



Jordan High Note

Grade 10
Semester 1

Student's Book

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Publisher: The National Center for Curriculum Development

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The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Curriculum Center in its meeting No. 3/2025 on 27/3/2025 and the approval of the Board of Education decision No. 39/2025 in its meeting No. 1/2025 on 30/4/2025 for the 2025/2026 academic year.

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ISBN: 978-9923-41-943-4

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department
2025/4/1838

Primary indexing data for the book

Book title	Jordan High Note, Grade 10: Student's Book, Semester 1
Prepared by / staff	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2025
Classification number	375.001
Descriptors	/Curriculum Development//Courses//Levels of Education/
Edition data	First edition

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The publishers would like to thank Lynda Edwards, Catherine Bright, Rod Fricker and Joanna Sosnowska for their contribution.

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First edition (trial): م 2025 / هـ 1446



Jordan High Note

Grade 10
Semester 1

Student's Book

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01

Looking good



VOCABULARY Verb phrases with *dress*, appearance, clothes, footwear and accessories

GRAMMAR Present Simple and Continuous, state and action verbs, articles

LISTENING A podcast about jobs in the entertainment industry

SPEAKING Participating in conversations

READING An article about how our appearance influences people's opinions

WRITING An informal email

VIEWING AND PRESENTING Arguing for and against uniforms

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, look at the photo and the title of the text and answer these questions.

1 How do you think the people in the photo feel? Why do you think that?

2 Do you wear a school uniform?

2 Read the first paragraph of the text to check your answer to question 1 in Exercise 1. Then read the rest of the text to answer these questions.

1 Why are the students nervous?

2 What are the students organising?

3 How do students dress for end-of-year celebrations?

A day to remember



It's the last day of the school year and, next to the library, a group of young people, well-dressed in their school uniforms, are either looking around nervously or chatting and taking selfies. Exams are finished and everyone is waiting for their results. For them, it is the last day of school because they are not coming back next year. They are already looking for jobs or are excited about starting university after the school holidays.

Before that happens, however, the students want to celebrate the end of the year with their family and friends. Some are organising a gathering. Others are planning a celebration at home with their families. In any case, they can now take a break from their school uniforms and wear something smart. It is important to look good on a day like this. Nobody wants to dress casually or be underdressed.

In the school hall, Fadi, the editor of the school newspaper, is interviewing some school-leavers. Everyone seems happy, but how do they really feel? And how are they celebrating their hard work and success this evening? This is a day they will remember for the rest of their lives.

Ali: 'People usually organise their own end-of-year celebrations at home, but it's becoming more and more common for students to meet with friends, and that's what we're doing this year.'

Hani: 'I work hard at school every day and now it's time to enjoy myself a little. I've also bought a few small presents to say "thank you" to our teachers who are so kind and helpful.'

Adnan: 'I'm having a family dinner to celebrate the end of the exams and my sister has made me a fantastic cake!'

Present Simple and Present Continuous

3 Match sentences 1–6 with meanings a–f in the Grammar box.

- 1 Everyone is waiting for their results.
- 2 Everyone seems happy.
- 3 I work hard at school every day.
- 4 I'm having a family dinner to celebrate.
- 5 It's becoming more and more common for students to meet with friends.
- 6 People usually organise their own celebrations.

Present Simple and Present Continuous

We use the **Present Simple** for:

- a** facts and general truths
- b** routines and habits
- c** state verbs (e.g. *want, know, prefer, remember, understand, mean, imagine, appear, seem*)

Time expressions: always, every day, regularly, most days, usually, often, sometimes, hardly ever, never

We use the **Present Continuous** for:

- d** actions happening right now
- e** temporary situations happening now
- f** changing situations

Time expressions: now, at the moment, these days, nowadays, this year

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4 Read the *Watch Out!* box. Then complete the sentences.

- 1 My friends and I **take / are taking** a class this month and today we **'re learning / learn** how to knit.
- 2 It **gets / 's getting** late but I **don't want / 'm not wanting** to leave the family dinner!
- 3 I **'m thinking / think** that social media is a great way to stay connected but I **prefer / 'm preferring** face-to-face conversations.
- 4 My best friend **hates / 's hating** doing exercise so unfortunately we **'re never going / never go** running together.

