



Jordan High Note

Grade 12
Semester 2

Student's Book

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متعة التعليم الهادف



Jordan High Note

Grade 12
Semester 2

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06

Feels good



VOCABULARY Body language, body-related collocations and idioms, emotions, sounds, adverb + verb collocations

GRAMMAR Reporting verbs and verb patterns, impersonal reporting structures

READING Understanding purpose and function

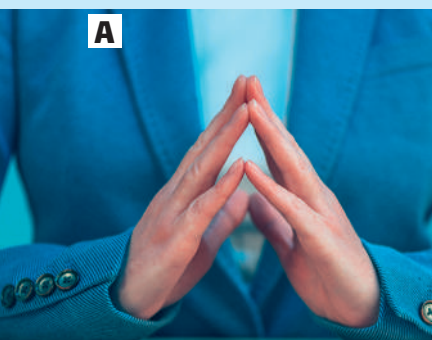
LISTENING Identifying details in a conversation

SPEAKING Evaluating ideas

WRITING An article

VIEWING AND PRESENTING How online communication changes how we interact, showing or faking emotions, discussing stress

LESSON 1A VOCABULARY AND SPEAKING



A



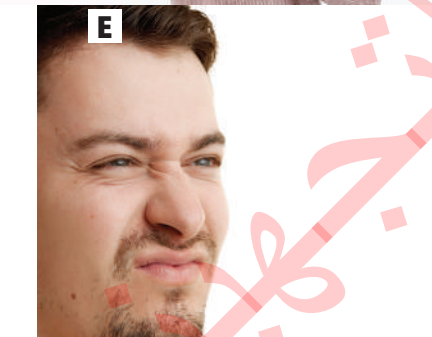
B



C



D



E



F



G



H

1 SPEAKING Discuss the questions.

- 1 What do you first notice when you meet someone new?
- 2 What do you think you can learn from a person's body language?

What does your body language say about you?

Do you ...

- 1 ☐ fold your arms when you are feeling _____?
- 2 ☐ purse your lips when you are _____?
- 3 ☐ furrow your brow when you are _____?
- 4 ☐ drum your fingers when you are _____?
- 5 ☐ rub your hands together when you are _____?
- 6 ☐ tilt your head when you are _____?
- 7 ☐ cross your ankles when you are _____?
- 8 ☐ tent your fingers when you are _____?
- 9 ☐ wrinkle your nose when you find something _____?
- 10 ☐ stroke your chin when you are _____?



I



J

Body language

2 Read the survey on body language. Match the highlighted phrases with pictures A–J.

3  **6.1** In pairs, complete the survey on page 4 with the words from the box. Then listen to a radio programme about body language and check.

attentive concentrating defensive
distasteful excited impatient in control
indecisive irritated nervous

4  **6.2** Listen to a phone-in programme. Write the numbers of the body language gestures from Exercise 2 that each person mentions.

1 Hala ___ 2 Ali ___ 3 Osama ___
4 Malak ___ 5 Rashed ___

Body-related collocations

5 Study Active Vocabulary. Then read the blog entry and find six verb + pronoun + noun collocations related to body language.

Your body speaks!

This morning, I was people-watching on the train and one guy was looking really sad. Without him saying a word, I knew how he was feeling. Sometimes a gesture can say so much more than words. I mean, if you're just about to go into an exam and someone smiles at you when you're feeling anxious, it can really cheer you up. But then again – there are all those bad habits that can annoy people no end – like my dad's got a friend who's always clearing his throat! It's OK to do it when you're about to give a speech, but every few minutes – it drives me up the wall! Another thing that gets on my nerves is when people shrug their shoulders and can't give a direct answer to a question! Oh, and yes – my sister used to grind her teeth when she was asleep – ugggh! When I was young, I had the habit of twirling my hair in my fingers or flicking it back off my face. I never realised I was doing it. Do you have any habits like that? Post below.

ACTIVE VOCABULARY | Collocations

Collocations are words that naturally go together. A common collocation is verb + noun (or verb + pronoun + noun), e.g., *tilt your head*. If we substituted the verb *tilt* for *bend*, it would not be correct although the verbs are synonymous.

- Strong collocation is when the connection between two words is fixed – a word is only used as part of one or a few collocations, e.g., *She pursed her lips. He clapped his hands.*
- Words that collocate with a lot of other words form weak collocations. For example, *tilt* collocates with body parts (*head, chin, mouth*), but also with *boat, chair, plane*.

6 Complete the collocations from the blog with the correct forms of the verbs from the box.

clear flick grind shrug twirl

- 1 I usually have to _____ my throat before speaking to an audience.
- 2 My mum took my brother to the dentist because he _____ his teeth when he's asleep.
- 3 I asked Imad if he could help me and he simply _____ his shoulders.
- 4 It's so annoying when my sister _____ her hair in her fingers while she's talking.
- 5 I always know when it's time for a haircut because I start needing to _____ my hair back from my face.

7 **REFLECT | Culture** In pairs, discuss whether the body language collocations in this lesson mean the same in Jordan. Think of other gestures people in your country often do that haven't been mentioned.

8 **REFLECT | Society** Much of our communication is virtual these days. How can this affect our body language and interaction?

Now go to Workbook page 4 for the next lesson.

LESSON 2A READING AND VOCABULARY

1 Match emotions from the box with their close synonyms.

☐ anticipation ☐ apprehension ☐ awe
☐ contempt ☐ loathing ☐ rage
☐ remorse ☐ serenity

- 1 admiration 4 disrespect 7 hatred
2 fear 5 anger 8 regret
3 calmness 6 expectation

2 Study Active Reading. Then tick all the sentences that show the writer's purpose for the article.

- 1 ☐ to point out how negative emotions can show themselves physically
2 ☐ to advise on ways to maintain a calm outer appearance
3 ☐ to name the resources which can improve our outlook
4 ☐ to connect what we feel with the face we show to the world
5 ☐ to explain how we mentally process negative emotions
6 ☐ to warn that not being genuine may have a negative impact on us
7 ☐ to underline the dangers of working in certain industries where customers' emotions are valued
8 ☐ to urge the reader to improve their mental and physical health by displaying or hiding emotions as required

ACTIVE READING | Understanding purpose and function

To understand the purpose of a text, we need to think about:

- Who will read it?
- What type of text is it?
- How does it affect the reader?

To answer these questions, you need to look at the title, any visuals, the style, the tone and the vocabulary used.

3 Rewrite the underlined words and phrases in the sentences using the highlighted words from the text.

- 1 When my brother was younger, he always indulged in self-pity after my parents got cross with him.
2 My dad put his old bike up for sale online and he's been flooded with offers.
3 I got a message about a brilliant job offer to work in Amman while I was coming home from college. It was very hard to hide my excitement all the way home on the bus.
4 The company tries hard to consult all its employees on factors that may affect their working conditions.
5 If you get angry and lose your temper, it will only make the problem worse.
6 Some people believe animals experience the same emotions as humans and, just like humans, they can express their emotions through actions.

4 Complete the questions with the correct forms of the highlighted verbs from the text. In pairs, discuss the questions.

- 1 What do people do when they _____ in self-pity? Do you ever do this yourself?
2 Think of a problem you've had that has got worse recently. What _____ it? Say why.
3 What kind of advice do you find yourself _____ with these days? Say why.
4 When do you think people should endeavour to _____ their emotions? Say why.
5 What would you _____ your present mood to? Say why.

5 SPEAKING In pairs, discuss the questions.

- 1 Do you ever fake emotions? For example, do you pretend to be happy when you are not? Say why.
2 Do you think faking emotions can be good or bad for people? Say why.
3 In which situations do you think people often have to fake or hide their emotions?

6.3



Put on a brave face! Or ... should we?

1 While we are all well aware that moving home, starting a new job or receiving bad news, for example, can considerably raise anxiety levels, it's not always as easy to make the connection between other physical health problems that we may experience as a result of stress. It would seem logical to ascribe a racing heart and raised blood pressure to nervousness and apprehension, but would we automatically link those nerves to an upset stomach or back pain? The truth is that our emotions can trigger a host of physical reactions and that is why we need to concern ourselves with maintaining our emotional health.

2 "That's easier said than done", you might say, and you would be right. Emotions are not easy to control, particularly negative ones. So, is it actually possible to make ourselves feel less negative? 'How to become a happier you' is a hot topic at the moment and we are inundated with advice and tips online. There is an abundance of websites with surveys, questionnaires, tips and shared personal experiences available to us. Even schools are running mindfulness classes for their students as part of the curriculum.

3 A new take on the topic, based on the link between emotion and facial expression, is that rather than frown when we're feeling low or upset, we should try smiling. Studies have shown that facial expressions not only reflect emotions, but influence them. In other words, we may smile because we are happy, but we can also feel happy because we smile!

4 So, do other facial expressions affect our mood too? Apparently, they do. There are studies that show that if we are experiencing pain, yet endeavour not to show it on our faces, the degree of pain we experience can be less intense than if we wince and frown.

Likewise, if we show that we are frightened when faced with danger, this can actually exacerbate the fear that we're feeling.

45 According to the experts, this is because the way we experience emotion does not just involve the brain; it is far more complex. However, not all scientists are in complete agreement over the benefit of suppressing emotions or faking facial expressions to influence our moods. Research suggests that although faking emotions can help in the short term, continually suppressing emotions can have a negative effect on our general health. If the face is not involved in expressing an emotion, that emotion may eventually find another outlet, such as depression, a pessimistic outlook, or even physical illness.

5 Linked with this latter belief is the concept of emotional labour, which was first identified in 1983. A recent interpretation of the term, started by an American journalist in 2017, references the need for people to concern themselves with routine chores that often result in dissatisfaction. However, the term was originally invented to describe the requirement for certain employees, for instance those in the service industries such as flight attendants and shop assistants, to present a happy face to clients, however bad they may be feeling. In other words, it is part of their job to pretend to be happy and hide any negative emotions. This faking of emotion can contribute to emotional exhaustion, leaving the person drained with little emotional energy left.

6 Whilst wallowing in negativity is not going to help anyone, there are definitely times when we should allow ourselves to show our true feelings. Balancing when or when not to express emotions is something we need to be aware of for the sake of our health.

LESSON 3A GRAMMAR

1 **SPEAKING** In pairs, discuss what makes you laugh.

2  **6.4** Why do you think laughter is contagious? Listen to a podcast interview with the author of *The Power of Laughter* and check your ideas.

Reporting verbs and verb patterns

3 **THINK BACK** Choose the correct structures to complete the sentences.

- 1 The interviewer congratulated ___ a prestigious book award.
a Callum on having won
b Callum had won
- 2 The writer regretted ___ sooner.
a not doing it
b not to do
- 3 The writer explained ___ down to a very old response.
a him that it was
b that it was
- 4 The interviewer asked ___ really good for us.
a if was laughter
b if laughter was
- 5 The writer advised ___ themselves with those who have a sense of humour.
a people to surround
b people surrounding
- 6 The interviewer promised ___ that.
a doing
b to do
- 7 The interviewer reminded ___ available.
a that the book was
b listeners that the book was

4 In pairs, study the verb patterns following the underlined reporting verbs in Exercise 3 and decide which verb(s) are followed by:

- 1 a different word order from a usual question
- 2 (that) clause
- 3 object + (that) clause
- 4 *to* infinitive
- 5 object + *to* infinitive
- 6 gerund
- 7 object + preposition + gerund

5 Read the sentences and match verb patterns 1–7 from Exercise 4 with the underlined verbs in sentences a–g.

- a ☐ The interview was great. It really convinced me to go out and buy the book.
- b ☐ The interviewer kept complimenting the writer on having received the award.
- c ☐ He claimed that laughter was an early form of communication, but is there any evidence of that?
- d ☐ The writer suggested watching comedy films with other people. I go along with that!
- e ☐ The interviewer wondered why laughter was contagious.
- f ☐ The interviewer informed the audience that his next guest was a yoga teacher.
- g ☐ My mother offered to buy a copy of the book for me.

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6 Study Watch Out! Make these sentences more formal.

- 1** He suggested putting on a brave face, but it didn't help me.
- 2** She recommended keeping our chins up.
- 3** He proposed telling jokes to cheer ourselves up.
- 4** He requested her to stop grinding her teeth.

WATCH OUT!

Remember that some verbs follow more than one pattern, sometimes with a change in register, e.g.,

He suggested watching a film. (less formal)

He suggested (that) we (should) watch a film. (more formal)

Impersonal reporting structures

7 Read an article about hospital clowning. What misconceptions did people have about hospital clowns?

A GOOD LAUGH IS A MIGHTY GOOD THING!

For many people a clown's place is in a circus – for others, it is in a nightmare! However, in recent years clowns have been appearing in hospital wards all over the world on a regular basis – not simply as entertainment for the patients, but as a therapeutic measure. ¹It is now believed that specially trained medical clowns can help actively reduce the length of children's hospital stays. ²It was thought that hospital clowning first started in the 1970s, but studies have recently suggested that the first clowns were working with children as far back as the early twentieth century. ³Clowning was originally assumed to help children by distracting them from the starkness of the clinical hospital wards, which could be very frightening places. However, ⁴the benefits of clowning are now thought not to have been fully understood at that time. Recent studies have shown that interacting with clowns can actually reduce the amount of some medication the children are taking and speed up recovery times after surgery.

8 Read the underlined sentences in the text and decide which ones express these ideas:

- a** past belief about something in the past
- b** present belief about something that happened in the past
- c** past belief about something that is always true
- d** present belief about something that happens in the present

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9 Complete the second sentence so that it means the same as the first one.

- 1** It is now believed that specially trained clowns can help reduce the length of children's hospital stays.
Specially trained clowns _____ help reduce the length of children's hospital stays.
- 2** It was thought that hospital clowning first started in the 1970s.
Hospital clowning _____ in the 1970s.
- 3** Clowning was originally assumed to help children primarily by distracting them.
It _____ clowning primarily helped children by distracting them.
- 4** The benefits of clowning are now thought not to have been fully understood at that time.
It _____ fully understood at that time.

10 REFLECT | Society A comedian once said that laughter never failed to awe him with its ability to connect people. Can you think of social benefits of laughter? Give examples.



Now go to Workbook page 6 for the next lesson.

LESSON 4A LISTENING AND VOCABULARY

1 Write the words from the box next to the correct definitions.

exposure filter infection mineral
nourish sufficient thrive

- 1 a substance that is naturally present in the Earth and is important for health _____
- 2 be healthy, successful or growing in a particular situation _____
- 3 bacteria or a virus in a particular part of the body _____
- 4 being enough for a particular situation _____
- 5 a situation where there is no protection from something that is harmful _____
- 6 something which removes harmful or unpleasant elements from air or water _____
- 7 give a plant, animal or human what it needs to be healthy and survive _____

2 Put the words from Exercise 1 into three categories: nouns, adjectives and verbs.

3 Complete the sentences with the correct form of the words from Exercise 1.

- 1 My daughters are both really _____ at university. They love their subjects and are making lots of new friends.
- 2 Whenever I get throat _____, I always use salt dissolved in water to help them to heal.
- 3 I bought this new electric kettle which has a special _____ on it to make the water even cleaner.
- 4 When I go hiking, I always take at least a litre of water with me as I find anything less just isn't _____.
- 5 I always put moisturising lotion on my face every day because it _____ my skin and stops me from looking tired.
- 6 The water in this area is very clean and full of _____, which has a lot of health benefits.
- 7 Wearing a large hat on the beach can protect yourself from too much _____ to the sun.

4 SPEAKING In pairs, discuss these questions.

- 1 Where can you get an infection? Where have you had an infection?
- 2 In what situations do you thrive?
- 3 How much food is sufficient for you to eat in a day?



5 6.5 Listen to two girls talking about the Dead Sea on a podcast. Make notes on what these numbers mean.

- 1 9.6
- 2 439
- 3 10-15

6 6.5 Listen again. Complete the notes with no more than three words from the podcast.

- 1 It was named the Dead Sea as the large concentration of salt minerals means that natural life _____.
- 2 The air in the area benefits from the fact that it's not close to any _____.
- 3 The atmosphere is different in the Dead Sea, as it is the _____ place in the world.
- 4 While there is natural protection from the sun's rays, you'll still need sun cream or another form of _____.
- 5 When used on your skin, _____, Dead Sea salt can bring great benefits.
- 6 Due to the saltiness, the best way to swim in the Dead Sea is _____.
- 7 After putting mud from the Dead Sea on your skin, it should feel _____.

7 In pairs, discuss the following questions.

- 1 Would you want to go on a holiday which was focused on health and relaxation? Why/Why not?
- 2 What other places in the world could you go to where you could focus on health and relaxation in a natural setting? How are they different from the Dead Sea?
- 3 What do you think are the positives and negatives with encouraging tourism to the Dead Sea?

Now go to Workbook page 8 for the next lesson.

LESSON 5A SPEAKING

- 1 Life is said to be getting more and more stressful for people. How far would you agree? Say why. Think about the different age groups in the box.

adolescents children middle-aged people
parents retired and elderly young adults

- 2 Read the web article and discuss your answers to the final two questions in the text.

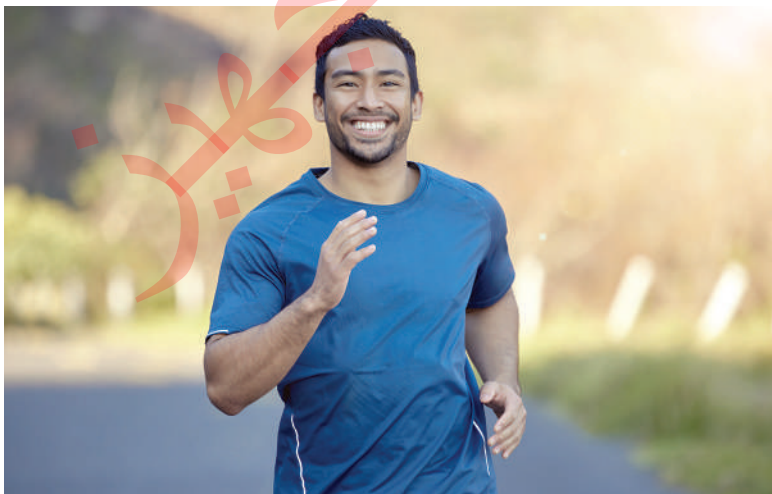
STRESS-BUSTERS

So, it's official! According to a recent survey of people of all ages and from various backgrounds, a whopping 85 percent admitted to experiencing stress on a regular basis. It's clear that everyone gets stressed by any number of things – minor or major. The survey indicated that only the most optimistic of us will remain unaffected by the stress caused by things such as travelling, using technology, working, money, friendships, studying, etc. We want your comments. Have you got any pointers on how to prevent your inner self from raging? Any stress-busters you'd suggest that can help distract us from feeling stressed out?



- 3 6.8 Listen to a student doing a street survey about stress-busting activities and answer the questions.

- 1 Which activities do the people mention?
- 2 What reasons do they give for and against doing these activities?
- 3 Which person do you think you are most similar to? Say why.



- 4 6.8 Study the Speaking box. Then listen again and complete the phrases in the Speaking box with one word in each gap. Decide if the phrases are positive (P) or negative (N). Which phrases can be used for more formal evaluation?

SPEAKING | Evaluating ideas

- ☐ There's a lot to be ¹ _____ for ...
- ☐ That's all very well, but what if ...
- ☐ It sounds a pretty half-baked theory to me.
- ☐ It has a lot ² _____ for it.
- ☐ I don't think they've thought this through.
- ☐ I think this idea has legs.
- ☐ It doesn't go ³ _____ enough.
- ☐ It sounds good ⁴ _____ theory.
- ☐ It's a perfectly reasonable idea, but ...
- ☐ I take issue with some of the claims, namely ...

- 5 6.9 PRONUNCIATION When we have reservations about something, we use falling intonation on the last word(s) of the first clause and then pause slightly before continuing.



Listen and repeat the sentences.

- 1 It sounds good in theory, but in practice I can't see it working.
 - 2 The idea has a lot going for it, but there are too many negatives for me.
 - 3 It's a perfectly reasonable idea, but I don't think anyone will accept it.
 - 4 It sounds a pretty half-baked theory to me, but I imagine a lot of people will go for it.
- 6 In pairs, think of stress-busting ideas. Then work with another pair and discuss them, using the phrases from the Speaking box.
 - 7 REFLECT | Society Do you think there are occasions when talking about stress helps sufferers, or is it always better to do activities to distract yourself from it? Say why.

LESSON 6A **WRITING AND VOCABULARY** | An article

- 1 **SPEAKING** In pairs, look at the photos on the opposite page and answer the questions.

1 What do you think the people in the photos are doing? Why?

2 What do you think the benefits of these activities might be?
- 2 Quickly read the article on page 13 and decide on the best title A-D.

A Three ways to fight stress

B Bathing – without getting wet

C The beautiful forests of Japan

D Nature – why we need it
- 3 Read the article again and match the headings below to paragraphs A-D. There are two extra headings.

1 Sensory engagement

2 Blossoming benefits

3 Not a minute's peace

4 Environmental protections

5 Eastern origins

6 Family activities
- 4 Study the Writing box and complete it with the words from the box.

appropriate complex directly engage

intriguing memorable paragraphs vary
- 5 In pairs, find examples of the advice from the Writing box in the article for the first seven bullet points. Who do you think the target audience for this article would be?
- 6 Write the highlighted vocabulary in the article next to the correct definitions.

1 completely occupied with an activity _____

2 think deeply about something _____

3 a period where everything changes _____

4 attitudes and feelings about something _____

5 begin to use something _____

6 a large amount of something _____

7 to produce something such as gas, light or sound _____

8 the encouragement of something to make it develop or be more active _____
- 7 Complete the sentences with a different part of speech of the words in brackets. Use a dictionary if necessary.

1 The government is taking action to reduce industrial _____. (emit)

2 When I saw my brother last night, he was in a _____ mood. (contemplate)

3 My mother works as an educational _____ for a group of schools. (psyche)

4 I'm afraid I can't stay long as I have another _____ in about an hour. (engage)

WRITING | An article

- Give your article a/an ¹ _____ title to interest the reader.
- ² _____ the reader immediately with an interesting opening sentence.
- Speak ³ _____ to the reader to involve him/her.
- Organise your article by dividing it into clear ⁴ _____ which connect to each other.
- Use ⁵ _____ sentences which use a range of different structures and linking devices.
- Use sentences which ⁶ _____ in length.
- Conclude with a ⁷ _____ ending, such as a question or personal comment.
- Understand who your audience is and use an ⁸ _____ style for them.

WANT TO HELP PROMOTE STRESS RELIEF?

As part of our campaign to help people reduce stress and put down their electronic devices, we are looking for articles written for students in other countries about activities in Jordan that can help people relax and improve their health. Tell us where to go, what to do, and how it helps.

 Use the Graphic Organiser to help you plan your writing.



A People! Traffic! Texts! Work! Modern life can be so stressful, can't it? Given the relentless pace of life and the ever-present screens that we all rely on for our jobs, studying and entertainment, it can be very difficult to really escape from it all. The situation begs the question: were humans really meant to live with this amount of constant **stimulation**? It's difficult to reasonably conclude that the answer is 'yes'.

