they shivered as they waited for the bus to return home. When they got back to their flat, they tried not to think about the handbag they had found inside their sofa.
'I guess we'll never solve the mystery,' said Asma.
- 45 Three days later, Reem and Asma's mum opened the door. There was a TV crew there waiting to speak to the girls.⁴
'Asma and Reem Allabban?' asked the reporter.
'Yes,' they both replied. There was a red light flashing as the cameraman filmed them.
- 50 'This is Majeda Alfarran.' The reporter pulled the young woman forward. 'It's about the handbag you found.'
- Majeda explained that the handbag had belonged to her grandmother. 'We didn't know Grandma had hidden all her money and jewellery inside the old sofa. We were going to throw it away but luckily we decided to sell it.'
⁵
'My grandma wants to reward you for your honesty,' said Majeda. She handed them an envelope with 100JD for each of them.
- 55 The two sisters hugged each other. 'We should give it to someone who really needs it,' Reem said. 'I mean, it's not really ours, is it?'



- 5 In pairs, check the meaning of the highlighted words and phrases in the text. Then add their infinitive forms to the vocabulary map.



6 Choose the correct verbs.

- 1 If you don't want someone to hear you speak, you **sigh / whisper**.
- 2 If you're in pain, you **groan / grin**.
- 3 It's not polite to **glance / stare** at someone.
- 4 He **gazed / whispered** into his son's eyes.
- 5 You **frown / grin** when you're not happy.
- 6 You **hug / shiver** when you're cold or frightened.
- 7 People often don't like it if you **raise / roll** your eyes at them.
- 8 If you don't want to do something, you **shake / shrug** your head.

- 7 In pairs, speak, look or move in ways that match the verbs above. Guess what your partner is doing.

Student A smiles widely.

B **You're grinning.**

A **Yes, your turn.**

Student B makes an angry face.

A **You're frowning.**

- 8 REFLECT | Values In groups, discuss the sentence. Do you agree? Say why.

“You should always do the right thing, even when nobody is watching.

LESSON 3A LISTENING AND VOCABULARY

- 1 Which of these things is the least likely to happen to a person in their lifetime? Discuss in pairs.

becoming an astronaut
being struck by lightning
winning an Olympic gold medal

- 2 Work in pairs and discuss the questions.

- 1 How important do you think it is to 'give back'?
- 2 Which type of charities would you give money to if you could?
- 3 Is giving time just as important as giving money to help people? Why?



3 **6.4 Listen to a radio programme and choose the correct answers.**

- 1 Mariam Alhakeem believes
 - a it's important for everyone to help people who are less well off.
 - b rich people should not have to give to charity.
 - c rich people are happier when they give to charity.
- 2 Mariam suggests that
 - a a millionaire's lifestyle is very exciting.
 - b having too much money can bring problems.
 - c rich people do not have friends.
- 3 Rich people may
 - a not have time to make friends.
 - b not be able to tell if people are being honest with them.
 - c find that people they don't know ask them for money online.
- 4 Nikhil Kamath signed the Giving Pledge and promised to
 - a give away all his money to charity as quickly as possible.
 - b become a better person.
 - c donate a large amount to charity over his life.

- 4 Complete the table with the noun forms of the adjectives. Use a dictionary if necessary.

Adjectives	Nouns
happy	1 <i>happiness</i>
lonely	2
sad	3
embarrassed	4
disappointed	5
excited	6
envious	7
jealous	8
sympathetic	9

- 5 Complete the sentences with nouns from the table in Exercise 4.

- 1 *Jealousy* is a useless emotion and I try not to waste time on it.
- 2 I think we need to experience sadness, so we can appreciate ____.
- 3 I don't feel any ____ for rich people. I'm happy with what I have.
- 4 I never enter competitions because I feel almost certain they will end in ____.
- 5 I like doing things alone, and I don't feel any ____.
- 6 I find it very difficult to hide my ____ when someone gives me a compliment in public.
- 7 I feel ____ for anyone who is attacked on social media.
- 8 I enjoy the ____ of doing something completely new for the first time.
- 6 In pairs, say if the sentences in Exercise 5 are true for you or if you agree with them.
- 7 **6.5 PRONUNCIATION** Listen and find the schwa /ə/ sounds in the words below. Then read out the sentences in Exercise 5 and focus on pronouncing the schwa sound.
 - loneliness, sadness, happiness
 - jealousy, sympathy
 - disappointment, embarrassment, excitement
- 8 **SPEAKING** What would you do if you suddenly received a huge amount of money? Discuss in groups.

LESSON 4A GRAMMAR

- 1 In pairs, do the quiz. Then check your scores on page 75. Do you agree with your results?

QUIZ

Are you in touch with your feelings and those of other people?
Take our empathy test and find out!

For each statement say whether you agree strongly (AS), agree (A), disagree (D), or disagree strongly (DS).

- 1 If people are unhappy, I enjoy making them feel better.
- 2 When I upset someone, I feel bad.
- 3 I find it hard to guess how someone is feeling unless they are a close friend.
- 4 After I have an argument with someone, I'm usually the first one to try to make up with them.
- 5 I'm usually interested in how other people feel about things.
- 6 I don't share personal information with people until I know them very well.
- 7 Before I discuss my problems with others, I try to solve them myself.
- 8 I can talk to almost anyone as long as they show an interest in having a conversation with me, too.

WATCH OUT!

Remember that **unless** = if not.

I don't share personal information with people unless I know them well.

I don't share personal information with people if I don't know them well.

The zero conditional and alternatives to *if*

- 2 Look at sentences a-b and answer the questions. Then read the Grammar box and **Watch out!** and check.

- a If people **are** unhappy, I **enjoy** making them feel better.
 - b I **enjoy** making people feel better when they **are** unhappy.
- 1 Do the sentences refer to something that is true only in the present, only in the future, or always?
 - 2 In sentence a, which clause gives the condition and which gives the result?
 - 3 Which tenses are used in each clause?

The zero conditional and alternatives to *if*

We use the zero conditional to talk about real situations that are always true.

The condition

If + Present Simple,

In all conditional sentences, the *if* clause can come before or after the result clause. When the *if* clause is first, it is followed by a comma.

Alternatives to *if*

In zero conditional sentences, we can use *when* instead of *if* with little or no change in meaning.

In conditional sentences we can also replace *if* with *unless, as soon as, as long as, until, provided that, before, after*.

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- 3 Use the prompts and *if* or *when* to write zero conditional sentences.

- 1 I / nervous about something / I / start sweating

When I'm nervous about something, I start sweating.

- 2 I / feel embarrassed / my cheeks / go red

- 3 my mum / talk very quickly / she / get excited

- 4 my sister / ask / her friends for advice / she / have a personal problem

- 4 Choose the best alternative to *if* to complete the sentences.

- 1 I don't tend to say very much **before** / **as soon as** I have breakfast.

- 2 I don't find people interesting **after** / **unless** they are good listeners.

- 3 **As soon as** / **As long as** I see my best friend, I know how he or she is feeling.

- 4 **Before** / **As long as** I trust someone, I'm comfortable asking for personal advice.

- 5 **After** / **Before** I tell someone my problems, I usually feel better.

- 5 SPEAKING In pairs, say if the statements in Exercise 4 are true for you.

LESSON 5A SPEAKING

- 1 How can you tell a friend that you have to cancel an arrangement to meet?



- 2 **6.12** Listen to a story and answer the questions.

- 1 Why does Faten ask for Muna's advice?
- 2 What advice does Muna give to Faten?
- 3 What would you do if you were Faten?
- 4 How do you think Samia will feel when Faten calls her to explain?



- 3 **6.13** Listen to Part 2 of the story. How are Samia's and Faten's situations similar?

- 4 Complete the Speaking box with the words from the box.

better helpful problem thought were wonder

SPEAKING | Asking for, giving and reacting to advice

Asking for advice

I ¹wonder if you could give me some advice.
What do you think I should/ought to do?
Do you think I need to/should ...?
I've got a bit of a ²_____ and I don't know what to do.

I've no idea how/what to ...

I'd really appreciate your advice.

I'm at (a bit of) a loss.

Giving advice

You could/ should(n't)/ought (not) to...

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

You'd ³_____ (just) tell her the truth.*

You'd better not do this ...

It's probably (not) a good idea to ...

The first/best thing to do is ...

If I ⁴_____ you, I'd go to Paris.

Reacting to advice

Thanks. That's really ⁵_____.

You're right, that's good advice, thanks.

I never thought of that, (it's a) good idea.

I don't know if it'll work but I'll give it a try.

I ⁶_____ of that but I'm pretty sure ...

I thought about doing that but ...

* strong advice, similar to 'you have to'



- 5 Choose the correct answers to complete the dialogues.

- A** What do you think I should do: text my friend to cancel our plans, or give her a call?

- B** **a** I never thought of that, good idea.
b If I were you, I'd call her.

- 2 A** I'm afraid my friend won't understand. I've no idea what to tell him.

- B** You'd better talk to your mum, she'll know what to do.

- A** **a** I'd really appreciate your advice.
b I don't know if she can help me but I'll give it a try.

- 3 A** I'm at a loss. How can I tell Muna that she can't visit me this Saturday? I have a cold!

- B** **a** I thought about doing that, but it will not work.

- b** You should explain the situation and invite her on a different weekend.

- 6 In pairs, offer advice in these situations. Use the language from the Speaking box.

- Your friend is having trouble making friends at his/her new school.
 - Your cousin wants to have a more healthy lifestyle.
 - Your friend wants to help the environment.
- A** I'm not sure how to make new friends at school.
- B** If I were you, I'd join a club.

LESSON 6A VOCABULARY | Relationships, caring for others

- 1** What kind of advice would you ask these people for? Discuss in groups.

a blogger a teacher your best friend
your parents

I'd ask my dad about computer stuff and my best friend about ...

- 2** Read the texts from Amani's advice site. In pairs, discuss if you have ever been in a similar situation. What advice do you think Amani will give them?

Amani's advice site



Pbea3 I need some advice about my best friend. We've always **had each other's backs** and have been like family since the moment we **hit it off** nearly ten years ago. But nowadays we hardly have any shared interests and **we're growing apart**. I miss her sense of humour and kindness and would like to spend more time with her. I really don't want us to **fall out**.

Also, I've heard that she's **going through a tough time** and I want her to know that I still **care for her** and that she can always **reach out** and **count on me** as a friend. I'd like her to know that **I'll always be there for her**. Do you have any idea how I can do this?



LucyT I play for the school football team and it means a lot to me. Last year a few of our players fell out, we lost the championship and by the end of the year **we'd hit a wall**. As a result we've **grown apart** over the summer break.

This year I have become the new captain of the football club and I want to **go the extra mile** for my team. I want everybody to feel comfortable from the beginning so I'd like to organise activities to help the players **develop a connection**. What can I do to support my team?

- 3** Look at the highlighted words and phrases in the texts and add them to the lists below.

- 1** Happy relationships: *be like family*, ...
2 Problems in relationships: *grow apart*, ...

- 4** In pairs, choose the correct options to complete Amani's advice. Can you think of another piece of advice for Lucy?

Congratulations, Lucy! It seems like you're creating a friendly atmosphere that encourages strong relationships based on trust and shared **1** _____. In a team like yours, players are like **2** _____ and they know that **they** have each other's **3** _____. Simple thank-you messages can show players that you **4** _____ for them and value their efforts. For new players who don't hit it **5** _____ immediately, you can organise **fun** activities like team lunches, or game nights. And make sure **they** know that they can **6** _____ on you for support at all times.

- | | | | |
|------------|-----------|----------|--------|
| 1 a | interests | b | teams |
| 2 a | teachers | b | family |
| 3 a | heads | b | backs |
| 4 a | care | b | hit |
| 5 a | out | b | off |
| 6 a | rest | b | count |

- 5** Write a letter giving advice to one of the following people. Use the vocabulary in this lesson and the phrases in the Speaking box in lesson 5A to help you.

- two school friends who aren't talking to each other
- a sister who is feeling lonely after her older sister got married

- 6** SPEAKING In pairs, ask and answer these questions.

- 1** Which people that you know can you really count on? Why?
- 2** Have you ever gone the extra mile to support someone who was going through a tough time? Who? What did you do?
- 3** Which person that you have met recently did you really hit it off with?

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

1 Work in pairs. Discuss the questions.

- 1 In which situations is it important to have a phone with you?
- 2 In which situations could it be a bad idea to use a phone?

2 Read the essay and answer the questions.

- 1 Does the writer mention any of the things you discussed in Exercise 1?
- 2 What is the writer's personal opinion and do you agree with it?

3 Match paragraphs 1–4 with descriptions a-d.

- a Arguments against using your phone in public.
- b The author's view on using your phone in public.
- c Arguments for using your phone in public.
- d An introduction to the topic of using your phone in public.

Should you use your phone in a public place?

- 1 Nowadays, most of us take our mobile phone with us everywhere. However, should you always put your phone away when you are out, or is it acceptable to use your phone when you are in a public place?
- 2 There are many reasons why you should not use your phone in public. To begin with, it is not polite to have a private phone conversation when you are in a restaurant or at the library because it can disturb other people. Furthermore, our friends can feel ignored when we are talking on our phones. For this reason, it's better to keep your phone on silent and pay attention to the person you are with rather than text someone who is not even in the room. Finally, although mobile phones are very useful, they can be dangerous. How many times have you seen someone walk across the road while looking at their phone and not paying attention to what is around them?
- 3 Having said that, it might be very important to keep your phone switched on. For instance, if you have missed the train and you want to tell someone you are going to be late. What is more, you sometimes need to use your phone to ask for help if you have a problem. For example, you might need to call an ambulance.
- 4 To conclude, it is generally best to avoid using your phone in public but there are times when it is necessary to contact someone, especially in an emergency situation. Personally, I believe it is usually better to take your phone with you when you go out but only use it in public when it is really important.



- 4 Study the Writing box. Then find more arguments for and against using your phone in public with reasons and/or examples in the essay.

WRITING | A for-and-against essay

A for-and-against essay should be formal in tone.

Paragraph 1

Begin with some general points, or say that an issue is controversial:

Nowadays, most of us take our mobile phone with us everywhere.

End with a statement or question that mentions both sides of the issue:

However, should you always put your phone away when you are out? Or is it acceptable to use your phone when you are in a public place?

Paragraph 2

Give several arguments for the issue and support them with examples and reasons:

To begin with, it is not polite to have a private phone conversation when you are in a restaurant or at the library because it can disturb other people.

Paragraph 3

Give several arguments against the issue and support them with examples and reasons:

What is more, you sometimes need to use your phone to ask for help if you have a problem. For example, you might need to call an ambulance.

Paragraph 4

Summarise the debate briefly:

To conclude, it is generally best to avoid using your phone in public but there are times when it is necessary to contact someone, especially in an emergency situation.

Add your own opinion:

Personally, I believe it is usually better to take your phone with you when you go out but only use it in public when it is really important.

- 5 Look at the linking words and phrases underlined in the essay and put them in the correct group.

- **Introducing new arguments:** ¹ To begin with; First of all; Secondly; Furthermore; ² _____, Another point is; Some/Most of us know/agree/say; Finally;
- **Giving examples and support:** For example; ³ _____; Such as; According to; ⁴ _____;
- **Introducing a contrast:** However; On the other hand; ⁵ _____; ⁶ _____, Nevertheless;
- **Introducing a conclusion:** In summary; In conclusion; ⁷ _____;
- **Introducing your own opinion:** In my opinion; Ultimately, I think; ⁸ _____.

- 6 Choose the most suitable linking phrase in each sentence. In one sentence both are possible.

- 1 **Although / In summary** other teenagers may sympathise, they don't always have the experience necessary to offer good advice.
- 2 When students go online to do homework, they find information very easily and **for this reason / to conclude**, they learn faster.
- 3 Mobile phones can lead to bullying, **nevertheless / another point is** students rely on them to communicate with their friends.
- 4 **On the other hand / Such as**, there are also some strong arguments for mobile phones in school.
- 5 **Another point is / What is more**, no one understands what a teenager is going through better than another teenager.

- 7 Work in pairs. Match the sentences in Exercise 6 with the essay topics a-c.

- | | |
|---|--|
| a <input type="checkbox"/> | Mobile phones should be banned in school. |
| b <input type="checkbox"/> <input type="checkbox"/> | Friends are the best source of advice for teenagers. |
| c <input type="checkbox"/> <input type="checkbox"/> | Technology in schools makes students more independent. |

- 8 WRITING TASK Choose one of the topics in Exercise 7 to write a for-and-against essay.

1 In pairs, discuss the questions.

- 1 How important do you think it is to set yourself goals for the future?
- 2 What are some of your educational and personal goals for this year?
- 3 Do you have plans to achieve these goals? What are you going to do and when?

2 Read the forum entries about failed goals. Match statements 1–4 with entries a–c. There is one extra statement.

The speaker ...

- 1 failed to achieve a goal because of a lack of preparation.
- 2 wasn't sure which goal he/she wanted to achieve.
- 3 did not do enough research to achieve a goal.
- 4 chose a goal that was impossible to reach.

3 Work in pairs. Why didn't the people achieve their goals? What didn't they do? What advice would you give them?



4 6.15 Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.

- a Where to get advice on what our goals should be.
- b How important it is to have big ambitions.
- c How to make our goals easier to achieve.
- d What to do if we fail to achieve a goal.

5 6.15 Listen again. Complete the gaps with the words from the box. There are two extra words.

deadlines easy how important possible
what when

LIFE SKILLS | How to set SMART goals

S (SPECIFIC) Define exactly ¹ what you want to achieve.

M (MEASURABLE) Think about how and ² ____ you'll know that you've achieved your goal.

A (ACHIEVABLE) Set goals that are ³ ____ to achieve.

R (RELEVANT) Choose a goal which matters and is ⁴ ____ to you.

T (TIME-BOUND) Set yourself ⁵ ____ for achieving the goal.

A I'm finishing my first year of English at uni soon and it definitely hasn't turned out as I'd hoped. When I was at school, I joined a student drama club. It was my passion to act and I dreamt of a career on the stage. But everyone told me it was too challenging and I should choose a more traditional job. So I thought I could study something to do with languages because I was pretty good at English and I thought maybe I could be a teacher. Both of my parents are teachers and they seem to enjoy their jobs. My favourite subject at school was History though, but I just didn't think there'd be many jobs available. So I went for English in the end. Most universities have English courses and I didn't think too much about what was on the course as long as I got a degree. But the course is difficult, and I think I made the wrong decision ...



Niles04

B When my friend suggested we take part in the City half-marathon which takes place once a year, I thought it was a great idea. I have to admit I'm not that fit really – I don't do a lot of sport. But you see marathons on television with thousands taking part so I thought I could manage it. After all, I wasn't out there to break any records! Of course, I had these great plans to train regularly and I went running after school with my friend for a couple of evenings – but then school work got in the way so I didn't really do much. The result is that I did the half-marathon last Saturday – but my legs went to jelly after a few kilometres and I had to stop. It was a bit embarrassing – but I guess I'm just not built for running long distances. I shall stick to exercises at home in the future!



Charli3

C Just got back from my trip to Spain, France and Italy and I have to say it wasn't a success. I went with my uncle and the idea was to travel by train and buses along the coast, stopping off at interesting places on the way. Sounds like a cool idea, doesn't it? Well, we thought so. I cut down my spending a bit in the month before we left so I'd have enough money and we checked out the route which looked definitely doable. The problem was that the fares and accommodation were more than we had thought and I ran out of money pretty early on. It's a pity we didn't check how much these things cost and didn't plan a budget or how much time we needed to save enough money. We didn't enjoy ourselves nearly as much as we'd hoped to. I stayed in Barcelona at my uncle's friend's house for a week, but we were both disappointed.



Buster56

6 Match statements a–e with questions 1–5 from the SMART diagram.

- a** I want to reach my goal by the end of the term when we have a big test.
- b** I will do the following to help me achieve the goal:
 - record new words after each lesson in a notebook,
 - draw mind maps and pictures,
 - ask my friends to help me revise vocabulary before tests,
 - write an article in English for the school's website.
- c** I will keep track of the marks I get in English tests to check if I get higher scores. I'd like to improve my average score by 10%.
- d** I want to improve and expand my English vocabulary. I usually get lower marks in my English tests because I find it difficult to learn new words.
- e** I want to pass my exams in English. I also need English to chat with my friends online.

Make a SMART goal

Your goal: improve my English, learn new vocabulary

S	Specific What do you exactly want to achieve? ¹ _____
M	Measurable How will you know when your goal is met? ² _____
A	Achievable What steps can you take to achieve your goal? ³ _____
R	Relevant Why is your goal important to you? ⁴ _____
T	Time-bound How long will it take you to reach your goal? ⁵ _____

7 Do the task below.

LIFE SKILLS | Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 6.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?



07

In the spotlight



VOCABULARY	TV news, viewing habits, success and failure, describing art, books and plays
GRAMMAR	Reported speech, reported questions
LISTENING	A radio programme about promoting your work on social media
SPEAKING	Describing a personal experience
READING	Opinion article
WRITING	A review of a play
PRESENTING AND VIEWING	Explaining an embarrassing situation

LESSON 1A VOCABULARY AND GRAMMAR

- 1** Read the information below and work out the meaning of the highlighted words.

What is an 'And finally,...' report?

TV news programmes always begin with the headlines followed by the most important stories or breaking news. They often finish with a curious or amusing news item which the newsreader usually introduces with the words 'And finally,...'. These reports tend to be human interest stories or to involve animals.

- 2** Read both 'And finally, ...' news items. Which one do you think is true and which fake? Say why.

And finally ...