WATCH OUT!

State verbs are usually used in the Present Simple because they express states, opinions or feelings. However, a small group of these verbs can be used in the Present Continuous with a change of meaning, e.g. *think, have, look, see*: **I'm thinking** of going home. (*thinking = mental activity*)

We **think** it's a great idea. (*think = opinion*)

5 1.2 Write the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.



- Rana** ¹ **I'm packing** (pack) for our trip and it's really difficult.
- Nour** I ² _____ (know) what you mean. What have you got so far?
- Rana** I ³ _____ (choose) some comfortable things like T-shirts and trousers. ⁴ _____ (you/think) of taking any warm clothes?
- Nour** No, only a sweater or a light jacket.
- Rana** I ⁵ _____ (want) to take my new sun hat, but it's too big for my bag.
- Nour** It ⁶ _____ (not seem) worth taking a sun hat. We ⁷ _____ (plan) mostly indoor activities.
- Rana** That's true!
- Nour** Anyway, I ⁸ _____ (not think) you should worry too much. We can always go shopping when we're there!

6 **SPEAKING** Use the phrases from the box below to make three true sentences and one false sentence about yourself.

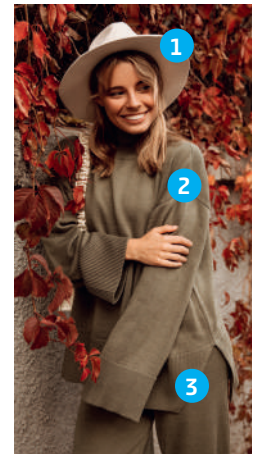
dress casually dressed up as get dressed
get dressed up get undressed overdressed
underdressed well-dressed

Now go to Workbook page 4 for the next lesson.

I can use Present Simple and Present Continuous to talk about habits and temporary situations.

My Wardrobe

This long-sleeved jumper with **wide** sleeves is one of my favourites. It's incredibly comfortable and it matches perfectly with these loose-fitting trousers. I always choose clothes made from natural fabrics like **cotton** and **wool** because they're very soft and easy to look after. I prefer clothes in plain colours to patterns like **polka dots** or **paisley**. When I want to look more stylish, I wear this outfit with a wide-brimmed hat and a shoulder bag.



I have short dark-brown hair and a beard and I usually dress casually. I think my clothes match my appearance. My favourite piece of clothing is my black leather jacket and I choose my other clothes to go with that. For my daily college routine, I often wear dark-blue jeans with a classic belt. Today I'm wearing a v-necked T-shirt and a hoodie. I sometimes wear the red and white checked hattah that my friend from Jordan gave me. I'm not really into **logos** or patterns on my clothes. I'm also wearing vintage sunglasses and trainers, and I keep all the things I need for the day in my yellow backpack. This is what I like to wear on weekdays.

At work, I dress quite formally. I tend to wear a suit with a **striped** blouse and a **cashmere** cardigan. But in traditional settings, I like to wear a thobe. The material and pattern of the thobe can vary greatly. For instance, it might be made of cotton, **silk** or **nylon**, and it might have an **embroidered** design or it might be plain. Some women might wear them with accessories like a brightly-coloured scarf or a matching handbag. My favourite thobe is black and red, paired with a **plain** black headscarf.



1 THINK BACK Work in pairs. Add as many words as you can to these categories.

Clothes: vest, ... **Footwear:** sandals, ...
Accessories: cap, shoulder bag, ...

2 Look at the photos and match items 1-14 with their names.

- | | |
|--|---|
| <input type="checkbox"/> plain black headscarf | <input type="checkbox"/> black leather jacket |
| <input type="checkbox"/> buttoned cardigan | <input type="checkbox"/> checked scarf |
| <input type="checkbox"/> dark-blue jeans | <input type="checkbox"/> hoodie |
| <input type="checkbox"/> long-sleeved jumper | <input type="checkbox"/> loose-fitting trousers |
| <input type="checkbox"/> matching handbag | <input type="checkbox"/> embroidered thobe |
| <input type="checkbox"/> vintage sunglasses | <input type="checkbox"/> v-necked T-shirt |
| <input checked="" type="checkbox"/> wide-brimmed hat | <input type="checkbox"/> yellow backpack |

3 Add the highlighted words from the texts.

Materials: denim, leather, linen, **cashmere**, ...