B One increasingly popular response to this constant blur of activity is forest bathing, or as it is known in Japan where it originated: *shinrin-yoku*. The term was coined by Tomohide Akiyama, who was then the Director of the Ministry of Agriculture, Forestry and Fisheries for Japan. He was **party** to the findings of several studies which had shown that the compounds and essential oils which trees naturally **emit** had very positive effects on human health. With this in mind, Akiyama used his position to get the practice of *shinrin-yoku* officially recognised, thereby increasing the value of the nation's forests within the nation's **psyche**. Interestingly, this happened during the 1980s when much of the world, and Japan in particular, was on the edge of the technological **revolution** that meant speed of communication, and stress levels, both began to rise. This may explain why forest bathing has become popular in other countries such as the USA, the UK, Finland and South Korea.



C So what exactly do forest bathers do? Firstly, leave your phone and any other gadgets behind. The aim is to completely **immerse** yourself in natural surroundings; it's not a photo shoot or a chance to **catch** up on your favourite podcasts. Obviously, a forest is ideal, but studies have shown that **spending** time in a park or any other place with an **abundance** of nature can also yield great results. You'll also want to set aside plenty of time, ideally four to six hours. This is so you can **contemplate**, relax and slow your heart rate. Focus on **engaging** your senses: listen to birdsong, inhale the fresh air and smells which surround you. You can also watch the creatures you see and touch the plant life that you find along your way while ensuring you leave everything as you find it.

D Following time spent forest bathing, practitioners report improved mood and mental health, decreased blood pressure and stress and an increased ability to fight sickness and disease. So, why not try spending an afternoon quietly walking through a forest? Alternatively, perhaps you could simply slip off your shoes and walk barefoot on the grass for a while? Either way, your body and mind will thank you for taking a break from screens and reconnecting with nature.



1 In pairs, discuss these questions.

- 1 Which experiences in your life so far have you found the most challenging?
- 2 What difficulties in life do you think you may have to face in the future?
- 3 Who do you know who has faced a very difficult situation and recovered? What did they do?
- 4 What kind of person does someone need to be if they are going to be good at being resilient in the face of personal challenges?

2 6.11 Listen to part of a presentation about resilience. Is the information they give about what a resilient person is like the same as your ideas?

3 6.11 Listen again and complete the statements from the recording with 1-3 words in each gap.

- 1 Following a challenging event, resilient people can choose _____.
- 2 Resilient people display _____ and know that even the deepest feelings are only temporary.
- 3 Resilient people know that finding solutions for problems gives them a _____ and helps them to heal.
- 4 Resilient people encourage community by creating a _____ of family and friends who can give, as well as receive, support.
- 5 It's also very important to _____ ourselves if we want to be resilient, doing what is needed to help us to recover.
- 6 After a stressful event, it's important to have _____ about your needs, both with yourself and also with the people around you.

4 Read about Maha Al-Bargouthi. What challenges did she face in her life?

5 Read the article and decide if the statements are true (T) or false (F) or if the information is not given (NG).

- 1 Maha's paraplegia prevented her from communicating with others.
- 2 When she was growing up, Maha wasn't always treated fairly by other people.
- 3 Maha's parents always came to watch her games.
- 4 The first race that Maha won was in Berlin in 1995.
- 5 Before Maha, no other Jordanian had won a gold medal at the Olympics.
- 6 Maha felt it was very important to believe in yourself.

6 In pairs, discuss the strategies in the Life Skills box and if they are shown in Maha's story or not.

LIFE SKILLS | Developing resilience

- 1 Instead of seeing difficulties, see challenges.
- 2 Look for actions you can take to make a positive difference.
- 3 Find people who can help and support you. Be sure to help and support them, too.
- 4 Focus on the things you can do that you have control over. If you can't change a situation, don't spend too much time thinking about it.
- 5 Find healthy ways to deal with stress, such as exercising, getting plenty of sleep, writing a diary or practising breathing and meditation rituals.
- 6 Be kind to yourself.

7 Think about a situation in the past where you have faced a personal challenge. Did you do any of the suggestions in the Life Skills box? If so, which ones? If you didn't use any of the suggestions in the box, how could they have made a difference to the situation if you had?

Against the odds

Some people find themselves facing greater difficulties than most of us can imagine and yet still manage to rise above them. Maha Al-Bargouthi was one of those people.

Maha was born in 1962 in Amman. Not only was she unfortunate enough to have polio at birth, but it also led to her developing paraplegia: a condition which affects sufferers' legs. In the face of such debilitating and unlucky setbacks, she could have been forgiven for choosing to live a quiet life. However, Maha did not decide on this and refused to let being a wheelchair-user impose limitations on her. So from the age of 11, she embraced her love of sport, becoming involved in both athletics and table tennis. It wasn't the easiest option. Maha faced numerous difficulties, including discrimination and sports facilities not catering to her needs. Yet her strong will refused to bow to the opinions of others, and she saw these obstacles just as rungs on the ladder to her success.

Key to Maha's attitude were her parents who she credited with giving her invaluable support and being her biggest fans. As she was growing up, they treated her in a way that made her feel no different from her classmates, which fuelled her confidence and her self-reliance. Later as an athlete, Maha didn't see herself as disabled at all and openly rejected sympathetic comments from others regarding her disabilities. As she said in an interview, 'I want to achieve and win more medals. I don't want sympathy.' Her hard work and determination paid off at the Berlin Special Olympics in 1995.



Her 200-metre wheelchair run both won the race and set a world record for the event with a time of 32.26 seconds. This victory would have been enough for most, but not Maha. She had her heart set on additional goals.

Just five years later in Sydney's Paralympics, Maha won the first ever gold medal for Jordan at para table tennis singles. She later described the enormous pride she felt at being able to raise the flag of her country and have the Kingdom's national anthem played for the first time at an Olympic event. She went on to win eight medals altogether at the Paralympics, World Championships, Pan Arab Games and Asian championships: an incredible feat and proof of Maha's attitude that she would not be hindered by her disability. Her advice? 'Seek out and try to achieve your dream, no matter how difficult it may be. True disability is the neutralisation and frustration of your desire to achieve your goals. The keys to success are perseverance, determination, and faith in one's own abilities.'



07

The creative urge



VOCABULARY Vague language, clothes adjectives, clothes materials, sensory adjectives, adjectives to describe art, film genres

GRAMMAR Relative clauses, prepositional relative phrases, nominal relative clauses

READING Understanding metaphors

SPEAKING Describing the plot of a film

WRITING A letter to the editor

LISTENING Identifying details in a conversation about art

VIEWING AND PRESENTING The purpose of poetry



LESSON 1A VOCABULARY AND SPEAKING

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

- 1 Do you prefer to make your clothes, buy second-hand clothes or buy brand new clothes? Why?
- 2 What kinds of clothes do you enjoy wearing the most and the least? Why?

2 **7.1** Listen to three people talking about the clothes they wear. Complete the sentences with the correct letter of the speaker.

- 1 Speaker _____ makes their own clothes.
- 2 Speaker _____ buys new clothes.
- 3 Speaker _____ buys second-hand clothes.



Clothes adjectives



3 7.1 Listen again and tick the words that you hear.

- ☐ burgundy ☐ cashmere ☐ clashing
☐ corduroy ☐ elegant ☐ flamboyant
☐ flared ☐ garish ☐ gigantic
☐ knitted ☐ metallic ☐ navy ☐ neon
☐ oversized ☐ pastel ☐ plaid
☐ pleated ☐ polo neck ☐ satin
☐ scarlet ☐ sparkly ☐ suede ☐ velvet
☐ wide-leg

4 Complete the table with the words from Exercise 3.

Opinion	Size	Shape	Colour	Pattern	Material

Vague language

5 Read Active Vocabulary. Then complete the dialogue with the words from the box.

greenish sort of stuff stuff like that
thingy

- Amber** What is she wearing?

Brooke Oh, it's ¹_____ like a jumpsuit, I think, but with wide trousers.

Amber And what's that ²_____ round her waist?

Brooke I'm not really sure, to be honest. Is it a belt? It looks like it's made of ³_____ metal.

Amber And she's got sparkly ⁴_____ on her shoes!

Brooke Yes, I think it's glitter.

Amber She's probably going to a special event. Does she usually wear garish colours and ⁵_____?

Brooke Yes, she's quite flamboyant.

6 **SPEAKING** In pairs, discuss what you might wear in the following situations.

- You're going to a wedding hosted by close friends of the family.
- You're going on a family beach holiday to Aqaba.
- You're relaxing at home.
- You're going on a hike into the Jordanian Highlands.

ACTIVE VOCABULARY | Vague language

Spoken language is often quite vague or imprecise.

We use vague language when:

- we are not sure or have forgotten the precise word, e.g., *whatsername* / *whatsisname* / *stuff* (for uncountable items) / *thingy* (for countable items).
... like, er, **whatsisname**, that famous footballer.
I love those **thingies** on her shoes.
- we are giving an example, e.g., *and so on* / *and everything* / *and stuff* / *stuff like that*.
... the earrings **and so on**. I don't really like **stuff like that**.
- we are approximating, e.g., *somewhere in the region of* / *give or take* (amounts of numbers), *-ish* / *sort of* / *kind of* (qualities).
There are **somewhere in the region of** a hundred shows.
Jackets look better when they're **biggish**.



Now go to Workbook page 12 for the next lesson.

LESSON 2A GRAMMAR

1 7.2 What can you see in the paintings?



Where do you think they were painted? Listen to a lecture and decide which painting (A or B) the lecturer is talking about.



2 **THINK BACK** Look at extracts a–g from the lecture and choose the correct options to complete sentences 1–8.

- a ... we move on to *The Cornfield*, which is one of Constable's most celebrated works.
 - b The lane which he and the animals are travelling on curves around out of sight ...
- 1 a defining relative clause gives us **essential / extra** information about a person or a thing and a non-defining relative clause gives us **essential / extra** information. We use commas in **defining / non-defining** relative clauses.
 - 2 The pronoun *which* in extract b could be replaced by **that / what**.
 - 3 The pronoun *which* in extract a **could / could not** be omitted.
 - 4 The pronoun *which* in extract b **could / could not** be omitted.
 - 5 The pronoun *which* in extract b refers to the **object / subject** of the sentence.
 - c This road, known locally as Fen Lane, was one Constable knew well ...
 - d *The Old Hall, East Bergholt* and *Dedham Vale* were two of Constable's earliest paintings inspired by the area.
 - 6 In extracts c and d, a full relative clause is replaced by a **present / past** participle.
 - e *The Cornfield* places the viewer in the scene, where we too can enjoy the surroundings, inviting us to explore the area.
 - f This is the reason why the painting displays such great attention to detail.
 - 7 The relative pronouns (*where, why*) in extracts e and f can be used **in both defining and non-defining / only in defining** clauses.
 - g Suffolk and its surrounding areas, which Constable never grew tired of, appeared repeatedly in some of his most enduring works.
 - 8 The preposition *of* in extract g could be placed at the beginning of the relative clause. This would make the sentence **more / less** formal.

Prepositional relative phrases

- 3 Look at the example of a relative phrase from the lecture. Then complete sentences 1–5 with the correct prepositions and *whom* or *which*.**

The field full of corn at full height would have been significant to the audience of the time, many of whom would have interpreted it as signalling peace and prosperity.

- 1** Constable worked in his father's corn business until 1799, _____ point he began his career as a full-time artist.
- 2** Constable produced numerous paintings, many _____ can be seen in galleries in the UK, France, the US and Germany.
- 3** Constable struggled financially until 1819, _____ time he had sold his first important painting: *The White Horse*.
- 4** Constable was buried next to Maria Elizabeth Bicknell, _____ he was married for 12 years, but had known since they were both children.
- 5** Constable's life was detailed in a biography by fellow painter, Charles Robert Leslie _____ he enjoyed a close friendship.

Grammar Reference > page 70

Nominal relative clauses

- 4 Rewrite the underlined phrases using *whatever*, *whenever*, *whichever*, *wherever* or *whoever*.**

- 1** Anyone who painted that is a genius.
- 2** You can visit the gallery any time you like.
- 3** Anywhere I go, I always bring my drawing chalks with me.
- 4** No matter what I say, you'll disagree.
- 5** Sit in any chair you like.
- 6** Stop everything you're doing!

Grammar Reference > page 70

- 5 Complete the article about Mohanna Durra with the words and phrases from the box.**

from whom in which of which of whom
with whom whenever where which
who whose (x2)



Mohanna Durra, ¹ _____ was born in Amman in 1938, **is** seen as a pioneer of the Jordanian Arts movement. He was raised by his parents in a villa ² _____ was just a short distance from Amman's popular tourist attraction: the Roman amphitheatre, the history ³ _____ fascinated him as a child. As a young man, Durra had an attraction to drawing and would do so ⁴ _____ he had the opportunity. It was perhaps due to this that his father sent him to study art with George Aleef ⁵ _____ he learnt the fundamentals of creating pictures with both pencils and paintbrushes. Following this, Durra met and befriended William Hollowin, a Dutch painter ⁶ _____ influence led Durra to studying Dutch artists and gave him a deep interest in the way ⁷ _____ light was depicted in art. In 1954, Durra attended the Academy of Fine Arts in Rome ⁸ _____ he became the first Jordanian to be formally taught the arts. Having graduated in 1958, he returned to Amman to teach Art History before relocating once again to Rome in 1960 to study abstract art.

Such was Durra's success that he met King Hussein in 1970 ⁹ _____ he received the Kawkab Decoration. This was the same year that he established the Jordan Institute of Fine Arts and started his own art studio in order to teach art techniques to local Jordanians. Durra attracted many students to his studio, many ¹⁰ _____ became notable artists in their own right.

Now go to Workbook page 14 for the next lesson.

☐ I can use relative clauses to add emphasis.

LESSON 3A READING AND VOCABULARY

- 1 **SPEAKING** Look at the words in the box and check their meaning if necessary. Why do people love or hate them?

dollop kerfuffle pulp scissors slurp
velvety vivacious

- 2 Read the text and compare with your ideas.

What's in a word?

Do you have a favourite or a least favourite word?

If so, have you ever thought about why you love it or hate it? Is it the meaning of the word, or is it the way it sounds?

Some of the least popular words in English end in the letter *p*. For example, *dollop* (a small amount of something soft, like cream), *pulp* (the solid bits of fruit in juice) or *slurp* (to drink noisily).

You could argue that the meaning is also important here – after all, no one likes the sound of slurping, but there does seem to be something unpleasant about those *uh/oh* vowel sounds added to *p*.

It may be coincidental, but many of the most popular words in the English language have *i/e* vowel sounds and repeat the consonant sounds *f*, *k* or *v*. For example, *kerfuffle* (noise and excitement), *scissors* and *velvety*. When these words also have positive meanings, such as *vivacious* (full of life), they regularly get voted in the UK as the nation's favourite words.

- 3 Match the adjectives from the box with the definitions.

dappled docile downy gilded
luminous opalescent silken tender

- 1 Soft, smooth and shiny
- 2 Marked with spots of colour
- 3 Able to shine in the dark
- 4 Quiet and easy to control
- 5 Soft and delicate to the touch
- 6 Reflects light and changes colour
- 7 Covered with a thin layer of gold
- 8 Gentle and kind



- 4 **7.3** Listen and check your answers. Which of these words do you like best? Say why.



- 5 **7.4** Read and listen to the poem on page 21 and answer the questions.

- 1 How do you think the poet 'makes pets' of words?
 - 2 What types of words does the poet say she likes?
 - 3 What creatures does she compare different types of words to?
 - 4 What evidence can you find that the poet feels in control of the words she uses?
 - 5 Does the poet only like nice words? What evidence can you find?
- 6 Study Active Reading. Then find examples of a simile, personification and other metaphors within the poem.

ACTIVE READING | Understanding metaphors

- A **metaphor** is a kind of poetic device where we use a word or phrase which compares two things in order to make a description more vivid or striking, e.g., *All the world's a stage* (Shakespeare).
- There are different kinds of metaphors. When the phrase explicitly says that something is like something else, that is called a **simile**, e.g., *Life is like a box of chocolates; you never know what you're going to get*.
- When the phrase describes an inanimate object as if it were a person, that is called **personification**, e.g., *A host of golden daffodils ... fluttering and dancing in the breeze* (William Wordsworth).

- 7 Find examples of the following poetic devices in the text.

alliteration – when the first sound of a word is repeated, e.g., *dappled, deep-eyed deer*.

similance – when an *s* or a *sh* or *ch* sound is repeated, e.g., *which circle slowly with a silken swish*.

onomatopoeia – where the word sounds like the sound being described, e.g., *swish*.

PRETTY WORDS

Elinor Morton Wylie

Poets make pets of pretty, docile words:
I love smooth words, like gold-enamelled fish
Which circle slowly with a silken swish,
And tender ones, like downy-feathered birds:
Words shy and dappled, deep-eyed deer in herds,
Come to my hand, and playful if I wish,
Or purring softly at a silver dish,
Blue Persian kittens fed on cream and curds.

I love bright words, words up and singing early;
Words that are luminous in the dark, and sing;
Warm lazy words, white cattle under trees;
I love words opalescent, cool, and pearly,
Like midsummer moths, and honeyed words like bees,
Gilded and sticky, with a little sting.



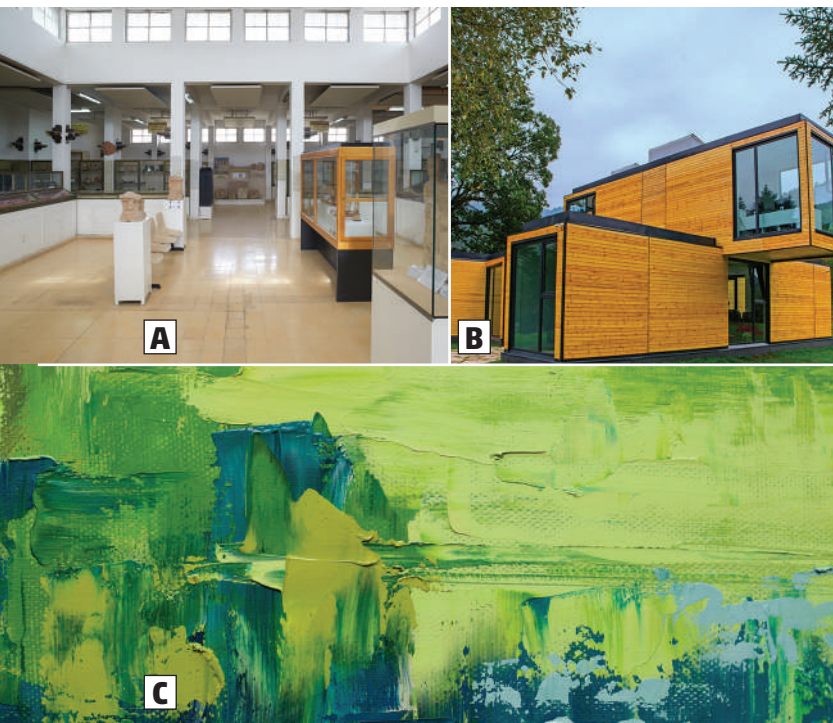
FACT BOX

ELINOR MORTON WYLIE

Elinor Morton Wylie was an American poet and novelist of the 1920s and 1930s. She published four volumes of poetry and four novels, and was the editor of several literary magazines.

- 8 **SPEAKING** What can poetry do that prose can't? Do you read poetry yourself? Why/Why not?

LESSON 4A LISTENING AND VOCABULARY



1 7.5 Listen to three conversations. Write the letters of the photographs next to the number of the conversations in which they are discussed.

1 _____ 2 _____ 3 _____

2 7.5 Listen again. Complete the table by ticking the correct box a-h to show which conversation 1-3 answers the question. There may be more than one answer.

In which conversation...	1	2	3
a does someone express interest in the artist(s)?			
b does someone state their belief in the art always progressing?			
c does someone say that art should make you think?			
d does someone feel the art doesn't fit its surroundings?			
e is someone unimpressed by the art they see?			
f is someone unsure of the art's purpose?			
g is someone critical of the art by referring to their own children?			
h does someone say the art reveals an important human trait?			

3 Write the vocabulary from the recording in the box next to the correct definitions.

appealing avant-garde gimmicky
jaw-dropping mediocre overrated
soothing tongue-in-cheek

- 1 modern ideas or new methods _____
- 2 not intended to be serious _____
- 3 so good or large that it is surprising _____
- 4 doing something unusual to attract attention or sales _____
- 5 making you feel calmer and more relaxed _____
- 6 considered to be better than it really is _____
- 7 being very attractive or of interest _____
- 8 being of a very average standard, not impressive _____

4 Complete the sentences with the vocabulary from Exercise 3.

- 1 When you see the King Hussein Bin Talal Mosque in Amman for the first time, it's absolutely _____.
- 2 After a busy, stressful day, I find reading a book for half an hour to be really _____.
- 3 Most people agreed that his last book was quite _____ and not his best work at all.
- 4 At the time, the building's design was seen as quite _____ and it was unlike anything anyone had seen before.
- 5 He wasn't really criticising your painting, it was just a _____ comment.
- 6 Everyone was talking about how good her poems were, but I thought they were a bit _____ and not that good at all.
- 7 I find the way the tree catches the light of the sun every evening to be incredibly _____ every time I see it.
- 8 I'm sorry, but in my opinion, coloured squares aren't abstract art. It's just _____ and doesn't say anything useful.

Now go to Workbook page 16 for the next lesson.

LESSON 5A SPEAKING AND VOCABULARY

1 In pairs or small groups, discuss the questions.

- 1 What genre do you think the film stills come from?
- 2 Can you think of a film that fits each of the following genres? Give examples.

action adventure biopic courtroom
drama disaster movie mystery musical
period drama post-apocalyptic
3D/CGI animation traditional animation



2 7.10 Listen to a podcast reviewing a film and make notes under the following headings.

- Genre of film
- Setting
- Plot
- Overall opinion
- Main characters

3 7.10 Study the Speaking box. Then listen to the review again and number the phrases in the order that you hear them. Some phrases do not come from the script.

SPEAKING | Describing a film

Summarising the plot

- ☐ There's simply no other way to describe this film than to say ...
- ☐ It's impossible to sum up this story; there's just too much going on.
- ☐ It tells the superficially mundane story of ...

Describing the plot in detail

- ☐ The film kicks off with ...
- ☐ Just as it starts to look as if ...
- ☐ An exciting element is introduced.
- ☐ To her horror, ...
- ☐ There's a parallel plot involving ...
- ☐ Our heroine finds herself on a journey ...

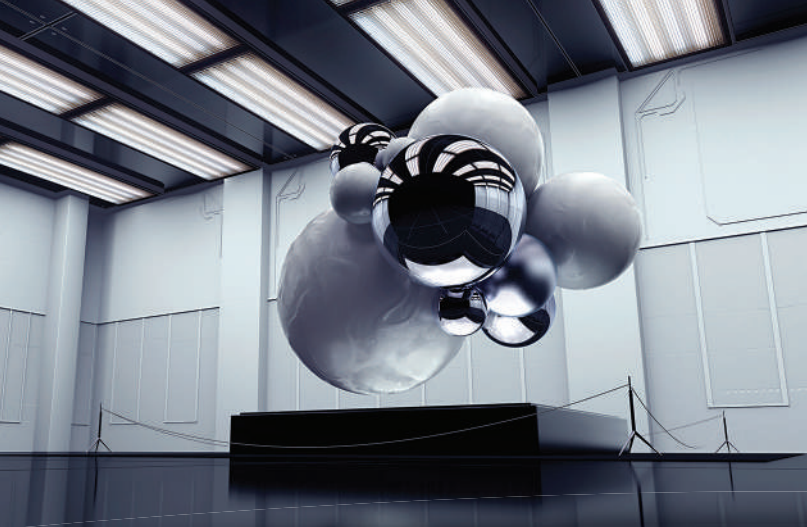
Giving your opinion

- ☐ I wasn't sure that I was really a fan of ...
- ☐ My expectations were low, and they were met.
- ☐ It had me captivated from the very start.
- ☐ It wasn't on a par with ...
- ☐ It was worth staying until the end.
- ☐ It's no great surprise that this ...