1 And finally, in Amman, a group of university students collaborated to provide local children with an exciting day of science events. The project was led by 20-year-old Hamzah Alsayyegh and his six friends. To learn more about this inspiring initiative, we had the opportunity to speak with them before their university classes. When we asked them how it had all started, Hamzah explained that they had seen an advert looking for volunteers for the free library in the local news. He said that they all liked talking about science and wanted more children to enjoy science, so they created a program of activities and presented it to the library. They told us they had posted about the Science Day on social media and asked all their family members to share the information. Almost two hundred children came! They admitted they had never expected it to be so popular. The local mayor agreed that it was a great success and said they had to support projects that teach local children about science.

2 And finally, the World Stone Skimming Championships takes place at the end of September every year on Easdale Island in Scotland. We spoke to one of the organisers who said that about 300 competitors meet to participate in this unique and fun-filled event. He explained that competitors must send small pieces of flat stone across the surface of a large body of water. He told us that the stone had to bounce at least twice. He added that the winner was the person who could skim the stone the furthest distance.

The organisers admitted that the event is marked by strong but friendly competition, but said there was always a warm community spirit as well. Last year's winner confessed he was nervous before he started but he soon forgot anyone was watching.

Spectators at the event agreed that the competition was a huge success. The organisers pointed out that the World Stone Skimming Championships continued to celebrate tradition, skill, and the simple joy of outdoor play.



Reported speech

- 3**  **7.1** Listen to the interview. Then read news item 1 again. How are the quotations below reported in the text? How are the reported sentences different from the originals?

- 1 'We saw an advert looking for volunteers.'
Hamzah explained that they had seen an advert looking for volunteers.
- 2 'We all like talking about science and want more children to enjoy science.'
- 3 'We never expected it to be so popular.'
- 4 'We must support projects that teach local children about science.'

- 4** Study the Grammar box and check your answers to Exercise 3. Then read news item 2 again and find more examples of reported speech.

Reported speech

Direct speech Reported speech

Present Simple	→ Past Simple
Present Continuous	→ Past Continuous
Past Simple	→ Past Perfect
Present Perfect	→ Past Perfect
will	→ <i>would</i>
can	→ <i>could</i>
must	→ <i>had to</i>

The Past Perfect, *would*, *could*, *should* and *might* don't change in reported speech.

With **imperatives** we use (*not*) to before the verb.

'Remember!' → She asked/told me to remember.

'Don't forget!' → She asked/told me not to forget.

These expressions usually change:

Time: *now* → *then/at that time*; *a few days ago* → *a few days before*; *yesterday* → *the day before*; *the previous day*; *last year* → *the year before/the previous year*; *tomorrow* → *the day after/the next day*.

Places and things: *here* → *there*; *this* → *that*; *these* → *those*.

People: *I/you* → *he/she, me/you* → *him/her*; *my/your* → *his/her*; *we* → *they*; *our* → *their*

Reporting verbs: *add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn.*

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- 5** Choose the correct reporting verbs in these sentences.

- 1 'After I had read the headlines last night my throat felt dry so I decided to have some water,' Jack **told / said** us.
- 2 'There's always a glass of water on the desk while I'm reading the news but I don't usually touch it,' he **asked / pointed out**.
- 3 'I was in a hurry and spilt the water all down my shirt,' he **said / told**.
- 4 'Don't laugh,' his producer **added / warned** him.
- 5 'Once I started laughing, I couldn't stop,' Jack **explained / predicted**.
- 6 'It's the first time anything like that has ever happened to me,' he **claimed / predicted**.
- 7 'It won't happen again in tomorrow's programme,' he **admitted / promised**.

- 6** In pairs, transform the sentences to reported speech using the words in brackets.

- 1 'I watched the news last night.' (Rola/tell/friends)
Rola told her friends that she'd watched the news the previous night.
- 2 I hadn't watched the TV news for ages. (She/claim)
She claimed that she hadn't watched the TV news for ages.
- 3 I don't think I'll watch it again in the near future. (She/add)
She added that she didn't think she would watch it again in the near future.
- 4 I can get all the news I need on my phone. (She/explain)
She explained that she could get all the news she needed on her phone.

- 7** **REFLECT | Society** Which news sources (TV, radio, the Internet, newspapers, etc.) do you trust the most/least? Say why.

- 8** **WRITING** You are writing a news report for the school newspaper. Write about something that happened at your school. Imagine what the people involved would say and use reported speech in your article. Write 150 words.

LESSON 2A VOCABULARY | Viewing habits

- 1 Look at the statistics on viewing habits in the UK and match the highlighted phrases to the definitions. Which statistic do you find most surprising?

- 1 A multi-part television show.
series
- 2 One part of a multi-part television show.
- 3 Watching television for a long time in one sitting. ____
- 4 Total amount of time spent watching television. ____
- 5 Bits of information about what happens in a film or television show you haven't watched yet. ____
- 6 TV shows and films that you can watch whenever you want. ____
- 7 An internet-based television service you pay for each month. ____
- 8 People who watch television. ____

- 2 Use a dictionary to check the meaning of the words from the box. Then use them to complete the sentences. Which of them are true for you? Compare with a partner.

dialogue seasons subtitles trailers

- 1 I'm not into TV shows or films that are full of *dialogue*. I prefer action to discussion.
 - 2 I find that watching English language shows with the English ____ helps me learn new words and phrases.
 - 3 For me, most shows get boring after three or four ____.
 - 4 I think most ____ show too much of the story and that spoils the film for me.
- 3 Form adjectives with the words from boxes A and B. Then match them to the descriptions of shows below.

A little feature eagerly thought award well
B -reviewed -known -length -winning -provoking -awaited

- 1 This show got really good reviews.
well-reviewed
- 2 This show won lots of awards.
- 3 People have been waiting for this show to start and are excited about it.

- 4 This show really makes you think.
- 5 Not many people have watched or heard about this show.
- 6 Some of the episodes in this show are as long as a film.

Viewing Habits in the UK

- 76 percent of 16-24-year-olds reported using *subscription streaming services*.
- 79 percent of adults admitted *binge-watching* multiple *episodes* in one sitting.
- 55 percent of 18-24-year-old *viewers* said *binge-watching* was one of their main hobbies.
- 35 percent said that *binge-watching* a *series* made it better.
- 74 percent said they sometimes watched more *on-demand content* than they intended to and 32 percent said that this cost them sleep and left them feeling tired.
- 25 percent of *binge viewers* said they were afraid that *spoilers* would reveal the endings of their favourite shows.
- 47 percent of 16-24-year-olds said they were trying to cut down their *screen time* in some way.

- 4  **7.2 PRONUNCIATION** Match the words in the box to the correct syllable stress patterns. Then practise saying them.



binge-watching dialogue discussion
statistics subscription subtitles

•• surprising	•• episode

- 5 **REFLECT | Culture** According to studies, sixty-eight percent of adults in the UK say that watching TV shows and films brings the family together. Do you agree? Do you think people feel the same way in your country? Say why.

LESSON 3A LISTENING AND VOCABULARY

1 Do you follow any artists or authors on social media? Whose posts are the most interesting and why?

2 7.3 Study the ideas for promoting one's work on social media. Then listen to four interviews and match speakers 1–4 with ideas a–d.

How to promote your work on social media

- a pay for pop-up ads on the Internet
- b start a dedicated social media page for your work
- c upload some videos to your own video channel online
- d self-publish your writing online

Speakers

- 1 Clare, an artist
- 2 Rowan, a gardener and podcast host
- 3 Matilda, an author
- 4 Paige, a clothes designer

3 7.3 Listen again and choose the correct answer for each question.

1 Where is Clare now?



2 How did Rowan tell his stories first?



3 Which of Matilda's projects was the most successful?



4 When did Paige make her first dress?



4 Decide if the highlighted phrases refer to success or failure. Then match them with the definitions below.

- 1 It's not easy to become popular so how did you **make a name for yourself**?
- 2 A few months ago I **got my first break** when the people at this **gallery** contacted me.
- 3 It started off **OK** but in the end, it **came to nothing**. It was a **huge flop**. I didn't get many listeners at first but then it really **took off**.
- 4 That was a **bit of a setback** but I didn't give up. A major publisher took it on and I **haven't looked back** since. I'm the author of a **best-seller**.
- 5 I only sold one T-shirt. What a **disaster!** So after that I **went back to square one**. The video **went viral** in 2024 and now I get lots of orders! Every collection's a **sell-out**.
 - a A big failure. **a huge flop**
 - b Start to do well.
 - c Become famous.
 - d Have no success.
 - e A slight disappointment.
 - f Keep on progressing.
 - g A big literary success.
 - h Receive an opportunity.
 - i Return to the beginning.
 - j Quickly become successful online.
 - k An event where all the tickets are sold.
 - l A catastrophe.

5 **SPEAKING** What are the pros and cons of being an artist or author?

LESSON 4A READING AND VOCABULARY

- 1 Work in groups. How many art disciplines can you name in sixty seconds? Can you name a famous artist from each discipline?

painting, sculpture ...

- 2 Read the article quickly. Which art disciplines does it mention?

What is and isn't art?

by Alia Alzayyat



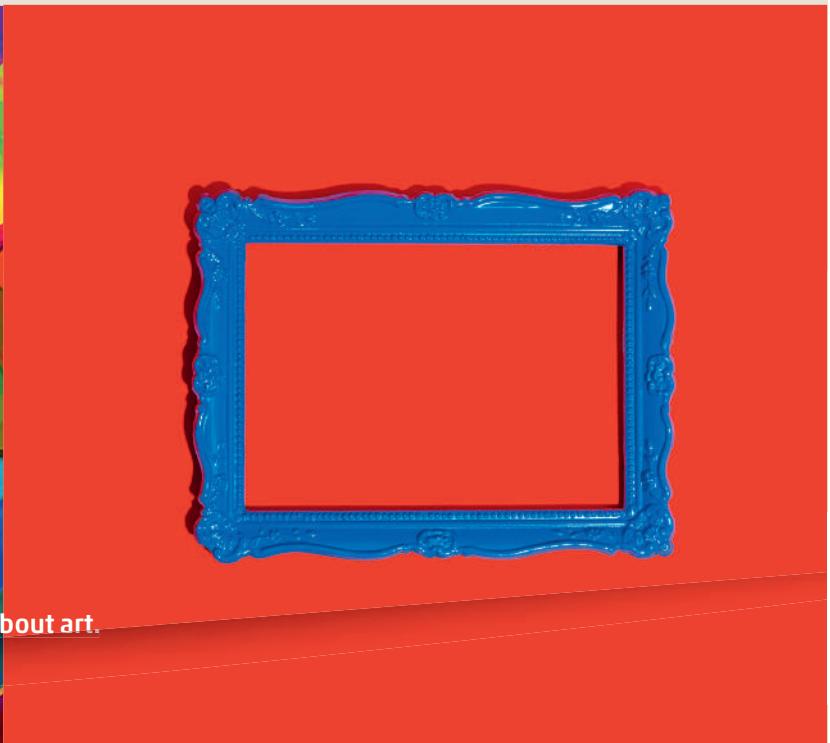
7.8

At the Museum of Modern Art in San Francisco, two teenage visitors were impressed by many of the sophisticated and occasionally shocking works of art on display there. However, they found some of the pieces to be more puzzling than inventive, and others to be the sort of thing they could probably do themselves. And that's what they did. When nobody was looking, one of them placed their glasses on the floor below an official-looking piece of paper. Within minutes, people began to stop in front of the 'unique' exhibit to discuss and photograph it. At the same time, the two teenagers photographed the people and posted the images on social media, where they quickly went viral.

This story raises a familiar question 'What is and isn't art?' Most would agree that Gaudí's spectacular paintings, sculptures and architecture, the expressive face of Da Vinci's Mona Lisa and the atmospheric paintings of Claude Monet are examples of the world's favourite works of art. Such works demonstrate

great skill, express the artists' emotions, and often tell a story. When it comes to more modern and abstract art, however, opinions are divided. For example, what is there to say about paintings of dots of different colours and sizes, or coloured stripes on a white canvas? Are abstract artists revealing their inner thoughts and connecting with others, or are they making huge amounts of money from exploiting the audience? If their work gets you talking, does that make it art? If the artist, the critics and the experts say a work of art is meaningful, should we simply agree?

This article has asked far more questions than it has answered, so drawing conclusions is difficult. Presumably you weren't expecting a definitive answer to the question 'What is and isn't art?' in a short article like this, anyway. Perhaps it's safer to simply say that it is for the individual to decide. Some modern art is breathtaking, skilful and profound, and some classical art lacks exactly those qualities. Or not – depending on how you look at it!



3 Read the article and choose the correct answers.

- 1 The incident described in the first paragraph illustrates that
 - a all modern art is worthless.
 - b only an artist can create a work of art.
 - c it is often difficult to decide what art is.
 - d social media can help us understand art.
- 2 In the second paragraph, the author suggests that
 - a it is easier to recognise classic examples of fine art than of modern art.
 - b all art demonstrates the artistic skills of the artist.
 - c modern art is generally worth more money than classical art.
 - d if experts say something is art, it must be art.
- 3 The concluding paragraph suggests that the answer to 'What is art?'
 - a may be different for each of us.
 - b has finally been answered in this article.
 - c depends on the individual artist.
 - d is impossible to answer.

4 In pairs, work out the meaning of the highlighted adjectives in the text. Which of them are always positive? Which can be positive, neutral or negative depending on the context?

puzzling – positive, neutral or negative, depending on the context

5 Complete the sentences with the adjectives in the box.

abstract breathtaking expressive
meaningful puzzling realistic
sophisticated

- 1 The artist's paintings are very ____ – they show strong feelings through bright colours and bold lines.
- 2 The volunteer work at the animal shelter was a ____ experience for the students, as they discovered the value of kindness and responsibility.
- 3 The detective found the case quite ____ – the clues didn't make sense!

- 4 It's important to set ____ goals that you feel you can achieve.

5 The orchestra's performance of the symphony was _____. The audience were amazed by their skill and accuracy.

- 6 The software developer used ____ methods to create an app that was both efficient and easy to use.

7 The modern art installation featured ____ shapes and colours for visitors to interpret the artwork in their own way.

- 6  **7.9 Listen to two visitors to an art gallery. How are Sana and Amani's attitudes to the exhibit different?**



7 Replace the underlined sections in the sentences with the phrases from the box.

Call that art? I could do better myself.
I don't get it. It gets you thinking.
It leaves me cold. It speaks to me

1 What's this then? Ha! I don't think it's art. There's nothing to it. *Call that art?*

2 I don't understand what the artist is trying to say. I mean, it's just a pair of glasses on the floor!

3 Well, it has a special meaning for me. It's about the experience of viewing art.

4 Well, I don't feel anything. I have no interest in it.

5 The artist is saying 'make up your own mind about art'. There is a lot to consider.

6 It doesn't demonstrate any skill. Are you sure it's really part of the exhibition?

8 Use adjectives from Exercise 5 and expressions from Exercise 7 to describe the artworks on page 75.

9 SPEAKING Work in groups. Do you agree or disagree with these statements about art? Explain your answers.

- Whether you like it or not, if it gets you talking, it's art.
- There is a lot of skill but little art in painting a picture or making a sculpture that looks 100% real.
- Art is whatever the artist says it is.

LESSON 5A GRAMMAR

1 In pairs, discuss the questions.

Read the definition below. Have you ever auditioned for anything? How did you feel? Were you successful?

audition (v) – give a short performance to show you are suitable for a part in a play or a place in a competition



- 2 **7.10 Listen to a phone call. How did Ghada feel before the talent show?**

Reported questions

3 Study the examples and choose the correct options. Check your answers in the Grammar box and Watch out!

Direct questions

Did you audition last year?

Where are you from?

Reported questions

They asked if I'd auditioned the year before.

They wanted to know where I was from.

1 When we report questions, we usually use **tell / ask / want to know** as the reporting verb.

2 When we report **yes/no questions / wh- questions**, we use if or whether.

3 When we write reported questions, we **use / don't use** a question mark.

Reported questions

Direct questions

• Yes/No questions

Do you need help?

Have we met before?

Wh- questions

Why is it called the green room?

Where has he been?

Reported questions

They kept asking me **if/whether I needed** help.

She wanted to know **if/whether we had met** before.

I asked them **why it was called** the green room.

They wanted to know **where he had been**.

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WATCH OUT!

When we report questions, we do not use question word order. In reported questions, the subject comes before the verb.

*I asked them **why it was called** the green room.*

~~*NOT I asked them **why was it called** the green room.*~~



- 4 **7.11 Listen to the second part of the conversation between Sawsan and Ghada. What went wrong during the audition? Did Ghada get through to the next round of the competition?**

- 5 Change the reported questions that Ghada was asked during the audition into direct questions.

1 A girl came and asked if I was ready.
Are you ready?

2 One of them wanted to know how long I had been writing poetry for.

3 Another one asked me what the title of my poem was.

4 One of the judges asked if I had hurt myself.

6 SPEAKING Follow the instructions below.

- Write three yes/no questions and three wh- questions to ask a classmate about their hobby, talent or skill.

What are you really good at?

- Swap questions with another student. Work with a different partner and interview each other by reporting the questions you received. Make a note of your partner's answers.

Mazan wanted to know what you were really good at.

- Talk to the person who wrote the questions and report the answers using reported speech.

Sana told me she was really good at playing the drums.

LESSON 6A SPEAKING

- 1 Work in groups. Think of different kinds of performances and talk about what can go wrong during a play, concert or poetry recital. Use the prompts below to help you.

a costume tears can't stop laughing
feel ill while on stage forget their lines
there are sound or light problems

- 2 7.12 Listen to three actors discussing times when things went wrong. What happened? Which of their experiences would you find the most embarrassing?

SPEAKING | Describing a personal experience

Say when and where it took place

Have I ever told you about the time ...?
You won't believe what happened ... last night!

It happened a few weeks ago/last year.
It was maybe a year ago.

I was appearing in a talent show/play ...

Connect the different parts of your story

At first,, but then...

The next thing I knew, ...

Suddenly, ...

As soon as .../Immediately after .../
We'd just ...

On the first day/The following night/
In the end

Although/Because/Despite/So

Say how you felt

I couldn't believe it.

I (just) felt (really/so) silly/embarrassed!

I was so nervous/embarrassed.

It was really/so embarrassing!

We were so relieved.

Use direct speech and reported speech

He said, 'Yes. This role requires you to shave your head.'

He said that the role required me to shave my head.

- 3 Use the Speaking box to help you choose the correct words to complete the story.

Have I ever told you about the time when I made a TV advert? It happened a few years **1ago / before**. I was working with a well-known entertainer. **2Although / Because** she's well-known, she was really nice. We'd **3just / soon** started and things were going well. But then she had to say the line 'It's really rather refreshing'. **4Although / Despite** trying her best, she just couldn't get it right. **5Immediately / Suddenly**, she started laughing. Of course that made me laugh, too. At first, the director was calm, **6but / so** then he got really angry. He told us we **7had / have** to stop laughing.

Finally, we calmed down and started to record the advert. Unfortunately, as soon as I walked in front of the camera, I tripped and fell. I couldn't **8believe / understand** it. I felt so **9embarrassed / relieved**. But in the **10end / finish**, it all worked out.

- 4 Describe a personal experience where something went wrong or you were embarrassed by something.

- Think of an embarrassing or funny event when things went wrong for you or make up a story. Make notes about what happened and how you felt.
- Use the Speaking box to help you tell your story.
- Tell your stories in small groups. Guess which stories are true and which are invented. Whose story is the funniest?



LESSON 7A WRITING AND VOCABULARY | A review of a play

- 1 Look at the photo and use the words in the box to say what you need to do or have before you put on a play.

audition cast costume lighting
lines make-up part/role prop
rehearse/rehearsal set stage
wig

You need to have an audition to choose the cast, to find the right actor for each part.

- 2 In pairs, ask and answer the questions.

- 1 When was the last time you saw a play? What did you think of it?
- 2 How is a play different from and similar to a film? Which one do you prefer and why?

- 3 Read the review of *Our Comedy of Errors*. What does the reviewer think of the play? Find some adjectives that describe the viewer's impressions of the play.

- 4 Read the review again and match points a-d below with paragraphs 1-4.

- a Give your opinion on the acting, dialogue, directing, lighting, etc. You may also mention other aspects such as the price and the location.
- b Summarise your opinions and make a recommendation.
- c Give key information: the name of the play and the author, the actors' names, where and when it took place, etc.
- d Describe the performance. Mention the plot, the characters and the setting but don't give any spoilers.



Our COMEDY OF ERRORS

- 1 If anyone's ever told you that Shakespeare was boring, then you must see *Our Comedy of Errors*, this year's winner in the short play competition. It's an utterly hilarious version of Shakespeare's comedy, *The Comedy of Errors*, starring students from Grade 10.
- 2 The play features all the major scenes, including all the confusions and misunderstandings, the moment when both sets of twins meet and finally when the story is cleared up and the twins celebrate the reunion. All in just ten minutes with only four actors and a few basic props!
- 3 The set is simple but atmospheric, the lighting is dramatic, the dialogues are sharp and quite witty, and the actors are so talented! Dylan and Frank are totally convincing in their roles as both sets of twins. Charlie and Kyle brilliantly perform all of the other roles. I was amazed to see them play so many parts so well. The boys are particularly impressive as the second set of twins in the scene when all four of them meet up.
- 4 It has been quite a good competition this year but *Our Comedy of Errors* is the best play I've seen. It's spectacular and unique. Several spectators said they were surprised that such young students could create such a thoroughly entertaining show. I can't recommend it highly enough. It's on again next Friday. Get your tickets now. It's sure to be a sell-out!

5 Study the Writing box and find more examples of these categories in the review of *Our Comedy of Errors*.

- Adverbs + adjectives: *utterly breathtaking*, ...
- Other adjectives: *boring*, ...