Patterns: checked, plain, ...

Shape: baggy, loose-fitting, narrow, ...

Other: full-length, vintage, ...

4 SPEAKING In pairs, describe what the people in the photos are wearing.

5 REFLECT | Society How are the clothes your generation wears different from what your parents' generation wears?

6 WRITING What is your favourite outfit?

Now go to Workbook page 6 for the next lesson.



LESSON 3A

LISTENING AND VOCABULARY

- 1 Think about films you have seen. In what ways do actors change their appearance?
- 2 You are going to listen to a podcast about jobs in the entertainment industry. Study the 'Before you listen' section of Active Listening and the sentences in Exercise 5. Then answer questions 1 and 2.
 - 1 What are the names of two of the people you will hear in the podcast?
 - 2 What do you think their jobs are?

ACTIVE LISTENING | Listening effectively


Before you listen


- Read each question carefully.
- Predict what the people might say.
- Predict what kind of information you need to answer each question – a number, a place, etc.

While you are listening

- Listen for key words and phrases to:
 - help you understand the main ideas.
 - check your predictions.



- 3  **1.3** Listen and check your answers to Exercise 2.

- 4 In pairs, look at the sentences in Exercise 5 and decide what kind of information you need in order to complete each sentence.
- 5  **1.3** Study the 'While you are listening' section of Active Listening. Then listen again and complete the sentences.
 - 1 Lama can't give too much information about the TV series because it's secret.
 - 2 Lama's job is to transform Malak so she appears to be _____ years old.
 - 3 She wants to make Malak's lips look _____ and _____.
 - 4 She enjoys the _____ part of her job most.
 - 5 Clothes and accessories cost Lama _____ dinars every year.
 - 6 In the future, Lama would love to work on a _____.
- 6 Look at these words and phrases from the podcast. Use them to write six sentences about people you know.

bags under the eyes double chin
 long eyelashes smooth skin wrinkles
- 7 **SPEAKING** In groups, discuss the questions.
 - 1 What skills and qualities do you think are essential for a successful costume designer?
 - 2 How important is creativity in the role of a make-up artist? Can you give examples?

Now go to Workbook page 7 for the next lesson.

LESSON 4A READING AND VOCABULARY

1 SPEAKING In pairs, talk about your favourite/least favourite clothes and accessories. Why do you like/dislike them?

2 In pairs, look at the photos, the captions and the title of the article on page 9. What do you think it is about?

3 Read the article and choose the correct answers.

1 In the first paragraph, what does the writer say about how we judge appearances?

- a** We are not aware of how much appearances affect our decisions.
- b** First impressions are usually wrong.
- c** We always make decisions based on physical characteristics.

2 Which statement is true about the experiment in the second paragraph?

- a** Participants in different countries rated people differently.
- b** We only judge the characters of people we know.
- c** We trust mature people more.

3 In the third paragraph, what does the writer suggest?

- a** People who wear glasses are more intelligent.
- b** We often believe stereotypes.
- c** People who wear uniforms are better listeners.

4 How can putting on a white coat influence you?

- a** It can make you believe you're a doctor.
- b** It can help you concentrate better.
- c** It can help you control other people.

5 What would be the most suitable sub-heading for this article?

- a** Some stereotypes are false, but the way people look tells us a lot about them.
- b** The way we look affects what people think of us and how we feel and behave.
- c** Studies show it's better to dress well if you want to be successful in life.

4 In pairs, rewrite these statements using the highlighted phrasal verbs and phrases from the article.

1 I admire people who work hard to achieve their goals.

I look up to people who work hard to achieve their goals.