4 Replace the underlined parts of the sentences with the phrases from the Speaking box. Make any necessary changes.

- 1 It wasn't as good as his earlier films.
- 2 The basic plotline is quite unoriginal, but the story is told in a unique and illuminating way.
- 3 He is shocked to discover that the house was built on an old mine.
- 4 I didn't think I was very keen on animation, but this film is a work of art.
- 5 I thought it would be bad, and it was - totally overrated in my opinion.
- 6 It is beautifully drawn and wonderfully composed and I'm glad I didn't leave halfway through.
- 7 We might have expected that this would become a popular film.
- 8 The plot is incredibly complicated. However, it had me captivated from the start.



LESSON 6A WRITING | A letter to the editor

1 **SPEAKING** Look at the photos showing modern installation artworks and answer the questions.

- 1 What is your opinion of modern art?
- 2 Do you consider the installations in the photos to be art? Say why.
- 3 What do you think is the difference in experiencing a traditional form of art, such as a sculpture or a painting, and a modern installation?

2 Read an extract from a newspaper article. Do you agree with the writer's point of view? Say why.

Individuals and businesses currently spend around £900 million a year on the arts, a mind-blowing amount of money, which could be much better spent elsewhere.

In the current economic climate, this simply cannot be justified. We need to prioritise giving to healthcare and educational charities, as well as supporting the infrastructure of the country.

Why should people subsidise the leisure pursuits of artists rather than give to more important causes?

If private sponsors and patrons spent as much on other charities, they could support those who really need help.

3 Read a letter to the editor of the newspaper that published the article in Exercise 2. What five main points does it include?

Dear Editor,

I am writing in response to the recent article in your publication about private funding of the arts. Despite an outwardly persuasive argument, I believe that the ideas presented were perhaps somewhat oversimplistic.

While I would not dispute the figure quoted of £900 million, this actually represents no more than £14 per head, which means that it is far from the enormous personal investment implied by the author. To use figures in this way is at the very least disingenuous, if not outright manipulative.

I would also take issue with the notion that there is no justification for this kind of investment in the arts. On the contrary, the arts often play a vital role not only in our own self-expression, but also in the way they can enable us to experience someone else's reality. Art can have an enormous impact on someone's life.

The author mentions giving to educational charities as a priority, but surely the arts are a crucial component of a well-rounded education? Nor can it be argued that the creative industries do not contribute to the economy. In point of fact, these industries are estimated to have generated around £250 billion worldwide last year, hardly a small contribution.

Finally, the author puts forward the opinion that patronage of the arts is not a worthy cause and the money should go elsewhere. Were we to take this approach, we would ultimately risk excluding many people from something which might otherwise enrich their lives.

To summarise, I feel strongly that the article could probably have done more to present a balanced picture of the situation.

Yours faithfully,
Yousuf Alwakil

- 4 Read the letter again and complete gaps 1–6 in the Writing box with your ideas.
- 5 Look at the model letter again and complete gaps 7–16 in the Writing box with one word.

WRITING | A letter to the editor

Organisation

- You should open the letter with an appropriate salutation, e.g., ¹ _____.
- Begin the letter by explaining ² _____ and why you are writing.
- Take each point made by the original author and explain to what extent you ³ _____ and any ⁴ _____ why you disagree.
- Conclude by reiterating and ⁵ _____ your point of view.
- Sign off appropriately, e.g., ⁶ _____.

Language

- Paraphrase the points made by the original author.
The author mentions ...
The author puts ⁷ _____ the opinion that ...
- Concede the points made by the original author, and then argue against them.
Despite an ⁸ _____ persuasive argument, I felt that the ideas presented were ...
While I would not ⁹ _____ ... this actually ...
- Put forward contrasting arguments.
I would also take ¹⁰ _____ with the notion that ...
¹¹ _____ can it be argued that ...
On the ¹² _____, ...
In ¹³ _____ of fact ...
- Use emphatic language.
It is ¹⁴ _____ from ...
a ¹⁵ _____ role
a ¹⁶ _____ component

- 6 Study Active Writing. Then find examples of hedging in the model letter.

ACTIVE WRITING | Hedging

In a more formal or academic style, it is common to express ideas with some degree of caution. This is known as **hedging**. There are various ways of doing this:

- verbs such as *believe, assume, suggest*,
- modal verbs such as *will, would, might, could*,
- adverbs of frequency such as *often, sometimes*,
- adverbs and adjectives such as *certain/ly, probable/ly, perhaps, surely*,
- conditional structures such as *were this to be the case, it would*,
- softeners such as *somewhat, to some extent*.

- 7 Rewrite the following statements using the language from Active Writing.

- 1 Once again I disagree.
- 2 This is wrong.
- 3 They have made a mistake.
- 4 This is not an insoluble problem.
- 5 The author is misinformed.

- 8 Read an extract from a different newspaper article. To what extent do you agree with the writer's opinion?

The world is an increasingly competitive place and we should be encouraging students to study STEM (Science, Technology, Engineering and Maths) subjects, rather than spending precious time and energy on Art. Only by doing this will we be able to compete in the world market.

Furthermore, most students will grow up to do jobs where numeracy and a scientific approach are far more useful than an ability to paint a mediocre picture or to play a musical instrument reasonably well.

- 9 **WRITING TASK** Use the tips and language from the Writing box to write a letter to the editor of the newspaper from Exercise 8, arguing against what the author of the extract has to say. Use hedging as appropriate.

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



VOCABULARY Describing influence, creation and development, phrasal verbs with *come, hold, set, take*, adjective-noun collocations, describing lifestyles

GRAMMAR Articles

READING Understanding ellipsis

SPEAKING Hyperbole and understatement

WRITING An opinion essay

LISTENING Identifying details in a radio programme

VIEWING AND PRESENTING The future evolution of clothes, qualities of a friend

Pioneers

History is full of pioneers with great ideas. People who think for themselves can achieve great success as a result.

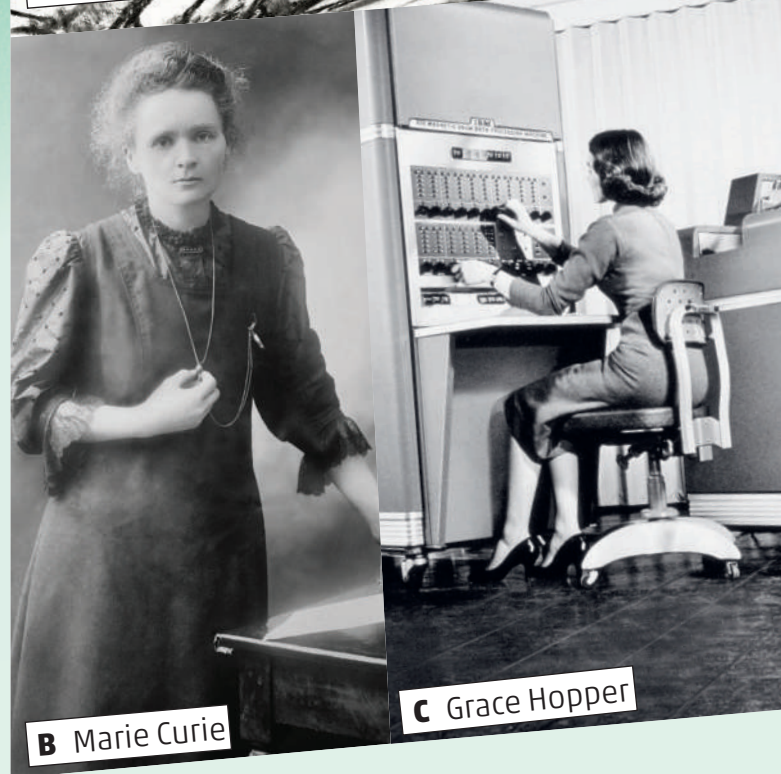
For example, mathematician Muhammad ibn Musa al-Khwarizmi is not only **credited** with being the father of algebra, but also produced works on astronomy which helped to **form** our understanding of the stars. The English term *algorithm*, which **today** you commonly hear in association with computers and social media, **originated** with his name. **Imagine** your work being so important that it's **still used well** over a millennium after you lived!

Polish scientist Marie Curie discovered Polonium, an element 400 times more radioactive than uranium. Polonium was added to the Periodic Table in 1898 and was named after Curie's birth country, Poland. As a result of her **work**, Marie **later won** the Nobel Prize which she **shared** with her colleague and husband, Pierre Curie. The couple **continued to work** with radium and soon **determined** that it had the power **to kill** cancer cells. This would **go on** to help millions of people with various cancer treatments **all over** the world.

In **more modern** times, we have pioneers such as computer programmer Grace Hopper (1906–1992), who helped **construct** programming languages for computers. Grace believed that computer programming should be user-friendly and simpler for **people** to understand. To do this, she **converted** English terms and expressions into machine code that could be understood by computers. This resulted in COBOL, a computer language for data processors that is still in use today.



A Muhammad ibn Musa al-Khwarizmi



B Marie Curie

C Grace Hopper

LESSON 1A VOCABULARY AND SPEAKING

1 Read the text and answer the questions.

Which of the pioneers...

- 1 named something after their native country?
- 2 did work that is still useful now?
- 3 had a personal and professional relationship?
- 4 lived over 1000 years ago?
- 5 wanted something to be easier to use?

2 Look at the highlighted words and phrases in the text. Which ones express influence, creation or development?



- 3 **8.1** In pairs, discuss how you would define a pioneer. Then listen to a news report and discuss if the boy in the story matches your definitions.

Phrasal verbs

4 Study Active Vocabulary. Then, complete the sentences with the correct particles.

- 1 I'm going to hold _____ making a decision until I've read all the information.
- 2 Her parents were furious and came _____ hard on her.
- 3 It was so complicated. I tried to understand, but I just couldn't take it _____.
- 4 It was hard work, but I held _____ to pursuing my dream.
- 5 She set _____ her proposal and the committee listened carefully.
- 6 I don't think this is the best way to set _____ trying to change his mind.

5 **8.1** Complete the sentences from the news report with the correct forms of the verbs from the box. Listen again and check.

come hold set take

- 1 Laos doesn't have a formal system for collecting waste, so most people have _____ to burning it.
- 2 Somchai didn't know exactly what to do, but this didn't _____ him back from taking some action.
- 3 Somchai and his mother _____ about collecting the rubbish.
- 4 To begin with, people who _____ across this mother and her son, working hard for apparently no reward, were confused.
- 5 Somchai's father, who worked in construction, _____ up with the idea of asking his company to donate high-visibility vests for everyone to wear.
- 6 Somchai _____ out a plan to have large bins with targets on them at places where drivers were likely to slow down and stop.
- 7 A successful businessman from the north of Laos contacted Somchai about _____ up recycling plants around the country.
- 8 Somchai's mother says that it's difficult to _____ in just how successful her son has been.
- 9 He's now _____ out to clean up the rivers and waterways just as he's done for the roads.

ACTIVE VOCABULARY |
Key words in phrasal verbs

There are certain verbs which are commonly used in phrasal verbs and can therefore be easily confused, e.g.,

- **come**: come **down** hard **on** somebody, come **across** something, come **up with** something
- **hold**: hold (somebody) **back** from doing something, hold **onto** doing something, hold **off on** doing something
- **set**: set **about** doing a task, set **out** to do something, set **out** a plan, set **up** something
- **take**: take **to** doing something, take something **in**

Now go to Workbook page 20 for the next lesson.



LESSON 2A LISTENING AND VOCABULARY

1 **SPEAKING** Look at the photos showing how clothing has changed throughout history. In pairs, discuss the questions.

- 1 What do you think each photo represents?
- 2 How have clothes changed over the years?
- 3 What influences how clothes have changed in Jordan?



2 **8.2** Listen to a radio programme and compare what you hear with your ideas from Exercise 1.

3 **8.2** Listen again and complete the notes.

- 1 Clothes were a form of protection against the _____.
- 2 A person's sense of fashion can embody _____ and wealth.
- 3 They kept us safe from dangerous and _____ materials.
- 4 Clothes aren't just practical, they are a way of _____ yourself.
- 5 In _____ red is the colour of happiness.
- 6 Colours have different meanings throughout the _____.
- 7 Glove _____ later became common.
- 8 If a young man wanted to avoid catching a _____ they would wear a necktie.

4 **Complete the adjective-noun collocations with the vocabulary from the box. Some words can be used more than once.**

absolute bare clothing cultural durable
excruciating expressive fast finest
global great high high-end latest
lucrative practical proud traditional

- 1 _____ / _____ / lucrative **industry**
- 2 _____ / bare **essentials**
- 3 _____ / excruciating **pain**
- 4 _____ / _____ / practical **clothes**
- 5 _____ / _____ / _____ / latest **style**
- 6 _____ / cultural **tradition**
- 7 _____ / _____ global **significance**
- 8 _____ / _____ great **quality**

5 **Complete the text about a mountain expedition with the correct adjectives or nouns from Exercise 4. Sometimes more than one answer is possible.**

Be prepared



In 1912, the famous British explorer Captain Scott failed in his race to Antarctica partly because he wore heavy leather clothing. His rival, Roald Amundsen, succeeded partly because he wore lighter-weight fur animal skins. Why am I telling you this? Well, for next week's expedition to the mountains, I want you to remember the saying: 'There is no such thing as bad weather, only bad clothes'. Our company has a ¹ _____ tradition of taking young people to some amazing places, but we want all of you to be safe and comfortable by taking the right clothes.

Adventure sports clothing is a ² _____ industry, but you do not have to spend a lot of money to have ³ _____ quality, durable and ⁴ _____ clothes. Good walking boots and a waterproof jacket are the ⁵ _____ essentials. If you don't take good walking boots, your feet will be in pain after a few days walking, I can assure you! I will supply you all with a list of recommended things for you to bring at the end of this meeting.

6 **REFLECT | Society** How do you think people's clothes might change in the future in your country? Why?

Now go to Workbook page 22 for the next lesson.

LESSON 3A SPEAKING

1 In pairs or small groups, discuss the questions.

- 1 Why do you think the people in the photos are wearing the same clothes? Why might this be important?
- 2 What other examples can you think of where people choose to, or have to, wear the same thing?

2 8.6 Listen to Austin and Henry talking about the dress code at their sixth form college and make a list of points they make in favour of and against the dress code.

3 8.6 Study the Speaking box and tick the phrases in the box you hear.

SPEAKING | Hyperbole and understatement

Hyperbole

Using extreme numbers/amounts

- ☐ I've spent about a million years wearing school uniform.
- ☐ This thick jacket weighs a ton!
- ☐ I've been there tons of times!
- ☐ It cost my parents a small fortune.

Using extreme adjectives

- ☐ gigantic (rather than *big*)
- ☐ ancient (rather than *old*)
- ☐ ravenous (rather than *hungry*)
- ☐ soaked (rather than *wet*)
- ☐ incinerated (rather than *burnt*)

Using superlatives

- ☐ the tiniest diamond you've ever seen

Using the word *literally* (when something isn't true)

- ☐ It's literally the most ridiculous thing I've ever heard!

Understatement

Using 'softeners'

- ☐ a bit/slightly/kind of/rather ...

Using phrases with *not/no*

- ☐ not exactly/terribly/entirely
- ☐ not the most/not the ... -est
- ☐ no big deal



4 Rewrite the sentences in two ways: making them hyperbolic and understated. In pairs, compare your ideas.

- 1 It's hot today.
It must be the hottest day in history. (hyperbole)
It's not exactly cold today, is it? (understatement)

- 2 The lake is deep.
- 3 It was a bad idea to say that.
- 4 He knows a lot about science.
- 5 The food is burnt.
- 6 I live a long way away.
- 7 She has a lot of friends.
- 8 You shouldn't eat cake for breakfast.

5 In pairs, make a list of some of the things that are allowed or not allowed in the situations in the box.

at your school or college in traffic
at the airport in a football match
in your home

6 In pairs, talk about the following questions. Try to emphasise your points using hyperbole or understatement.

- 1 Why exactly is it important to follow the rules in the situations in Exercise 5?
- 2 In which two situations given is it most important to follow the rules? Say why.

LESSON 4A READING AND VOCABULARY

- 1 In pairs, put the words and phrases from the box into two categories: sociable (A) or solitary (B).

☐ a loner ☐ a social butterfly
☐ a team player ☐ antisocial
☐ enjoying your own company
☐ extrovert ☐ gregarious
☐ introspective ☐ outgoing
☐ reserved ☐ self-sufficient
☐ stand-offish

- 2 Read an extract from *Is there such a thing as having too many friends?* and discuss the questions.

- 1 Is the extract mostly for or against having friends?
- 2 Which words from Exercise 1 would describe someone who has a lot of friends?

- 3 In pairs, make a list of arguments in favour of being a loner. Then read the blog post *What's wrong with being a loner?* and compare it with your ideas.

- 4 Now complete the summaries with information from the texts.

1

Society frequently tells us that those with a large social circle are ¹_____ than those who spend most of their time alone. Yet these relationships fall into three categories: ²_____, work or classmates, and casual acquaintances. But are all these relationships something we ³_____? There are those who would say that we are ⁴_____ and need others for our well-being, particularly as many of us interact mainly through technology rather than in-person these days. It's clear that being with others is good for people's ⁵_____. In fact, research shows that the effect of a happy social occasion has positive physical benefits ⁶_____. So it's difficult to argue that having many friends doesn't add to our ⁷_____ as a result of the happiness we feel when we're with them.

2

I wouldn't say that I'm ⁸_____. I like to socialise, but I'm perfectly happy alone. It can feel as though everyone wants to appear to be ⁹_____. However, it's been shown that introversion is a common trait in ¹⁰_____, and introverted managers are often better able to ¹¹_____ feedback from employees. There are also animals who need alone time, but like their introverted human counterparts, the connections that they make with others endure for longer and tend to be quite ¹²_____. While being alone isn't the same as being lonely, research shows that being on your own means you're more likely to suffer from health problems. There's room for all kinds of personalities.

- 5 In pairs, discuss the following questions about the texts.

- 1 Was the first text arguing for or against spending time with other people? How do you know?
- 2 Was the second text arguing for or against spending time with other people? How do you know?
- 3 What did you think about how each text was organised? Was it clear? Why/Why not?

- 6 **REFLECT | Society** What does friendship mean to you? What do you value most in a friend? For example, Which is more important to you: having a loyal friend, or having a kind, caring friend?



1 8.7



Is there such a thing as having too many friends?

Time and time again we are told that having friends brings positivity to a person's life and that the more we have, the happier we will be. But is there such a thing as having too many friends?

- 5 A person can have many different types of friends. You can have really good friends who are honest, caring and great at giving advice. Then there are friends that are classmates or colleagues who you only really see in school or at work. You also have the people you see at the gym or in the local coffee shop: acquaintances. Do we really need all of these people in our lives?

Well, I would say yes. Humans are social beings, and having many friends can put a smile on our faces when we need cheering up. Many of us spend too much time looking at

- 15 computer or phone screens. Having a real person to look at and talk to can make all our worries disappear.

Socialising is also a great thing, especially after a long and difficult week, or if you're just feeling a little bit lonely on a random Tuesday evening. I'm not saying you need to be out with friends every day, but being sociable and gregarious is definitely advantageous for our minds and bodies.

Socialising can boost our mood and reduce stress. In fact, research suggests that the endorphins released during positive interactions can imitate a physical response similar to exercising. No, not the sweating profusely part, the relaxed and less anxious part. Socialising is also said to improve a person's quality of life and well-being due to the happiness and contentment that you feel when you're with your friends. So, there you have it, having friends is the best thing in the world, or is it?

- 25 30 35 Well, maybe there isn't such a thing as having too many friends after all? But as we all know, there are two sides to every coin and enjoying your own company can have its benefits ...

What's wrong with being a loner?

I like nothing better than curling up with a book and not having to make the effort to engage in small talk. It's not that I'm antisocial, I do get a kick out of seeing friends, but I'd be just fine stranded on a desert island.

Sociability is very highly prized in our society and sometimes it seems as if everyone wants to be seen as outgoing and gregarious. Think about all those group photos that get posted online. But research shows that being an extrovert may actually be overrated. Apparently, one of the key personality features of highly artistic people is a lack of interest in socialising. Who knew, right? It may be that artists need the time alone to reflect introspectively on their experiences, and to learn about their inner world, before transforming this into art.

Another study found that managers who were more introverted were actually highly effective when managing more vivacious employees because they were more likely to listen to what their employees were telling them. So, loners can be good team players, just not in the way

you might have been expecting.

There is also plenty of evidence from the natural world that you don't have to enjoy going round in a pack to thrive, or even survive. Take the Laysan albatross, for example. When these birds fly for the first time, they head off out to sea alone where they will stay for the next three to five years. They're not completely stand-offish though. Eventually, something tells them that it's time to find a partner for life, even if they only actually meet up once a year. In human terms, introverts may spend a lot of time alone, but their relationships tend to be much more deep-rooted, and more enduring. Of course, choosing to be a bit of a loner isn't the same thing at all as being lonely. We need connections with others, even if we also like our own space. Research in the UK found that loneliness and prolonged solitude can exacerbate the risk of developing serious health issues. Being with others can also improve our immune system. The world needs all different kinds of people.

LESSON 5A GRAMMAR

- 1 What connotations do you have when you look at the groups of animals in the photos?

Articles

- 2 Complete the sentences with *the* or no article (Ø).

- 1 Maha Al-Bargouthi, who was ___ first Jordanian to win a gold medal at ___ Paralympics, was born in ___ Amman.
- 2 ___ Burj Khalifa, which is currently ___ tallest building in ___ world, was constructed during ___ 2000s.
- 3 ___ best time to visit ___ Al Ain in ___ UAE is during ___ winter months when it is ___ cooler.
- 4 I was just looking at photos of my ___ trip to ___ Jordan. I think ___ most interesting part of ___ trip was visiting ___ Dead Sea.

- 3 Read the rules for using the definite article *the*. Tick the rule if it is used in Exercise 2 and write the number of the sentence where it is used.

The definite article is used when the topic is known. It can be known because:

- a it has been mentioned before. ☐ _____
- b it is unique. ☐ _____
- c it is a superlative (which makes it unique). ☐ _____
- d it's talking about one of a pair of comparatives. ☐ _____
- e it is a geographical name for certain countries, bodies of water or mountains. ☐ _____
- f we are talking about a group, class or species. ☐ _____
- g it is an ordinal number (e.g., *first, second, etc.*). ☐ _____
- h It's a period of time, such as decades or seasons. ☐ _____

Grammar Reference > page 71



- 4 In pairs, explain the differences between the underlined parts of the sentences.

- 1 a The orang-utan is the most solitary of the great apes.
- b An orang-utan had been killed by poachers.

Sentence a is talking about the species as a whole, whereas sentence b is talking about an individual orang-utan.