WRITING | A review of a play

- Begin with an interesting opening sentence:
If anyone's ever told you that theatre was boring, then you must see ...
Well, that's ten minutes of my life that I'll never get back.
- Use a variety of adjectives, e.g. *breathtaking*, *hilarious*, *forgettable*, *dull* but avoid vague adjectives like *good*, *bad*, *nice*.
- Modify some of the adjectives (but not all) with adverbs, e.g. *utterly*, *completely*, *really*, *rather*, *slightly*, *very*.
- Summarise your opinion:
It stands head and shoulders above the other plays.
Unfortunately, this play is a complete flop.
It left me cold.
I have mixed feelings about this play.
- Make recommendations:
I can't recommend it highly enough. Get your tickets now.
If I were you, I'd stay at home and watch something on TV.

6 Find examples of *quite*, *so* and *such* in the review. Then study *Watch out!* and rewrite the sentences.

- 1 The concert was so loud. → *It was such a loud* concert.
- 2 The show was quite long. → It was _____ show.
- 3 The actors are so funny. → They are _____ actors.
- 4 The seat I had was quite good. → I had _____ seat.
- 5 The play was so amusing. → It was _____ play.

WATCH OUT!

Adverbs like *really*, *quite* and *so* come before adjectives:

She is really/quite/so good.

We use *such* (not *so*) before an adjective + noun phrase:

They are such good actors. NOT ~~*They are so good actors.*~~

Be careful with the position of the indefinite article (*a/an*) in sentences with *such* and *quite*.

He is a really good actor.

He is quite a good actor. NOT ~~*He is a quite good actor.*~~

He is such a good actor. NOT ~~*He is a such good actor.*~~

7 REFLECT | Culture Live theatre and other performances have survived despite the invention of cinema, radio, TV and the Internet. Why do you think that is?

8 WRITING TASK Write a review of a play, live show or other performance you have seen. Use the Writing box, *Watch out!* and the vocabulary in this lesson and in lessons 3A and 4A to help.

08

The evolution of advertising



VOCABULARY Advertising, spending habits, money, payments

GRAMMAR The passive, have/get something done

LISTENING Podcast about saving and spending money

SPEAKING Complaints

READING Chronology of how we pay for things

WRITING An opinion essay

VIEWING AND PRESENTING Making complaints politely and appropriately

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, work out the meaning of the highlighted words.

- A **billboard** or **poster** that you saw on your way to school.
- A **jingle** from the radio (sing it!).
- A **logo** that is really well known.
- A TV or radio **commercial** that made you laugh.
- An **advertisement/advert/ad** that you love/hate.
- An **advertising slogan** that everybody knows.
- A **pop-up ad** you saw on your phone screen.
- A **spam email** you received.

The first ad I heard today was on the radio. It was for a car. It had a really annoying jingle but the slogan was good, it was ...

WATCH OUT!

American English

colorful
billboard
candy
program

British English

colourful
hoarding
sweets
programme

2 Look at the *Watch out!* box. Then read Imad's blog and answer the questions in pairs.

- 1 Is Imad's blog written in American English or British English?
- 2 How were products advertised in the past?
- 3 What new types of advertising are there on social media?
- 4 What is the purpose of a spam email?
- 5 What is the goal of advertising?



IMAD'S BLOG

Watch out for ads at school!

Advertising has changed a lot over the years. In the past, smaller adverts were mainly seen in newspapers and magazines. Companies also put up large posters on walls and in public places where they could be seen by many people. These large posters, called billboards, were the main way to promote products like candy and breakfast cereal. On radio and television, catchy tunes called jingles were created. When you heard these jingles during an advertisement, you would connect the tune with a particular brand. These commercials, often seen during TV programs, had simple slogans to catch people's attention. Colorful logos were also designed to make a product easy to remember.

Today, advertising is everywhere. You can still see ads on the side of buses and on the street, but there's much more. New types of advertising have been introduced on social media like pop-up ads that appear while you're browsing online. Sometimes, these can be annoying, such as spam emails that fill up your inbox telling you about a product or service you didn't know about.

Despite all these changes, the goal of advertising remains the same: to make you remember a product. Whether it's a traditional poster or a modern pop-up ad, catchy slogans and logos are used to leave an impression on your mind. The world of advertising continues to evolve, adapting to new technologies and changing the way we see and interact with ads.



The passive

3 Compare the active and passive sentences and answer the questions below.

Active

In the past, people mainly saw smaller adverts in newspapers and magazines. Companies use catchy slogans and logos to leave an impression on your mind. Advertisers have introduced new types of advertising like pop-up ads.

Passive

In the past, smaller adverts were mainly seen in newspapers and magazines. Catchy slogans and logos are used to leave an impression on your mind. New types of advertising have been introduced on social media like pop-up ads.

- 1** In passive sentences we focus more on ...
 - a** an action. **b** who does the action.
- 2** To form the passive we use *be* + *the* ...
 - a** infinitive. **b** past participle.
- 3** To mention the agent (the person, organisation or thing responsible for the action) we use ...
 - a** by. **b** for.
- 4** Study the Grammar box and check your answers to Exercise 3. Then find examples of passive sentences in the blog for each tense in the Grammar box.

The passive

We use the passive when the action is more important than the agent. We often use it when we do not know or care who did something. We use the word *by* before the agent to say who is responsible for the action.

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

This product **is made** in Jordan. (Present Simple)
A new logo **is being designed**. (Present Continuous)

That commercial **was filmed** in Amman. (Past Simple)

Someone coughed while the jingle **was being recorded**. (Past Continuous)

The company's new advertising slogan **has been announced**. (Present Perfect)

Our new commercial **will be shown** tomorrow. (future with *will*)

Our brand name **can't (must/may/should) be changed**. (modal verbs)

5 Do these sentences sound more natural in the active or in the passive? What is more important in each sentence – the person or the action?

- 1 a** I don't notice ads anymore.
b Ads are not noticed by me anymore.
- 2 a** A company in Japan made my phone.
b My phone was made in Japan.
- 3 a** Someone filmed that commercial in Cairo.
b That commercial was filmed in Cairo.
- 4 a** Then we'll listen to a podcast.
b Then a podcast will be listened to by us.

6 8.1 Complete the dialogue with the correct passive form of the verbs in brackets. Then listen to check.



Kyle: Hey! What are you doing?

Jack: Oh, I'm reading my emails. But every time I check my inbox, it's filled with all these spam messages. At least a dozen new ones ¹**are sent** (send) to me every single day!

Kyle: Same. Just yesterday, I ²**_____** (send) an advert for a sushi delivery service.

Jack: Ha! Ha! I know you love sushi but Mum's cooking can't ³**_____** (replace)! But, seriously, how ⁴**_____** our personal details **_____** (give) to all of these companies?

Kyle: I'm not entirely sure. I think that whenever an online form ⁵**_____** (complete) or something ⁶**_____** (purchase) from a website, the person's name and email address ⁷**_____** (sell) by the company to other businesses.

Jack: What can ⁸**_____** (do) about all this spam mail?

Kyle: When you unsubscribe from the mailing list your name ⁹**_____** (remove) and you won't ¹⁰**_____** (send) any more spam mail from that company.

Jack: OK. That's what we've got to do!

7 SPEAKING In groups, discuss the statements below. Justify your opinions.

- 1** Too many commercials are shown on TV.
- 2** Lots of jobs are being created in advertising so it's a good career choice.
- 3** Large billboards next to motorways should be banned.



LESSON 2A LISTENING AND VOCABULARY

- 1 In pairs, study the results of a survey in the text. What did the teens in the survey spend the largest and smallest percentage of their money on? How does the information compare to your spending habits?

I probably spend more than 7% of my money on video games.

Check out these survey results I found online on teenagers' spending habits.

Teens spend a higher percentage of their money on food than on anything else – 24%. Clothing comes close behind food at 20% but if you add up the amount spent on accessories, and on shoes (13%), then you can see how much value teens give to how they look. Teen girls also spend 10% on personal care and cosmetics. Entertainment and having fun is obviously very important to teens, too, so it's no surprise that they spend 8% on electronics and gadgets, 8% on video games and systems, 6% on streaming TV shows and another 5% on cultural and sports events. They don't spend too much on books and magazines (just 3%) or on furniture and room accessories (another 3%).



- 2 **8.2** Listen to people talking about things they buy. Which categories of products mentioned in the survey results in Exercise 1 do the speakers talk about/spend their money on?

- 3 Match the highlighted phrases 1–8 with definitions a–h. Which phrases are about 'good value for money' and which are about 'poor value for money'?

- I always look for things ¹on special offer, you know, like ²two for the price of one.
- The coffee is ³a rip-off considering it's just hot

water and a few coffee beans.

- The latest games are really expensive so I have to choose very carefully before I **'spend a fortune on one.'**
 - The products are usually very expensive ... my dad thinks it's all ⁵a waste of money.
 - It takes time to **'go bargain hunting'**, but it pays off when you ⁷get a good deal.
 - I ⁸paid next to nothing for a pair of designer jeans last weekend.
- a** spend a lot of money
b go shopping especially to find things that are good value for money
c get a lot for your money
d a bad use of money
e buy one, get one free
f cheaper than usual for a limited time
g pay very little for something
h much more expensive than it should be

- 4 **8.2** Listen again and match speakers 1–5 with what they say about spending and saving (a–f). There is one extra option.

Speaker:

- 1** **2** **3** **4** **5**
a He/She saves money by buying used items.
b He/She spends money in the company of friends.
c He/She ignores his/her brother's advice on saving money.
d He/She is saving his/her money for a major item.
e He/She likes to read up before spending his/her money.
f He/She buys his/her favourite product online.

- 5 **SPEAKING** Choose the correct option in the questions. In pairs, discuss the answers.

- 1 Which shops are the best in your city if you want to go **deal / bargain** hunting?
- 2 When was the last time you bought something on special **offer / price**? What was it and why was it such a good **value / deal**?
- 3 Have you ever bought a product that was a **value / rip-off**? What was it?
- 4 What product or service is the biggest waste of **money / price** in your opinion?

LESSON 3A VOCABULARY | Money



1 In groups, discuss the sayings. What do you think they mean? How true are they?

- Money doesn't grow on trees.
- A fool and his money are soon parted.

2 Read sentences 1–8 and try to work out the meaning of the highlighted phrases. Then choose the correct definition for each one.

1 My sister **spends money like water**.

- a spend money without thinking
- b be careful with money

2 How can I finish developing my app? I've **run out of money!**

- a go to the bank quickly
- b have no money left

3 Sometimes I wonder if you think we're **made of money!**

- a be very generous
- b be very rich

4 I'm a bit **short of money** right now. Can I borrow twenty dollars?

- a not have much money
- b have enough money

5 Look at the car he's driving. He must be **rolling in money!**

- a be quite poor
- b be very rich

6 My dad believes in **getting his money's worth**; he hates getting ripped off.

- a pay what you should and no more
- b avoid paying

7 A tiny minority of people in the world **have money to burn**.

- a be very rich
- b dislike money

8 **Have you got any money on you?**

- a wear expensive clothes
- b have cash with you

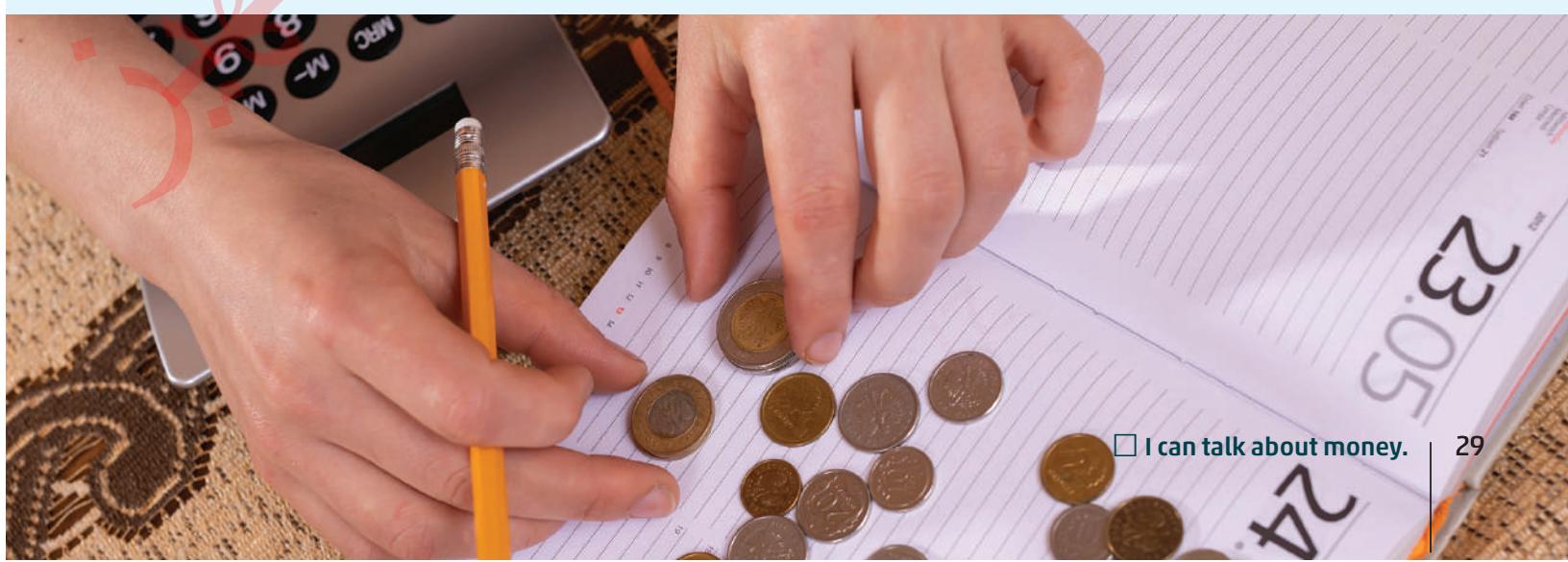
3 **8.7** In pairs, think about the meaning of the highlighted words and phrases. Then match sentences 1–8 in Exercise 2 with sentences a–h below. Listen and check.

- a But I wouldn't say he's **mean**, just **careful with money**.
- b No, he isn't. Actually, he's got huge **debts** and his company is **in the red**.
- c Not much. Just some **loose change**.
- d Sometimes I think she **has more money than sense**.
- e Sorry, I can't lend you a penny. I'm **broke**.
- f I can think of two ways to **raise money**: one – **take out a loan**; two – find a sponsor.
- g ... while a large part of the world's population **live in poverty**. It's not right!
- h You know we can't **afford** a holiday in Florida so stop going on about it!

4 **SPEAKING** Use the vocabulary in Exercises 2 and 3 to complete sentences 1–6 with one word in each gap. In pairs, discuss the questions.

- 1 Do you spend money like **water** or are you careful **_____** money?
- 2 What do you usually do when you **_____** out of money?
- 3 Do you always check your **_____** after buying something?
- 4 What can you do if you want to buy something you can't **_____**?
- 5 Have you ever felt you didn't get your money's **_____**? Tell me about it.

5 **REFLECT | Society** People often say that money can't buy happiness ... but it helps. Do you agree? Discuss in groups.



LESSON 4A READING AND VOCABULARY

1 Check you understand the highlighted words and phrases. Then ask and answer the questions in pairs.

- 1 How do you/your parents usually pay for things? In cash or with a bank card?
- 2 Where do you carry your notes and coins? In a purse/wallet or in your pocket?
- 3 Have you ever taken money out of an ATM?

2 Read the text quickly. Where do you think you might find a text like this one?

3 Choose the best sentence A–C to fill gap '0' in the first paragraph of the text.

- A But was the lack of cash a problem?
B Life wasn't as easy then as it is now.
C So how did people buy things?

The way we pay

8.8

The way we pay has changed a lot throughout history. Dalia Aljabi takes a look at the chronology of money.

coin from the Abbasid period



someone paying by tapping their phone onto a card reader

1 Barter: a long time ago

In the beginning, there was no money. No coins, notes or credit cards.⁰ Barter: swapping one thing for another. 'I'll give you a rabbit for that bowl,' said the hunter to the potter. 'Make it two and it's a deal,' replied the potter.

2 Currency: 3,000 BCE

The problem with barter is portability. It might be all right carrying a rabbit or two around when you go shopping but what if you have a deer to trade?¹ The solution was money. The first currency was probably invented 5,000 years ago in Mesopotamia where a grain was used as money. Later, the Chinese started keeping shells in their purses. Animals, feathers, seeds, salt and cocoa beans have all been used as money.

3 Coins: 600 BCE

Eventually, these objects were replaced by metal coins. But there was a problem: cheap metal coins were no good for buying expensive items.² The solution was to make coins from precious metals such as gold and silver. The Greeks started doing this about 2,700 years ago.

4 Notes: 1000 CE

The first notes weren't made of paper but of animal skin.³ The first proper paper banknotes were probably printed in China in the 11th century. At first, people were suspicious of paper money and wouldn't accept it but gradually, of course, they got used to it.

5 Cards: the 1950s & 1960s

The first credit cards were introduced in the US in the 1950s.⁴

They allowed us to go shopping without cash and to withdraw money from ATMs (first introduced in 1967). The 1980s saw the introduction of debit cards where payments come directly from the user's bank account. The first contactless cards were produced in 2007. They save time and have one huge advantage: you don't need to remember your PIN number for small transactions.

6 E-commerce: 1990s

Online commerce took off when Internet access became widespread.⁵ However, many online shoppers add products to the basket but don't actually check out and pay for them.

7 Digital payments: the 2010s

New smartphone software in 2011 made it possible to make contactless payments using smartphones instead of cards. Card information is stored on a smartphone in a virtual wallet.⁶

8 The future

What does the future hold?⁷ That's the financial future they're planning to have in Sweden. However, strangely, in one way, electronic communications have sent us back to the past. It's becoming common to swap goods and services on the Internet without exchanging money. Barter has made a comeback!



- 4 How did you decide the correct answer in Exercise 3? How does it link with the sentences that come before and after? Study Active Reading to check your answers.

ACTIVE READING | Understanding links in a text

When working on their texts, writers use:

- **lexical links** to connect sentences by repeating words, using synonyms (e.g. *cash* = money), related words (e.g. *coins*, *notes* = buy) and paraphrases (e.g. *barter* = swapping one thing for another),
- **logical links** to connect ideas (e.g. reason and consequence),
- **linking words** to connect ideas (e.g. *They tried something to fix the problem. However, it didn't work*),
- **referencing words** to refer back to someone or something (e.g. *he/him/his, that, which, there, then*),
- **questions and answers** within the text.

- 5 Read the text again. Match sentences A–H with gaps 1–7 in the text. There is one extra sentence.

- A** These payments became more popular during the COVID-19 pandemic since people didn't want to touch cash or card machines.
- B** Are we heading towards a cash-free society where all payments are made electronically?
- C** This is because money has more than one function in society.
- D** Therefore, people began to give value to small things that were easy to carry.
- E** In just a few decades, it has grown to include more than 20 million online stores.
- F** Why would anyone exchange a beautiful gold bowl for something less valuable?
- G** Leather money was mainly used in times of crisis or war when metal for coins was in short supply.
- H** These little pieces of plastic were revolutionary.

- 6 Read the whole text again. Which fact about the history of money do you find the most interesting or surprising?

- 7 Find some of these words in the text on page 30. Then use them to complete the tips below.

account cashpoint charged contactless currency credit exchange PIN prepaid purchase (v) withdraw

Money travel tips

- Don't ¹ *exchange* money at the airport – you'll probably get a better exchange rate at a bank.
- Take some cash in the local ² _____ (pounds in the UK). You'll need it for small transactions, for example, when you ³ _____ something to eat.
- Get a 'travel-friendly' debit or ⁴ _____ card. You may be ⁵ _____ up to three percent if you use the wrong kind of card to ⁶ _____ cash from an ATM.
- A ⁷ _____ card that you can load with cash before you travel is a great idea.
- Don't let anyone see your ⁸ _____ number when you enter it in a shop or at a ⁹ _____.
- Don't lose your ¹⁰ _____ credit card! Anyone can use it for small amounts without knowing your PIN number.
- For longer stays (study or work) you may want to open a bank ¹¹ _____ with a local bank.



- 8 SPEAKING In groups, ask and answer the questions.

- 1 How old do you think you should be before you can open a bank account or get a credit card?
- 2 How do you think people will pay for things in the future? Will there ever be a cash-free society?
- 3 What do you think of online swapping services?

LESSON 5A SPEAKING



1 Have you ever been to an escape room? Would you like to go to one? Say why.



2 **8.9** Eman is calling a company called Find Your Way Out. Listen to Part 1 and answer the questions.

- 1 What is Eman's complaint?
- 2 Does Noura solve the problem?
- 3 Why is Eman so frustrated? What happens at the end?

3 Look at the phrases a-f. Add them to the right sections in the Speaking box.

- a I'll see what I can do.
- b Would you like a refund?
- c I want to talk to the manager.
- d I wonder if you could help me.
- e I've got a (slight) problem with the booking.
- f There was a problem with our website but we've sorted it out.

SPEAKING | Complaints

Making a complaint

(I'm) Sorry to bother you, but ...

I'd like to make a complaint/return this/cancel my booking, please.

Would you mind doing that for me, please?

I'm not happy about/satisfied with ...

1 I wonder if you could help me.

2 _____

3 _____

Responding to a complaint

I'm (so/very) sorry (about that).

I/We can offer you store credit/another time.

Can I have your receipt/booking reference?

It was (entirely) our fault.

I'm afraid we're fully booked.

I'm sorry, there's nothing I can do about it.

4 _____

5 _____

6 _____

4 **REFLECT | Culture Study Watch out!** Do people start complaints in the same way in your country?

WATCH OUT!