2 I don't think it's right to consider yourself better than people who don't care about high-status jobs or titles.

3 I'd like to start my own research company one day.

4 I often make a mistake when I don't take the time to listen carefully.

5 I think that challenging situations can make people's best qualities more noticeable.

5 Study Watch Out! and rewrite sentences 1–4 using compound adjectives.

1 I've got broad shoulders and curly hair.

2 I can't decide whether to wear a shirt with short sleeves or long sleeves.

3 My hair is short, but my friend has long hair.

4 My eyes are blue and my sister's are brown.

WATCH OUT!

We can use compound adjectives to describe clothes and people.

If a person has **grey hair**, we say he/she is **grey-haired**.

If a person is neither young nor old, we say he/she is **middle-aged**.

6 SPEAKING How do these make you feel?

a uniform a white coat casual clothes
formal/smart clothes glasses sunglasses

7 REFLECT | Values Appearance is not important. It's what's inside that counts. Do you agree? Discuss in groups.

8 WRITING What does the expression 'Never judge a book by its cover' mean?



Do our clothes affect the way others perceive us?



Can a white coat make people listen to you?

Do glasses make you look more intelligent?



The power of appearance

1.10



When we see someone for the first time, our brains instantly notice things like their age, hair, eye and skin colour or height and voice, and we use this information to make assumptions about their education, social position and character. Without realising it, we then make important decisions – such as who to vote for, who to give a job to or who to trust – based on these assumptions.

A few years ago, social scientists **set up** an experiment in 45 different countries, in which people had to guess what 120 individuals were like based on pictures of their faces. The results showed that in every region of the world, people rated men and women over 40 as more confident, responsible, sociable and reliable. There are also studies that show that we perceive grey-haired individuals as wise or mature, or people who wear glasses as intelligent.

The way we dress also has an impact in situations such as school, social occasions or work. We often **look up** to someone who is very well-dressed and **look down on** those who don't dress as smartly. We show more respect to people in uniforms and are more likely to

listen carefully to a doctor when he or she is wearing a white coat instead of casual clothes.

The clothes we wear don't just affect what others think of us; they also affect how we feel about ourselves. In one fascinating experiment, scientists showed that if you wear a white coat that you believe belongs to a doctor, your ability to pay attention increases sharply. Apparently, wearing what you think is a doctor's coat can **bring out** the best in you! However, if you wear the same white coat believing it belongs to a painter, there's no improvement in your ability to concentrate. As the scientists behind the experiment stated, 'The clothes we wear have power not only over others, but also over ourselves.'

So our physical appearance and clothes influence the opinions people have of us and their behaviour towards us. This can sometimes make them use unfair stereotypes and **get it wrong**. But it seems that the clothes we wear also have a powerful effect both on how we feel and how we act. Perhaps that's worth remembering the next time you're trying to decide what to wear.



THIS WEEK'S STAR LETTER IS FROM HUDA IN AMMAN. SHE HAS WON THE 1ST PRIZE!

I work as a sales assistant in a women's clothing shop in Amman. The shop specialises in women's clothes made in Jordan.

From the late 20th century onwards, women started to wear clothes like trousers, suits and long-sleeved blouses. Women my age usually wear a traditional embroidered thobe for more special occasions. But in my opinion, the most important thing to know about style is that it's like a wheel. It turns round and round. The looks of the past that nobody wears anymore often become the popular choices of the future.

In the past, women wore long dresses all the time. Today I'm wearing a beautiful full-length dress. It isn't new. My mum bought it 30 years ago!

LESSON 5A GRAMMAR

- 1 'Style is like a wheel.' What does that mean? Discuss in groups. Then read the text and look at the photos to check your ideas.

Articles

- 2 Match the underlined words in sentences 1-7 with rules a-g in the Grammar box.

- 1 She has won the first prize.
- 2 I work as a sales assistant.
- 3 The shop specialises in women's clothes from Jordan.
- 4 Women wore long dresses all the time.
- 5 ... the most important thing to know about clothing choices ...
- 6 ... is that it's like a wheel.
- 7 I'm wearing a smart suit. The suit looks great.



- 3 **1.11** Complete the gaps with \emptyset (no article), *a/an* or *the*. Then listen and check.