- 2 a Unlike most species of deer, the moose does not form a herd.
- b The herd of deer at Belton Park has been there for over 300 years.
- 3 a I had never seen a sand cat before in the wild.
- b The sand cat came close to me, but didn't see me.
- 4 a Wolves are highly social animals that live in packs.
- b The alpha wolves in the pack decide when they will travel and hunt.
- 5 a Mountain gazelles are generally active in the early morning and around sunset.
- b The male mountain gazelle uses calls to communicate threats or signs of danger to other gazelles.
- 6 a An adult male polar bear weighs around 350–700 kilograms.
- b I saw a polar bear running towards me and screamed.
- 7 a The last known white rhinos are both female.
- b The species is therefore considered extinct.
- 8 a He was attacked by a hippo and ended up in hospital.
- b A friend of the man, who works in the hospital, said his condition was stable.



- 5 Complete the text with *a/an, the* or no article (ø). In pairs, explain your choices, using the rules from Exercises 2 and 3.

Why do we follow the crowd?

¹___ Human beings are social creatures. On average, we spend around 75 percent of our waking time in direct communication with other people, and very often we are indeed influenced by what ²___ others think, especially by what those around us think.

If we already hold ³___ strong opinions, listening to others who think differently may make no difference. But ⁴___ research does show that when we are surrounded by people who think ⁵___ same as us, but more strongly, our own views will become more forceful, and we may feel more entitled to act on them. This is how ⁶___ crowds can have their emotions manipulated.

We may also feel that what others do gives us 'permission' to do the same. In one experiment, ⁷___ psychologist compared people's behaviour in ⁸___ national park in ⁹___ USA, on two different trails. On one trail, there was ¹⁰___ sign asking people not to take pieces of ancient petrified wood home, explaining that 14 tonnes were taken each year by walkers. On the other trail there was no such sign. You might imagine that ¹¹___ sign which asked people not to take the wood would have a positive impact, but in fact, the opposite happened. People on ¹²___ trail which had the sign took ¹³___ largest amount because they reasoned that it couldn't be that bad if lots of other people were doing it too.

- 6 Study **Watch Out!** In pairs, find more examples of fixed phrases using *the* in the texts in Lesson 4A.

WATCH OUT!

Many fixed phrases and expressions use the definite article *the*. Try to notice the use of articles in such phrases and learn them as 'chunks', e.g.,

do the same thing

be a pain in the neck

be under the impression

For the record, ...

on the way to ...

- 7 **SPEAKING** Work in pairs. Think about a situation when following the crowd may have good or bad consequences. For example, rescuing someone in danger. Prepare to talk for 1–2 minutes about your chosen situation and what happened. Listen to your partner and make a note of how they use articles. At the end, give them feedback both on the content of what they said and any correct or incorrect use of articles that you noticed.

Now go to Workbook page 23 for the next lesson.

LESSON 6A WRITING | An opinion essay

1 REFLECT | Values In pairs, discuss the questions.

- 1 Look at the opinions in photos A–C. Do you think these represent traditional or modern values? Say why.
- 2 Do you think your values are traditional or more modern? Say why.
- 3 What do you think are the positive and negative aspects of traditional or more modern values?

2 Read the Writing task. In pairs, come up with at least three ways in which people might think traditional values can be helpful in modern life.

Young people often look back to the traditional values of their parents or grandparents to help them in navigating modern life. Write an essay in which you will present your opinions on this subject, referring to the importance of the family, having a strong work ethic, neighbourliness, etc.

3 Read the essay on page 35 written for the task in Exercise 2. Does the student mention any of your ideas?



4 Study Active Writing. Then complete it with examples of formal language from the essay.

ACTIVE WRITING | Using a formal register in essays

As a type of academic writing, essays should generally use a formal register. See the comparisons below. When you write an essay:

- don't use contractions or abbreviations.
informal: *However, it's no longer common for people ...*
formal: ¹ _____
- don't use colloquialisms.
informal: *Their families would live in each other's pockets.*
formal: ² _____
- be objective.
informal: *I think traditional values are important in Jordan.*
formal: ³ _____
- use more formal vocabulary choices.
informal: *Obviously, the world is changing very fast.*
formal: ⁴ _____
- use more complex sentences, rather than always joining clauses with *and*, *but* or *so*.
informal: *Working hard is important in the modern world, but we may work different hours or online in different places.*
formal: ⁵ _____

5 Find other examples of formal language in the essay. Compare in pairs and rewrite them in more informal language.

6 Read the Writing task and make notes to support your opinion. In pairs, compare your ideas.

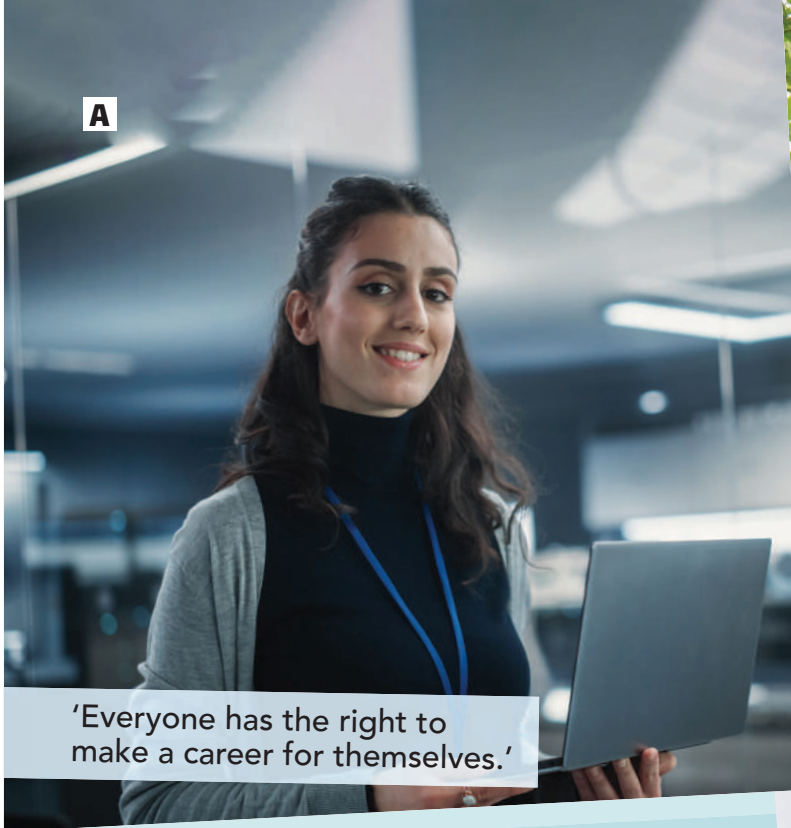
In some families, children are expected to follow certain rules given by their parents very strictly, whereas in other families they are perhaps given too much freedom. Write an essay in which you will present your opinions on this subject, referring to:

- the impact of following rules (or not) on the children themselves.
- the impact on society as a whole.
- any ways in which you feel society's attitude towards children's behaviour has changed.

7 WRITING TASK Write an essay for the task in Exercise 6. Remember to use formal language conventions and complex sentences where appropriate.

 Use the Graphic Organiser to help you plan your writing.

A



'Everyone has the right to make a career for themselves.'

B



'People should be able to produce their own food.'

ARE TRADITIONAL VALUES HELPFUL IN NAVIGATING MODERN LIFE?

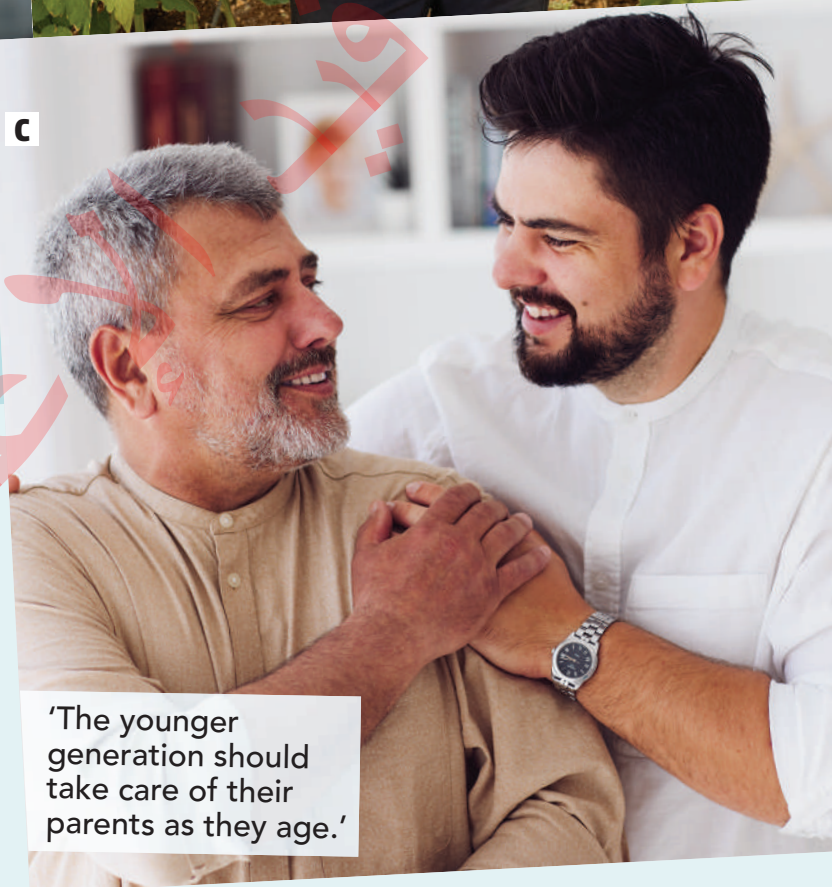
Without doubt, the world is changing very rapidly, and, as society changes, we may ask ourselves just how relevant traditional values are in our modern world.

For example, many older people would say that you should always put your family first, and prioritise their needs over anything else. However, in some places in Europe, it is no longer common for people to live with their extended family.

In fact, around a third of households in Europe contain just one person, meaning that people have had to become more self-sufficient. People also often have to move some distance from their family in order to get work or progress their careers. This makes it inevitable that they will not be in a position to give the care and support that might be possible if they were all living together, in a more traditional way.

Similarly, many people in Europe do not know their neighbours in the way they used to. Whereas in the past people might stay in the same village all their lives, and their families would know each other well, nowadays people move around more. In addition, most people are out at work all day, with the result that there is less opportunity to be neighbourly, and people therefore tend to be more reserved with each other.

C



'The younger generation should take care of their parents as they age.'

Having said all this, traditional values remain extremely important in countries like Jordan. It is still important that we do whatever we can to help our fellow humans. And some traditional values remain as important as they ever were. For example, working hard is no less necessary in the modern world, even if we may work different hours, or online rather than in an office. In fact, those who work at home may be more available to help out with the care of very young or old family members, for example.

In conclusion, while our circumstances may change, our basic moral code should not. Caring for others and having values that we endeavour to live by should never be regarded as old-fashioned.

A

FOOD FOR THOUGHT

My class decided pretty quickly to do something for Ramadan to help less fortunate people in Irbid, and we had the idea that we wanted to create a place where people could eat desserts for free. I wanted to make knafeh, but everyone had different ideas, and we were all trying to persuade everyone else of how good we each were at cooking different desserts. To be honest, we wasted a lot of time arguing about it so no wonder no one could hear what Noura was trying to say. When I took in what it was, I got everyone else to listen.

The point she was making was that if we really wanted to help people who needed food, it would be better to make pilaf because it's a rice dish, so it's much more filling. Knafeh and baklava are delicious, but you can only eat a little as they're very sweet. With pilaf, we would be able to make a huge pan of it and keep adding to it as more people came.

We all instantly recognised that it was a much better idea, and so that's what we did. And now, we've got other people involved and we've set up three other places around the city to give out food. So far, we've served over 1,000 people. It's amazing to know that our social action project had such an impact!

B

ART FOR CHARITY

We really wanted to do something a bit different and perhaps more creative. We already knew that quite a few of us were artistic, so I suggested that perhaps we could make some artwork about our YES experience and have an exhibition where we would sell our work for charity.

Everyone was really enthusiastic about the idea, but we did have some issues trying to sort out who should do what. Several people wanted to be in charge of putting the exhibition together, although no one actually knew much about the process of doing this.

Eventually, we managed to agree on everyone's roles, and I volunteered and was put in charge. I figured it could be a useful skill to put on my CV. I found someone from the local art college to help me, and they let us use their art studio for free.

It wasn't the easiest project to work on, but when we had finally completed it, there was an enormous sense of satisfaction. It wasn't the best art ever made, but we did manage to sell almost everything and raised quite a lot of money for a children's charity.

- 1 In pairs, read the quotes and explain what they mean. Which is your favourite quote? Say why.

Talent wins games, but teamwork and intelligence win championships.
Michael Jordan

The nicest thing about teamwork is that you always have others on your side.
Margaret Carty

- 2  8.9 Listen to Barbara, a YES (Youth Engagement Society) team leader talking about the organisation she is part of and answer the FAQs about YES.



YOUTH ENGAGEMENT SQUAD

Got a question? Get your answer.

- 1 What is YES?
- 2 Who will I be with?
- 3 What happens in each week?
- 4 What is a social action project?
- 5 What happens after the programme?

- 3** Work in pairs. Read two forum entries (A-B) from teenagers who took part in the YES. What did each of them take away from their experience? Which of the projects appeals to you most/least? Say why.
- 4** Study the Life Skills box and match tips 1-6 with texts A-B in Exercise 3. Some tips match both texts. Which of these skills did each person demonstrate?

LIFE SKILLS | How to be a good team member

- 1** ☐ Always listen to what others have to say and respect their viewpoints.
- 2** ☐ Make sure you are clear about your role, and that this is suited to your skills and experience.
- 3** ☐ Be reliable and take responsibility for your part in the team effort.
- 4** ☐ Communicate with other team members, and make sure everyone is on the same page.
- 5** ☐ Be flexible and willing to try something new.
- 6** ☐ Remember that good teamwork is about the success of the team.

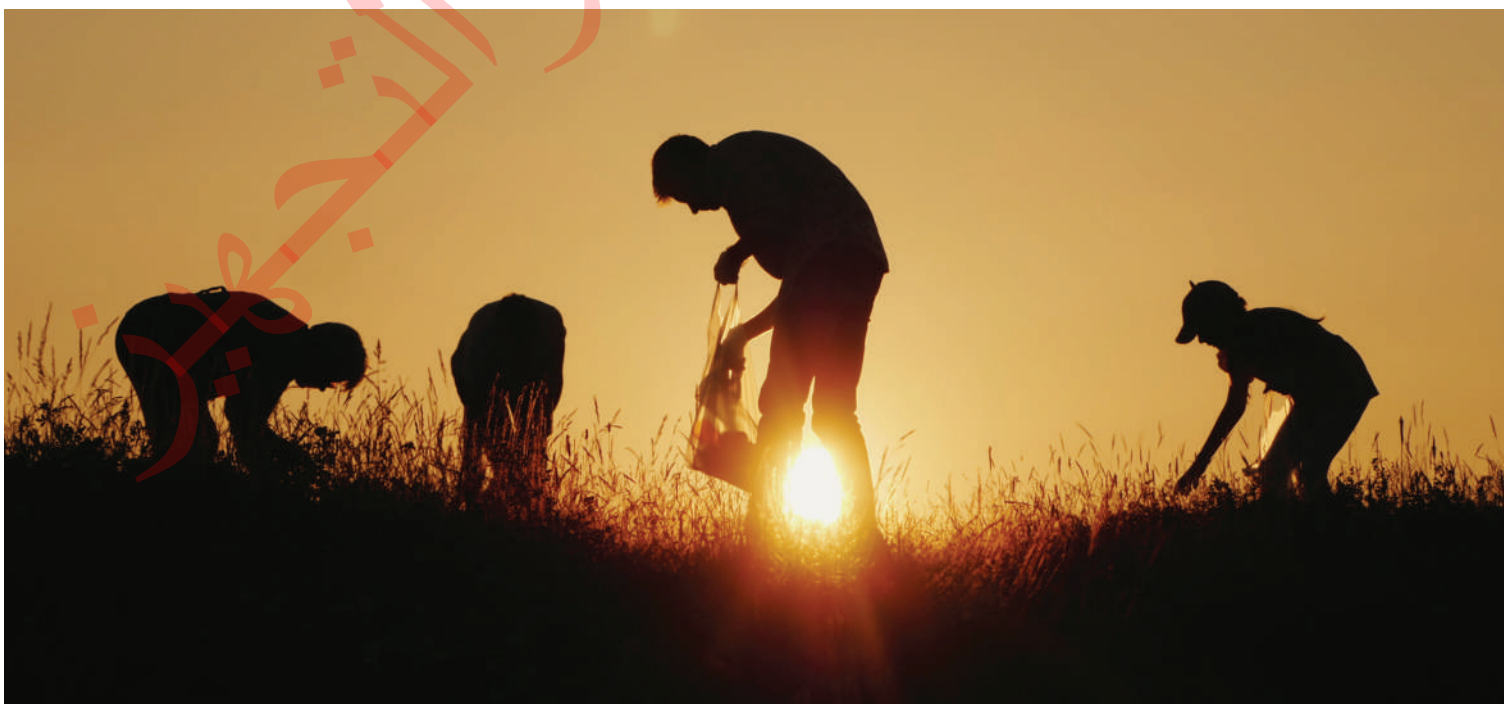
- 5** Do the task below.

LIFE SKILLS | Project

Work in groups of four. Prepare for a discussion to plan a social action project together. Before you start, choose roles for the discussion, e.g. who will take notes, who will keep time, who will make sure everyone gets a chance to speak.

Questions for discussion:

- What cause will you choose to help? Think about what causes are important to you. What charities do you support? Are there any issues or problems in your local area that you could help with?
- Clarify your goal. Sum up the purpose of the project in one sentence.
- How will you know you have been successful? Summarise the outcome(s) you hope for.
- Decide who is going to do what, and when.
- What equipment or help does each of you need?
- Decide when you will meet again.
- Finally, discuss how well you worked as a team during the discussion. Did you follow the tips from the Life Skills box? How could you work (even) better together going forward with this project?





VOCABULARY Expressions and adjectives related to illusion, surprise and incredulity, word families, adjective-noun collocations, collocations related to science

GRAMMAR Uses of *will* and *would*

LISTENING Fact or opinion – understanding implication

SPEAKING Making speculations about the past, present and future

WRITING A proposal

VIEWING AND PRESENTING Evaluating performances, developing imagination, describing dreams

LESSON 1A VOCABULARY AND SPEAKING



- 1 **9.1** Listen to people talking about their experiences and match speakers 1–4 with photos A–D.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

- 2 **9.1** Listen again. Match speakers 1–4 with sentences a–f. There are two extra options.

The speaker mentions ...

- a ☐ the time devoted to the preparation of the trick.
- b ☐ how disappointing the illusion would be if we accepted it wasn't real.
- c ☐ how an illusion was created from a simple object.
- d ☐ an example of a childhood experience.
- e ☐ the reactions of other people as well as his/her own.
- f ☐ his/her broad knowledge of the subject of illusion.

Adjectives to describe disbelief and surprise

- 3 Write the adjectives in the box next to their meanings 1–3.

baffling breathtaking electrifying
heart-stopping mesmerising
mind-boggling mystifying riveting

- 1 You can't explain or believe it.
_____ / _____ / _____
- 2 You can't look away. _____ / _____
- 3 You can't move; very exciting.
_____ / _____ / _____



- 4  **9.1** Look at Exercise 3 and tick the adjectives in the box the speakers used in their descriptions. Listen again and check. Then complete the sentences below with the words from the box.

- 1 Whenever I see illusions like this, it's completely _____.
- 2 The effect was completely _____.
- 3 At that age, the appearance of the building was completely _____.

Expressions related to disbelief and surprise

- 5 Complete the highlighted expressions with the words from the box.

aback against beats belief blew
bowled heads something pulled taken

A It was impossible to work out how the illusion worked. It had everyone scratching their ¹ _____.

B The jug looked as though it were suspended in midair. It ² _____ me how it didn't fall down and smash into pieces. It seemed to go ³ _____ all the rules of gravity!

C The performance was spectacular. It ⁴ _____ me over - I was completely ⁵ _____ in by the clever illusions.

D Those weird mirrors at the show were really incredible! Seeing yourself a completely different shape was ⁶ _____ else, mind-boggling and rather disconcerting.

E The artist had made the ground look like you could fall through it! We had no idea how he ⁷ _____ it off!

F I saw a photo of a house once that completely defied ⁸ _____. It looked transparent. It was all done with mirrors, but for a moment I was really taken ⁹ _____, thinking the house was invisible!

G In the film, there's a scene where the whole city seems to fold up. It completely ¹⁰ _____ me away!

Word families

- 6 Study Active Vocabulary. Then complete the article with words formed from the words in bold.

ACTIVE VOCABULARY | Word families

Recording word families is a way of building vocabulary, but remember that sometimes the basic root of a word family can produce two or more words of the same class, adjectives and nouns, with differing meanings, e.g. *deceive* - *deceptive* - *deceitful*



Most of us have grown so used to films that feature incredible special effects that we have almost become blasé about it. Some of the techniques seem ¹ _____ (**DECEIVE**) easy. But, in order for each special effect to be ² _____ (**BELIEVE**), a whole range of creative artists needs to be involved. There is a general ³ _____ (**ASSUME**) that everything is in the hands of computer animators, but nothing could be further from the truth. Yes, computers are essential in creating apparently ⁴ _____ (**EXPLAIN**) scenes, but many imaginative old-school tricks are still employed in the ⁵ _____ (**DECEIVE**). Among these are the model makers who fashion miniatures which can be computer scanned, make-up artists, who spend an ⁶ _____ (**IMAGINE**) amount of time building faces and masks that are ⁷ _____ (**CONVINCE**), and animatronics experts who design and build mechanical robots. We know that the worlds created are ⁸ _____ (**ILLUSION**), but we are in the hands of masters, and their aim is to make us trust the truth of these alternative ⁹ _____ (**REALITY**).

Now go to Workbook page 28 for the next lesson.

LESSON 2A GRAMMAR

Uses of will

- 

2  9.2 Listen to a radio interview with the wife of an actor and answer the questions.
- 1

How does the actor prepare for a role?
- 2

What impact does the preparation have on home life?
- 3

What happened last year? Say why.
- 3

Add examples a-f from the interview to the different uses of will in 1-6.
- a

He'll research his character thoroughly.
- b

He will bring his character home with him.
- c

If he will keep accepting the sorts of parts he does, ...
- d

That quote will be from a director of the play.
- e

He won't discuss new projects in the early stages.
- f

He'll adopt unusual habits.
- 1

Certainty
It's seven o'clock. They'll be at the theatre by now.
☐ _____
- 2

Typical behaviour
Every evening, he'll shut himself into his study and spend an hour going over his lines.
☐ _____
- 3

Behaviour that is surprising
He will leave his books all over the floor after he's been trying to find something.
☐ _____
- 4

Insistence
He will take on these difficult roles.
☐ _____
- 5

Insistence as part of a conditional
If he will come home late, what can he expect?
☐ _____
- 6

Replaces refuse in the present tense
He won't accept any advice on the matter.
☐ _____

WHAT'S THE METHOD?