People typically start making a complaint by apologising to avoid having a confrontation with someone, even if you are angry:

I'm sorry to bother you but this bill is wrong.

I'm afraid my new phone isn't working properly.



5 **8.10** Listen to these conversations and match the complaints with the replies.

- | | | |
|--|---|---|
| 1 <input type="checkbox"/> I wonder if you can help me. | 2 <input type="checkbox"/> I'd like to return these jeans, please. | 3 <input type="checkbox"/> I'm not satisfied with this laptop. There's a problem with the screen. |
| 4 <input type="checkbox"/> I complained about my meal and the waiter was rude to me. | 5 <input type="checkbox"/> I've been waiting for 20 minutes to check in. I want to talk to the manager. | 6 <input type="checkbox"/> I wonder if you could exchange these for another pair. I can't find the receipt. |
| a I'm sorry about that. I've spoken to him. It won't happen again. | b We'll be happy to replace it or would you like a refund? | c I'm so sorry, the hotel is very busy today. I'll get her at once. |
| d Sorry, in that case, there's nothing I can do about it. | e Sure, what can I do for you? | f Yes, of course. Have you got the receipt? |



6 **8.11 PRONUNCIATION** Look at the underlined vowels in the words and put them in the correct place in the table. Listen and check.

afaid available comaiplaint deaisigned esaiape heaight liaik e maind miaistake neaiighbour praice replaicing satisaified sailight website weaight

/eɪ/	/aɪ/
af <u>ai</u> d	li <u>ai</u> k

7 In pairs, read the situations on page 75. Take turns to make and respond to complaints. Use the expressions from the Speaking box.

LESSON 6A GRAMMAR

1 Look at the photos and answer the questions.

- 1 What services are shown in the photos?
- 2 Do you or your parents do these things yourselves, or do you pay someone else to do them for you?
- 3 What else do you or your parents pay other people to do?



2 8.12 Listen to a podcast and tick five more services that the hosts Khaled and Khawla mention.

- beauty treatments car servicing
 cleaning gardening eye-testing
 hairdressing house decoration
 photography shopping delivery
 social media management



Have/Get something done

3 Look at the sentences from the dialogue and answer the questions. Then study the Grammar box and check.

- a Dad's servicing his car next week.
 Do you manage your social media accounts?
- b Dad's **getting** his car **serviced** next week.
 Do you **have** your social media accounts **managed**?
- 1 Which sentences – a or b – describe something we do ourselves and which describe something someone else does for us?
- 2 How do we form the structure in the b sentences? Choose the correct option: **have** or **get** + object + **the infinitive / past participle**

Have/Get something done

When we **pay** someone to do a job for us instead of doing it ourselves, we use the correct form of **have/get** + object + past participle.

Get is more informal than **have** and is not normally used with the Present Perfect tense.
I had my bike **repaired**. (at a bike shop)
When are we getting our photo **taken**? (by a photographer)
 You **haven't had** (NOT: got) your hair **cut** for a long time. (by a beautician)

Grammar Reference > page 71

4 Complete the sentences about Khaled and Khawla with **have** + **object** + **past participle**. In which sentence is **get** not a possible alternative to **have**?

- 1 Khaled doesn't cut his own hair, he **has it cut**.
- 2 Their dad is not going to service his own car next week, he is going to _____.
- 3 Khawla manages her own social media accounts, she doesn't _____.
- 4 Khaled thinks people should do their own gardening and not _____.

5 Complete the sentences with the correct form of the words in brackets.

- 1 My dad **has his hair cut** (have/hair/cut) once a month.
- 2 I'm going to the dentist tomorrow and _____. (get/teeth/check).
- 3 Have you _____ (have/phone/fix)?
- 4 How long has it been since you _____ (have/this passport photograph/take)?

6 SPEAKING In pairs, look at the services in the box and answer the questions.

cut your hair fix your computer
 paint your room look after the garden
 take a profile photo service your bike

- 1 Do you do any of these things yourself?
I service my bike myself. I don't have it serviced.
- 2 Which of these things have you had done recently? When and where?
- 3 Which of them are you going to have done soon?

LESSON 7A WRITING | An opinion essay

1 Which of the following would you rather spend your money on? Say why.

- A new pair of trainers or a backpacking trip with friends?
- A trip to the theme park or a new computer game?

2 Read the title of the essay. In pairs, give your opinion and justify it.

3 Read the essay. Do you agree or disagree with the writer? Say why.

4 Look at the essay again. In which paragraphs does the writer do the following things?

- a Summarise their opinion.
- b State their overall opinion for the first time.
- c Consider an opposing opinion and state why they disagree with it.
- d Provide further viewpoints and examples which support their overall opinion.
- e Leave the reader with a statement or question to consider.
- f Restate the essay question in their own words.

Is it better to spend your money on experiences or possessions?

1 Most young people have to be careful with money, so deciding what to do with it requires thought. It is my firm belief that spending money on experiences brings greater happiness than spending it on possessions.

2 My first reason for this opinion is that experiences change you as a person. We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us. For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

3 Another reason I prefer experiences is that they bring people together. Sharing a new experience strengthens relationships and creates lasting memories. For instance, I am still in touch with some of the teenagers I met on our family holiday three years ago, but I hardly remember any of the things I bought or was given back then.

4 My final point is that, while some people say that they get pleasure simply from owning things, I think that using your possessions is more enjoyable. For example, I spend most of my spare money on new parts for my old mountain bike, but I love the experience of cycling, not owning bike parts!

5 To sum up, experiences make us who we are and strengthen our relationships. As far as I'm concerned, this makes them a better thing to spend money on than possessions. Consider this next time you want to buy yourself something.



- 5 Study the Writing box. Then find examples of the main point, supporting arguments and a personal example in paragraphs 3 and 4 of the essay.

WRITING | An opinion essay

It is very important to support your opinions and provide examples in an opinion essay. Each paragraph in the body of the essay should include:

The main point

My first reason for this opinion is that experiences change you as a person.

Supporting arguments

We are the result of everything we've seen and done in our lives, and not of the things we've bought. In other words, unlike an experience, a thing can never become part of us.

A personal example

For example, getting a new phone didn't change me, but the camping trip with my friends last summer certainly did.

- 6 Match main points 1–3 with supporting arguments a–c and personal examples i–iii to make three paragraphs from an essay. What do you think the essay question was?

Main points

- 1 My first reason for this opinion is that making a present for someone means you don't have to spend a lot of money.

- 2 Another reason is that you can give someone something really personal.

- 3 A third reason is that doing something creative such as making presents is an enjoyable way to spend your time.

Supporting arguments

- a If you like spending time in the kitchen, make your friend some food, or if you enjoy art, paint them a picture.
- b The present can be based on a shared experience or a joke between you and your friend.
- c It doesn't cost a lot to cook something for someone or to make some simple jewellery, for example.

Personal examples

- i I made my friend some very spicy chilli oil because we are always competing to see who can eat the spiciest food.
- ii I can easily make a cake for a lot less than it costs to buy one.
- iii I'd rather spend time making a present than walking round the shops trying to find something suitable.

- 7 Add the underlined linkers in the essay on page 34 to the correct group.

Phrases to give your overall opinion

This essay will argue that ...

1 It is my firm belief that

2 _____

Phrases to add further support

3 _____

4 _____

It is also worth pointing out that ...

5 _____

Phrases to emphasise your opinion by repeating it

To put it another way ...

6 _____

Phrases to introduce an opposing opinion

It is true that ...

Some people do not agree and feel that ...

7 _____

- 8 WRITING TASK You are going to write an opinion essay. Read the question and follow the instructions. Use the Writing box and Exercise 7 to help you.

When it comes to receiving presents, is it better to ask for what you want or to wait for a surprise?

1 Decide what your overall opinion on the topic is and make a list of supporting arguments, reasons and examples.

2 Consider an opposite opinion and note down why you disagree with it or how you feel about it.

3 Organise your ideas into a simple five paragraph plan and write your essay.



- 1** Look at the photos above. Which of the activities do you think requires more creativity than the others? Which of them could you do easily? Say why.
- 2** In pairs, discuss the questions.
 - 1** Who is the most creative person you know? Say why.
 - 2** Do you think a person can train to become more creative? Say why.
 - 3** Give an example of a situation in which you had to find a solution to a difficult problem.
- 3** In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.
 - A** The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
 - B** When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
 - C** When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.



- 4** **8.14 Listen to people describing creative solutions to the problems in Exercise 3. What are they?**

- 5** Draw an image of each of the solutions described in the recording. Check on page 75 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.
- 6** In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.
 - 1** Only those people who are born with artistic talent can be creative.
 - 2** Before you can create something perfect, you have to fail.
 - 3** To be creative, we need to wait for a special moment of inspiration.
 - 4** Constantly learning new things helps us to develop creativity.
 - 5** Innovation often comes from formulating the problem in a new way.
 - 6** When you have a new idea, it is best to keep it in your head.
 - 7** Creative innovations require more luck than effort.
- 7** Read the article on page 37 and check your answers to Exercise 6. Explain why some of the statements are incorrect.

What do we mean when we talk about creativity?



Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. However, to be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. While great invention can begin with one idea, which is not necessarily very good, it often sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono called 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money or finding a company to sponsor the society.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. For example, if you enjoy writing, start writing a regular blog. In this way, you can reflect on your ideas to make them even better.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

8 Study the Life Skills box and match the tips for developing creativity 1–5 with examples a–e.

LIFE SKILLS | How to be more creative

- 1** Learn new things.
- 2** Notice more things.
- 3** Share ideas with others.
- 4** Make something out of your ideas.
- 5** Try approaching problems in a different way.

- a** When you're working on a school essay, ask others what they think of your ideas.
- b** Take a language course.
- c** When you have a new idea, write it down, draw a picture, or build a model.
- d** When you go to school, switch off your phone and look around. Try to observe as much as you can.
- e** Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

9 DEBATE How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below:

- using new programmes and applications,
- interacting with others,
- using imagination.

10 Do the task below.

LIFE SKILLS | Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Compare ideas and vote for the most innovative solution.

09

The power of nature



VOCABULARY Water and the ocean, natural disasters and dealing with them, environmental responsibility, urban and rural life, sustainable homes

GRAMMAR The third conditional, *I wish/If only* for regrets

LISTENING An interview about surviving an earthquake

SPEAKING Expressing and responding to regrets

READING Text about life changing moments

WRITING An article

VIEWING AND PRESENTING Expressing regrets about nature-related situations

LESSON 1A VOCABULARY AND GRAMMAR

- 1 Work in groups. Look at the map and the photo from a natural disaster. Do you know anything about this disaster?
- 2 Use a dictionary to check the highlighted words in the Fact Box. Then read the Fact Box and check your answers to Exercise 1.



- 3 9.1 Listen to the story of the Belón family. Then in pairs ask and answer the questions.

Do you think the Belóns did everything right? What would you have done if you had been in their situation?



CHAT
RADIO

Today on our weekly programme Amazing Stories: listen to the story of a Spanish family who survived the Asian tsunami.

They would not have survived if others hadn't helped them.

FACT BOX Indian Ocean tsunami

On 26 December 2004 a huge earthquake happened deep underwater in the Indian Ocean. The earthquake caused a series of giant waves called a tsunami. The tsunami travelled across the surface of the ocean in all directions and hit the shores of 14 countries. It caused strong currents which pulled people out to sea. Indonesia, Sri Lanka, India and Thailand were worst affected. Many people drowned and in total around 230,000 people lost their lives. Among the thousands of tragedies that day were a few incredible stories of survival. Several films and documentaries have been made about the disaster, with survivors sharing their experiences.

The third conditional

- 4** Look at sentences a and b from the story and answer questions 1–4.
- a** The Belóns would not have survived if others hadn't helped them.
- b** If Maria Belón had been underwater any longer, she might have drowned.
- 1** Do the sentences talk about the past, present or future?
- 2** Did the Belóns survive? Did others help them?
- 3** What tense is used after *if* in the sentences? What verb forms are used in the other clause?
- 4** Why is the punctuation different in sentences a and b?

The third conditional

We use the third conditional to describe unreal situations in the past.

Unreal past event

If + Past Perfect,

Unreal past result

would/could/might have + Past Participle

If a brave Thai man **hadn't carried** Maria, they **could/would/might not have got** to a hospital.

Real past event – a brave Thai man carried Maria
Real past result – they got to a hospital

Question form

What **would you have done** if you **had been** in their situation?

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- 5** Match sentence beginnings 1–6 with endings a–f.

- 1** If the Belóns had stayed at home,
 - 2** There wouldn't have been a tsunami
 - 3** If the giant wave had come at night,
 - 4** The Belóns could have run to the roof of the hotel
 - 5** If Maria Belón hadn't held onto a tree,
 - 6** Could Quique have saved his sons
- a** most people would've been in bed.
b if they had had more time.
c if there hadn't been an earthquake.
d if they hadn't called for help?
e they would probably have watched the disaster on the news.
f she might have drowned.

- 6** Use the third conditional to complete the text with the correct form of the verbs in brackets.

A schoolgirl, Tilly Smith, saved over 100 people from the Indian Ocean tsunami in 2004. But if Tilly **1 hadn't done** (not do) a school project on tsunamis, she **2 wouldn't have been** (not be) able to save them. After all, she **3 _____** (not warn) her parents against the tsunami if she **4 _____** (not recognise) the warning signs. Fortunately, her parents trusted her because if they **5 _____** (not believe) her, they **6 _____** (might not warn) the other people on the beach. It's clear that many more people **7 _____** (drown) if Tilly **8 _____** (not be) on the beach that day! But if Tilly **9 _____** (have) a different geography teacher, **10 _____** (she become) a hero? Perhaps not.

- 7**  **9.2 Listen to a survival story about a group of boys trapped in a cave in Thailand. Then use each pair of sentences to write one sentence in the third conditional.**



- 1** It was the wet season. The cave flooded.
*If it **hadn't been** the wet season, the cave **wouldn't have flooded**.*

- 2** The boys and their coach didn't read the sign. They went into the cave.
3 Rescuers found the boys' bikes and shoes. They knew they were in the cave.
4 The exit was blocked by water. The boys were trapped.

- 5** The boys didn't know how to dive. The rescue wasn't fast.
6 The boys were assisted by rescuers. They were able to swim out of the cave.

- 8** **SPEAKING** Complete the third conditional sentences so they are true for you. Then compare with a partner.

- 1** If I hadn't met my friend Jamal, I wouldn't have learned how to sail.
- 2** If _____, I'd have been very unhappy.
- 3** If I'd known that _____, I might have _____.
- 4** I would've felt _____ if _____.
- 5** If my parents _____, I would've _____.
- 6** Last weekend would've been better if _____.

LESSON 2A LISTENING AND VOCABULARY

- 1 Match the natural disasters in the box with their effects below. Have there been any disasters like these in the news recently? What happened?

avalanche drought earthquake flood
forest fire **hurricane** tornado
volcanic eruption

- 1 A storm over a tropical sea, causes incredible destruction when it hits land. **hurricane**
- 2 A long thin cloud and violent wind destroys everything in its path.
- 3 After heavy rainfall, rivers break their banks and water covers the land.
- 4 Hot gases pour out of the top of a mountain and lava covers the earth.
- 5 Snow, ice and rocks fall down a mountainside.
- 6 The ground shakes, buildings fall down, people are trapped.
- 7 A lack of water. Plants die and the grass turns brown.
- 8 Trees and plants burn and houses may go up in flames.



- 2 **9.3** Listen to Part 1 of an interview. What is it about?

- 3 **9.3** In pairs, look at the notes and think about the missing words. Then listen again and complete the notes with no more than two words in each gap.

Advice for surviving earthquakes

- If you're inside, ¹ **stay** inside, don't run outside.
- Get ² _____ a desk or table, cover your head, hold onto the table legs.
- Don't ³ _____ in a doorway.
- To leave a ⁴ _____, go down the stairs, don't take the lift.
- If you're outside, move ⁵ _____ from buildings. Get to an open space & don't go near power lines.
- If you ⁶ _____, stop your car. It's safer to stay inside. Don't park on or under a ⁷ _____.

- 4 **9.4** Listen to Part 2 of the interview and choose the correct answers.



- 1 Malek says that it was a good thing that Evans Monsignac
 - a weighed so much.
 - b drunk unclean water.
 - c had bottled water to drink.
- 2 What does Malek say about the TV series?
 - a It concentrates on major disasters with many victims.
 - b It explains why natural disasters happen.
 - c It describes how societies prepare for and deal with disasters.
- 3 Which of these things do children in Japan not do to prepare for earthquakes?
 - a Practise regularly what to do at school.
 - b Experience earthquake simulations with the fire service.
 - c Carry emergency survival packs with them at all times.
- 4 When a major earthquake hits Japan,
 - a high buildings swing from side to side.
 - b many people get injured.
 - c televisions and radios stop working.

- 5 Complete the news report with the words from the box.

destruction drills evacuate flames panic
rescue ruins shook survivors trapped
victims warnings

The earthquake was a surprise. There hadn't been any ¹ **warnings** of seismic activity. The ground ² _____ and a few people screamed but most of them didn't ³ _____. Because of regular earthquake ⁴ _____, the workers knew to go down the stairs to ⁵ _____ the office block. There was a loud explosion and smoke and ⁶ _____ rose above the building. Everyone ran to safety. The ⁷ _____ was terrible. Unfortunately, there were hundreds of ⁸ _____. Three days later two ⁹ _____ were found under the building. They had been ¹⁰ _____ in the basement. The emergency workers worked tirelessly to ¹¹ _____ them. As they emerged from the ¹² _____, people cheered.

- 6 **REFLECT | Values** Do you think news programmes should show videos of destruction after natural disasters?

LESSON 3A VOCABULARY | Environmental responsibility

- Look at the photo below. What problem does it show? Is it a problem in your country?
- Read the information and check you understand the highlighted phrases. Who is it for? Where might you see information like this?

Khuzam is an area of natural beauty and home to hundreds of different species of plants and animals. Please respect the guidelines to avoid damaging the environment.

- Minimise the impact of your visit by using free public transport while you are here.
- Keep to the marked paths and trails and do not harm or disturb the wildlife.
- Carry reusable water containers to reduce plastic waste. Say no to wasteful single-use plastic products.
- Collect and sort your rubbish, then dispose of it in the recycling bins in the village.
- Do not light fires. These can cause forest fires, especially in times of drought.
- Please keep noise to a minimum for the benefit of wildlife and those who live here.

- Choose the correct words. Then, in pairs, ask and answer the questions.

- Why are visitors to national parks asked to **keep / respect** green guidelines?
- In what ways do visitors to areas of natural beauty **disturb / minimise** wildlife?
- After you have **sorted / reduced** your rubbish, where should you **collect / dispose of** it when you are in a national park?
- Which **single-use / minimum** plastic products could be banned in order to **benefit / reduce** plastic waste in national parks?

- Complete the table with words from the text in Exercise 2. Can you think of more adjectives endings in -able and -ful?

Verbs	Adjectives
1 sustain	<i>sustainable</i>
2	<i>disposable</i>
3 reuse	
4	<i>avoidable</i>
5 think	
6	<i>helpful</i>
7	<i>harmful</i>
8 waste	
9	<i>respectful</i>

- Complete the reader's comment with the correct form of the words from Exercises 2 and 4. The first letters are given.

Respecting the environment is not rocket science!

We could all avoid **1d**amaging the environment if we were a little more **2t**or and a lot less **3w**atchful. Firstly, why don't we all stop using **4d**onny plastic products such as shopping bags? They have been found at the top of the highest mountains and the bottom of the deepest oceans. I think if we had known how **5h**one they were, they probably would not have been allowed in the first place. The solution is easy. **6R**espect non-plastic bags are a sustainable alternative to **7s**ingle-use plastic shopping bags. So let's use them! Secondly, why do some people find it so difficult to **8s**eparate rubbish and **9d**eal with it in recycling bins? If people were more **10r**esponsible of recycling rules, they could minimise the **11i**mpact of the waste they produce. Let's work together to respect simple green **12g**uidelines and make the world a cleaner and greener place to be!

- SPEAKING Discuss the questions in groups.

- What is the best way to get people to respect the environment: education, punishment or a mix of both?
- In what ways has the natural environment in your country been damaged?



LESSON 4A GRAMMAR



1 Match sentences 1–3 with photos A–C.

- 1 I wish it wasn't so hot ...
- 2 I wish I hadn't jumped ...
- 3 If only it would stop snowing ...

2 Match sentences 1–3 in Exercise 1 with their continuations a–c.

- a ... but the fruit looked so good.
- b ... but it's 30° in the shade.
- c ... but I don't think it will.

I wish/If only for regrets

3 Look at the sentences in Exercises 1–2 and answer the questions. Then study the Grammar box to check.

- 1 Which situation refers to:
 - a) a regret in the past,
 - b) a desire for the future,
 - c) a regret in the present?
- 2 How do the verb tenses change to express regret?

I wish/If only for regrets

We use *I wish/if only* to talk about regrets – things that we would like to be different but that are impossible or unlikely to change. *If only* tends to have a stronger meaning than *I wish*.

We use:

- *I wish/If only* + the Past Simple for regrets in the present.
- *I wish/If only* + the Past Perfect for regrets about the past.
- *I wish/If only* + would when something or someone does (or fails to do) something that annoys us. We'd like it to change but we don't think it will.

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WATCH OUT!

We use *I wish/if only + would* for things that we can't change ourselves so we don't use them in the first person.

I wish you *wouldn't* do that. NOT *I wish/I wouldn't do that*.

4 Read the Grammar box again and study *Watch out!* Then choose the correct answers below and match sentences 1–4 to photos A–C.