They say that ¹ \emptyset clothes say a lot about us. What about ² ___ people who don't buy any clothes, like me? Today I'm wearing ³ ___ old pair of jeans and ⁴ ___ cotton top. ⁵ ___ jeans were ⁶ ___ present and ⁷ ___ friend gave me ⁸ ___ top because it was too small for her. She bought it in ⁹ ___ Italy. Why don't I buy new clothes? Well, shopping isn't ¹⁰ ___ worst thing in ¹¹ ___ world, but I care about ¹² ___ environment more than I care about ¹³ ___ style.

Articles

- a We use *no article* (\emptyset) with plurals and uncountable nouns to talk about something/someone in general.
- b We use *no article* (\emptyset) with continents, most countries and cities.
- c We use *a/an* to talk about a singular countable thing/person when it is one of many or one of a group; not the only one.
- d We use *a/an* with occupations.
- e We use *the* to talk about a specific thing/person.
- f We use *the* with superlatives, ordinal numbers, periods (e.g. the 1980s) and some countries (e.g. the UAE).
- g We use *a/an* when we mention something/someone for the first time and *the* when we mention it again.

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- 4 **1.12 PRONUNCIATION** Listen to sentences 1-3 and say when and why *the* is pronounced /ði:/.

- 1 The American jeans are cheaper than the European ones.
- 2 The hat was the oldest item in his wardrobe.
- 3 The expensive shoes are less comfortable than the cheap ones.


- 5 **SPEAKING** In pairs, discuss the question. Which clothes from the past do you like?

Now go to Workbook page 8 for the next lesson.


LESSON 6A SPEAKING

- 1 What jobs require a uniform? Why do you think this is? Discuss in groups.
- 2 In pairs, say if you agree or disagree with these opinions. Say why.
 - 1 School uniforms promote a sense of unity among students.
 - 2 School uniforms are more comfortable than regular clothes.
 - 3 School uniforms save time and effort in choosing what to wear each day.
 - 4 School uniforms prepare students for dress codes at the workplace.



- 3  **1.13** Listen to the conversation between four friends. Which opinions (1–4) in Exercise 2 are expressed in the conversation?



- 4  **1.14** Listen to another conversation between two friends and answer these questions.

- 1 Why is Nada confused at the beginning?
- 2 What does Reem like about her uniform?
- 3 Why do they have to end the conversation?

- 5 Complete the Speaking box with headings a–f.

- a Ask for explanation or clarification
- b Ask for repetition
- c Clarify your message
- d Get others to speak
- e Hold attention
- f Interrupt politely

- 6 Work in groups. Use the phrases from the Speaking box to discuss arguments for and against wearing a uniform at work.



SPEAKING | Participating in conversations

When you're speaking

¹ Clarify your message

What I mean is ...

The thing is, ...

Let me put it another way.

² _____

Just a second, I haven't finished.

Hold on! Let me finish!

Check others understand

Do you know/see what I mean?

Does that make sense?

Do you get it?

³ _____

What do you think?

Tell us what you think.

What's your opinion?

When someone else is speaking

⁴ _____

Excuse me, can I say something?

That's true/a good point, but ...

Sorry to interrupt but ...

⁵ _____

Sorry, I didn't get that. Could you say it again? I'm sorry, I missed that.

⁶ _____

Do you mean ...?

I'm not sure what you mean.

Are you saying ...?

Did you say/mention ...?

Confirm you understand

Right, I've got that.

Yes, I know/see/get what you mean.

Ah right! Now I get it.

LESSON 7A WRITING | An informal email

1 REFLECT | Culture Read about the wood-fired oven. Which of the following facts are true?

- a** It was used in many different countries in the past.
- b** Every Roman family had an oven in their house.
- c** Romans made a food similar to pizza in wood-fired ovens.
- d** Stone ovens aren't very efficient.
- e** The taste of pizza made in a wood-fired oven is special.

2 Read Huda's email. Why is she writing to Dalia?

3 Read Huda's email again. In pairs, identify five features that make it informal.

She starts with 'Hey' instead of 'Dear ...'

The history of the wood-fired oven

The wood-fired oven made of brick or stone has been around for thousands of years. Archaeologists have found such ovens in the excavation sites of almost all ancient civilisations. In fact, taboon flatbread, which is popular across the Middle East, takes its name from the word 'oven'.