In reviews of upcoming TV programmes over the next few years, it's highly likely that you ¹*ll hear / are hearing* the term 'method acting' bandied about in connection with some big-name actors. But just what does it mean and how recent an acting technique is this? The truth is that the term ²*will mean / will have meant* different things to different people, but it basically goes back to a Russian director, Konstantin Stanislavski, who developed the idea that an actor should really 'live' a part and get completely inside the character, rather than impose emotions superficially. You ³*ll see / 'll have seen* recent dramatic reports of actors insisting on maintaining their character off-screen as well as on. This is something we'll ⁴*probably be seeing / have been seeing* a lot more of, as articles about the lengths that actors will go to in order to 'inhabit' a role can make extremely good publicity for a TV programme in an increasingly competitive market.



Will vs would

- 4 Study **Watch Out!** In pairs, look at the different uses of *will* in Exercise 3 and decide in which examples *will* could be replaced by *would* to talk about the past.

*He will take on these difficult roles. =
He would take on those difficult roles.*

WATCH OUT!

- As many of the uses of *will* presented in Exercise 3 express the attitude of the speaker, it is more common to find them referring to someone else and not the speaker himself/herself, e.g.,
He will scroll through messages when I'm trying to talk to him.
- Sometimes, we use *would* to soften or distance a statement, opinion or hope, e.g., *That would be my responsibility.*
Compare: *That is my responsibility ...*
I would think that he'll get an award.
Compare: *I think that he'll ...*

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- 5 Rewrite these sentences using *will* or *would*.

- Harry's bound to be exhausted because he works so hard.
If _____.
- My hope is for Darcy to get into drama school this autumn.
I _____.
- I'm sure they're at the restaurant now.
They _____.
- Lauren refuses to have fresh flowers backstage.
Lauren _____.
- Before the play, she always walks up and down the corridor repeating her lines.
She _____.
- That's my signature on the programme.
That _____.
- I know he's waiting in the wings just about to go on stage at this moment.
He _____.
- I used to call my grandmother every night at 9 to wish her good night.
I _____.

- 6 **9.3 PRONUNCIATION** Using word stress, we can change a statement of fact into an expression of irritation. Listen to the sentences from Exercise 4. Decide which of them express a fact (F) and which express irritation (I). In pairs, discuss what makes the difference.



- ☐ He will bring his character home with him!
- ☐ He'll adopt unusual habits and stay up all night sometimes!
- ☐ He would say that!
- ☐ Rowan would be out of the house 18 hours a day training.

- 7 **9.4** Read the sentences so that they express a fact, and then read again to express irritation. Listen and check.



- He **would** / 'd get up at 5.30 every morning during a film shoot, but it wasn't necessary.
- He **will** / 'll wear his stage costume at home for days before a performance.
- She **would** / 'd make me practise her lines with her.

- 8 **SPEAKING** In pairs, tell your partner about ...

- an actor you really like whose performances are very convincing, and how he/she makes them so realistic.
- a TV programme you would never miss when you were a child. Say why.
- something that annoys you about the way a certain actor performs. Say why.



Now go to Workbook page 30 for the next lesson.

LESSON 3A SPEAKING

1 Read the definitions. How might having these conditions affect a person's life?

hyperphantasia (n) – a condition where some people experience extreme mental imagery, visualising images, smells, sounds, etc.

aphantasia (n) – a condition where some people cannot voluntarily visualise images.



2 9.5 Listen to two friends talking about aphantasia and hyperphantasia and answer the questions.

- 1 What examples of having aphantasia and hyperphantasia do they mention?
- 2 What is the woman's problem and how might she solve it?
- 3 Do you think the solution will work? Say why.

3 9.6 Complete the sentences the speakers use to make speculations with 1–3 words in each gap. Listen and check.



- 1 I'm _____ that it _____ affect all sorts of aspects of their lives.
- 2 I _____ that if he's always had this problem, he _____ to live with it.
- 3 That's _____ what artists have, wouldn't you say?
- 4 It _____ that a picture just pops into their brain.
- 5 I _____ that _____ work.

4 Study the Speaking box. Then, in pairs, use the correct phrases to speculate about ...

- 1 the past (e.g. the reasons why your friend did not come to your family party).
- 2 the present (e.g. what some of your friends and family are doing now).
- 3 the future (e.g. results of a test you are waiting for).

SPEAKING | Making speculations about the past, present and future

The phrases we use for speculating can usually be used for the past, present and future, with the appropriate grammatical changes.

It might involve / have involved imagining ...
She must be / have been extremely busy ...
It can't make / have made things any worse ...
I would imagine they'll decide to / they have decided to ...
There's always the chance that they'll / they have ...
It's highly likely that they'll / they've ...
They may well decide / have decided that ...
I'd say it's pretty certain that they'll / they have ...
It's my guess that they'll / they have ...
It could be / have been that ...
I'm guessing they must put / have put you in ...
It could well be / have been out of his control ...
My gut feeling is that ...
I presume that would involve ...

5 Work in pairs. Look at the two photos below showing difficult situations. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems. More photos for making speculations – Student A, go to page 75; Student B, go to page 76.

6 In pairs, discuss the questions.

- 1 How could social media be used to help people with aphantasia or hyperphantasia?
- 2 What do you think is the best way to develop a child's imagination? Should this be the role of a parent or a teacher? Say why.



LESSON 4A LISTENING AND VOCABULARY

- 1  **9.7** Listen to a sleep expert Professor Wilson talking about dreams on a radio programme and answer the questions.

- 1 What is known and what is thought about sleep dreaming?
- 2 What is exciting about a recent breakthrough?

- 2 **CRITICAL THINKING** Read the extract from the recording. Is it a fact, an opinion, or both? Say why.

DOES EVERYONE DREAM?

Many people will insist that they do not dream, but this is probably because they have no memory of what happens during a particular stage of sleep. Research has shown us that dreaming is definitely an essential part of our nightly recuperation programme.

- 3 Based on the information from the recording, do these statements express an opinion (O) or a fact (F)? How did you decide?

- 1 ☐ Sleep is essential for our health.
- 2 ☐ We dream in order for our brains to process memories.
- 3 ☐ Lucid dreamers are in a real dreaming state.
- 4 ☐ Lucid dreamers can direct the content of their dreams.

- 4  **9.8** Listen to people talking about what they felt about their recurring dreams. Match speakers 1–5 with sentences a–g. There are two extra options.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

The speaker felt ...

- a worried by the repetition of a certain dream.
- b intrigued by the way experiences are linked in a dream.
- c confused by his/her dreams' connection with the past.
- d concerned that he/she might not get a certain type of dream again.
- e sad that he/she doesn't get a certain type of dream anymore.
- f scared of getting locked in one of his/her dreams.

- g fascinated by what his/her dreams reveal about his/her emotions.

- 5  **9.8** Listen again and match speakers 1–5 with reasons for having the dream a–h. There are three extra reasons.

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

- | | |
|----------------------|---------------------------|
| a eating something | e illness |
| b an argument | f a comment |
| c choice of bedtime | g exhaustion |
| d deadline pressures | h a pre-sleeping activity |

- 6 Complete the adjective-noun collocations with the adjectives from the box. Can you identify with any of the statements? Talk to your partner about it.

broken graphic light deep recurring
vivid

- 1 When it's unbearably warm at night, I often get a night's sleep.
 - 2 I used to get very dreams when I was a child, but I don't so much now.
 - 3 One of my friends always gives us a description of his dreams the following morning, which is pretty boring!
 - 4 It's hard to wake me up when I'm in sleep.
 - 5 I'm quite a sleeper and I wake up at the smallest noise.
 - 6 My dreams are definitely anxiety-based. They tend to repeat until I have completed the task in my waking life.
- 7 Work in pairs. Tell your partner a dream you have had (real or invented). Your partner has to guess whether it is true or not. Share the best dreams with the class.



Now go to Workbook page 32 for the next lesson.

LESSON 5A READING AND VOCABULARY



1 **9.14** Listen to an extract from a radio interview and answer the questions.

- 1 Why are optical illusions popular?
- 2 Describe what the Wave is.

2 Read four comments A-D on a TV documentary about natural optical illusions. Which optical illusions and places are mentioned in the comments?

3 Read the comments again and match questions 1-4 with commenters A-D.

Which commenter ...

- 1 ☐ doesn't agree with commenter B about how reliable the people speaking in the documentary were?
- 2 ☐ felt they didn't learn anything new from the documentary?
- 3 ☐ doesn't expect their partner to see a particular illusion?
- 4 ☐ has made a point of seeing natural illusions for themselves?
- 5 ☐ gave a reason for the documentary's popularity?

4 Complete the sentences with the highlighted adjectives from the comments.

- 1 The optical illusions raise some _____ questions which have puzzled people for generations.
- 2 The company is highly _____ and can always be trusted to provide quality service at a good price.
- 3 I thought his theory was quite _____ and didn't make any sense at all.
- 4 They came up with an _____ plan to keep their Mum's birthday party a secret from her.
- 5 Jamal is quite sensible with his money and _____ to spend it on unnecessarily expensive items.
- 6 This book I'm reading at the moment is really _____ and I can't put it down for long!
- 7 He thinks he knows everything and can be incredibly _____ when he talks to people.

8 I thought this cake was going to be delicious, but it left me feeling quite _____. I wouldn't choose it again.

5 Complete the collocations with the verbs from the box.

disregard have lay make open
ridicule

- 1 The company needs to _____
to rest the rumours about the new policies.
- 2 People need to _____ an open mind
about the value of further research into the issue.
- 3 The police are planning to _____
an investigation into the reports.
- 4 No one can _____ the possibility that
the evidence was faked.
- 5 It's very rude to _____ someone's
ideas even if you disagree with them.
- 6 The newspapers _____ detailed
mention of the claims made by several witnesses in the case.

6 Choose the correct alternatives to complete the collocations with the verb raise.

- 1 The investigation raised questions /
discussions about the authenticity of the reports.
- 2 Celebrities do a lot of work in raising
knowledge / awareness of many world health issues.
- 3 The teacher raised confusion / doubts
about some of her students' readiness to take the exam.
- 4 The choice of recipient for the science award raised a few hairs / eyebrows as it was completely unexpected.
- 5 The recent progress in developing new antibiotics has raised hopes / dreams that current medications will be replaced soon.
- 6 The speaker had to raise his words / voice to be heard over the crowd.

7 **SPEAKING** In pairs, talk about ...

- 1 a time when you had to raise your voice recently.
- 2 something you would like to raise public awareness of.

Solving the Mystery of Nature's Illusions

09



9.15 The documentary on natural optical illusions was shown last Monday and provoked some different reactions. Our comments page today features some of them. Who do you agree with?

A Issa008

I have to say that I thought the documentary was far more **intriguing** than I was expecting it to be. I've had an interest in natural illusions for so long, that I feel as though I've seen
5 most of them, but I still found the documentary fascinating. I love how optical illusions can be so different. My favourites are when your eyes are tricked into seeing something that's not there, like when you place a stick in the water,
10 and it looks like it is bending. The documentary had some great examples of those, such as the salt flats in Bolivia where the ground looks like an enormous mirror. I'd love to go and see it for myself with my wife, but she can be quite
15 **reluctant** to travel so far from home.

B Kamal_79

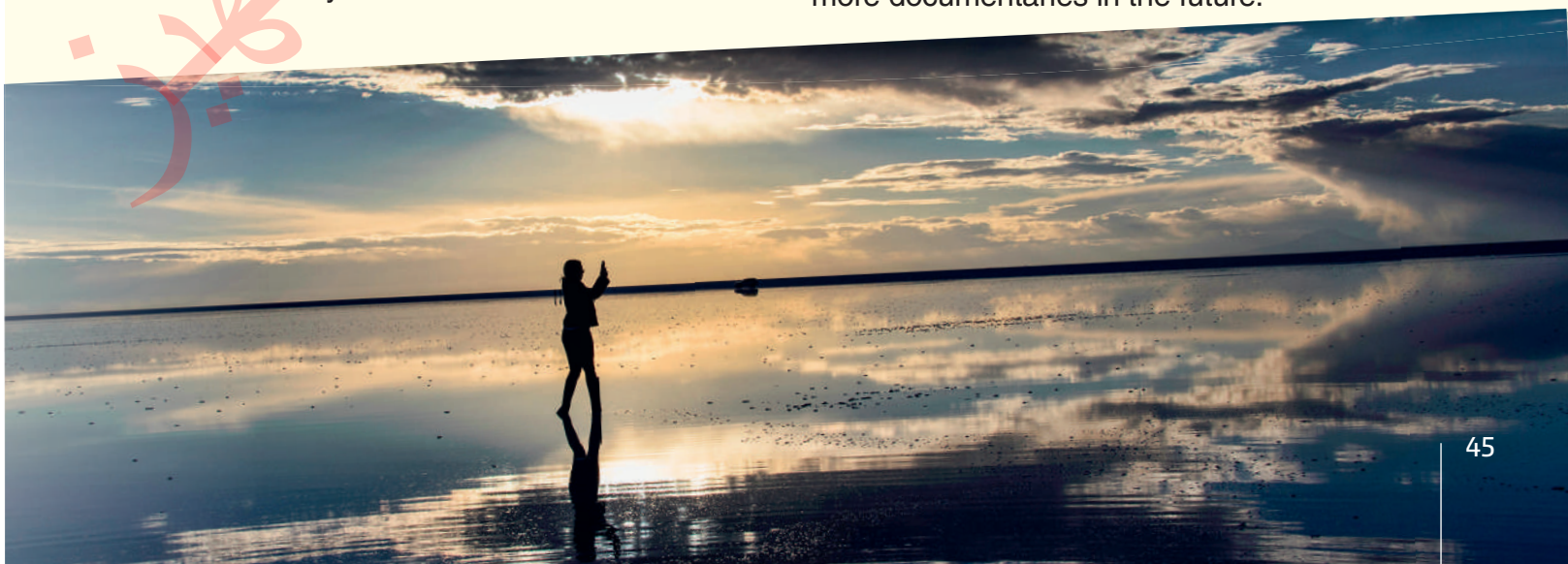
I thought the documentary was quite informative about how the natural illusions can happen and it did give me some information that I wasn't aware of from **reputable** sources,
20 such as scientists and geologists. As a fan of natural illusions, I've spent a good amount of time reading about them and visiting the ones that I've been able to get to, so I know a fair amount about the subject. However, I did feel
25 that they could have used better examples sometimes than the ones included in the documentary. For example, I'd love to have seen the underwater waterfall in Mauritius which I think is one of the most mind-boggling
30 illusions in the world. So, in that respect, I think the documentary could have been better.

C Samia2532

There was a lot of hype about this documentary in the media using words like 'exciting' and 'revealing', and so it's really no
35 surprise that the viewing figures showed that vast numbers of people watched it. I think a lot of people are really interested in optical illusions. **However**, it left me feeling **underwhelmed**. As they had chosen the most
40 famous ones, I'd already seen them numerous times. I mean, who **hasn't** seen the Northern Lights in Iceland by now? I also felt that the **elaborate** explanations about how the illusions worked were a little **patronising** and treated
45 the audience as if they were children. With the dramatic music and a presenter who seemed to act as though he was the most important part of the programme, they managed to make the illusions less interesting somehow.

D JameelaB2B

I only really started watching this because my daughter was watching it. I had no idea most of these places existed, so I found it a lot more **compelling** than I thought it would be. I know the people explaining how the illusions
55 happened were meant to be experts, but honestly, I found some of their explanations a bit **far-fetched**. I mean, how much can we really know about these natural wonders? Other than that, though, I thought it was fascinating.
60 I particularly loved the mirages in Wadi Rum in southern Jordan. It made me want to watch more documentaries in the future.



LESSON 6A **WRITING** | A proposal



1 **9.16** Listen to a student talking about the college photography club. What problems is the club facing?

- 2 Read the Writing task and model answer on page 47. Which points made by the speaker in Exercise 1 are mentioned?
- 3 Study the Writing box. Has the writer of the proposal followed all the advice? Complete the phrases with the words from the box.

address confident consideration doubt
enable ensure key lacking maintain
priorities purpose urge

WRITING | A proposal

- **Introducing a proposal**
The aim of this proposal is to ...
The ¹_____ of this proposal is to evaluate/outline/recommend/suggest ...
- **Giving information about the current situation**
One of our main ²_____ is ...
A ³_____ aspect of what we do is ...
What is ⁴_____ at the moment is ...
- **Recommendations and benefits**
This would ⁵_____ that ...
Providing additional space would ⁶_____ the issue of ...
Extra investment would ⁷_____ us to ...
There is no ⁸_____ that ...
- **Concluding**
There is a real need for ...
To ⁹_____ the current ... it is essential that ...
I would ¹⁰_____ you to consider ...
I feel ¹¹_____ that you will consider this proposal favourably.
I would hope that you will give this proposal your full ¹²_____.

4 In pairs, go back to the model text and find examples for each point of the advice in the Writing box. Find some key phrases to add to the box.

5 Read the comment by a member of an amateur dramatic society. In pairs, discuss what else could be done to increase membership, and why joining a drama group might be a good idea.



Numbers down again! I think it's because we don't put on enough plays and people get fed up and bored. They want to act and do stuff, don't they? Also, we've got to advertise more – we haven't even got a website! Such a shame. Drama gets all sorts of different people working together and really helps out the shy ones. Plus, it's great for future public speakers!

6 **WRITING TASK** Read the Writing task. Use the ideas from the comment and your discussion in Exercise 5 to write your proposal for the committee.

Your amateur dramatic society needs to attract more members. As a member of the society you have been asked to write a proposal for the committee. In your proposal, you should explain why you think membership has gone down and make recommendations about how more members could be attracted to the club.

Use the Graphic Organiser to help you plan your writing.

Writing task

The photography club at your school has proved very popular and the members feel that it needs to be expanded to meet current demand. You have been asked to write a proposal for the school headteacher. In your proposal, you should explain:

- the current situation,
- why it needs to be expanded,
- what could be done to improve the situation.

PROPOSAL FOR EXPANSION OF THE PHOTOGRAPHY CLUB

Introduction

The purpose of this proposal is to outline the benefits for students of the school photography club, should it be expanded. I shall explain how the students already benefit from the club's work and then outline what is required to accommodate the higher number of members we have.

Current situation

The photography club meets on a regular basis to discuss, practise and share ideas. We are also extremely lucky to have the expertise of an experienced teacher to call on, who will give group or individual advice on improving techniques. In addition to this, we benefit from occasional talks by visiting speakers and one of our main priorities is to arrange field trips for outdoor photography. The club is extremely popular, and our membership has risen dramatically over the last few months.

Needs and benefits

With such an increased number of members, the studio we currently use is proving far too small and we are having to limit attendance and access to the teacher's

individual advice sessions. It is important to be able to encourage students who are not that experienced, otherwise they may lose their enthusiasm for the hobby. An attempt must be made to meet the needs of all our members.

Recommendations

Provision of a much larger room would allow all members to profit from meetings and talks. As well as this, it would be extremely helpful to have the presence of another teacher with a detailed knowledge of photographic techniques in order to advise members who need help in getting started or progressing. This additional teacher would also prove invaluable when the club goes on field trips.

Conclusion

Some of the students will go on to have careers in art and film-making while others simply find it a wonderful hobby. We believe that we should do our utmost to provide our members with the means to further their hobby or career ambitions. Expansion of the club would open up opportunities to many more students and we are confident that you will consider this proposal favourably.





VOCABULARY Work-life balance idioms and collocations, qualities of a leader, idioms related to working life and communication, personality adjectives

GRAMMAR Gerunds and infinitives

READING Identifying specific details in an article

SPEAKING Toning language down

WRITING A report

LISTENING Making inferences

VIEWING AND PRESENTING Important qualities of a job, the role of schools in developing leaders, honesty and tact



LESSON 1A VOCABULARY AND SPEAKING

- 1 **SPEAKING** Work in pairs. Think about the last few days. What percentage of the time did you spend doing the things in the box? Do you think the balance was right? Say why. Rank the activities in order of importance during a typical day.

doing sports or a hobby multi-tasking
sleeping relaxing with friends or family
studying using social media

- 2 **SPEAKING** In pairs, answer the questions.

- 1 Look at the photos. What jobs can a teenager get? Think about summer/part-time jobs, vocational training, etc.
- 2 What kind of job do you expect to do when you leave school? How will you find it? What do you think your responsibilities will be? What do you think you will and won't enjoy about it?

- 3 Read an advert for an internship. What do you think are the advantages and disadvantages of this job?

Looking for a challenge?

Our international division in Irbid is looking for a content marketing intern. Full training provided, no previous experience required.

Responsibilities will include:

- supporting the Marketing Assistant
- writing content for our website and our social media channels
- co-operating with the sales team
- responding to customers' queries

What we offer:

- training in different online marketing tools
- remuneration: 400 dinars a month

Work-life balance collocations



- 4 **10.1** Look at collocations 1–8 and discuss their possible meaning. Then listen and check.

- 1 constant connectivity
- 2 draw a line (between something)
- 3 juggle (all) the unremitting demands
- 4 strike the right balance
- 5 maintain a healthy work/life balance
- 6 strive for something
- 7 grasp the significance
- 8 pay dividends



- 5 **10.2** Listen to the rest of the programme and answer the questions.

- 1 What did Holly and Bradley do during their internships and what were their duties?
- 2 Were they satisfied with their internships? Say why.

Work-life balance idioms

- 6 **10.2** Listen again and complete the sentences with the correct forms of the verbs from the box.

call intrude learn meet (x2) sign work

- 1 I got to _____ the ropes...
- 2 It really wasn't what I'd _____ up for.
- 3 Sometimes I just felt like _____ it a day.
- 4 It was the way it _____ on my personal life that was the problem.
- 5 I know everyone is under considerable pressure to _____ targets at work.
- 6 There were permanent staff there _____ their socks off trying to _____ their work demands.

ACTIVE VOCABULARY | Register

Language register is the level of formality that we use when speaking or writing. The register depends on who we are talking to, what we are talking about, and how light-hearted or formal we wish to sound. You will be safe using neutral register.

Register

- 7 Read Active Vocabulary. Then look at the sentences and decide what register they are: formal (F), neutral (N) or informal (I).

- 1 ☐ Give me a call.
- 2 ☐ Online marketing knowledge is not required.
- 3 ☐ Should you decide to continue in our employment, we may offer you a long-term position in the firm.
- 4 ☐ My dad subscribes to the theory that employees should always talk about what's bothering them.
- 5 ☐ It was the way it intruded on my personal life that was the problem.
- 6 ☐ I got to learn the ropes and it gave me a real taste for the job.

- 8 **SPEAKING** Some people say that flexibility of working times and places is the most important thing to consider when looking for a job. How far do you agree?



Now go to Workbook page 36 for the next lesson.

Fadia's footwear



Since a local enterprise competition encouraged her to create a product, 18-year-old Fadia from Basira hasn't looked back. The 150 JOD that was given to her in the competition enabled her to produce sandals made from recycled materials. Her father let her use his workshop to try out different designs, and her first batch brought her a 100 JOD profit! Most entrepreneurs tend to succeed because they follow their instinct, like Fadia. At times, they risk losing everything, but they fail to be deterred by this and continue to follow their conviction. Fadia has never stopped believing in her dream. She envisaged producing affordable, reasonably priced sandals that would reuse previously discarded plastics, and she has managed to do that. She is grateful her parents didn't make her follow a fixed educational path (she decided against going to university) and to one customer who had difficulty believing that Fadia, at 18, could possibly be running her own business! I can't help admiring Fadia's creativity and tenacity. She'll go a very long way, and will have to get used to being a very successful businesswoman. Students (like Fadia used to be) need encouraging to find fulfilment that a more traditional educational path cannot always provide.