- 1 I wish I **can / could** go for a swim.
 - 2 If only my legs **had been / were** longer.
 - 3 If only we **left / hadn't left** our nice cool home.
 - 4 I wish I **had / would have** some bamboo to eat.
- 5 **9.10** Use the correct form of the verbs in brackets to complete a conversation during a hike. Then listen and check.



Issa I wish it ¹was (be) summer. It's so cold! If only it ²not/be so windy! I wish Amer ³be here with us. If only our phones ⁴have signal here. We could call him. I wish he ⁵stay in this country to study. It's beautiful here. Oh dear, I wish I ⁶can take some photos. If only the battery ⁷not/run out on my phone. Oh Dad, if only you ⁸listen to me about your phone upgrade. The camera on this phone is terrible.

6 SPEAKING In groups, complete the sentences so they are true for you.

- 1 I wish I were ... *on holiday*.
- 2 If only I could ...
- 3 I wish I'd ...
- 4 If only my grades were ...
- 5 I wish my brother/sister/friend would/wouldn't ...

LESSON 5A SPEAKING



- 1** Describe the photo and answer the questions.
- 1** Have you ever camped somewhere? If so, did you enjoy it? If not, would you like to?
 - 2** What things do you need on a camping trip?



- 2** **9.11** Rashed and Sami are camping. Listen and answer the questions.

- 1** What goes wrong?
- 2** Where are they camping?

- 3** Look at phrases a-f. Do they express regret or are they a response to it? Add them to the right sections in the Speaking box.
- a** How stupid of me!
 - b** It's not the end of the world.
 - c** I can't believe I did/didn't ...
 - d** It's no use crying over spilt milk.
 - e** There's nothing you/we can do about it.
 - f** It was so careless of me.

SPEAKING | Regrets

Expressing regrets

I wish/If only ...

I should(n't) have ...

It's a pity/shame that ...

1How stupid of me!

2 _____

3 _____

Responding to regrets

Forget it./(It's) no problem.

It doesn't matter.

There's no point worrying about it.

It's not a big deal.

Calm down!/Chill out!

4 _____

5 _____

6 _____

- 4** **9.12 PRONUNCIATION** Listen to the pronunciation of the unstressed *have/not have* and repeat. Which letter is not pronounced in *shouldn't've* and *wouldn't've*?
- 1** I shouldn't've scared you like that.
 - 2** We should've brought better sleeping bags.
 - 3** If I'd known, I would've bought another torch.
 - 4** I wouldn't've slept out here if I'd known what it was like.

- 5** Complete the second sentence so that it has a similar meaning to the first one. Use between two and five words including the word in bold.

- 1** It's a pity we didn't check the weather forecast. **SHOULD**

We should have checked the weather forecast.

- 2** We can't do anything about it now. **NOTHING**

There's _____ about it now.

- 3** How stupid of us! **WAS**

It _____ us!

- 4** It's not a big deal. **END**

It's not _____.

- 6** Work in pairs. Take turns to use the phrases in the Speaking box to express regrets about the situations below. Respond appropriately.

- You get lost while walking in the country. You don't have a phone.
- On a camping trip there's a snake outside your tent.
- You're hiking in the mountains without a coat. It's very cold.
- You visit England. You can't understand anyone.

A *If only I'd remembered to bring a map.*

B *Chill out, we'll find the way.*

LESSON 6A READING AND VOCABULARY

1 Look at the photos, read the Fact Box and answer the questions.

- 1 Who lives in Dana village?
- 2 What natural features does it have?
- 3 Why did people leave the village?

2 In pairs, look at the title of the text. How do you think a wildlife documentary could change someone's life? Read the text to check your ideas.

How a wildlife documentary changed my life

by Rami Alrahhah

LIFE-CHANGING MOMENTS

9.13

I used to love the **hustle and bustle** of Amman, the **trendy restaurants** and the **vibrant culture scene**. I never thought I'd leave. But then two years ago, I left university and got a **dead-end job**. I lost touch with most of my friends and **for** the first time in my life, I began to feel unhappy. Then one day, I saw a short documentary about a traditional village in the Jordanian mountains called Dana. It was **beautiful** and **remote** with dramatic canyons and huge skies. That night I dreamt I was there, walking on a **winding path** overlooking a deep canyon.

The next day, my **commute** to work was even more miserable than usual. The station was **crowded** and **noisy**. We were all packed into the trains like sardines in a can. On the streets, there were so many people rushing to work. But despite the crowds, I felt lonely.

When I got back home, I watched the documentary again and admired the

FACT BOX Dana

Dana is a mountain village that many believe was built by Bedouins during the Ottoman period and is home to the Ata'ta tribe. It is located on the natural canyon of Wadi Dana and looks over Wadi Arabia. Around Dana village is the Dana Biosphere Reserve, which has diverse plant life and is home to several endangered* animal species. In 1989, The Royal Society for the Conservation of Nature preserved the area to protect its natural beauty and traditional way of life. In the 1980s, the nearby village of Al-Qadisiyah was developed and many people moved there to have more modern facilities and new job opportunities. However, they often return to Dana to look after their land.

* at risk of dying out and disappearing

breathtaking scenery, the friendly people and the sense of community.

Three days later, after a long journey, I arrived in Dana. When I got out of the car, the air smelled clean and pure.

Over dinner in a guesthouse I got chatting to some locals.

On my last day in Dana, I hiked up a winding mountain path overlooking impressive rock formations. I sat on a rock and looked out ahead of me. It was so quiet and peaceful. I thought about my life in Amman and made a decision. A month later I left Amman and moved to Dana. I've been here ever since.

It hasn't always been easy. I'm an urban boy living in a rural world. I used to live in an urban apartment building. Now I live in a picturesque sandstone cottage near Dana Biosphere Reserve. But nothing can compare to the peace and quiet of this beautiful, isolated village and its tight-knit community. Studies show that living near nature makes you happier and healthier. It's certainly true for me.

It isn't easy to earn a living here. Many people have jobs in nearby towns; some work in guesthouses or are students working in the nature reserve; others have their own businesses. I make jewellery and sell it online. I love my new life and all the friends I've made. And just to think, I would never have come here if I hadn't watched that documentary.

3 Read the text again and choose the correct answers.

- 1** Which of these sentences is true about the wildlife documentary Rami saw?
 - a** It was about living in London.
 - b** It made him feel unhappy.
 - c** It was filmed in a beautiful place.
 - d** It reminded him of a dream he'd had.
- 2** What was the main reason Rami decided to go to Dana?
 - a** He was fed up with commuting to work.
 - b** He wanted to help the residents to make a video.
 - c** He'd never visited such a lovely place.
 - d** He was impressed by someone's comment.
- 3** Which of these things did Rami do during his holiday on Dana?
 - a** He bought a meal for some of the residents.
 - b** He took part in an annual event.
 - c** He did some rock climbing.
 - d** He decided never to return to Amman.
- 4** Which of the following is mentioned in the text as a fact, not an opinion?
 - a** Amman is busier than it used to be.
 - b** People who live near nature feel better.
 - c** It's impossible to find a job in Dana.
 - d** Rami doesn't earn a lot of money.
- 5** Rami's main purpose in writing the text was to
 - a** explain why he went to live in a new place.
 - b** compare life in urban and rural communities.
 - c** persuade people to be kinder to their neighbours.
 - d** describe his work and life in his new home.
- 4** **What do you think of Rami's decision?** Discuss in pairs.
- 5** **Study Active Reading.** Then read a poor summary of the text and say which of the six points the speaker does not respect.

ACTIVE READING | Summarising texts

When you summarise a text, you should ...

- 1** mention all the key points (underline them and/or make notes),
- 2** check you get the key points right,
- 3** ignore unimportant information/minor details,
- 4** avoid unnecessary repetition,
- 5** rephrase the text (don't repeat it word for word),
- 6** use linkers to connect your ideas.

It's an article written by a man called Rami Alrahhah. That's why I read it – because my best friend is called Rami. Anyway, he always loved the hustle and bustle of Amman and especially the trendy restaurants. But then one day, he had a bad trip to work and so he went to live in a small village in Dana, because he had a bad trip to work. And there was something about a documentary, too. So, he ended up in this nature reserve and he really liked it there. He doesn't have a lot of money, but he's happy there with his new life.

6 Read the definitions below and match them with some of the highlighted phrases in the text.

- 1** A group of residents who get on well. *tight-knit community*
- 2** A small charming house in the country.
- 3** Museums, exhibitions and cultural events.
- 4** Fashionable places to eat.
- 5** Lots of movement and activity.
- 6** Amazing landscape.
- 7** A walking track which has a lot of bends in it.

7 SPEAKING Discuss the questions in groups.

- 1** What are the pros and cons of living in a small, traditional village compared to a large city?
- 2** What would you include in a video to attract people to come and live in your community?

8 REFLECT | Society Scientific studies show that living in nature makes you happier and healthier. Why do you think that could be?

LESSON 7A WRITING AND VOCABULARY | An article

- 1 Read the notice on an ecology website for young people. Then in groups, discuss the questions it contains.
- 2 Match the words from box A with words from box B to form features of green houses. Then use them to complete the sentences.

A energy geothermal modest
rainwater recycled sensor solar

B building materials collection
efficiency heating lights panels
size

energy efficiency

- 1 A building with high energy efficiency needs very little fuel to keep it working.
 - 2 Save money by reusing old wood, stone, bricks and other _____.
Answer: rainwater collection
 - 3 If your house is a ____, it's cheaper to heat and light.
Answer: geothermal
 - 4 ____ uses the Earth's natural heat from underground to keep your house warm.
Answer: geothermal
 - 5 Houses that have a ____ system save money on water bills.
Answer: rainwater collection
 - 6 ____ are usually placed on the roof to catch the sun's energy.
Answer: solar panels
 - 7 ____ reduce energy consumption because they only come on when they are needed.
Answer: sensors
- 3 Read Amer's article. Does he mention any of the things you discussed in Exercise 1?

Articles wanted!

We're keen to hear your ideas on the perfect green home.

Why are sustainable homes important?

What is the most environmentally friendly building you know of, have seen or have read about?

What green features do sustainable homes have inside and outside?

Write an article answering these questions and we will publish the most interesting articles on our website!

Congratulations to Amer Alfakahani! Here is the winner of this month's competition.

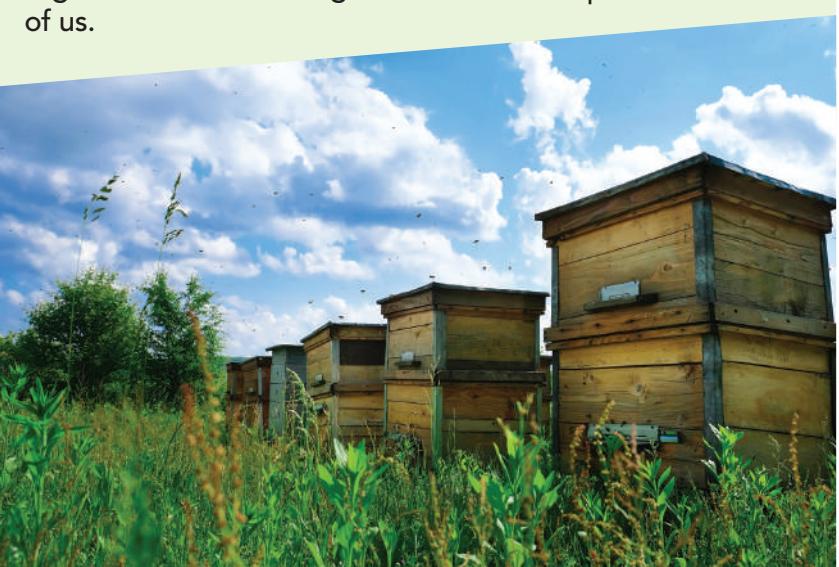
Building a Greener Future

Have you ever thought about your dream home? Would it also be a green home? You and I are the next generation of home owners. If we want to slow down global warming and rescue the environment, we need to make the homes of the future sustainable. After all, 'change begins at home', they say.

My uncle's house is a good example of a green home. As it was built using recycled materials, it was cheap to construct. Energy efficiency is high because the house has solar panels and geothermal heating.

Are you one of those people who forget to switch off the lights? If so, you'd probably like the sensor lights in my uncle's house. When you go out, so do the lights. Moreover, each room also has specially chosen plants in order to clean the air. Step into the garden, and you'll find it's full of trees, flowers, birds and insects. There are some beehives, too. It's also the perfect place to grow food inexpensively since a rainwater collection system provides the water.

Clearly, it will take time and money for all houses to become as green as my uncle's. However, instead of dreaming of a more sustainable world, let's build it together so that future generations can be proud of us.



- 4** Study the Writing box. Then read Amer's article again and find more examples of places where he has spoken directly to the reader.

WRITING | An article

An article should be interesting and conversational in style.

Title

Begin with an eye-catching title that makes the topic clear.

Introduction

Catch the readers' attention with an engaging introduction. Address them directly and perhaps include a quote, or ask a question related to the topic. Asking a question will make them want to read on to find the answer:

Have you ever thought about your dream home? Would it also be a green home?

After all, 'change begins at home', they say.

Body

Support your ideas with interesting examples and add humour. Use imperatives and questions to involve the reader (but don't overuse them):

Are you one of those people who forget to switch off the lights?

Step into the garden, and you'll find it's full of trees, flowers, birds and insects.

Conclusion

It is not necessary to summarise your main points in an article. Instead, you can leave the reader with an instruction, or an interesting question to think about:

However, instead of just dreaming of a more sustainable world, let's build it together so that the next generation can be proud of us.

- 5** Complete the questions for involving the reader with the words from the box. Then in pairs, ask and answer the questions.

are can have so would

- 1** Would you feel comfortable living near an active volcano?
2 ____ you ever thought about growing your own food?

3 ____ you one of those people who love the coast? If ____, have you considered a job involving the sea?

4 ____ you imagine living in a tent for six months?

- 6** Look at the five sentences containing underlined linkers in the article. Does each sentence express a reason or a purpose?

1 As it was built using recycled materials, it was cheap to construct. *reason*

- 7** Choose the correct linkers to complete the sentences.

1 We all need to consider living a greener lifestyle **since / so that** we minimise our impact on the natural environment.

2 **Since / So that** we don't have sensor lights in our house, we must remember to switch off the lights when we leave a room.

3 We could easily grow our own fruit **in order to / as** we live in a warm climate.

- 8** **REFLECT | Society** Earth is home to billions of plants and animals, so we should do everything we can to minimise any harmful impact on it. Discuss in pairs.

- 9** **WRITING TASK** Read the notice below. Follow the instructions to write your own article.

1 Read the task carefully. Then, in pairs, discuss the questions it contains and make notes.

2 Follow the tips in the Writing box and develop your notes into an article. Make sure you have answered all the questions asked in the task.

3 Include information and language from Exercises 6 and 7.

Articles wanted!

Share your ideas on green lifestyles.

Why is it important to live a green lifestyle?

What changes could you and your family make at home to make your lifestyles more sustainable?

What other changes could you make to help reduce the harmful impact of your life on the environment?

Write an article answering these questions.

10

Food for thought



VOCABULARY Food tastes, cooking instruments and instructions, phrasal verbs, healthy eating

LISTENING A radio discussion about healthy eating

GRAMMAR Modal verbs for speculating about the present and the past

READING Reviews of unusual restaurants

SPEAKING Comparing and contrasting photographs

WRITING A formal letter

PRESENTING AND VIEWING Comparing photos for a student campaign

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the introduction to the text and look at the pictures. Decide if each image is cake or real food. Say why.

2 Read the comments. Do you agree or disagree with each one? Say why.

3 Use a dictionary to check the highlighted words in the comments. Then think of one or two types of food that can be described with each word.

*Juicy – oranges, chicken
Savoury – cheese, chips ...*

Is it cake or food?

We all love cake, but have you seen the recent trend for making hyper-realistic cakes that **look** like everyday objects? We invited an expert baker to **bake** some food-themed cakes for us, and we are **sharing** your comments as you decide 'Is it cake or just normal food?'.



I love sushi, especially with lots of spicy wasabi – **raw** fish can be a bit **bland**! But this **can't** be real sushi. It looks too big, and the fish is covered with some kind of yellow sauce. It **must** be really difficult to make cake look like raw fish. That **could** be why the baker covered it up.

A watermelon cake is a really good idea. This one looks really **juicy** so you **might believe** it's a real watermelon. But watermelons aren't **ripe** at this time of year and it's really difficult to find them in shops. So this **must** be a cake.



This **can't** be real chicken. It looks like the baker used dark chocolate to create the burnt effect – it doesn't look very **tasty**. I find dark chocolate too **bitter**. What's more, cakes should be sweet but chicken is **savoury** so it **may feel** strange to eat it.

What do you think? Write in and tell us your views.

Modal verbs for speculating about the present

4 Match the underlined parts of sentences 1–5 with the meanings a–c.

- 1** This must be real bread.
 - 2** I can't believe this is a cake.
 - 3** It may taste ok.
 - 4** You might believe it's a real watermelon.
 - 5** That could be why the baker covered it up.
- a** It's possibly true.
b It's almost certainly true.
c It's almost certainly impossible / not true.

5 Study the grammar box and *Watch out!* Then find more examples of modal verbs for speculation in the comments on page 48.

Modal verbs for speculating about the present

To speculate about the things in the present we use

must/could/might/may/can't + the infinitive or be + -ing.

must = we are almost certain something is true

could/might/may = we think something is possibly true (*might* is slightly less probable than *could/may*)

can't = we are almost certain something is impossible/not true

Grammar Reference > page 73

WATCH OUT!

When we speculate, the negative of *must* is *can't*, not *mustn't*.

It must be true. (I'm sure it is.)

No, it can't be true. (I'm sure it isn't.)

NOT *It mustn't be true.*

6 Choose the correct options in the texts below.

The chef is sweating and looks very unhappy. I'm not sure why. It **1***can't* / **2***might* be too hot in the kitchen. Or he **2***could* / **1***must* have too many dishes to prepare. Or he **3***may* / **1***mustn't* just feel stressed. Whatever, he **4***can't* / **1***must* wish he was somewhere else.

The customer at table 4 has her eyes closed but she **5***can't* / **1***must* be sleeping because she's half way through eating her meal. She **6***could* / **1***must* be so impressed by the flavour that she closed her eyes to focus, that's one possibility. Some people say that food **7***can't* / **1***may* taste better like that.

The baker **8***can't* / **1***must* feel very proud. Her cake looks and tastes amazing. I'm sure she **9***can't* / **1***may* lose this baking competition.

7 Complete the second sentence so that it means the same as the first one. Use the modal verbs from the Grammar box.

1 It's possible the restaurant is closed now.

The restaurant *may be* closed now.

2 I'm sure this isn't the same recipe we used last time.

This _____ the same recipe we used last time.

3 I'm sure the chef doesn't want the dish to be bland.

The chef _____ the dish to be bland.

4 It's possible avocados are ripe at this time of year.

Avocados _____ ripe at this time of year.

5 I'm sure the chef is trying hard to prepare the food quickly.

The chef _____ hard to prepare the food quickly.

8 SPEAKING In pairs, use modal verbs to speculate about your family and friends. Where are they right now? What are they doing?

A *Where's your gran?*

B *She could be at the shops. Or she might be at home. She may be reading a book but she can't be working in the garden, not in this weather.*

LESSON 2A VOCABULARY | Ways of cooking and cooking equipment



5 Complete the recipe with words in the box. There is one extra word you don't need.

add boil chop decorate frying pan
melt pour saucepan steam stir
tablespoon teaspoon



- 1 **10.1** Listen to the first part of an interview with Lubna Aladib. What's her job? Why is her job important?

- 2 Check you understand the following words, then add them to the lists below.

add boil chop chopping board
 decorate dish fork frying pan
 melt pour roast saucepan
 scales steam stir tablecloth
 tablespoon teaspoon

1 Ways of preparing food: *add, ...*

2 Cooking and serving equipment: *chopping board, ...*



- 3 **10.2** Listen to the second part of the interview and tick the words from Exercise 2 that are mentioned.

- 4 **10.2** Listen to the second part of the interview again and answer the questions.

- 1 What's the best way to cook vegetables to look good in photos?
2 What can you do to make sure meat looks juicy in photos?
3 What did Lubna use instead of ice cream for a photo shoot?
4 How does Lubna add colour to her photos?

Broccoli Alfredo Pasta

Ingredients:

Pasta
2 cups of broccoli

1 ¹tablespoon of butter

1/2 cup of cream

3/4 cup of cheese

1/2 ²cup of garlic powder

Fresh parsley

• ³boil the pasta in water in a big ⁴saucepan for around 12 minutes.

• ⁵Chop the broccoli into small pieces, then ⁶steam it for around four minutes until it's soft and bright green.

• ⁷Melt the butter in a ⁸frying pan, then ⁹add the garlic, the cheese and the cream. Heat gently for 3 to 4 minutes. Make sure you ¹⁰stir it all the time.

• Combine the pasta and the broccoli, then ¹¹pour the sauce over the top. ¹²Decorate with the fresh parsley.

- 6 Choose a dish from your country that you know how to make. Write the recipe.

- 7 **SPEAKING** Work in groups. Choose a popular meal and discuss the recipe and cooking instructions. Is this an easy meal to prepare? How would you prepare and decorate it to make sure it looks delicious in photographs?

LESSON 3A GRAMMAR

10

- 1 Look at the photo. What kind of salad is it? What are the ingredients? When do you think it was invented?



- 2 **10.3** Listen to an interview with a food historian and check your ideas from Exercise 1.

Modal verbs for speculating about the past

- 3 Complete the explanations of the sentences below with 'It's possible' or 'I'm sure'. Then study the Grammar box and *Watch out!* to check.

- 1 Julius Caesar **can't have prepared** his own food.

_____ this isn't true.

- 2 Caesar Cardini **may have created** the first version.

_____ this is true.

- 3 Caesar **could have been** the first to eat it.

_____ this is true.

- 4 His customers **must have been** really happy.

_____ this is true.

Modal verbs for speculating about the past

To speculate about things in the past we use modal verbs *must/could/might/may/can't + have* + past participle.

must have done = we are sure that something was true/happened

can't have done = we are sure that something wasn't true/didn't happen

might/may/could have done = it's possible that something was true/happened

Grammar Reference > page 73

WATCH OUT!

We **might not have started adding anchovies.**

NOT We **might have not started adding anchovies.**

- 4 Use the correct modal verb in brackets to rewrite these sentences.

- 1 I'm sure a Roman chef invented the salad. (might/must)

A Roman chef must have invented the salad.



- 2 I'm sure Caesar salad was served in ancient Rome. (can't/must)

- 3 It's possible that Alex Cardini added anchovies to the recipe. (might/must)

- 4 I'm sure Julius Caesar didn't eat the modern Caesar salad. (can't/must)

- 5 **10.4** Use *can't, must or might* to rewrite the sentences. Listen to check.

- 1 I'm sure that was delicious.

That must have been delicious.

- 2 I'm sure the waiters weren't professionals.

- 3 It's possible it was her first day in the job.

- 4 I'm sure they wanted us to be happy.

- 6 In pairs, make past deductions about these situations.

- 1 You made a cake but it doesn't taste sweet.

can't have used enough sugar. / must have forgotten to use sugar. / might not have put in enough sugar.

- 2 You put a chocolate bar in the cupboard to eat later, but now it's gone.

- 3 It's lunch time at school but you can't find your lunch.

- 7 **SPEAKING** Tell a partner about a real or invented story about a meal that tasted bad. Then make deductions about what happened.

You must have cooked it too long.

- I can use modal verbs to speculate about the past.

LESSON 4A READING AND VOCABULARY

1 In pairs, discuss which of the following restaurants you would like to eat at and why.

- A restaurant where you can fish for your own dinner.
- An underground restaurant 5 metres below sea level.
- A restaurant inside a volcano.

2 Read the article quickly and match the headings 1–4 with the paragraphs A–D.

- 1 Cook it yourself
- 2 Dining in the dark
- 3 Wild Dining
- 4 Zero waste

DINING WITH A DIFFERENCE!



10.5

A

When I first heard about restaurants where food is served and eaten in complete darkness, I wasn't confident it was for me. When I eat out, it's not only the food I'm interested in. Clever interior design can contribute to how you feel and the whole atmosphere of the place. However, I was pleasantly surprised by my experience. On arrival, the staff inform you about what will happen and you have the chance to ask questions. Unlike traditional restaurants, there isn't a menu so you can't go for your favourite dishes, you eat what the blind or partially sighted waiters bring you.

B

Have you thought about eating outside in nature, often at a long table with lots of other diners? It's a social event as much as a meal. The dishes included food collected earlier that day and we could watch the whole meal being prepared outside over a fire. The food was tasty and filled me up, but it was the setting and the attention from the organisers and waiters that really made the evening special. There were people, including the chef, to explain how to identify and prepare the food, and we didn't have to pay extra for the food we found, it was on the house.

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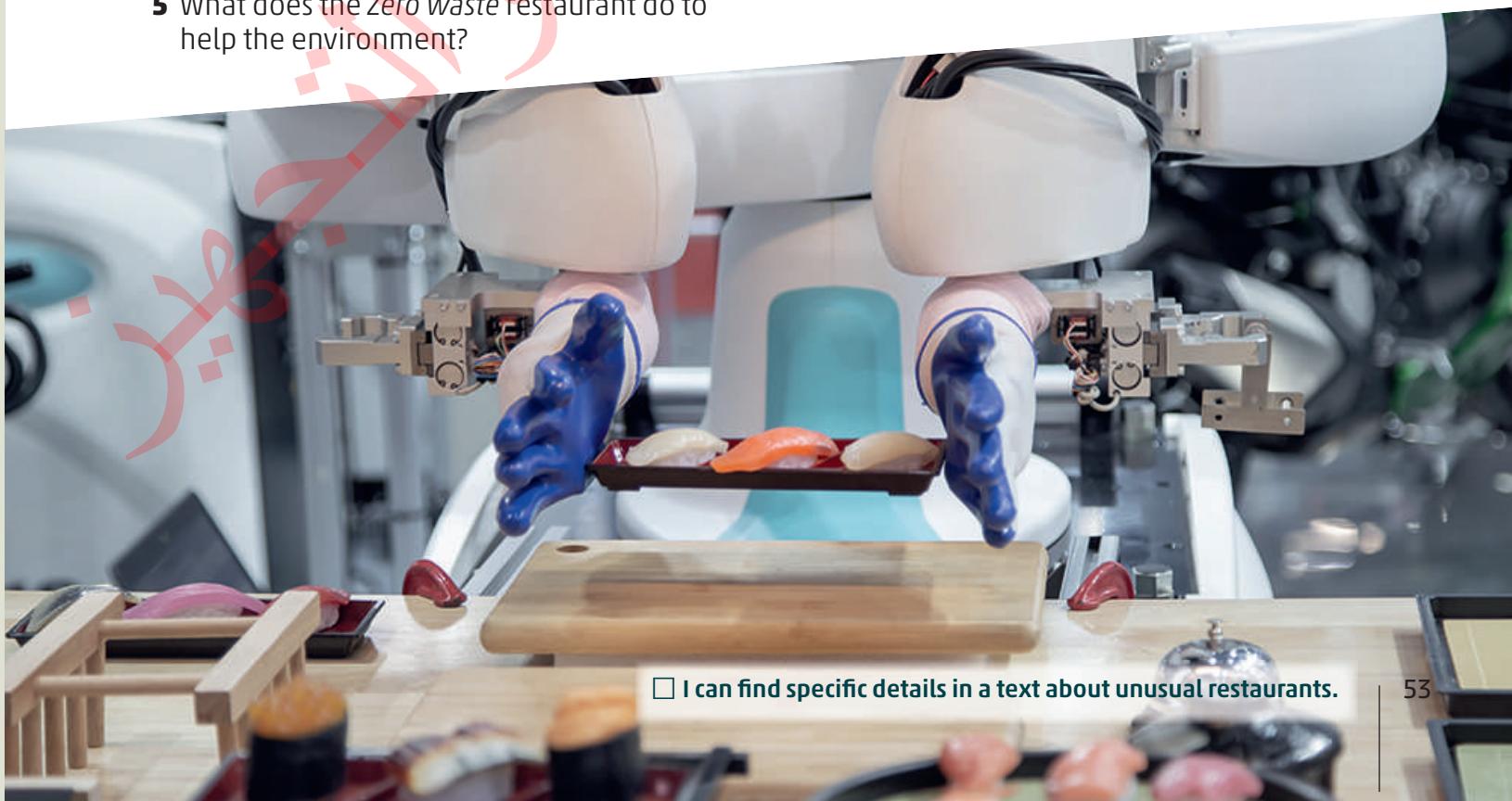
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- 3** Read the article and for questions 1–8 choose from paragraphs A–D. Each paragraph may be chosen more than once.
- In which paragraph does the author mention ...
- 1 a meal that she could see the chef cook?
 - 2 a type of restaurant that could be more common in the future?
 - 3 an eating experience that was better than she expected?
 - 4 a restaurant where the process has to be explained to diners?
 - 5 a restaurant that wants to help the environment?
 - 6 a restaurant where the staff were more impressive than the food?
 - 7 a restaurant that would like others to follow their example?
 - 8 a meal that was not good value for money?
- 4** Read the article again and answer the questions.
- 1 What did the writer think she would miss when eating in the dark?
 - 2 What's interesting about the waiters in *Dining in the dark*?
 - 3 What new skill did the writer learn during her *wild* dining experience?
 - 4 What do people like least about preparing their own food?
 - 5 What does the *Zero waste* restaurant do to help the environment?

- 5** Which restaurant from the article would you most like to visit? Explain your answer.
- 6** Check you understand the highlighted words and phrases in the article. Then, use them in the correct form to replace the underlined phrases in the questions below. In pairs, ask and answer the questions.
- 1 What food always stops you from feeling hungry?
fills you up
 - 2 When was the last time you got something for free?
 - 3 How common is having meals in restaurants in your country?
 - 4 Do you always choose the same dishes when you eat in restaurants?
 - 5 Do you always finish your vegetables?
 - 6 Do you prefer getting food packaged to take home or eating at a restaurant?
 - 7 Where do you like to go when you want a light meal?
- 7** REFLECT Are restaurants in your country becoming more sustainable? In what ways? What changes would you like to see in the future?



I can find specific details in a text about unusual restaurants.

LESSON 5A SPEAKING

- 1 Read the notice. What does the role of a student representative involve? Do you know anyone who would make an excellent candidate? Say why.

STUDENT REPRESENTATIVE ELECTIONS

On **Sunday 14 October** elections for student representatives for Grades 10 – 12 will be held. Successful candidates will represent their peers at school council meetings and help to organise student events during the year.



- 2 **10.6 Listen to Hisham discussing a poster for his election campaign with his friends and answer the questions.**
- 1 What issue does he want to focus on in his campaign?
 - 2 Which of the two photographs do Jaber and Farid prefer? Who does Hisham agree with? Why?
 - 3 Do you agree with Hisham? Say why.
 - 4 Why did Hisham leave the meeting early?
- 3 **10.6 Listen again and choose the correct word to complete the phrases. Then check your answers in the Speaking box.**
- 1 In one **area / respect** the photos are similar because they both illustrate the issue clearly.
 - 2 The most **main / striking** difference is that Hisham is actually in the first one.
 - 3 **Another / Again** obvious difference is the focus of each picture.
 - 4 This one shows the problem, **also / whereas** the other one suggests how it might be solved.
 - 5 This one looks as **like / if** it was just downloaded without any real effort.
 - 6 That's why I think it **should / might** be more suitable.



SPEAKING | Comparing and contrasting photographs

Describe similarities and differences

Both pictures show ...

There are ... in both pictures.

This one ..., whereas the other one ...

They are also alike/different in that ...

In one respect they are similar/different because ...

The main/The most striking /Another obvious similarity/difference is that ...

Speculate

Perhaps/Maybe ...

It could be/might be/must be ...

This one looks/doesn't look as if it ...

There might/might not have been ...

Someone must have taken this photo ... because ...

- 4 Look at the photographs on page 76 and complete the comparison using the phrases from the Speaking box.

OK, so ¹ **both pictures** show the issue we want to focus on. They are ² ____ in that they feature young people, our target group, obviously. The most striking ³ _____ that this one with the male student is quite abstract, ⁴ _____ the other one shows a student actually voting on an issue. This photo ⁵ _____ as if it was taken in a school or at a university, which is a nice setting. However, ⁶ _____ the abstract one would be a better choice because it suggests phrases like 'have your say'. That is exactly the message of our campaign. I think it ⁷ _____ very effective as a campaign poster.

- 5 Work in pairs. Go to page 76 and follow the instructions.

LESSON 6A LISTENING AND VOCABULARY

- What advice would you give to a friend who wanted to eat a more healthy diet?
- Read the healthy eating tips and check you understand the highlighted words.

HEALTHY EATING TIPS

Did you know that around one third of people in Jordan are **overweight**? Follow our healthy eating tips to stay healthy.

- Eat five **portions** of fruit or vegetables every day. If you don't like the taste of vegetables, you can add them to your meals and snacks.
- Swap **unhealthy** snacks like sweet pastries, which are **high in sugar**, for healthier alternatives like yoghurt and strawberries.
- Remember to eat healthy fat which is essential for good **nutrition**, and avoid unhealthy fat which can cause you to **gain weight**. Choose fish over burgers, and olive oil over butter when cooking.
- Don't focus on counting **calories**, just make sure you eat a variety of different foods.

- REFLECT | Society** Do teenagers in your country follow the advice in the **healthy eating tips**? What tips would you add to the list?

I think teenagers in my country eat a mix of healthy and unhealthy foods. For example, my friends all eat five portions of fruit or veg every day, but...



- 10.7** Listen to a radio discussion and choose the correct answer.

What is the **main** reason Hala takes part in the discussion?

- To highlight the importance of education around nutrition in schools.
- To express her organisation's support for reducing the amount of junk food young people eat.
- To offer nutrition and diet advice to young people on the show.



- 10.8 DICTATION** Listen to an extract from the discussion and write down exactly what you hear.



- What language does the speaker use in the extract in Exercise 5 to a) present a fact and b) give an opinion? Study Active Listening and check.

ACTIVE LISTENING | Facts, opinions and speculation

It is important to recognise when information is presented as fact, opinion or speculation.

Fact: Statistics show .../Findings confirm .../Research demonstrates .../According to a recent survey ...

Opinion: We believe .../Many people claim .../I'd argue .../Experts suggest ...

Speculation: I imagine .../Perhaps/Maybe .../It will probably/almost certainly .../The government might/may/could ...

Remember: just because something is presented as fact, that doesn't always mean it is true!

- 10.9** Listen to four more extracts. Is the information presented as fact, opinion or speculation?



- SPEAKING** Discuss the question 'Do you think teenagers should be banned from eating junk food?' Go to page 76 and follow the instructions.

LESSON 7A WRITING | A formal letter

- 1 **REFLECT | Society** Read the definition and list of ideas for ethical eating. Which ones do you do? Which ones would you like to do? Which ones seem the most important to you and why? Compare your ideas with another pair.

Ethical eating: making food choices which cause as little harm to the environment, animals and humans as possible.

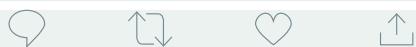
How to be an ethical eater:

- Follow a mostly plant-based diet.
- Buy local, seasonal fruit and vegetables.
- Buy from producers who provide good conditions to workers.
- Plan your meals and only buy what you need.
- Make compost.
- Recycle food packaging.
- Avoid junk food.
- Don't eat out too often.
- Grow your own vegetables or start a community vegetable garden.



- 2 **Read the message. Why does the writer think that young people do not eat ethically? Do you agree?**

Khalil Alqadi Young people today don't understand the importance of good nutrition. They only eat junk food and don't think about their own health or the impact of this type of food on the environment.



- 3 **Read a letter to the editor which a student has written in response to the message. Answer the questions.**

- 1 Does the author agree with the message below?
- 2 What examples does she give to support her opinion?
- 3 What suggestions does she give to encourage teenagers to be more engaged and active citizens?

Dear Sir or Madam,

I am writing in response to Khalil Alqadi's message, published January 1st. I would like to express my opinion on the negative image he painted of young people and suggest ways to encourage young people to eat more ethically.

First of all, I would like to say that I do not support the opinion that teenagers only eat junk food. At my school, we learn about the consequences of eating unhealthy food, not only on our own health but on the world and people around us. For that reason, my friends started a campaign to have meat-free Mondays. Now, the whole school eats a plant-based diet on Mondays. Secondly, last year we started a school vegetable garden where we grow a considerable amount of food to use in our school canteen. We are now trying to start a second garden in our local community so families can also benefit.

I would like to highlight some ways to encourage young people to make ethical food choices. Students should be taught how to make compost. Moreover, I also propose that restaurants and cafés work harder to make healthy, ethical food available to all their customers.

To sum up, I would like to stress that many young people are already trying to eat ethically. All things considered, I think all people should try hard to support each other.

Yours faithfully,
Nadia Alrahhah

- 4** Tick the points below which apply to a formal letter. Then find examples of the formal language in the letter in Exercise 3.
- 1** Use of full forms instead of contractions
 - 2** Appropriate greeting and closing, e.g. *Dear Mr Alkhatab/Yours sincerely*
 - 3** Shorter, simpler vocabulary, e.g. *OK, anyway, all right, well ...*
 - 4** More complex vocabulary, e.g. *However, with regard to, considerable ...*
 - 5** Use of phrasal verbs
 - 6** Use of impersonal structures, e.g. passive forms
 - 7** Use of abbreviations, slang words, emojis, exclamation marks

- 5** Study the Writing box. Then complete the gaps 1–7 with the underlined phrases from the letter.

WRITING | A formal letter

- Explain why you are writing and describe briefly the problem you want to raise:
I am writing to express my opinion on ...
I would like to express my disappointment ...
I am writing in response to ...
- Divide the letter into clear sections, e.g. introduction, main points, conclusion:

2 _____**3** _____**Third, ...****4** _____**All things considered, ...**

- State your opinion on the topic and give arguments and examples to support your view.

I completely disagree with ... (because) ...**I am totally in favour of ...****We fully support your idea to ...****5** _____

- Include suggestions on what to do about the problem:

I really think we should ...**6** _____**7** _____**Perhaps ... would also be an interesting option.**

- 6** Rewrite the sentences in a more formal style using the words in brackets.

- 1** I want to tell you what I think about organising a healthy eating campaign at school. (write/express/opinion)

I am writing to express my opinion on organising a healthy eating campaign at school.

- 2** I really don't think your plan is a good idea for a number of reasons. (support)

- 3** I like the ideas you propose but I think we could be more ambitious. (favour/proposal)

- 4** Why don't you invite the mayor to the school? (perhaps/option)

- 5** So in the end, we must accept a solution that suits everybody. (thing/considered)

- 7** Work in pairs. How can you express your views politely? Make a list of *dos* and *don'ts* using ideas in the box below. Compare your ideas with another pair.

make suggestions give compliments
give constructive feedback express anger
offer advice accuse the other person of something
respect others' points of view
attack the person suggest solutions
use strong/respectful language

- 8 WRITING TASK** Write a formal letter. Read the task below and follow the instructions.

- 1** Read the task carefully and come up with ideas in pairs.
- 2** Divide the letter into clear paragraphs and make sure you have all the required information.
- 3** Use the tips in the Writing box and the phrases from Exercise 6 to help you.
- 4** Check your spelling, grammar and punctuation.
- 5** Make sure you use a formal register (more complex vocabulary, impersonal structures, etc.).

There's an election campaign in your school. Students are choosing representatives for the student council. Write an open letter to all students in the school.

A Dutch teen inventor about to launch innovative project to clean the world's oceans

B THIS GROUND-BREAKING DISCOVERY WILL MAKE THE OCEANS CLEAN AGAIN

- 1 Read headlines A-B above. Which article would you choose to read? Say why.
- 2 Read the two online news items and match headlines A-B with the texts 1-2.

1

Sponsored Content

Hey – check this out! A really simple answer created by students can help solve the problem of unwanted plastics in the world's seas. Unbelievable! [Donate](#) now! Plastics are killing our fish – help us kill the plastic!

- 5 A student initiative at a university in the south of England has made a significant breakthrough in ridding our oceans of plastic. We are only too well aware of the damage plastics are doing to our sea life, and the processes these clever students have developed can identify different types of plastics found in rivers and use a simple chemical formula to dissolve them. 'The idea came to me one evening and I knew we had to follow it through!' says Sally Smith.
- 10 The university has invested millions in the project and experts say it will definitely work. 'It's a miracle!' says an expert in ocean plastics, Mary Waters. But to keep it going, the project needs more money. That's where you come in. More research will mean that this process can start to be used. It would only take six months to completely clear the oceans of plastics. The project needs another £500,000. Find out more about how YOU can help these students in their fight to save the oceans by clicking [here](#).

By Rakan Shark

2

By Zeinab Almohsen, science correspondent

A [recent study](#) has found an increasing build-up of plastic waste in the Pacific Ocean. The most affected area is a large stretch of ocean lying between California and Hawaii known as The Great Pacific Garbage Patch, where around 80,000 tonnes of plastic are estimated to be currently floating in the water.



This mass of waste will present a huge challenge to the team led by a young Dutch inventor, Boyan Slat. They have recently launched an ambitious clean-up project to collect plastic from this vast area.

10 As part of the project, a giant barrier, 600 m long, made up of sections of tube will float on the surface of the water, with a three-metre-deep screen, hanging below it. It will move slowly with the wind and currents in a U shape collecting plastics in its centre. Ships will visit the system every six weeks to remove the waste. The system is expected to remove 50% of the plastics in the area within five years.

However, some oceanographers are sceptical that the project can successfully remove such large amounts of plastic. Critics also fear that marine life may suffer during this process and that the money 15 and energy involved would be better spent in stopping litter from entering the oceans in the first place. The efficiency of the system will not be known for a few years.

3 Read the news items again and answer the questions.

Which text:

- 1 suggests an easy solution to a complex problem?
- 2 uses more neutral language?
- 3 contains various opinions on the topic?
- 4 quotes a source you can't check?
- 5 mainly aims to give information?
- 6 asks the reader to do something?

4 In pairs, discuss the questions.

- 1 What do you think is the main purpose for writing each text?
- 2 Do you think these are real news stories or fake? Why? What evidence can you find in the texts?
- 3 How would you check out the stories to see if they are real or not?



5 10.15 Listen to an extract from a radio programme about fake news. Answer the questions.

- 1 What is fake news?
- 2 What is the main reason why people spread fake news?
- 3 Why is fake news a bigger problem today than in the past?
- 4 What recent fake news does Professor Ashton describe?

6 Match tips 1–7 in the box with extra information a–g.

LIFE SKILLS | How to identify fake news

- 1 Check the source.
- 2 Check the facts.
- 3 Check the style.
- 4 Check the author.
- 5 Check the image source.
- 6 Check other reports of the same news.
- 7 Check your beliefs.

- a Can you find it on other news websites?
- b Is it a real person? What else has he/she written?
- c Research the facts on other websites or use a fact-checking website.
- d Does it contain any grammar, spelling or structural mistakes?
- e Is it used anywhere else? Use reverse image check – upload a photo you think is fake and find its origin and other places it's used.
- f Could your opinions or preferences encourage you to believe a story without checking?
- g Is the website real, what's its history and its main purpose? Has it got a long, complex domain name?