LESSON 2A GRAMMAR

1 SPEAKING In pairs, discuss the questions.

- 1 Who is the most successful person you know personally? Do you admire them? Say why.
- 2 What qualities does a person need to become successful? Say why.

2 Read the text. Does Fadia have any of the qualities you mentioned in Exercise 1?

Gerunds and infinitives

3 THINK BACK Put the underlined verbs or verb phrases from the text in the correct categories.

verb, e.g. <i>appreciate / deny / admit (to) / can't bear + gerund</i>	
verb, e.g. <i>choose / happen + infinitive with to</i>	
verb, e.g. <i>hope / force / help + object + infinitive with to</i>	
verb, e.g. <i>notice + object + infinitive without to</i>	

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4 10.3 What difficulties might someone who has become successful face? Listen to an entrepreneur talking about his success to a group of students and compare your answers.



- 5**  **10.4** There are various forms of both the gerund and the infinitive depending on time aspect and verb pattern. Complete the sentences with the correct forms of the verbs in brackets. Listen and check.

- 1 I was lucky _____ (give) a reasonable amount of money by my parents.
- 2 Despite _____ (work) on the film for ages, I hadn't expected to be rewarded.
- 3 It was wonderful _____ (work) on something I loved.
- 4 Although I was a success, I needed _____ (maintain) it.
- 5 I remembered _____ (tell) once about an author who'd said 'You're only as good as your last book'.
- 6 Most successful people will admit _____ (experience) self-doubt at points in their career.
- 7 One temptation is to avoid _____ (take) risks so that you don't fail.
- 8 Everyone would prefer _____ (turn out) success after success.
- 9 Success needs _____ (put) into perspective.
- 10 Otherwise, you risk _____ (remember) for one thing only.

6 Look at the sentences in Exercise 5 again. Which forms:

- a are gerunds or infinitives? _____
- b are active or passive? _____
- c refer to a time before another time in the past? _____

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7 Read the pairs of sentences and decide if they have the same meaning.

- 1 a I regret to say that there is no more work for you.
b I regret saying that there is no more work for you.
- 2 a The teacher went on to tell us about the new project.
b The teacher went on telling us about the new project.
- 3 a Starting a new job means getting up early in the morning.
b To start a new job means getting up early every morning for it.
- 4 a I propose to discuss the issue with the boss.
b I propose discussing the issue with the boss.

Grammar Reference > page 73

8 In pairs, think of examples of the following situations and talk about them.

- 1 Something you can't bear people doing.
- 2 Something you are ashamed of having done in your life so far.
- 3 An opportunity you were lucky to have been given when you were younger.
- 4 An event you regret attending over the last few months.
- 5 A mistake you went on to make again in recent days.
- 6 What trying to achieve your dream will mean for you.

Now go to Workbook page 38 for the next lesson.

LESSON 3A READING AND VOCABULARY

1 **SPEAKING** In pairs, look at the chart on the opposite page and discuss the questions.

- 1 What can you notice about the top career aspirations for young people?
- 2 How do they change over the years?
- 3 Why do you think they change?

2 **Read the article and compare with your ideas in Exercise 1.**

3 **Complete the sentences with 1–3 words from the article in each gap.**

- 1 Perhaps unsurprisingly, it's parents who young children want to copy when it comes to ambitions for their _____.
- 2 Characters in _____ sometimes provide role models for children not yet at school.
- 3 At primary school, we start to see factors such as success and _____ play a more significant role in the dream job.
- 4 However, primary schoolers' employment goals are usually divorced from reality, with the likelihood of them becoming an actor or astronaut being _____.
- 5 By secondary school, ideas for how to make money have usually become more realistic with an individual's characteristics playing more of a role in their choices together with their _____.
- 6 In recent years, teens have been much more likely to view making money from the internet as increasingly _____.

4 **Replace the underlined words and phrases with the correct forms of their highlighted synonyms from the article.**

- 1 This was the job he had desired since his youth.
- 2 I'd love to work at a space centre, but it's impossible to realise.
- 3 Once she started working as a nurse, she knew it was her dream profession.
- 4 Not many people imagine doing the same job for life.
- 5 There are a lot of opportunities for being creative in this job.

5 **Complete the sentences with the correct prepositions from the box.**

at back of to (x3)

- 1 I'm apt _____ forget people's names if I'm introduced to too many at once.
- 2 You can succeed _____ something difficult if you really set your mind _____ it.
- 3 Watching these cartoons is really rolling _____ the years for me!
- 4 Many jobs that exist today are destined _____ disappear when the roles are taken over by robots.
- 5 I coveted that job and was doing my best to get it so my boss was very supportive _____ my promotion.

6 **REFLECT | Society** In pairs, discuss the questions.

- 1 Do you think it is important for young people today to make early decisions on a future career? Say why.
- 2 How far do your childhood aspirations relate to your present goals? What has influenced your choices so far?





Dreams shape your future

Dreams and aspirations are what fuel us when we're young and often shape our future. Whatever our abilities, there is always a fulfilling career within reach, but these dreams are apt to change at various stages of our lives.

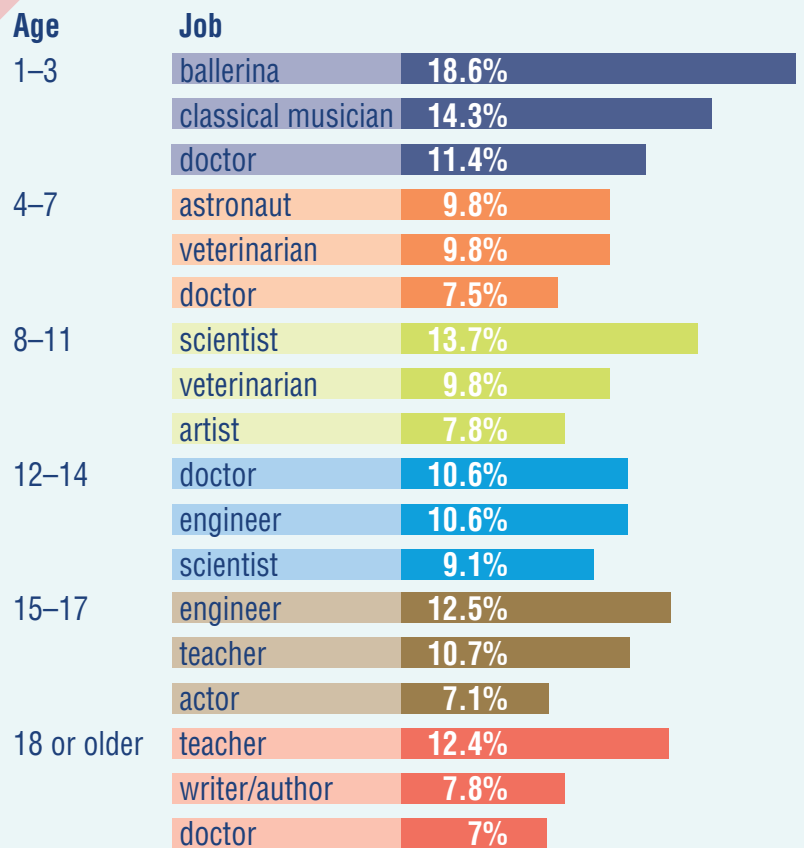


Preschoolers often envisage their future careers as copies of their parents, such as a teacher or a truck driver, for example, or perhaps as the princess or prince they see in their storybooks. However, as they grow older, the scope for dreaming extends too. At primary school, children's ambitions tend towards the fantastic – perhaps not quite as unrealistic as the princesses or princes of fairytales, but actors and athletes are high on the lists today, and interestingly money as well as success are prime motivators. A nine-year-old may well covet the idea of being a famous actor while another may set their mind on being a proud owner of numerous aeroplanes one day. Realistically, the chances of achieving these aims are incredibly slim. The probability of becoming an astronaut (another favourite) is remarkably low as is the possibility of winning medals at the Olympics. But primary school is the time to dream big and be optimistic. Aspirations generally change at secondary school, and the dreams become less glamorous. Rather than taking off, dreams of flying spaceships plummet. Possible future careers are more informed by someone's personality traits, interests and talents, and careers in science, writing, engineering and teaching top the lists. What is also having a considerable impact on ambitions for this age group is the rocketing popularity of online gaming and social media celebrities. Vloggers, professional gamers and game designers are valid career options today and are beginning to beat the more traditional career paths teenagers used to aspire to follow.

Bucking the trend, there is one new fantasy-driven aspiration, probably destined to remain a pipe dream for most, that has joined the most popular list – and that's becoming a racing car driver. So, do let us know about any ambitions you had when you were younger. What sparked your interest? Did you realise your childhood dreams? Did you find your calling? Or are you still dreaming?

WHAT DO KIDS TODAY WANT TO BE?

Top career aspirations for young people today by age group.



LESSON 4A LISTENING AND VOCABULARY

- 1 **SPEAKING** Look at the list of best qualities of a leader in the box. In pairs, discuss why you think a leader needs to have these qualities. What other features would you add to the box?

committed confident decisive emphatic
optimistic problem solver self-aware
upfront

- 2 **10.6** Listen to a radio interview with a manager talking about his job. Which qualities of a good leader from Exercise 1 does he mention?



- 3 **10.6** Listen again. Decide if the sentences are true (T) or false (F).

- 1 Lewis always wanted to be in a senior management role. ____
- 2 While growing up, Lewis enjoyed having the respect of others. ____
- 3 Lewis is proud of his behaviour as a young man. ____
- 4 Lewis feels he managed to get his current job without too much effort. ____
- 5 Lewis views his experience as a waiter to be essential in helping him now. ____
- 6 Lewis feels he's able to understand other people's point of view. ____
- 7 Lewis believes that good communication skills are the only important part of management. ____
- 8 Guiding employees towards the right decision is what makes a good manager in Lewis's opinion. ____



- 4 **10.7** Complete the extracts from the interview with the correct words from the box. Then listen and check.



book buck cut fuse lap rut seat stead
way

- 1 I wasn't the type of person to take a back and let others make decisions for me.
- 2 Some of those personality traits held me in good for doing my current job.
- 3 This position didn't just land in my – I had to work my socks off for it.
- 4 Let me say, first off, that not everyone is out to be a leader.
- 5 The stops with you. In other words, you have the ultimate responsibility.
- 6 My brother would've blown a had he known!
- 7 I started at the bottom ... and I gradually worked my up.
- 8 If your team feel they're stuck in a and not going anywhere, it's likely that they're not going to be co-operative.
- 9 That's detrimental to goal achievement – a sign of a bad leader in my.

- 5 **Replace the underlined phrases in the questions with the idioms from Exercise 4. Then, in pairs, ask and answer the questions.**

- 1 When did you last get very angry? Say why.
- 2 Have you ever had a good opportunity surprisingly given to you? Talk about it.
- 3 What skills or interests do you have now that you think will be useful to you in your future career?
- 4 What job do you think the person sitting next to you now is just right for? Say why.
- 5 Would you rather enter a profession at a high level or start at the bottom? Say why.

- 6 **REFLECT | Society** Do you think that schools can help develop the qualities needed for people to become good leaders? Say why.

Now go to Workbook page 40 for the next lesson.

LESSON 5A SPEAKING AND VOCABULARY

1 Read the comments. Which do you most agree with and why?

My friend is really frank about things. He likes to have his say and he always **speaks his mind** – he's always upfront about things. He certainly doesn't **mince his words** when it comes to giving feedback. He is not a person to **beat around the bush**, but people seem to respect him for that. At least **you know where you stand with him**.

Yes, I believe there's a time and a place for saying exactly what you think, but it's also true that there are times when you need to be a bit tactful or diplomatic and **tone down your language**. It's a given that **being brutally honest** can **put people's backs up** and you don't get what you want from them. It can appear really rude at times too.

2 Look at the highlighted phrases in the comments. Which of them mean ...

- 1 saying exactly what you think?
- 2 saying something that may antagonise people?
- 3 rephrasing something more sensitively?

3 How would you tone down the language in these sentences? Replace the highlighted adjectives with the adjectives from the box or your own ideas.

(overly) assertive confident defensive
insecure opinionated oversensitive
resolute shy sincere straightforward
trusting unapproachable vocal

- 1 He's very **controlling**. He's always telling everyone what to do.
He's just confident and knows what he's doing.
- 2 He's **loudmouthed**. He never stops talking rubbish.
- 3 He's **gullible**. He never questions anything.
- 4 He's **abrasive**. He's never polite to people, and puts everyone's backs up.
- 5 He's **adamant**. He always insists he's right and he's rather **confrontational**.
- 6 He's **aloof**. He's unfriendly and deliberately not talking to other people.

4 10.11 Study the Speaking box. Then listen to Sami discussing his job with Omar and complete the phrases.

SPEAKING | Toning language down

Choose adjectives or rephrase in ways that are less abrupt, or have a more positive connotation, e.g.

inconsiderate – unkind

confrontational – likes to face problems

Rephrasing negative comments

I wouldn't say that. I think it's more a ¹ _____ of them taking time to evaluate your work.

I'd be more ² _____ to say that it's a challenge.

That's one way of ³ _____ it.

Surely that's an ⁴ _____. He's just getting up to speed.

I don't think that's ⁵ _____ helpful. It might be better ...

That's a bit ⁶ _____, don't you think?

It might be a little ⁷ _____ at times, but generally ...

I ⁸ _____ it seems rather complex, but ...

5 Reply to the statements trying to tone the language down. Then, in pairs, role-play two situations. Student A go to page 75. Student B go to page 76.

- 1 The food in that restaurant was utterly revolting!
I admit it wasn't the best meal of my life, but it could have been worse.
- 2 His last book was an absolute joke!
- 3 It was totally inconsiderate of her to keep us waiting.

6 REFLECT | Values In pairs, give examples of situations when it might be better to be brutally honest and when it might be better to tone down your language.

LESSON 6A **WRITING** | A report

1 **SPEAKING** In pairs, discuss what type of work experience might be offered to students in local media, education, retail outlets, public services and hospitality.



2 **10.12** Listen to a college student talking about her work experience and answer the questions.

- 1 What was her work experience?
- 2 Why does she refer to it as 'weird'?
- 3 What did she have to do?
- 4 How does she think it benefitted her?
- 5 What improvements would she like to see for a future work placement?

3 Read the student's report below. What do you think is positive and negative about the report?

I was at Petra Primary School for three weeks as my work placement and I thoroughly enjoyed myself. The kids were all great and the teacher Mrs Allaham was amazing! I helped her out with all the lesson prep and cleared up the classroom afterwards. I also got to help out during the lessons and went round the class to see if the kids were doing the right things. The whole experience was beneficial to me and now I know that I really want to be a teacher. It was also a welcome break from college and exams! It was a lot of fun and I think it's cool for students like me to see what we're letting ourselves in for before we choose a career. I certainly didn't get bored. I was sad to leave and I really hope to keep in touch with the kids. Thanks for everything, Mrs Allaham! I hope your next teaching assistant appreciates your advice as much as I did.

4 Study the Writing box and tick what the writer has NOT done in the report in Exercise 3.

WRITING | A report

When writing a report you should:

- ☐ clearly state the topic of the report in an introduction.
- ☐ outline what will be included in the report.
- ☐ use formal and objective language throughout.
- ☐ give headings to the individual sections.
- ☐ describe events succinctly.
- ☐ avoid repetition by using rephrasing, reference devices or substitution.
- ☐ make clear recommendations with justification and anticipated outcomes.
- ☐ link the conclusion to the rest of the report.

Language

- Signalling intent in a report
 - This report is intended to ...
 - The purpose of this report is to ...
 - This report sets out to ...
 - The report will comment on ...
 - This report will serve as a record of ...
- Concluding a report
 - All in all, ... Overall, this experience ...
 - If these recommendations are implemented ...

5 Read the report on page 57. Has the writer done what the task requires?



- 6 In pairs, read the Writing task and discuss why young people might want to spend a period of time working in another country. Think about the points below.

contacts different culture
friends and family language
new working environment
personal development

You decided to spend some time working in another country before starting university and you used a company to find a placement and make the arrangements.

The company has asked you to write a report on your experience. Your report should:

- outline what the work experience involved,
- explain what (if any) benefits you got from the experience,
- evaluate the company that found the placement,
- make recommendations for how the placement and arrangements could be improved for future students.

- 7 **WRITING TASK** Read the notes. What else would you add? Use your ideas from Exercise 6 and write your report.

 Use the Graphic Organiser to help you plan your writing.

6 weeks – international legal firm – observing / some translation, etc.

Good – picked up some language, good to compare systems – very big firm, didn't get to know many people

Most arrangements good – quick responses to queries, travel arrangements OK, accommodation NOT good – changed twice

Suggest – better vetting of accommodation, maybe smaller firm, better communication?

REPORT ON **WORK EXPERIENCE** AT PETRA PRIMARY SCHOOL

INTRODUCTION

The purpose of this report is to describe my work experience as a teaching assistant at Petra Primary School, evaluate the benefits and recommend any changes that could improve the experience for future work placements.

WHAT THE PLACEMENT INCLUDED

I was assigned Year 1 Group B, and my duties entailed supporting both the children and their teacher, Mrs Cooper. It was part of my routine to set up the classroom, ensuring that all the relevant supplies were in place, and clear everything away after the lessons. This involved, for example, putting books away and cleaning paint pots. During classes, I circulated to give additional assistance to the children.

BENEFITS

The experience was beneficial to me in many ways, not least giving me an insight into the learning processes in young children. I was also made aware of the commitment required by the teacher and the need for effective classroom management techniques to control a large group of boisterous six-year-olds. Mrs Cooper maintained discipline without dampening the children's enthusiasm.

RECOMMENDATIONS FOR IMPROVEMENTS FOR FUTURE PLACEMENTS

It is hard to overestimate the benefits of this type of work experience for students who are considering a teaching career. I would recommend that in the future, teaching assistants be allowed more responsibility, such as giving extra reading practice to children who are struggling in the group. Observation of more than one level could also be taken into consideration. These things would give a wider picture of what primary teaching entails.

CONCLUSION

Overall, my experience was extremely positive, and I would definitely recommend it for future work placements.

- 1 'Are you a leader or a follower?' is a classic interview question. What do you think would be the best way to answer this question? Say why.
- 2 Read the two blog posts and decide which of these signs Lily and Dylan showed.

FIVE SIGNS YOU'RE A RELUCTANT LEADER

- 1 ☐ You find it a bit embarrassing to be in the limelight.
- 2 ☐ People often come to you for advice, but it always surprises you when they do.
- 3 ☐ You can think of a lot of people who'd be better at being a leader than you would.
- 4 ☐ People who like leading others aren't the kind of people you tend to get on with.
- 5 ☐ You are really good at thinking of excuses as to why you can't take a leadership role.



An accidental leader

I've always been quite shy and retiring, but last year I found myself accidentally becoming a leader, and I actually enjoyed the experience.

My history class went on a school trip to Berlin. As the trip had been organised by the history department, the teachers who went didn't speak any German ... but guess who did?

My father is German, so we grew up speaking both languages at home. Once the teachers realised I was fluent in German, they delegated all the tasks of speaking to me.

To begin with I was horrified. I've never seen myself as very assertive, and now I was having to negotiate with strangers and generally take a lot of responsibility for everything going smoothly (or not).

I worked my socks off on that trip, but in terms of building my confidence it paid dividends, and now I'm even thinking about training to become a translator!

Lily

Out of the back seat

I didn't really think that I was cut out to be a leader, and that was, to be honest, just fine with me – I wasn't exactly itching to take on all the extra work involved in leadership either. But little did I know that life had other plans for me.

It all started in my first job straight out of school. I was working for a charity, and they had a 'suggestions box' in reception. One day, I had a cool idea for an app that could pair up people with a bit of time on their hands with old people in the community who needed help in their homes, so I slipped it into the box. My boss loved the idea so much that he put me in charge of implementing it. I just wanted the charity to be able to raise more money, but I found that I actually enjoyed not taking a back seat for once.

The rest, as they say, is history. I'm now local area manager for the charity and I absolutely love it!

Dylan

- 3  **10.14** Listen to Mariam, an educational consultant, talking about leadership skills. Decide if she would agree (A) or disagree (D) with the statements.

- 1 ☐ Leadership skills are only important when you reach management-level positions at work.
- 2 ☐ Some people aren't really cut out to be leaders.
- 3 ☐ Teamwork is important in companies these days.
- 4 ☐ People who are reluctant to lead are generally not very effective in that role.
- 5 ☐ A lot of people have a fairly stereotypical idea of what makes a good manager.
- 6 ☐ If you are a good follower, you're unlikely to make a good leader.

- 4 **Complete the advice in the Life Skills box with one word in each gap. There is one extra word.**

attributes calling envisage failures shy
step styles win

LIFE SKILLS | How to develop leadership skills

- Even if you don't think you have a ¹ _____ to be a leader, or you can't ² _____ yourself in that role, give it a go – you may surprise yourself. Learn about well-known leaders and study which of their ³ _____ made them good leaders.
- Think about people around you who are leaders – observe them and analyse how they are able to ⁴ _____ people over and why people listen to them.
- Learn about different leadership ⁵ _____ and try to identify your own.
- If there is an opportunity to ⁶ _____ up and lead, don't ⁷ _____ away from it, but try to take it on with enthusiasm and think about how much you can learn from this experience.

- 5 Work in pairs. Choose someone you know personally who is a good leader and make some notes on what makes them effective.

- 6 Do the task below.

LIFE SKILLS | Project

Prepare a short presentation about a well-known leader.

- Choose someone you personally admire.
- Use at least two different sources to find out information about them.
 - In what ways is/was this person an effective leader?
 - What do/did they (or others led by them) achieve?
 - How would you describe this person's leadership style?
 - How do/did other people feel about them?
 - Are there any ways in which this person could perhaps have been a better leader? Say why.
- Finish by explaining why you chose this person and how you think they might influence your own leadership style in the future.



WHAT MAKES YOU LAUGH

Have you ever been baffled by a comedy from a different country? Have you ever watched a Japanese or UK comedy series which shows audiences in fits of laughter, but leaves you waiting for a punchline? You're not alone.

- For some nationalities, there may be a time and a place for using humour and making jokes. Not in the UK. One of the difficult things to get your head round is that the British grab every opportunity to slip a joke into a conversation or make a comic allusion. Banter, where light-hearted teasing remarks are exchanged (often with strangers), is part of daily life. Humour never gets turned off. What makes this even more difficult is that so much British humour is dry and ironic jokes are made with a straight face, without gestures, and delivered in a serious tone of voice. So sometimes it even takes the British a while to twig that the other person has just said something funny. For those not used to it, it can be a nightmare knowing whether to laugh or not. The British are fond of **understatement** and self-deprecation. You might hear 'It's rather warm,' when in fact the temperatures are over 40 degrees, and a best-selling writer might say 'I've had some success,' also reflecting the traditional embarrassment with success. This apparent humility is approved of by fellow British people, and many comedians and films use understatement, self-deprecation and extreme politeness as a source of word play comedy. Humour is a universal language but how humour is expressed **varies** greatly between countries and cultures. Cultures influence what we find funny and what we don't. In some cultures, some topics may be completely off limits, whereas they are socially acceptable in another. In some cultures, slapstick comedy dominates humour, whereas in others word play and puns may be valued more. Generally, humour in western cultures tends to revolve around **sarcasm**, **irony** and self-deprecation. Broadly speaking, eastern cultures value situational comedy, stories and **word play**. Specific gestures convey comedy. African cultures often emphasise shared laughter and community and humour can be found in many stories, music and dancing. Humour often

focuses on the topic of everyday events. Humour in Latin American cultures tends to have over-exaggerated gestures and uses physical comedy to express humour.