7 Study the news items on page 58 again. In pairs, discuss what you could do to check the stories out. Use the information from the Life Skills box to help you.

8 REFLECT | Society What impact do you think fake news may have on the things in the box? Discuss in pairs.

education social media your life

9 Do the task below.

LIFE TASK | Project

- Work in small groups. Write a fake news story and find a real news story online.
- Present both stories to the class.
- Ask students to decide which story is real and which is fake.
- Use the tips from the lesson to help you.



- 1 Work in pairs. How many musical instruments can you name? Do you associate any of them with a particular country? Which?**
- 2 In which countries might you hear the bagpipes? Make a list, then read the article and check.**



CS2.1

Bagpipes are one of the world's strangest but most interesting instruments. Most people associate the instrument with Scotland, and the bagpipes that most people know today were probably developed in the Highlands of Scotland in the 1500s. However, there are carvings that suggest that bagpipes have existed since ancient Egyptian times. It is believed that the Roman Emperor Nero played the bagpipes and that the Romans brought the instrument to Scotland around 2,000 years ago. However bagpipes – in slightly different forms – are also played in many countries around the world today, including France, Spain, Portugal, Romania, Bulgaria, Libya, Syria and Ireland. In Jordan, bagpipes are played in military bands.

Traditionally, the bag of the bagpipe was made from the skin of a goat or sheep. The skin was turned **inside out** and the pipes were put where the legs and neck were. Today, however, bagpipes are made from artificial materials.

The name 'bagpipes' describes them well: they consist of a bag that the player – or piper – blows to keep full of air. When the bag is **squeezed**, air passes through different pipes that can be played like a flute, though some pipes also play a **constant** note, or 'drone'. The piper can't change the **volume**

Bagpipes

The famous Scottish instrument has a fascinating and very global history.

of the instrument once it is started, and bagpipes are not quiet: it is said that they can be heard from around 15 kilometres away! It is also usual to play the bagpipes standing up or when walking. These facts and the sometimes **fierce** noise of the bagpipes meant that the instrument was often used by armies to scare their enemies! Although this is no longer the case, they are still often used in military ceremonies not only in Britain, but also in Jordan, Oman, India, Pakistan and parts of Africa. Soldiers even say that playing the bagpipes improves their **lungs** and helps to keep them fit.

Some people find the sound of the instrument beautiful and **moving**. The instrument is very **versatile**. Bagpipes can also be used to manage animals. Shepherds in Bedouin tribes have traditionally used bagpipes to call goats back to camps. The goats respond to the vibrations in the sound made by the bagpipes and follow it. If you want to hear bagpipes, check out the International Bagpipe Day on 10 March.





3 Read the text again. Are statements 1–7 true (T), false (F) or not mentioned (NM)?

- 1** The world's first bagpipes were played in the Highlands of Scotland.
- 2** Bagpipes are the same in all countries around the world.
- 3** Most bagpipes today are made from animal skins.
- 4** Pipers can play tunes on some pipes, but not all of them.
- 5** The bagpipes were once used as weapons.
- 6** Bagpipes have been used to call animals.
- 7** International Bagpipe Day invites people from around the world to visit Scotland.

4 In pairs, check you understand the highlighted words in the text on page 60. Then use the correct words to complete the sentences below.

- 1** Before you leave the hotel, please _____ that you leave your room clean and tidy.
- 2** Rice is very _____ and you can find different rice recipes from around the world.
- 3** I felt quite emotional at the end of the book. It was very _____.
- 4** We all know that smoking damages your _____.
- 5** My cousin wants a career in the _____ and he might join the army.
- 6** The TV is too loud, please turn down the _____.
- 7** The animal looks _____, but actually it is very friendly.
- 8** You should take off your T-shirt because it is _____.

5 In pairs, ask and answer the questions.

- 1** Why do you think that bagpipes around the world are in slightly different forms?
- 2** Why do you think enemy armies might have found the sound of bagpipes frightening?
- 3** In what ways do you think bagpipes could keep a soldier fit?
- 4** How do we know that the sound of the bagpipes is popular?
- 5** Have you heard bagpipe music? If yes, what do you think of it?

6 **REFLECT | CULTURE** Choose a musical instrument associated with your country or another country. Research the history of the instrument and prepare to give a short presentation to the class. Think about:

- the origins of the instrument
- why it is typical of a country or countries
- its influences on other forms of music
- where you can hear it today.



1 Have you read, or do you know anything about *The Mystery of Edwin Drood*, by Charles Dickens? If not, look at the photo from the film based on this book at the bottom of page 63 and read the Fact Box about its author. Discuss what the book might be about.



2 **LS2.1** Listen to the first part of a conversation between three students and answer the questions.

- 1 Why does the girl like Dickens?
- 2 What are two reasons for the book being special?
- 3 What is frustrating about *The Mystery of Edwin Drood*?

3 Read the extract from the book and answer the questions.

- 1 Why is it 'an unusual expedition'?
- 2 What can quicklime do?
- 3 Why are the 'citizens of Cloisterham' mentioned?
- 4 How do Jasper and Durdles get into the crypt?
- 5 Why is he surprised when he wakes up?

4 Complete the sentences with the correct verbs from the box. Use the words and phrases in brackets to help you.

creep descend glanced groped

- 1 In the dark, I *groped* (reach out) for my phone on the bedside table.
- 2 If everybody at home is sleeping, I _____ (go quietly) upstairs so that I don't wake my family.
- 3 I _____ (looked quickly) at my sister but she was still reading and didn't notice me.
- 4 My ears always hurt when an airplane _____ (goes down).

5 Read the extract again. Discuss the questions in pairs.

- 1 What do we learn about these characters: Durdles and Jasper?
- 2 What do you think was in the bottle?
- 3 Why do you think Jasper is smiling at the end of the extract?
- 4 Is there anything in the extract that might be a clue to what happened to Edwin Drood?

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

- 1 Why do you think crime novels are so popular?
- 2 Would you prefer to read a crime novel or watch a film based on the book? Say why.
- 3 Which is your favourite crime novel/film/series?

7 **REFLECT | Values** Why do you think Jasper might be guilty? Discuss in pairs.

8 **WRITING TASK** Choose one of the topics for your writing task.

- 1 Write Jasper's account of what he did while Durdles was asleep.
- 2 Write Durdles' account of the evening for a police statement later.
- 3 Write a short story with this title: *A nighttime visit to the country*.

GLOSSARY

choirmaster – person who trains a choir

crypt – underground room in church used as burial place

eat your bones – melt, slowly destroy bones

groping – try to find something in the dark by feeling with your hands

lane – path, narrow road

mound – large pile or quantity

pillar – tall, strong support for a building (often stone)

prowl – move quickly and hunt

quicklime – chemical compound used to burn things

The Mystery of Edwin Drood



LS2.2

Mr Jasper, the choirmaster, is writing a book about the old building. He has arranged for

Durdles, the stonemason and keeper of the crypt, to show him around at night to see the effect of moonlight on the architecture.

'Are you ready?'

'I am ready, Mr Jasper. And not at all afraid of the dark.' He takes a lantern, puts a match or two in his pocket to light it with, should there be a need, and they go out together.

Surely an unusual sort of expedition! That Durdles himself, who is always prowling among old graves and ruins like a creature on the hunt – that he should be creeping around without a purpose, is nothing extraordinary; but that the choirmaster or anyone else should think it might be useful to be with him, and to study moonlight effects in such company is another matter.

'Watch out for that mound by the gate, Mister Jasper.'

'I see it. What is it?'

'Lime.'

Mr Jasper stops, and waits for him to come up, for Durdles is slow. 'What you call quicklime?'

'Aye!' says Durdles: 'With a little careful stirring, quick enough to eat your bones.'

They go on. Among those hidden corners there is very little movement after dark. Ask any citizen of Cloisterham, met by chance in the streets in day time, if they are scared of the dark, and they will tell you no; but ask them to choose at night between these scary passages and the wider, lit roads past the shops and you would find that nearly all will choose the busier routes.

Therefore, when Mr Jasper and Durdles pause to glance around them, before descending into the crypt by a small side door, to which the latter has

a key, the whole area of moonlight in their view is completely empty.

40 They enter, locking themselves in, descend the rough steps and are down in the crypt. The lantern is not wanted, for the moonlight strikes in at the high windows, making patterns on the ground. The heavy pillars which support the roof create masses of black shade, but between them there are lanes of light.

Up and down these lanes they walk.

Durdles drinks quickly from the bottle of water given him by Mr Jasper and soon he becomes so 50 very uncertain, both of foot and speech, that he half drops, half throws himself down, by one of the heavy pillars. He begs his companion for a rest.

'If you wish,' replies Jasper, 'I'll not leave you here. Sleep while I walk up and down.'

55 Durdles is asleep at once.

'Awake at last?' says Jasper.

The great bell strikes twice in the tower.

'Two!' cries Durdles; 'Why didn't you try to wake me Mister Jasper?'

60 'I did. I might as well have tried to wake the dead.'

'Did you touch me?'

'Touch you? Yes, shook you.'

As Durdles remembers the touching in his dream, he looks down on the floor and sees the key of the 65 crypt lying close to where he himself lay.

'I dropped you, did I?' he says, picking it up, and recalling that part of his dream. As he gathers himself up again into an upright position, he is again conscious of being watched by his 70 companion.

'Well?' says Jasper, smiling. 'Are you quite ready? Please don't hurry.'

FACT BOX CHARLES DICKENS (1812–1870)

Charles Dickens is one of England's most famous and greatest novelists. He wrote fifteen major books and many short stories about life in Victorian England. His work gives us an understanding of what it was like to be poor and live in London at that time. His skill is in creating wonderfully memorable characters and writing with both humour and compassion. He wrote many of his major works in sections in magazines, with the story developing as people were reading them. *The Mystery of Edwin Drood* is set in Cloisterham, an old town that has strong links with London. Edwin Drood was Dickens' final book and was left unfinished when he died.



Word list

Unit 6



LESSON 1A VOCABULARY AND GRAMMAR WL6.1

- leave a message (phr v) /lɪv ə 'mes.ɪdʒ/
lower my voice (phr v) /'ləʊ.ər maɪ vɔɪs/
make sure (phr v) /meɪk ʃʊər/
miss a call (phr v) /mɪs ə kɔ:l/
on silent (n) /ɒn 'saɪ.lənt/
on vibrate (n) /ɒn və'breɪt/
polite (adj) /pə'lait/
put away (phr v) /pʊt ə'weɪ/
ring tone (n) /'rɪŋ.təʊn/
switch off (phr v) /swɪtʃ 'ɒf/



LESSON 2A READING AND VOCABULARY

WL6.2

- frown (v) /frəʊn/
gaze (v) /geɪz/
glance at something (v) /'glɑ:n̩s ət ,sʌmθɪŋ/
grin (v) /grɪn/
groan (v) /grəʊn/
hug (v) /hʌg/
raise an eyebrow /reɪz ən 'aɪbraʊ/
roll your eyes /rəʊl jər 'aɪz/
shake your head /ʃeɪk jə 'hed/
shiver (v) /'ʃɪvə/
shrug your shoulders /ʃrʌg jə 'ʃəʊldəz/
sigh (v) /saɪ/
stare at somebody (v) /'steər ət ,sʌmbədi/
whisper (v) /'wɪspə/



LESSON 3A LISTENING AND VOCABULARY WL6.3

- disappointed (adj) /dɪsə'pɔɪntɪd/
disappointment (n) /dɪsə'pɔɪntmənt/
embarrassed (adj) /ɪm'bærəst/
embarrassment (n) /ɪm'bærəsmənt/

envious (adj) /'enviəs/

envy (n) /'envi/

excited (adj) /ɪk'saɪtɪd/

excitement (n) /ɪk'saɪtmənt/

happiness (n) /'hæpiнəs/

jealous (adj) /'dʒeləs/

jealousy (n) /'dʒeləsi/

loneliness (n) /'ləʊnlɪnəs/

lonely (adj) /'ləʊnlɪ/

sad (adj) /sæd/

sadness (n) /'sædnəs/

sympathetic (adj) /sɪm'pæθetɪk/

sympathy (n) /sɪm'pæθi/



LESSON 5A SPEAKING

WL6.5

be at (a bit of) a loss /bi ət (ə ,bɪt əv) ə 'lɒs/

give somebody a call /gɪv ,sʌmbədi ə 'kɔ:l/

give something a try /gɪv ,sʌmθɪŋ ə 'trai/

helpful advice /helpfəl əd'veɪs/



LESSON 6A VOCABULARY

WL6.6

have each other's backs (phr v) /hæv i:tʃ 'ʌðəz bæk:s/

hit it off (phr v) /hɪt ɪt 'ɒf/

grow apart (phr v) /grəʊ ə'pa:t/

fall out (phr v) /fɔ:l aut/

go through a tough time (phr v) /gəʊ θru: ə tʌf taɪm/

mean a lot (phr v) /mi:n ə lɒt/

reach out (phr v) /ri:tʃ aut/

count on (phr v) /kaʊnt ɒn/

go the extra mile (phr v) /gəʊ ði 'ɛkstrə mai:l/

develop a connection (phr v) /dɪ'veləp ə kə'nekʃən/

Unit 7



LESSON 1A VOCABULARY AND GRAMMAR

WL7.1

breaking news (n) /'breɪkɪŋ 'nju:z/

headline (n) /'hedlaɪn/

human interest story (n) /'hju:mən 'ɪnterɛst 'stɔ:ri/

news item (n) /'nju:z ,aɪtəm/

newsreader (n) /'nju:z,rɪ:də/

report (n, v) /rɪ'pɔ:t/

TV news programme (n) /tɪ: ,vɪz 'nju:z ,prəʊgræm/



LESSON 2A VOCABULARY

WL7.2

award-winning (adj) /ə'wɔ:rd ,wɪnɪŋ/

binge-watch (v) /bɪndʒ 'wɒtʃ/

dialogue (n) /'daɪəlɒg/

eagerly-awaited (adj) /i:gəli ə'weɪtɪd/

episode (n) /'epəsəʊd/

feature-length (adj) /fi:tʃə 'lenθ/

little-known (adj) /lɪtl 'nəʊn/

on-demand content (n) /ɒn dɪ'ma:nd ,kɒntent/

screen time (n) /'skri:n taɪm/

season (n) /'si:zən/

series (n) /'sɪəri:z/

spoiler (n) /'spɔ:lə/

subtitles (n) /'sʌb,tაɪtlz/

thought-provoking (adj) /'θɔ:t prə,vəʊkɪŋ/

trailer (n) /'trეɪlə/

well-reviewed (adj) /wel ri'veju:d/



LESSON 3A LISTENING AND VOCABULARY

WL7.3

come to nothing /kʌm tə 'nʌθɪŋ/

disaster (n) /dɪ'za:stə/

get your first break /get jə fɜ:st 'breɪk/

go back to square one /gəʊ ,bæk tə ,skweə 'wʌn/

go viral /gəʊ 'vərəl/

huge flop /'hju:dʒ 'flɒp/

make a name for yourself /meɪk ə 'neɪm fə jɔ:,self/

not look back /'nɒt ,lʊk 'bæk/

sell-out (n) /'seləut/

setback (n) /'setbæk/

take off (phr v) /,teɪk 'ɒf/



LESSON 4A READING AND VOCABULARY

WL7.4

abstract art (n) /æb'strækɪt 'a:t/

atmospheric (adj) /ætməs'ferɪk/

breathtaking (adj) /'breθ,teɪkɪŋ/

expressive (adj) /ɪk'spre:sɪv/

meaningful (adj) /mi:nɪŋfəl/

profound (adj) /prə'faʊnd/

puzzling (adj) /'pʌzlɪŋ/

shocking (adj) /'ʃɒkɪŋ/

sophisticated (adj) /sə'fɪstɪkeɪtəd/

spectacular (adj) /spek'tækjələ/

unique (adj) /ju:'ni:k/



LESSON 5A GRAMMAR

WL7.5

audition for something (v) /ɔ:dɪʃən fə ,sʌmθɪŋ/



LESSON 7A WRITING AND VOCABULARY

WL7.7

audition (v, n) /ɔ:dɪʃən/

costume (n) /'kɒstjʊm/

lines (n) /laɪnz/

make-up (n) /'meɪkʌp/

prop (n) /prɒp/

set (n) /set/

stage (n) /steɪdʒ/

wig (n) /wig/

Word list

Unit 8



LESSON 1A VOCABULARY AND GRAMMAR WL8.1

advertisement/advert/ad (n) /əd'veɪtəmənt/
'ædvɜ:t/æd/

commercial (n) /kə'mɜ:sɪəl/

hoarding (BrE)/billboard (AmE) (n) /'hɔ:dɪŋ/
'bɪlbɔ:d/

jingle (n) /'dʒɪŋgəl/

logo (n) /'ləʊgəʊ/

spam email (n) /spæm 'i:meɪl/



LESSON 2A LISTENING AND VOCABULARY

WL8.2

get a good deal /get ə ,gʊd 'di:l/

go bargain hunting /,gəʊ 'ba:gən ,hʌntɪŋ/

on special offer /ɒn ,speʃəl 'ɔfə/

pay next to nothing for something /,peɪ ,nekst tə 'nʌθɪŋ fə ,sʌmθɪŋ/

rip-off (n) /'rɪp ɒf/

spend a fortune on something /spend ə 'fɔ:tʃən ɒn ,sʌmθɪŋ/

waste of money /'weɪst əv 'mʌni/



LESSON 3A VOCABULARY

WL8.3

afford (v) /ə'fɔ:d/

be made of money /bi ,meɪd əv 'mʌni/

be rolling in money /bi ,rəʊlɪŋ ɪn 'mʌni/

careful with money /keəfəl wið 'mʌni/

debts (n) /dets/

get your money's worth /get jə ,mʌniz 'wɜ:θ/

have money on you /hæv 'mʌni ɒn ju/

have money to burn /hæv 'mʌni tə bɜ:n/

have more money than sense /hæv mɔ:,mʌni ðən 'sens/

in the red /ɪn ðə 'red/

live in poverty /'lɪv ɪn 'pɒvəti/

loose change /lu:s 'tʃeindʒ/

run out of money /rʌn ,aʊt əv 'mʌni/

short of money /ʃɔ:t əv 'mʌni/

spend money like water /,spend ,mʌni laɪk 'wɔ:tə/

take out a loan /teɪk aʊt ə 'ləʊn/



LESSON 4A READING AND VOCABULARY

WL8.4

ATM/cashpoint (n) /'eɪ tɪ: 'em/'kæʃpɔ:nt/

banknote/note (n) /'bæŋknəʊt/nəʊt/

credit/debit/prepaid/contactless card (n)
/kredət/'debtət/pri'peɪd/kontæktləs ka:d/

currency (n) /'kʌrənsi/

cash withdrawal (n) /'kæʃ wɪð,drɔ:əl/

coin (n) /kɔɪn/

pay in cash /peɪ ɪn 'kæʃ/

pay with a bank card /peɪ wið ə 'bænk ka:d/

PIN (n) /pɪn/

purse (n) /pɜ:s/

wallet (n) /'wɒlət/

withdraw cash/money /wið,drɔ: 'kæʃ/'mʌni/

Unit 9



LESSON 1A VOCABULARY AND GRAMMAR WL9.1

current (n) /'kʌrənt/

natural disaster (n) /,nætʃərəl dɪ'za:stə/

rescue (n) /'resku:/

rescuer (n) /'reskju:ə/

shore (n) /ʃɔ:/

surface (n) /'sɜ:sfəs/

survival /sə'veivəl/

survive (v) /sə'veiv/

tsunami (n) /tsu'nai:mi/

underwater (adv) /,ʌndə'wɔ:tə/



LESSON 2A LISTENING AND VOCABULARY

WL9.2

avalanche (n) /'ævələntʃ/

destruction (n) /dɪ'strʌkʃən/

drill (n) /drɪl/

drought (n) /draʊt/

evacuate (v) /ɪ'vekju:t/

flame (n) /fleɪm/

flood (n) /flʌd/

forest fire (n) /'fɔ:rəst faɪə/

hurricane (n) /'hʌrəkən/

panic (n, v) /'pænɪk/

shake (v) /ʃeɪk/

survivor (n) /sə'veɪvə/

tornado (n) /tɔ:'neɪdəʊ/

trapped /træpt/

victim (n) /'viktəm/

volcanic eruption /vɒl,kænɪk ɪ'rʌpʃən/

warning (n) /'wɔ:rnɪŋ/



LESSON 3A VOCABULARY

WL9.3

alternative (n) /'ɔ:l'tɜ:nətɪv/

avoid (v) /ə'veɪd/

avoidable (adj) /ə'veɪdəbəl/

damage the environment /dæmɪdʒ ði
ɪn'veɪrənmənt/

disturb the wildlife /dɪ'stɜ:b ðə 'waɪldlaɪf/

for the benefit of somebody /fə ðə 'benəfɪt əv
'sʌmbədi/

keep noise to a minimum /ki:p nɔɪz tə ə
'mɪnɪməm/

minimise the impact of/on something

/,mɪnɪmaɪz ðə 'ɪmpækɪt əv/on ,sʌmθɪŋ/

reduce plastic waste /rɪ'dju:s ,plæstɪk 'weɪst/

respect the guidelines /rɪ'spekt ðə 'gaɪdlainz/

single-use plastic products (n) /,sɪŋgəl ,ju:s
'plæstɪk ,prədʌktəs/

LESSON 6A READING AND VOCABULARY

WL9.6



breathtaking scenery /,breθteɪkɪŋ 'sɪ:nəri/

commute (n) /kə'mju:t/

crowded (adj) /'kraʊdəd/

earn a living /,ɜ:n ə 'lɪvɪŋ/

hustle and bustle /,hʌsl ənd 'bʌslə/

peace and quiet (n) /,pi:s ənd 'kwaɪət/

picturesque cottage /,pɪktʃə'resk 'kötidʒ/

remote (adj) /rɪ'məʊt/

sense of community /,sens əv kə'mju:nəti/

tight-knit community /,taɪt nɪt kə'mju:nəti/

winding path /,wɪndɪŋ 'pa:θ/

LESSON 7A WRITING AND VOCABULARY

WL9.7



energy consumption (n) /'enədʒi kən,sʌmpʃən/

energy efficiency (n) /,enədʒi ɪ'fɪʃənsi/

geothermal heating (n) /,dʒi:ə'θə:θɜ:məl 'hi:tɪŋ/

global warming (n) /,gləʊbəl 'wɔ:rmɪŋ/

rainwater collection (n) /'reinwɔ:tə kə,lekʃən/

recycled building materials /ri:,saɪkəld 'bɪldɪŋ
mə,tɪəriəlz/

sensor lights (n) /,sensə 'laɪts/

solar panels (n) /'səʊlə ,pænəlz/

Word list

Unit 10



LESSON 1A VOCABULARY AND GRAMMAR WL10.1

bitter (adj) /'bɪtə/

bland (adj) /blænd/

juicy (adj) /'dʒuːsi/

raw (adj) /rɔː/

ripe (adj) /raɪp/

savoury (adj) /'seɪvəri/

spicy (adj) /'spaɪsi/

tasty (adj) /'teɪsti/



LESSON 2A VOCABULARY WL10.2

add (v) /æd/

boil (v) /bɔɪl/

chop (v) /tʃɒp/

chopping board (n) /'tʃɒpɪŋ bɔːd/

decorate (v) /'dɛkəreɪt/

dish (n) /dɪʃ/

fork (n) /fɔːk/

frying pan (n) /'fraɪɪŋ pæn/

melt (v) /mɛlt/

pour (v) /pɔː/

roast (v) /rəʊst/

saucepans (n) /'sɔːspənз/

scales (n) /skelz/

steam (v) /stɪm/

stir (v) /stɜː/

tablecloth (n) /'teɪbɔːlkloθ/

tablespoon (n) /'teɪbɔːlspuːn/

teaspoon (n) /'tiːspuːn/

LESSON 4A READING AND VOCABULARY

WL10.4



a bite to eat /ə baɪt tuː ɪ:t/

eat out (phr v) /ɪ:t aʊt/

eat something up (phr v) /ɪ:t 'sʌmθɪŋ ʌp/

fill somebody up (phr v) /fɪl 'sʌmbədi ʌp/

go for something (phr v) /gəʊ fɔː 'sʌmθɪŋ/

on the house /ɒn ðə haʊs/

(food) to go /(fu:d) tu: gəʊ/

LESSON 6A LISTENING AND VOCABULARY

WL10.6



calorie (n) /'kæləri/

gain weight (v) /geɪn weɪt/

high in (adj) /haɪ ɪn/

nutrition (n) /nu'trɪʃn/

overweight (adj) /'əʊvə'weɪt/

portion (n) /'pɔːʃn/

unhealthy (adj) /ʌn'helθi/

Grammar Reference

Unit 6, Lesson 1A The first and second conditionals

We use the first conditional to talk about situations that are possible or likely to happen.

First Conditional

The condition	The result
if + Present Simple,	will + infinitive
If the weather is nice tomorrow,	we will go to the beach.
If you come to the party,	I will be very happy.

The First Conditional if clause is about the future, but we always use the Present Simple, not will, after if:

If Suha has (**NOT** will have) some free time, we'll go out together.

We use the second conditional to talk about unlikely or impossible situations in the present or future.

Second Conditional

The condition	The result
If + Past Simple,	would + infinitive
If I won a lot of money,	I'd help poor people.
If your best friend was unhappy,	what would you do ?

We sometimes use were instead of was after I/he/she/it, especially in more formal or written English and to give advice:

If she **were** my daughter, I'd **buy** her a present.

Unit 6, Lesson 4A The zero conditional and alternatives to if

We use the zero conditional to talk about real situations that are always true.

Zero Conditional

The condition	The result
If + Present Simple,	Present Simple
If you heat ice,	it melts .

What happens when you press this button?

In all conditional sentences the if clause can come before or after the result clause. When the if clause is first, it is followed by a comma:

The grass **gets** wet if it **rains**. If it **rains**, the grass **gets** wet.

Alternatives to if

In zero conditional sentences we can use when instead of if with little or no change in meaning: She always takes her book to the beach **if/when** it's warm.

In zero conditional sentences we can also replace if with: unless, as soon as, as long as, provided that, until, before, after.

- Unless is used instead of if + not. It means 'if the condition doesn't happen or isn't met': You shouldn't mention this to anyone **unless** they are your close friends. (if they aren't your close friends)
- As soon as is used for conditions that are definitely going to happen:
As soon as a child starts crying, I begin to worry.
- As long as and provided that both mean 'if the condition is agreed or met'. We use them to stress the condition on which something happens:

As long as you trust me, you can tell me about it.
Provided that this is safe to eat, I can try it.

- Until, before and after are used if something happens at a specific time:
I will wait **until** I have heard from you.
They want to get home **before** it gets dark.
Her mother will talk to her **after** she gets back from school.

Grammar Reference

Unit 7, Lesson 1A Reported Speech: statements, imperatives, time expressions

We can report or repeat someone's words using direct speech or reported speech:

- direct speech: *My spelling isn't very good.*
- reported speech: *He said (that) his spelling wasn't very good.*

In reported speech the main verb 'moves back' one tense.

Reported speech

Direct speech	Reported speech
Present Continuous 'I'm watching the news.'	→ Past Continuous He said (that) he was watching the news.
Present Simple 'You need a dictionary.'	→ Past Simple She said (that) he needed a dictionary.
Past Simple 'I crashed my car.'	→ Past Perfect He told me (that) he had crashed his car.
Present Perfect 'I've won the race!'	→ Past Perfect She said (that) she had won the race.
will 'I'll write the report now.'	→ would He said (that) he would write the report then.
can I can't remember his name.'	→ could She said (that) she couldn't remember his name.
must 'We must tidy our rooms.'	→ had to They said (that) they had to tidy their rooms.

These tenses and verbs don't change:

Past Perfect/**would/could/should/might**

'**I had seen** her.' → He said (that) he **had seen** her.

'**I would like** some water.' → She said (that) she **would like** some water.

'**You shouldn't** wait.' → He said (that) I **shouldn't** wait.

Imperatives

To report an imperative we use **tell/ask someone to do something**.

The negative is **tell/ask someone not to do something**:

'Remember!' → She told me to remember.

'Don't forget!' → She told me not to forget.

Other changes

	Direct speech	Reported speech
Location	here	there
	this/these	that/those
Time	now	then
	today	that day
	yesterday	the day before
	last week	the week before
	tomorrow	the next/following day
	a week/month/year ago	a week/month/year before
Pronouns	I, we	he/she, they
Possessive adjectives	my, our	his/her, their

Reporting verbs

Say, tell and reply are the most common reporting verbs.

We can also use other reporting verbs: add, admit, agree, ask, claim, complain, confess, explain, point out, predict, promise, reply, say, tell, warn, wish.

Tell and say

Look at the different use of tell and say in these sentences:

Ali **told** Hani (that) he **liked** his new watch.

NOT Ali **told** (that) he **liked** his new watch.

Nour **said** (that) she **had lost** her purse.

NOT Nour **said him** (that) she **had lost** her purse.

Unit 7, Lesson 5A Reported questions

In reported questions, we change:

- tenses in the same way as for reported statements,
- location, pronouns, time references etc.

When we report questions, we use an affirmative sentence word order (not a question word order), so in reported questions the subject comes before the verb:

I **asked them why it was called** the green room.

NOT I **asked them why was it called** the green room.

Yes/No questions

We use if or whether to report Yes/No questions.

Direct questions	Reported questions
'Do you know her?'	They kept asking me if/whether I knew her.

'Do you live here?'	They wanted to know if/whether I lived there.
---------------------	---

Wh- questions

We use a question word such as *who*, *what*, *when*, *where* etc. to report wh- questions.

Direct questions	Reported questions
'Who are you?'	She wanted to know who I was.
'When will the noise stop?'	They asked us when the noise would stop.

Unit 8, Lesson 1A The passive

To form the passive, use the verb *to be* + the Past Participle.

Passive tense		to be	Past Participle	
Present Simple	This car	is/isn't	made	in Germany.
Present Continuous	The guests	are being / aren't being	driven	to the airport today.
Past Simple	The commercial	was/ wasn't	filmed	in June.
Past Continuous	The rooms	were being/ weren't being	cleaned	when the inspector arrived.
Present Perfect	The gym	has been/ hasn't been	used	for years.
Future with will	Your package	will be/ won't be	delivered	before noon.
Modal verbs	Adverts	can/can't must/ mustn't may/may not should/ shouldn't	be banned	in schools.

We use the passive when:

- the action is more important than the person or thing that does the action:
The parcel will be delivered on Monday.
- we don't know who does/did the action:
The documents have been stolen from the office.
- we need to describe a process:
First, the seeds are put into large sacks and then they are delivered to the factory.
- we want to be formal:
You will be met tomorrow by our designer.

We use *by* to say who or what does/did the action:

This logo was designed by a famous artist.

Unit 8, Lesson 6A Have/Get something done

When we pay someone to do a job for us instead of doing it ourselves, we use **have/get + object + past participle**:

I have my hair cut every month.

They're having the house designed by an architect.

We have had our flight confirmed.

You should have that car serviced.

Get is more informal than have and is not normally used with the Present Perfect tense:

I got my bike repaired. (at a bike shop)

When are we getting our meal served? (at the restaurant)

Grammar Reference

Unit 9, Lesson 1A The third conditional

We use the third conditional to talk about unreal or hypothetical situations in the past. We often use it to express:

- blame: *If you had worked harder, you would have passed* the exam. (You didn't work hard and as a result you didn't pass the exam.)
- regret: *If we'd arrived earlier, we would have parked* near the entrance. (We arrived late, we parked far from the entrance.)
- relief: *If we hadn't left early, we would have been* late for the film. (We left early, we weren't late for film.)

The condition	The result
<i>If</i> + Past Perfect,	<i>would (could/might) have</i> + Past Participle
<i>If I had gone</i> to a better university,	<i>I would have had</i> better career opportunities.
<i>If she hadn't studied</i> biology,	<i>she wouldn't have become</i> a doctor.
Yes/No questions	Short answers
<i>If he had asked</i> you to go to Egypt, <i>would</i> you <i>have said</i> yes?	Yes, <i>I would have</i> . / No, <i>I wouldn't have</i> .

Wh-questions

What would you have done if you had been me?

The main clause often has **would have**. You can also use **could have** or **might have** to show that there was a possibility of the imagined result.

If you had called me, I might/could have been able to help.

Unit 9, Lesson 4A *I wish/If only* for regrets

We use *wish*/*if only* to talk about wishes and regrets – things that we would like to be different but that are impossible or unlikely to change. *If only* tends to have a stronger meaning than *I wish*.

We use:

- I wish/If only + the Past Simple*** for regrets in the present:
I wish people cared more about the environment.
If only we were still on holiday.
- I wish/If only + the Past Perfect*** for regrets about the past:
I wish I had studied harder.
If only I had gone to bed earlier yesterday.

- I wish/If only + would + infinitive*** to talk about a present situation that we would like to be different, often when we find it annoying. It usually refers either to other people or things we can't change or control:
I wish you wouldn't bite your nails.
If only it would stop raining.

Unit 10, Lesson 1A Modal verbs for speculating about the present

We use *must*, *could*, *might*, *may* and *can't* to say how certain we are about something in the present.

- When we're almost certain something is true, we use **must**:
*They live in a big house – they **must** earn a lot of money.*
*Fawzi **must** be happy working as a police detective.*
- When we think something is possible, we use **could/might/may** (might is slightly less probable than could or may):
*You **could** be working too hard.*
*She **might** be ill.*
*It **may** get windy tomorrow.*
- When we're almost certain something isn't possible, we use **can't**:
*He **can't** be a professor – he's only 18 years old.*
*She **can't** be abroad. I've just seen her!*

When we speculate, the negative of *must* is *can't*, not *mustn't*:

*It **must** be true. (I'm sure it is.)*

*No, it **can't** be true. (I'm sure it isn't.) NOT **mustn't** be.*

After *may/might/could* we can use a continuous form
(*be + ing* form):

*The man **might/could/may** be lying. (Perhaps he is not telling the truth.)*

Unit 10, Lesson 3A Modal verbs for speculating about the past

When speculating about a past situation or event, we use a modal verb + *have* + the past participle form of the main verb.

	Modal auxiliary	have + Past Participle	
<i>They</i>	must	have broken	<i>the window.</i>
<i>She</i>	may	have sent	<i>the email.</i>
<i>You</i>	can't	have forgotten	<i>your password.</i>

We use:

- **must have** to express a strong belief that something happened:
*You **must have lost** your mobile phone at the restaurant.*
= *It is almost certain that you lost your phone at the restaurant.*
*The house is dark, so they **must have gone out**.*
- **can't have/couldn't have** to express a strong belief that something didn't happen:
*He **can't have gone** home.*
= *It's impossible that he went home.*
*He **couldn't have swum** across the sea.*
- **might have/may have/could have** when we think that it's possible that something happened:
*He **might have lost** his keys.*
It's possible that he lost his keys.
*She **may have missed** the bus.*
*They **could have gone** to Italy.*

Irregular Verbs



WL 10.7

awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/
be /bi:/	was/were /wəz/wɜː/	been /biːn/
beat /bɪ:t/	beat /bɪ:t/	beaten /'bɪ:tɪn/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bet /bɛt/	bet /bɛt/	bet /bɛt/
bite /baɪt/	bit /bɪt/	bitten /'bɪtn/
bleed /bli:d/	bled /bled/	bled /bled/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜːn/	burned /bɜːnd/ or burnt /bɜːnt/	burned /bɜːnd/ or burnt /bɜːnt/
burst /bɜːst/	burst /bɜːst/	burst /bɜːst/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃoʊz/	chose /tʃəʊz/	chosen /tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
creep /kri:p/	crept /krept/	crept /krept/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /drʊ:/	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 /fɔːl/	fell /fel/	fallen /'fɔːlən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /fait/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flai/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'giv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gi:v/	gave /geɪv/	given /'gi:vən/
go /gəʊ/	went /went/	went /went/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /haev/	had /hæd/	had /hæd/
hang /haŋ/	hung /haŋ/	hung /haŋ/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/
hide /haɪd/	hid /hid/	hidden /'hɪdn/
hit /hit/	hit /hit/	hit /hit/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nu:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
lean /li:n/	leaned /li:nd/ or leant /lent/	leaned /li:nd/ or leant /lent/
learn /lɜːn/	learned /lɜːnd/ or learnt /lɜːnt/	learned /lɜːnd/ or learnt /lɜːnt/
leave /li:v/	left /left/	left /left/
lend /lɛnd/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /leɪ/	lain /leɪn/

light /laɪt/	lighted /'laɪtəd/ or lit /lɪt/	lighted /'laɪtəd/ or lit /lɪt/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pot/	put /pot/	put /pot/
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 /so:/	seen /si:n/
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
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/
speed /spi:d/	speeded /'spi:dəd/ or sped /sped/	speeded /'spi:dəd/ or sped /sped/
spend /spend/	spent /spent/	spent /spent/
spill /spil/	spilled /spɪld/ or spilt /spɪlt/	spilled /spɪld/ or spilt /spɪlt/
split /splɪt/	split /splɪt/	split /splɪt/
spoil /spoɪl/	spoiled /spoɪld/ or spoilt /spoɪlt/	spoiled /spoɪld/ or spoilt /spoɪlt/
spread /spred/	spread /spred/	spread /spred/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
strike /straɪk/	struck /strʌk/	struck /strʌk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swim/	swam /swæm/	swum /swʌm/
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/
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 /,ʌndə'stænd/	understood	understood
upset /,ʌp'set/	upset /,ʌp'set/	upset /,ʌp'set/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
withdraw	withdrew	withdrawn
/wɪð'd्रʊ:/	/wɪð'dru:/	/wɪð'drʊ:n/
write /raɪt/	wrote /rəʊt/	written /'ritn/

Communication

Unit 6, Lesson 4A Exercise 1, page 9

- 1 AS (3 points) A (2 points) D (1 point)
DS (0 points)
- 2 AS (3 points) A (2 points) D (1 point)
DS (0 points)
- 3 AS (0 points) A (1 point) D (2 points)
DS (3 points)
- 4 AS (3 points) A (2 points) D (1 point)
DS (0 points)
- 5 AS (0 points) A (1 point) D (2 points)
DS (3 points)
- 6 AS (0 points) A (1 point) D (2 points)
DS (3 points)
- 7 AS (0 points) A (1 point) D (2 points)
DS (3 points)
- 8 AS (3 points) A (2 points) D (1 point)
DS (0 points)

Maximum score = 24 points

- 1-8** – You sometimes show empathy, but you could consider others more often than you do. Try looking at things from other people's points of view more regularly.
- 9-16** – You are empathetic and probably a good listener. Friends can rely on you for your support and understanding.
- 17-28** – You are a real people person. You are very good at reading emotions. You go out of your way to help others feel better.

Unit 7, Lesson 4A Exercise 7, page 21



Unit 8, Lesson 5A Exercise 7, page 32

- 1 Customer in a restaurant:** You sat down twenty minutes ago and nobody has taken your order. Complain.
- Waiter:** You are very apologetic. Explain the problem and try to satisfy the customer.
- 2 Customer:** You ordered some games online. When the parcel arrives, you find they've sent you the wrong games. Phone to make a complaint.

Customer service employee: You have had a long hard day but you try to be polite and professional with all your customers. Find out exactly what the problem is and try to sort it out.

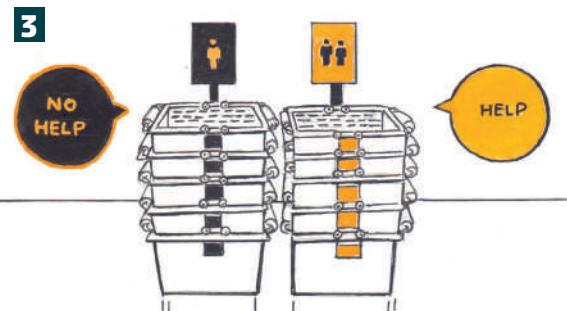
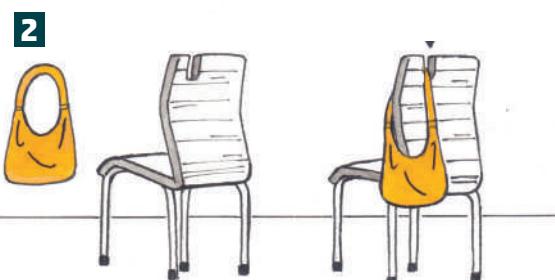
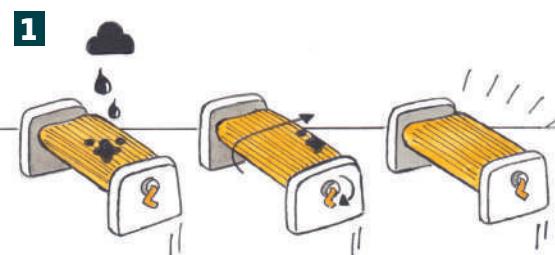
- 3 Customer:** You bought an extra-large T-shirt with a logo of your favourite sports team from an online store but they sent you a small pink T-shirt with a picture of a pony on the front! Complain.

Customer service employee: Apologise and respond appropriately.

- 4 Customer in a shop:** You bought a new phone but there's something wrong with it. You have the receipt. You take it back to the shop and ask for a refund. Ask to speak to the manager if you have any problems.

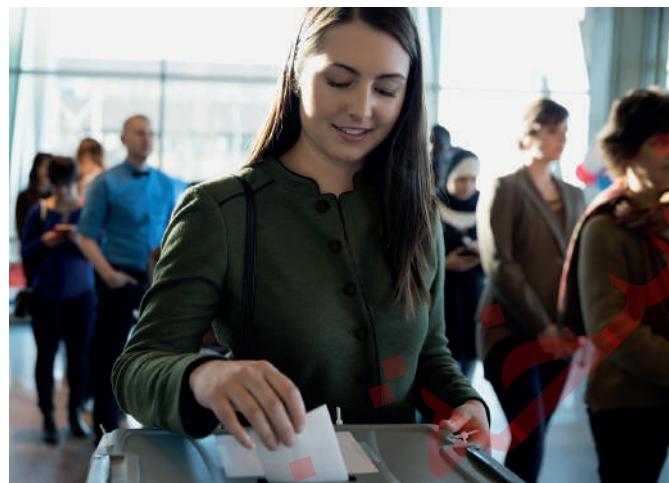
Shop assistant: You find out what's wrong, apologise and ask for a receipt. When the customer gives you the receipt, you see it's for the wrong shop so you refuse to help him/her. When he/she asks to speak to the manager, explain that it's the wrong receipt and there's nothing you can do about it.

Life Skills 7-8, Exercise 5, page 36



Communication

Unit 10, Lesson 5A, Exercise 4, page 54



Unit 10, Lesson 5A, Exercise 5, page 54

Imagine you are a candidate in school elections. Compare and contrast the two images above and then choose one for your campaign poster.

Unit 10, Lesson 6A, Exercise 8, page 55

- 1 Work with a partner and write down several arguments for and against the question.
- 2 Work in groups and debate the question.
Group A argue for the topic.
Group B argue against the topic.
- 3 When everyone has finished, take a class vote.

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