- Norway, Iceland, Finland and Sweden have, according to some, some of the darkest humour in the world and it can be quite surreal at times. Jokes about death and serious subjects are common and the local populations really enjoy these. Some of the most popular comedians deliver their jokes in a **deadpan** style, with an expressionless face. On the other end of the scale, Korean humour is particularly direct and funny voices are a base for many jokes. They love slapstick comedy as do Thais and Filipinos. Stand-up comedy is very different in different countries. In the UK, sarcasm, poking fun at someone by saying the opposite of what they mean, and wit focusing on social issues or on famous people provide humorous commentary. In America, using funny personal anecdotes and observational humour is very popular. Observational comedy is mixed with unusual cultural and societal ways of behaving, which local Indian and Japanese audiences find hysterically funny. These differences are apparent in comedy in films and television. Family sitcoms are popular in the US with the focus being workplace and family dynamics. Comedy series in Britain are full of wit, irony and rather eccentric characters. Much Asian humour uses exaggerated slapstick comedy with visual gags such as falling over. These differences in humour mean that translating a joke from one language to another can be challenging. Humour is embedded in specific cultural references and customs, which don't always translate well. Knowledge about local contexts and culture is essential for a lot of comedy from other cultures to make sense.

GLOSSARY

punchline – the part of the joke that explains the meaning

sitcom – a comedy TV program with a story based around a funny situation

1 In pairs, answer the questions. Then read the article and compare your answers.

- 1** Do you think different cultures find different things funny? Say why.
- 2** Do you know any comedies or comedians from other countries? Do you like them? Say why.
- 3** Do you find it easy to understand humour from other countries? Say why / why not.

2 In pairs, match the types of humour from the box with examples 1–5. Sometimes more than one answer is possible.

deadpan irony sarcasm understatement word play

- 1** I see you've finished then. (piles of work still on desk)
- 2** I think it might be a bit busy today. (queues of people waiting outside shop doors)
- 3** I hear the police station got robbed last night.
- 4 A** Where can you find a prehistoric moose?
B I don't know.
A At the back of Mummy's fridge.
- 5 A** You must have caught that passing shower they were talking about. (friend is soaking wet)
B Ah – yes – very dry!

3 Read the article again and answer the questions.

- 1** Why might the British themselves not understand some humour?
- 2** What examples does the writer give of understatement and self-deprecation?
- 3** Why are British people good at using understatement in jokes?
- 4** What influences what we find funny?
- 5** Why are some topics funny to us, whereas others are not?
- 6** What is the purpose of the article? How well do you think the writer succeeds? Say why.

GLOSSARY

banter – friendly conversation in which people make a lot of jokes about each other

deadpan – sounding completely serious when you are saying something funny

irony – saying the opposite of what you mean in order to be humorous

sarcasm – saying the opposite of what you mean in order to make fun of someone

slapstick – humorous acting in which the performers fall over, throw things, etc.

4 Complete the collocations with one word in each gap.

grab howls punchline straight world

- 1** You need to _____ an opportunity to enjoy life whenever you can.
- 2** There's a _____ of opportunities for young comedians who want to go professional.
- 3** Sometimes I don't get the _____ of a joke and have to ask for an explanation.
- 4** The comedian manages to be funny while keeping a completely _____ face.
- 5** The story had me in _____ of laughter by the end.

5 Complete the expressions with the correct forms of the words from the box.

bring lighten mood put

- 1** I'm not in the _____ for going out this evening, I'm afraid. I'm a bit too tired.
- 2** I've got some news that will _____ a smile on your face. You've won a prize.
- 3** There's one moment in the comedy show that _____ tears to my eyes – I really got the giggles and couldn't stop laughing.
- 4** With all this terrible weather, we just need to _____ up a bit. Let's watch some comedy!

6 REFLECT | Culture In pairs, discuss the questions.

- 1** Compare the British sense of humour with the type of humour people like in your country.
- 2** How does your country's sense of humour reflect the typical characteristics of the people?

1 What do you know about the famous author Charles Dickens? Read the Fact Box and check your ideas.



2 **LS2.1** Listen to two students talking about *Great Expectations* by Charles Dickens and answer the questions.

- 1 Why is James going to read *Great Expectations*?
 - 2 Why is James concerned about reading the novel?
 - 3 What themes in the novel does the boy mention?
 - 4 Why will Harvey not tell James about the central question?
- 3 Look at the picture on page 63 and read the extract. Which characters are shown in the pictures?
- 4 Read the extract again. Decide if statements 1–6 are true (T) or false (F).
- 1 ☐ Mrs Joe believes that going to Miss Havisham’s house will improve Pip’s situation in life.
 - 2 ☐ Pip has a positive first impression of Estella.
 - 3 ☐ Pip was surprised at being asked to play by Miss Havisham.
 - 4 ☐ Pip tells Miss Havisham exactly what he thinks about Estella.
 - 5 ☐ Estella put Pip’s food on the ground to make him feel bad.
 - 6 ☐ Pip agrees with the advice Joe gives him after his visit to Miss Havisham’s house.
- 5 Replace the underlined parts of the sentences with the correct forms of the highlighted words from the extract.
- 1 He looks messy and untidy. He hasn’t brushed his hair and his shirt is untucked.
 - 2 All my plants died because I forgot to water them.
 - 3 My grandfather swept the roads. He had a very low social position in life.
 - 4 There’s no one quite like my strange and unusual uncle who wears old-fashioned clothes and reads books to his plants.
 - 5 What a sad, dark place this is.
 - 6 ‘Don’t you know what four plus four is?’ the boy laughingly and cruelly said to his little brother.

7 The wall was old and falling apart into small pieces.

6 What meaning does the author want to convey in these phrases from the extract?

- 1 *Then she jumped on me like an eagle on a lamb.*
- 2 *As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine.*
- 3 *Tears sprang to my eyes.*

7 **REFLECT | Culture** In pairs, discuss the questions.

- 1 Why do you think Miss Havisham is wearing such strange clothes?
- 2 Why do you think Miss Havisham wants Pip to play with Estella?

8 **WRITING TASK** Write a description of how you imagine Pip’s life to be when he’s a grown man.

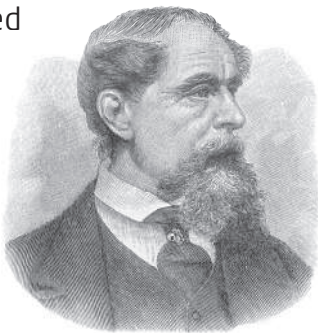
FACT BOX

CHARLES DICKENS

Charles Dickens is often considered to be the greatest novelist of the Victorian era. He was not only popular after his death, but he also was extremely popular during his lifetime – something that no previous author had achieved at that time. Some of his most notable books are *A Tale of Two Cities*, *Hard Times* and *Oliver Twist*. His books appealed to all members of society, from rich to poor, for their entertaining, intelligent tales with well-observed characters that readers really cared about. It is thought that his own life story influenced some of his best loved novels, *David Copperfield* and *Great Expectations*.

GLOSSARY

- conceited** – excessively proud and vain
deserted – without people, empty
recluse – a person who lives alone and avoids other people
vile – extremely unpleasant
weary – tired



Great Expectations



A year passed. I toiled hard every day, helping neighbours with small jobs, but in the evening, I went to the village school. The old lady who was supposed to teach me would sleep through the classes, leaving her kind and understanding granddaughter, Biddy, to show me how to read and write.

One night Joe saw me sitting by the fire as I was practising my writing. 'I say, Pip, what a scholar you are!' he said. 'Did you never go to school, Joe?' I asked. 'No, Pip,' he replied. 'My father forbade me from going, but he had a good heart. He taught me to be a blacksmith. And after he died, I met Mrs Joe.'

Just then Mrs Joe came in. 'If this boy isn't grateful to me now,' she exclaimed, 'he never will be!' I tried to look appreciative, but I didn't understand what Mrs Joe meant. 'Miss Havisham wants Pip to go to her house,' she said. 'And he must go or I will work him hard!'

Everyone in the village had heard of Miss Havisham; she was a very wealthy but eccentric lady who lived in the nearest town. However, most people had never seen her because she was a recluse and never left her dismal, old house. 'So how does she know Pip?' Joe asked. 'She doesn't know Pip,' Mrs Joe replied. 'Uncle Pumblechook visited her, and she asked him if he knew a boy who would go there to play. The boy's fortune will be made by going to Miss Havisham's house, and he's going there tomorrow!' Then she jumped on me like an eagle on a lamb. I was washed and scrubbed very well that night.

Uncle Pumblechook took me to Miss Havisham's house in my finest clothes, the very next day. We waited at the gate until a very proud-looking young girl appeared. 'This is Pip,' said Mr Pumblechook. 'Come in, Pip,' she said, opening the gate.

Uncle Pumblechook was not invited in. Leaving him at the gate, I followed the girl through an unkempt courtyard. The house looked deserted and some of the windows were bricked up. Everything was dark in the entrance hall with no sign of life or feeling, and we went upstairs by the flickering of candle light. The girl left me at a door, telling me to enter.

Inside was a dressing room lit by candles; the shutters were closed, so no daylight could enter. And then I saw her: the strangest lady I had ever seen. She was dressed entirely in white silk and lace, with a long white veil and flowers in her hair. But her hair was white, the flowers were long since perished, and the white dress was now yellow with age. I saw a bride in a wedding dress, but everything about her had decayed.

'Let me look at you,' she said. As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine. 'Do you know what I have here?' the lady continued, her hands on her heart. 'Yes, madam,' I replied. 'It's your heart.' 'A broken heart,' she exclaimed. Then after a moment, she added, 'I am weary and I am bored. Play!' Taken aback, I wondered what game I could play, finally replying that I could not do so alone. 'Call Estella!' the old lady said.

When Estella entered, I recognised her at once as the girl who had admitted me. Now she was told to play with me. 'But he is just a common working boy!' she objected. Miss Havisham whispered to her, but I could not hear clearly what she said.

And so Estella and I played games while Miss Havisham looked on silently. 'What rough hands you have!' Estella said, scornfully. 'And what vile boots!' I was ashamed. Finally, Miss Havisham summoned me to her side. 'What do you think of her?' she asked, looking at Estella. 'I think she is very conceited. And very rude,' I whispered, before stopping abruptly, fearing I would say too much. 'I would like to go now, please'.

Miss Havisham made me promise to come back in six days. Then Estella led me back through the dark, crumbling house and out into the garden. Before I left, Estella gave me some food and drink, but instead of handing it to me she placed it on the ground. Tears sprang to my eyes. When she saw that she had humiliated me, she smiled.

I returned to the forge, hurt and ashamed of my humble life. Later, when I was alone with Joe, I recounted everything; that the girl at Miss Havisham's house had said I was common, and that I wished it was not true. Joe told me to be happy with my position in life, but I could not forget what had happened.

Unit 6



LESSON 1A VOCABULARY AND SPEAKING

WL6.1

clear your throat /ˌkliə jər 'θrəʊt/
cross your ankles /ˌkrɒs jər 'æŋkəlz/
drum your fingers /ˌdrʌm jə 'fɪŋɡəz/
flick your hair back /ˌflɪk jə 'heə ˌbæk/
fold your arms /ˌfəʊld jər 'ɑːmz/
furrow your brow /ˌfʌrəʊ jə 'braʊ/
get cold feet /ˌget ˌkəʊld 'fi:t/
get in over your head /ˌget ɪn ˌəʊvə jə 'hed/
give somebody the cold shoulder /ˌɡɪv ˌsʌmbədi ðə ˌkəʊld 'ʃəʊldə/
grind your teeth /ˌɡraɪnd jə 'tiːθ/
keep your chin up /ˌkiːp jə 'tʃɪn ʌp/
my lips are sealed /ˌmaɪ ˌlɪps ə 'siːld/
off the top of one's head /ɒf ðə 'tɒp əv ˌwʌnz 'hed/
purse your lips /ˌpɜːs jə 'lɪps/
rub your hands together /ˌrʌb jə 'hændz təˌgeðə/
shrug your shoulders /ˌʃrʌɡ jə 'ʃəʊldəz/
stick out your chin /ˌstɪk ˌaʊt jə 'tʃɪn/
stroke your chin /ˌstrəʊk jə 'tʃɪn/
tent your fingers /ˌtent jə ˌfɪŋɡəz/
tilt your head /ˌtɪlt jə 'hed/
turn up your nose /ˌtɜːn ʌp jə 'nəʊz/
twirl your hair /ˌtwɜːl jə 'heə/
wrinkle your nose /ˌrɪŋkəl jə 'nəʊz/



LESSON 2A READING AND VOCABULARY

WL6.2

anticipation (n) /æˌnɪsəˈpeɪʃən/
apprehension (n) /æˌprɪˈhenʃən/
ascribe something to something (v) /əˈskraɪb ˌsʌmθɪŋ tə ˌsʌmθɪŋ/
awe (n) /ɔː/
contempt (n) /kənˈtempt/

endeavour (v) /ɪnˈdevə/
exacerbate (v) /ɪgˈzæsəbeɪt/
inundated with something (v) /ɪˈnʌndeɪtɪd wɪð ˌsʌmθɪŋ/
loathing (n) /ˈləʊðɪŋ/
rage (n) /reɪdʒ/
remorse (n) /rɪˈmɔːs/
serenity (n) /səˈrenəti/
suppress (v) /səˈpres/
wallow (v) /ˈwɒləʊ/

LESSON 4A LISTENING AND VOCABULARY

WL6.4



exposure (n) /ɪkˈspəʊʒə/
filter (n) /ˈfɪltə/
infection (n) /ɪnˈfekʃən/
mineral (n) /ˈmɪnərəl/
nourish (v) /ˈnʌrɪʃ/
sufficient (adj) /səˈfɪʃənt/
thrive (v) /θraɪv/

LESSON 6A WRITING AND VOCABULARY

WL6.6



abundance (n) /əˈbʌndəns/
contemplate (v) /ˈkɒntempleɪt/
emit (v) /ɪˈmɪt/
engage (v) /ɪnˈɡeɪdʒ/
immerse (v) /ɪˈmɜːs/
psyche (n) /ˈsaɪki/
revolution (n) /ˌrevəˈluːʃən/
stimulation (n) /ˌstɪmjəˈleɪʃən/

Unit 7



LESSON 1A VOCABULARY AND SPEAKING

WL7.1

burgundy (adj) /'bɜːgəndi/

cashmere (adj) /'kɑːʃmɪə/

clashing (adj) /'klaʃɪŋ/

corduroy (n) /'kɔːrdəroɪ/

elegant (adj) /'ɛlɪɡənt/

flamboyant (adj) /flam'boɪənt/

flared (adj) /fleəd/

garish (adj) /'geərɪʃ/

gigantic (adj) /dʒaɪ'gəntɪk/

greenish (adj) /'griːnɪʃ/

knitted /nɪtɪd/

metallic (adj) /mə'təlɪk/

navy (adj) /'neɪvi/

neon (adj) /'niːən/

oversized (adj) /,əʊvə'saɪzd/

pastel (adj) /'pɑːstl/

plaid (n) /plad/

pleated (adj) /'pliːtɪd/

polo neck (n) /'pəʊləʊ ,nek/

satin (n) /'sɑːtɪn/

scarlet (adj) /'skɑːlət/

sort of /'sɔːt əv/

sparkly (adj) /'spɑːkli/

stuff like that /'stʌf ,laɪk ,dat/

suede (n) /sweɪd/

thingy (n) /'θɪŋi/

velvet (n) /'velvɪt/

wide-leg (adj) /waɪd leg/



LESSON 3A READING AND VOCABULARY

WL7.3

alliteration (n) /ə,lɪtə'reɪʃən/

dappled (adj) /'dʌpəld/

docile (adj) /'dɒsaɪl/

dollop (n) /'dɒləp/

downy (adj) /'daʊni/

gilded (adj) /'gɪldɪd/

kerfuffle (n) /kə'fʌfəl/

luminous (adj) /'luːmənəs/

metaphor (n) /'metəfɔː/

onomatopoeia (n) /,ɒnəmatə'piːə/

personification (n) /pə'sɒnɪfɪ'keɪʃən/

pulp (n) /pʌlp/

sibilance (n) /'sɪbɪlənts/

silken (adj) /'sɪlkən/

simile (n) /'sɪməli/

slurp (v) /slɜːp/

tender (adj) /'tendə/

vivacious (adj) /və'veɪʃəs/

LESSON 4A LISTENING AND VOCABULARY

WL7.4



appealing (adj) /ə'piːlɪŋ/

avant-garde (adj) /,ævəŋ 'gɑːd/

gimmicky (adj) /'ɡɪmɪki/

jaw-dropping (adj) /'dʒɔː ,drɒpɪŋ/

mediocre (adj) /,miːdi'əʊkə/

overrated (adj) /,əʊvə'reɪtəd/

soothing (adj) /suːðɪŋ/

tongue-in-cheek (adj) /,tʌŋɪn'tʃiːk/

LESSON 5A SPEAKING AND VOCABULARY

WL7.5



biopic (n) /'baɪəʊ,pɪk/

genre (n) /'ʒɒnrə/

period drama /'pɪəriəd ,draːmə/

post-apocalyptic (adj) /pəʊst ə,pɒkə'lɪptɪk/

setting (n) /'setɪŋ/

Word List

Unit 8



LESSON 1A VOCABULARY AND SPEAKING

WL8.1

come up with something (phr v) /kʌm ʌp wið 'sʌmθɪŋ/

construct (v) /kən'strʌkt/

convert (v) /kən'vɜ:t/

credit (v) /'krɛdɪt/

determine (v) /dɪ'tɜ:mɪn/

go on (phr v) /gəʊ ɒn/

hold off on (doing) something (phr v) /həʊld ɒf ɒn ('du:ɪŋ) 'sʌmθɪŋ/

originate (v) /ə'ɪdʒɪneɪt/

set about doing something (phr v) /,set ə'baʊt ,du:ɪŋ ,sʌmθɪŋ/

take something in (phr v) /,teɪk ,sʌmθɪŋ 'ɪn/

take to (doing) something (phr v) /teɪk tu: ('du:ɪŋ) 'sʌmθɪŋ/



LESSON 2A LISTENING AND VOCABULARY

WL8.2

absolute (adj) /'æbsəlu:t/

bare essentials /beər ɪ'senʃəlz/

cultural tradition /'kʌltʃərəl trə'dɪʃən/

durable (adj) /'djʊərəbəl/

expressive (adj) /ɪk'spresɪv/

excruciating pain /ɪk'skru:ʃɪeɪtɪŋ peɪn/

finest clothes /'faɪnɪst kləʊðz/

global (adj) /'gləʊbəl/

great significance /greɪt sɪg'nɪfɪkəns/

high-end (adj) /haɪ-ɛnd/

high quality /haɪ 'kwɒləti/

latest (adj) /'leɪtɪst/

lucrative (adj) /'lu:krətɪv/

practical (adj) /'præktɪkəl/

proud (adj) /praʊd/

traditional (adj) /trə'dɪʃənəl/

LESSON 3A SPEAKING

WL8.3



gigantic (adj) /dʒaɪ'gæntɪk/

hyperbole (n) /haɪ'pɜ:bəli/

incinerated (adj) /ɪn'sɪnəreɪtɪd/

ravenous (adj) /'rævənəs/

soaked (adj) /səʊkt/

LESSON 4A READING AND VOCABULARY

WL8.4



antisocial (adj) /,æntɪ'səʊʃəl/

enjoying your own company /ɪn,dʒɔɪɪŋ jər ,əʊn 'kʌmpəni/

extrovert (n) /'ɛkstrəʊvɜ:t/

gregarious (adj) /grɪ'geəriəs/

introspective (adj) /,ɪntrə'spektɪv/

loner (n) /'ləʊnə/

outgoing (adj) /aʊt'gəʊɪŋ/

reserved (adj) /rɪ'zɜ:vɪd/

self-sufficient (adj) /,self sə'fɪʃənt/

social butterfly /'səʊʃəl ,bʌtəflaɪ/

stand-offish (adj) /,stænd'ɒfɪʃ/

team player (n) /'ti:m ,pleɪə/

Unit 9



LESSON 1A VOCABULARY AND SPEAKING

WL9.1

baffling (adj) /'bæflɪŋ/

be something else /,bi ˌsʌmθɪŋ 'els/

be taken aback (phr v) /bi ˌteɪkən ə'bæk/

be taken in by something /bi ˌteɪkən 'ɪn baɪ ˌsʌmθɪŋ/

believable (adj) /bə'li:vəbəl/

blow somebody away (phr v) /bləʊ ˌsʌmbədi ə'weɪ/

bowl somebody over (phr v) /bəʊl ˌsʌmbədi 'əʊvə/

brehtaking (adj) /'breθˌteɪkɪŋ/

deceit (n) /dɪ'seɪt/

deception (n) /dɪ'sepʃən/

deceptive (adj) /dɪ'septɪv/

deceptively (adv) /dɪ'septɪvli/

defy belief /dɪˌfaɪ bə'li:f/

electrifying (adj) /ɪ'lektɪraɪzɪŋ/

go against something (phr v) /gəʊ ə'ɡenst ˌsʌmθɪŋ/

heart-stopping (adj) /'hɑ:tˌstɒpɪŋ/

it beats me /ɪt ˌbi:tɪz 'mi:/

mesmerising (adj) /'mezməraɪzɪŋ/

mystifying (adj) /'mɪstɪfaɪ ɪŋ/

pull something off (phr v) /pʊl ˌsʌmθɪŋ 'ɒf/

riveting (adj) /'rɪvətɪŋ/



LESSON 3A SPEAKING

WL9.3

aphantasia (n) /ə'fæn'teɪziə/

hyperphantasia (n) /ˌhaɪpə'fæn'teɪziə/



LESSON 4A LISTENING AND VOCABULARY

WL9.4

broken night's sleep /ˌbrəʊkən ˌnaɪts 'sli:p/

deep sleep /di:p 'sli:p/

graphic description /ˌɡræfɪk dɪ'skɪpʃən/

light sleeper /ˌlaɪt 'sli:pə/

recurring dreams /rɪˌkɜ:rɪŋ 'dri:mz/

vivid dreams /ˌvɪvɪd 'dri:mz/

LESSON 5A READING AND VOCABULARY

WL9.5



compelling (adj) /kəm'pelɪŋ/

disregard the possibility /ˌdɪsrɪ'ɡɑ:d ðə ˌpɒsə'bɪləti/

elaborate (adj) /ɪ'læbəreɪt/

far-fetched (adj) /'fɑ:fetʃt/

have an open mind /hæv ən 'əʊpən maɪnd/

intriguing (adj) /ɪn'trɪ:ɡɪŋ/

lay to rest /leɪ tuː rest/

make detailed mention of /meɪk 'dɪˌteɪld 'menʃən ɒv/

open an investigation into something /əʊpən ən ɪnˌvestɪ'ɡeɪʃən 'ɪntuː ˌsʌmθɪŋ/

patronising (adj) /'pætrənaɪzɪŋ/

raise awareness of /reɪz ə'weənəs ɒv/

raise doubts about /reɪz daʊts ə'baʊt/

raise eyebrows /reɪz 'aɪbraʊz/

raise hopes /reɪz həʊps/

raise questions about /reɪz 'kwɛstʃənz ə'baʊt/

raise somebody's voice /reɪz 'sʌmbədɪz vɔɪs/

reluctant (adj) /rɪ'lʌktənt/

reputable (adj) /'reɪpjətəbəl/

ridicule someone's ideas /'rɪdɪkjʊːl 'sʌmwʌnz aɪ'diəz/

single-minded (adj) /ˌsɪŋɡl'maɪndɪd/

underwhelmed (adj) /ˌʌndə'welmd/

Word List

Unit 10



LESSON 1A VOCABULARY AND SPEAKING

WL10.1

call it a day /kɔ:l it ə 'deɪ/

constant connectivity /,kɒnstənt ,kənek'tɪvəti/

draw a line (between something) /,drɔ: ə 'laɪn (bɪ,twi:n ,sʌmθɪŋ)/

grasp the significance /,grɑ:sp ðə sɪg'nɪfɪkəns/

intrude on something (v) /ɪn'tru:ɪd ɒn ,sʌmθɪŋ/

juggle unremitting demands /,dʒʌgəl ,ʌnrɪ,mɪtɪŋ dɪ'mɑ:ndz/

learn the ropes /,lɜ:n ðə 'rəʊps/

maintain a balance /,meɪn'teɪn ə 'bæləns/

meet targets /,mi:t 'tɑ:ɡɪts/

meet work demands /,mi:t 'wɜ:k dɪ'mɑ:ndz/

pay dividends /,peɪ 'dɪvɪdendz/

sign up for something (phr v) /,saɪn 'ʌp fə ,sʌmθɪŋ/

strike the right balance /,straɪk ðə ,raɪt 'bæləns/

strive for something (v) /'straɪv fə ,sʌmθɪŋ/

work your socks off /,wɜ:k jə 'sɒks ɒf/



LESSON 3A READING AND VOCABULARY

WL10.3

calling (n) /'kɔ:lɪŋ/

covet (v) /'kʌvət/

envisage (v) /ɪn'vɪzɪdʒ/

pipe dream /'paɪp ,dri:m/

play something down (phr v) /,pleɪ ,sʌmθɪŋ 'daʊn/

realise your dreams /,rɪəlaɪz jə 'dri:mz/

scope for something (n) /'skəʊp fə ,sʌmθɪŋ/

shape your future /ʃeɪp jə 'fju:tʃə/

spark one's interest /,spaɪk ,wʌns 'ɪntərəst/

top your list /,tɒp jə 'lɪst/

LESSON 4A LISTENING AND VOCABULARY

WL10.4



be cut out to be something /bi ,kʌt 'aʊt tə bi ,sʌmθɪŋ/

be stuck in a rut /bi ,stʌk ɪn ə 'rʌt/

blow a fuse /,bləʊ ə 'fju:z/

hold somebody in good stead /,həʊld ,sʌmbədi ɪn ,ɡʊd 'sted/

in my book /ɪn 'maɪ bʊk/

land in one's lap /,lənd ɪn ,wʌns 'læp/

take a back seat /,teɪk ə ,bæk 'si:t/

the buck stops with somebody /ðə ,bʌk 'stɒps wɪð ,sʌmbədi/

work your way up /,wɜ:k jə ,wei 'ʌp/

LESSON 5A SPEAKING AND VOCABULARY

WL10.5



abrasive (adj) /ə'breɪsɪv/

adamant (adj) /'ædəmənt/

aloof (adj) /ə'lʊ:f/

be brutally honest /bi ,bru:təli 'ɒnɪst/

be gullible /bi: 'ɡʌləbəl/

beat around the bush /bi:t ə,raʊnd ðə 'bʊʃ/

confrontational (adj) /,kɒnfren'teɪʃənəl/

controlling (adj) /kən'trəʊlɪŋ/

loudmouthed (adj) /'laʊdmaʊθt/

not mince (your) words /,nɒt ,mɪns (jə) 'wɜ:dz/

put somebody's back up /pʊt ,sʌmbədiz ,bæk 'ʌp/

speak your mind /,spi:k jə 'maɪnd/

tone down your language /,təʊn ,daʊn jə 'læŋɡwɪdʒ/

you know where you stand with somebody /jə ,nəʊ ,weə jə 'stænd wɪð ,sʌmbədi/

Unit 6, Lesson 3A Reporting verbs and impersonal reporting structures

Reporting verbs and their patterns

Many reporting verbs can be followed by several different patterns, but this sometimes involves a change in register or meaning.

- Verb + (*that*) + reported statement:
He **confessed** **that** he had broken the vase.
He **predicted** there would be a crisis.
- Verb + object + (*that*) + reported statement:
He **informed me** **that** all the shops were closed.
He **told me** his brother had lost his job.
- Verb + *if/wh-* word (*whether, why, which, what, how, etc.*) + reported statement:
They **asked** **how often** I exercised at home.
The children **wondered** **why** the museum had to remain closed for another month.
The doctor **explained** **which** treatment to use.
- Verb + (*that*) + personal pronoun + (*should*) + infinitive without *to*:
They **recommended** **that we** (*should*) **wear** protective gloves.
Our boss **demanded** **that we** **reveal** the truth about the accident.
- Verb + (*not*) to infinitive:
He **promised** **to cook** dinner for the family.
He **offered** **to help** me with my assignment.
- Verb + object + (*not*) to infinitive:
He **encouraged me** **to buy** his book.
My brother **persuaded me** **to try** wind-surfing.
- Verb + (*not*) gerund:
They **admitted** **being** unreasonable.
Kyle **regretted** **criticising** our latest idea.
- Verb + (object) + preposition + (*not*) gerund:
They **apologised** **for not having** cleaned their bedrooms.
She **insisted on** **inviting** Harriet to her family party even though nobody liked her.
He **congratulated me on** **passing** the test.

Verbs with prepositions can also be followed by an object/genitive.

They complained about **me/my** **having to share** a room.

Impersonal reporting structures

When we want to report what people generally say/think/feel, we can use reporting verbs in the Passive. We also use them when it is not important to mention who is being reported or for distancing the speaker from another opinion. There are two basic structures.

- **It** + passive form of reporting verb + **that**:
It is believed that nature sounds help you relax.

It has been announced that there is an outbreak of a new deadly disease.

- subject + passive form of reporting verb + **to** infinitive:

This position is believed to be effective in stimulating the brain.

Nature sounds are supposed to help you sleep better.

Knitting and sewing have been shown to be therapeutic.

To emphasise that a situation/fact happened **before** the time it was reported we use a perfect infinitive (*to have* + Past Participle).

The fire **is thought to have been started** deliberately.

To emphasise that a situation/trend is/was continuing at the time it was reported we can use *to be* + *-ing*:

More and more young people **are thought to be using** social media. (an ongoing trend)

Reported speech basic rules

When we report what people said, we usually:

- move the original verb 'one tense back', except for the Past Perfect and modal verbs (see below for when we do not do this).
- change pronouns as necessary:
'I've found **you** a new bag.'
He told me (*that*) he had found **me** a new bag.
- use *ask* + (object) + *if/whether* for yes/no questions. The word order of the question becomes a statement:
He **asked** (*me*) **if/whether** **I could** write.
- use *tell* + object + (*not*) + infinitive to report commands:
He **told me** **to meet** him there that night.
She **told** her little sister **not to scream**.
- use *ask* + object + (*not*) + infinitive to report requests:
He **asked me** **to take** the car back to the garage.

We use reporting verbs like, e.g. *say, tell, ask, reply, answer, enquire, announce, order*.

References to time, place and *this/that*

place: *here* → *there*

time: *now* → *then*

tomorrow/next week → *the following day/week*
or *the next day/week*

yesterday/last week → *the day/week before*

tonight/today/this evening → *that night/day/evening*

this → *that* (in time expressions)

Unit 7, Lesson 2A Relative clauses

Defining relative clauses identify a person, thing, place, etc. They provide essential information without which the sentence would be meaningless. Commas are never used.

- When the relative clause defines the subject, we must use the relative pronoun.

*Edward Hopper was a painter. **He** painted Nighthawks. → Edward Hopper was a painter **who/that** painted Nighthawks.*

- When the relative clause defines the object, we may drop the relative pronoun.

*Nighthawks is a painting by Edward Hopper. I love **it**. → Nighthawks is a painting by Edward Hopper (**which/that**) I love.*

Non-defining relative clauses provide additional information about people, things, places, etc. They are separated from the rest of the sentence by commas. We don't drop the relative pronoun.

- We use *who* for subjects and *who/whom* for objects.

*Edward Hopper, **who** was an American painter, lived and died in New York.*

*Hopper, **who/whom** I admire, painted Nighthawks.*

- We use *which* (NOT *that*) for things.
*Nighthawks, **which** was painted by Edward Hopper, is a very famous painting.*
- We use *which* (NOT *that* or *what*) to give extra information about a complete clause.
*Hopper inspired many artists, **which** is really good news.*

Prepositional relative phrases

Prepositions can come either before the relative pronoun or at the end of the relative clause.

- It is less formal to put the preposition at the end. In this case, we use *who/that* (NOT *whom*) for people and *which/that* for things. Very often we drop the relative pronoun.
*That's the painter (who/that) I told you **about**.*
*I wasn't sure if this was the painting (which/that) you were thinking **of**.*
- It is more formal to put the preposition before the relative pronoun. In this case, we use *whom* (NOT *that* or *who*) for people and *which* (NOT *that*) for things.
*The painter **to** whom you are referring was Mark Rothko.*

Nominal relative clauses

- What* is a nominal relative pronoun meaning *the thing(s) (that)/everything (that)*. It does not refer to a preceding noun/pronoun.

*I like **what** you do.* NOT ~~*I like the things what you do.*~~ ~~*I like that what you do.*~~

- Whatever* is more emphatic and means *anything that* or *no matter what*.
*I'll do **whatever** you want me to do.* = *I'll do **anything that** you want me to do.*
Wherever, whoever, whenever and *whichever* function in a similar way.

Reduced relative clauses

Relative clauses are sometimes shortened. We can use a participle instead of a relative pronoun and full verb, e.g.

*The man **who sits** next to Elliot is my father's friend.* = *The man **sitting** next to Elliot is my father's friend.*

Useful phrases

We use quantifiers such as *none, some, half, many, most, both, all* + *of* + *whom/which* in relative clauses.

*The potato has many uses, **none of which** involve drinks.*

*Ninety people have died, **half of whom** were killed by mosquitoes.*

Other useful relative phrases are:

at which point, by which time, since when, a period in which, in which case, the part where, no reason why, the reason why, the extent to which, as a result of which

Unit 8, Lesson 5A Articles

The indefinite article – a/an

We use **a/an** with a singular countable noun when the listener doesn't know which particular thing is being referred to, or it doesn't matter which one. This is because:

- it is one of many of the same class, e.g. **a** computer, **an** orange
- we mention a person or thing for the first time: *I've read **a** really good book.*

The definite article – the

We use **the** (with any noun) when it is known which particular item is being referred to. This is because the thing/person:

- was mentioned before: *I've read **a** really good book.*
The book is about ...
- is unique: **The** Earth revolves around **the** Sun.
- is defined specifically by the words that follow, e.g. a relative clause: *I love **the** book that my brother gave to me a few years ago.*
- is a proper name: *I like **the** crime novels of Agatha Christie.*

We also use **the** with:

- superlatives: **The** longest river in Egypt is the Nile.
- comparatives (when identifying one of a pair): *I have two cousins. **The** older (of the two) is my favourite.*
- ordinal numbers: **The** first man to walk on the moon was Neil Armstrong.
- decades, centuries: *in **the** 1970s; in **the** 21st century*
- plural names for countries, groups of islands and mountain ranges: **the** Netherlands, **the** Philippines, **the** Alps
- seas, oceans, rivers, deserts and areas: **the** Baltic sea, **the** Pacific ocean, **the** Thames, **the** Atacama desert, **the** Highlands
- **The** is also used when we refer to a group of people by their surname: **the** Smiths, **the** Joneses

No article

- We use no article with plural and uncountable nouns when we make general statements: *Life was very hard and over one million people emigrated.*

- We use no article with words like *prison, hospital, school, college*, etc. when we are talking about their purpose as an institution, e.g. *I go **to school** every day.*
*He's gone **to college** and he's living in another city now.*
- We use no article when we are referring to abstract nouns, e.g. *peace, justice, courage.*
- We use no article when referring to lakes, single islands, individual mountains: *Lake Ontario, Ibiza, Snowdon*
- We use no article with most geographical names, continents, countries, cities and towns, states: *Europe, Dubai, Glasgow, Arizona* (exceptions: **the** USA, **the** UK, **the** United Arab Emirates, **the** Hague)
- We use no article when we are referring to a group, class or species in general: *Blackbirds can be seen all year round.*

It is also possible to use **the**, but with the singular noun:

The red-winged blackbird breeds in wetlands across North America.

Unit 9, Lesson 2A Uses of *will* and *would*

Uses of *will*

We use *will* to talk about:

- certainty:
*We know Eric **will be cooking** when we arrive.*
- deductions:
A: Why aren't they here yet?
*B: Don't worry. They'll **have been working** late.*
*They'll **have got** stuck in traffic.*
*They **will be sitting** in a traffic jam.*
- typical behaviour:
*Every afternoon my parents **will spend** at least 20 minutes discussing the current political situation.*
*It's five o'clock. Eliza and Brandon **will be having** their afternoon tea.*
- typical behaviour that is irritating:
*He **will leave** his schoolbag on the floor after he's come back from school.*
- insistence:
*She **will scroll** through photos when we're together.*
*If he **will come** home late, what can he expect?*
- spontaneous decisions made at the moment of speaking:
*Don't worry, I'll **help** you do this assignment.*
- predictions or promises in the future:
*It **will be** a fantastic opportunity to finally meet the writer.*
*My dad **will probably be fixing** his bike.*
*By next month, my grandparents **will have finished** renovating their house.*

*Will not (won't) replaces refuse in the present tense: He **won't help** his sister do her homework.*

We use *will + have + Past Participle* to express presumptions about the past.

*As you **will have noticed**, the report contains some factual mistakes. (You have probably noticed. / I'm sure you have noticed.)*

Uses of *would*

Would is used:

- in conditional sentences, to talk about hypothetical situations in the present or in the past:
*If I were you, I **would** join the choir.*
*If we had known about the weather, we **would** have brought coats.*
- in reported speech when the reporting verb is in the past form to report *will*:

*He promised he **would** come to see us.*

- to talk about predictions or promises made in the past for what was then the future:

*It **would be** a fantastic opportunity to finally meet the writer.*

*We knew Oliver **would be** cooking when we arrived.*

*By the following month, my grandparents **would have finished** renovating their house.*

- in certain expressions: *would like, would prefer, would rather*
*We'd **like** to order two pizzas.*
*I **would prefer** to stay at home this evening.*
*I **would prefer** it if you didn't work so much.*
*She'd **rather** stay at home this evening.*
*They'd **rather** you didn't work so much.*

We use *would + have + Past Participle* when we are making an assumption about what happened in the past or drawing a logical conclusion:

*They **would have been** quite happy to see us. (assumption)*

*Stan **would have left** his family home in the country so he was able to start working in the capital city. (logical conclusion)*

To express our willingness to do something, we use *will* and *would*. The meaning is similar to *(don't) want to*.

We use *won't/wouldn't* to express unwillingness.

*I **will** call you as soon as I have more news.*

***Would** you lend me your car, please?*

*She **won't** listen to me anymore.*

*He **wouldn't** even eat dinner with us.*

Would is also used to soften or distance a statement, opinion or hope:

*That **would** be your duty ... (That is your duty ...)*

*I **would** suppose that they'll get married. (I suppose that they'll ...)*

*I **would** think that my mum is pretty tired right now. (I think ...)*

Unit 10, Lesson 2A Gerunds and infinitives

Gerunds

We use the gerund after:

- certain verbs/verbal phrases: *admit, appreciate, avoid, can't bear, suggest, understand*, etc.
- prepositions: *after, before, by, for, in, on, with, without*
- verb + preposition: *apologise for, succeed at/in, think about/of*, etc.
- noun + preposition: *congratulations on, the idea of, a good chance of*, etc.
- adjective + preposition: *famous for, good at, used to, worried about*, etc.

Infinitives

We use the infinitive without *to* after:

- modal verbs: *must, can, should, could, will*, etc.
- certain verbs/verb phrases: *had better, would rather, let, make*
- most nouns: *aim, ambition, attempt, decision, fool, mistake, need, nuisance*, etc.
- most adjectives: *able, advisable, afraid, anxious, bound, careful, certain, dangerous*, etc.
- indefinite pronouns: *somewhere, nothing, someone*, etc.

Gerund or infinitive

The following verbs can be followed by an infinitive or a gerund, with a difference in meaning.

forget + gerund: lose a memory of something you have done:

*I will never **forget seeing** The Grand Canyon for the first time – what a spectacular view!*

forget + infinitive: fail to do something because it slips your mind:

*Caitlin **forgot to tell** her manager about a meeting and she is in trouble now.*

go on + gerund: continue with the same activity:

*Brian **went on practising** martial arts despite his numerous injuries.*

go on + infinitive: start another activity after finishing something else:

*After Frank had quit his office job, he **went on to become** a farmer.*

like + gerund: to enjoy something:

*I really **like knitting** – it's so relaxing.*

like + infinitive: to do something because it is a good idea:

*Sometimes I just **like to switch** my phone off.*

mean + gerund: involve, result in something:

*Accepting this job **meant getting up** early.*

mean + infinitive: intend to do something:

*I **meant to call** you yesterday to tell you about the concert, but I completely forgot.*

propose + gerund: suggest a plan:

*I **proposed having** a garden party, but nobody liked the idea.*

propose + infinitive: intend to do something:

*How do you **propose to resolve** this problem?*

regret + gerund: be ashamed of having done something:

*I honestly **regret lying** to you.*

regret + infinitive: feel bad about doing something at the moment of speaking:

*We **regret to inform** you that your application has been rejected.*

remember + gerund: have a memory of something you have done:

*I **remember locking** the door.*

remember + infinitive: keep something in your mind in order to do it:

*Please **remember to keep** your rooms clean.*

stop + gerund: to no longer do something:

*I **stopped drinking** fizzy drinks.*

stop + infinitive: to stop something in order to do something else:

*We **stopped to ask** for directions because our Sat-Nav wasn't working properly.*

try + gerund: do something to see what it's like/if it works:

*If you're stuck with your essay, **try taking** a break.*

try + infinitive: make an effort to do something:

*We **tried to convince** Mum to go on holiday in the mountains this summer, but she just loves the beach too much to change her mind.*



Irregular verbs

WL10.6

awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bet /bet/	bet /bet/	bet /bet/
bite /baɪt/	bit /bɪt/	bitten /'bɪtən/
bleed /bli:d/	bled /bled/	bled /bled/
blow /bləʊ/	blew /blu:/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜ:n/	burned /bɜ:nd/ or burnt /bɜ:nt/	burned /bɜ:nd/ or burnt /bɜ:nt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætf/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
creep /kri:p/	crept /krept/	crept /krept/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
lean /li:n/	leaned /li:nd/ or leant /lent/	leaned /li:nd/ or leant /lent/
learn /lɜ:n/	learned /lɜ:nd/ or learnt /lɜ:nt/	learned /lɜ:nd/ or learnt /lɜ:nt/
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lie /laɪ/	lay /ley/	lain /leɪn/
light /laɪt/	lighted /'laɪtəd/ or lit /lɪt/	lighted /'laɪtəd/ or lit /lɪt/

lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
overcome /əʊvə'kʌm/	overcame /əʊvə'keɪm/	overcome /əʊvə'kʌm/
pay /peɪ/	paid /peɪd/	paid /peɪd/
prove /pru:v/	proved /pru:vd/	proved /pru:vd/ or proven /pru:vən/
put /pʊt/	put /pʊt/	put /pʊt/
quit /kwɪt/	quit /kwɪt/	quit /kwɪt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /seɪd/	said /seɪd/
see /si:/	saw /sɔ:/	seen /si:n/
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shrink /ʃrɪŋk/	shrank /ʃræŋk/	shrunk /ʃrʌŋk/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
speed /spi:d/	speeded /'spi:dəd/ or sped /sped/	speeded /'spi:dəd/ or sped /sped/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
spill /spɪl/	spilled /spɪld/ or spilt /spɪlt/	spilled /spɪld/ or spilt /spɪlt/
split /splɪt/	split /splɪt/	split /splɪt/
spoil /spɔɪl/	spoiled /spɔɪld/ or spoilt /spɔɪlt/	spoiled /spɔɪld/ or spoilt /spɔɪlt/
spread /spred/	spread /spred/	spread /spred/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /sti:l/	stole /stəʊl/	stolen /'stəʊlən/
stick /stɪk/	stuck /stʌk/	stuck /stʌk/
strike /straɪk/	struck /strʌk/	struck /strʌk/
sweep /swi:p/	swept /swept/	swept /swept/
swim /swɪm/	swam /swæm/	swum /swʌm/
swing /swɪŋ/	swung /swʌŋ/	swung /swʌŋ/
take /teɪk/	took /tʊk/	taken /'teɪkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tear /teə/	tore /tɔ:/	torn /tɔ:n/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
understand /ˌʌndə'stænd/	understood /ˌʌndə'stʊd/	understood /ˌʌndə'stʊd/
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/
wind /waɪnd/	wound /waʊnd/	wound /waʊnd/
withdraw /wɪð'drɔ:/	withdrew /wɪð'dru:/	withdrawn /wɪð'drɔ:n/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

STUDENT A

Unit 9, Lesson 3A Exercise 5, page 42

Work in pairs. Look at the photos showing difficult situations. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems.



Unit 10, Lesson 5A Exercise 5, page 55

In pairs, role-play the situations. Use the statements for toning language down from the Speaking box on page 55.

- 1** You start the conversation. You went out for dinner with Student B. The restaurant was good value for money, the service and atmosphere all excellent, the food not that great, but it could have been worse. Your companion is of a different opinion. Try to tone his/her language down.
- 2** Student B is talking about the latest book he/she has read and he/she absolutely loved it. You have read the book too, but your opinion is rather different. You always speak your mind and you are upfront about things. React to your classmate's opinion saying: *This book is an absolute joke!*

STUDENT B

Unit 9, Lesson 3A Exercise 5, page 42

Work in pairs. Look at the photos showing a difficult situation. Speculate on what might be happening, what might have led to these situations and what might be done to solve the problems.



Unit 10, Lesson 5A Exercise 5, page 55

In pairs, role-play the situations. Use the statements for toning language down from the Speaking box on page 55.

- 1** You went out for dinner with Student A. The restaurant was good value for money, the service and atmosphere all excellent, but the food left much to be desired. You don't mince your words when it comes to giving feedback so here's your opinion: *The food in that restaurant was utterly revolting!* Let Student A respond to your statement.
- 2** You start the conversation. You have just read an excellent book by your favourite author. You know that Student A has read it too. Tell Student A how you feel about the book. You'd like to know his/her thoughts on it. Then react to his/her opinion, trying to tone his/her language down.

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