Ancient Romans took their bread to a communal oven for baking, and this is probably the origin of today's pizza.

Ovens made from stone allow for heat to be distributed evenly and efficiently. The wood fire gives flatbreads and pizzas a distinct and delicious taste.



To: DDfriend@happymessage.net

Subject: dinner

Hey Dalia,

How's it going? Great to see you Saturday night. I ate so much!!! Had to go to the gym today to get some exercise ...

Got your invitation 4 next week. Thx! I can't wait! A family meal in the garden is a great idea. And everyone loves wood-fired oven taboon! Everyone's excited and I can't wait to see your parents again! 😊

I'm trying to decide what to wear. I want to wear something appropriate but not be overdressed, obviously. Not sure about the footwear. I think I'll wear my blue trainers because they're comfortable for being outside. It might be too cold for sandals. And a nice dress, of course, as it is a special occasion. I'll bring a warm jumper as well, in case it gets cool later. What do you reckon?

Do you fancy decorating for the event together? Let me know! Right, I'm off to make some dinner (finally hungry again after all that food!). Message me later.

Bye 4 now

Huda

4 Study the Writing box and check your ideas in Exercise 3. Then complete the Writing box with examples from Huda's email.

WRITING | An informal email

Beginning your email

- Start with a friendly greeting, e.g. **Hi there, ...**/¹ **Hey**
- Mention your last contact with the other person, e.g. **Long time no see.** /² _____
- Mention the message you are replying to, e.g. **Thanks for the invitation.** /³ _____

Sounding informal

- Write in a chatty style.
- Use short, simple sentences.
- Choose informal words and expressions, e.g. **What do you reckon?** NOT **What do you think?** /⁴ _____ NOT **Would you like to ...?**
- Use !, emojis 😊 and abbreviations (btw = by the way/⁵ _____ = thanks).
- Use contractions, e.g. **How's ...?** instead of **How is ...?** /⁶ _____ NOT **I cannot ...**
- Leave out words like pronouns (usually *I*), and the verb *to be*, e.g. **Great to see you ...** NOT **It was great to see you ...** /⁷ _____ NOT **I'm not sure about ...**

Ending your email

- Give a reason for ending your message, e.g. **Got to do my homework now.** /⁸ _____
- Send greetings or refer to future contact, e.g. **Give my love to Eman.** or **See you on Saturday.** or **Give me a call next week.** /⁹ _____
- End with **CU soon** /¹⁰ _____

5 Put lines a–g in order to make Dalia's reply.

- a You could wear white trainers and a silver dress and I could wear black trainers and a gold dress.
- b Let me know. Homework time now.
- c I have a suggestion for a matching outfit for the two of us.
- d Love, Dalia
- e Hey Huda,
- f And this weekend it's my garden dinner!
- g How RU doing? Just back from the gym. Last weekend was great, wasn't it?

6 Complete Huda's next message to Dalia with phrases from the box.

Do you fancy ... Can't wait for ... How's it going? I'm off to sort something out CU soon Hi there Hoping you can help.

¹ **Hi there,**

² _____ Been to the gym AGAIN? Stop making me feel lazy 😊. ³ _____ next week's dinner.

I love your suggestion! Matching outfits – how cute! ⁴ _____ coming over later? My mum has a suitcase full of old clothes. I think we might find dresses there. Bring your black trainers! Anyway, let me know, and we'll ⁵ _____.

Got to visit my grandma. I made her some cupcakes. Can't wait to surprise her! ⁶ _____
Huda

7 SPEAKING Imagine you are also going to Dalia's dinner. Choose an outfit and accessories for yourself and describe them.

8 WRITING TASK Reply to Huda's email. Tell her about your outfit for the dinner.

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

02

The digital mind



VOCABULARY Scientific research, phrases with *think* and *mind*, uses of drones, science, technology

GRAMMAR Present Perfect Simple and Continuous, verb patterns

SPEAKING Making choices

WRITING A blog post

READING An article about science fiction and science fact

LISTENING A podcast about drones

VIEWING AND PRESENTING Deciding what to do

LESSON 1A VOCABULARY AND GRAMMAR

WHAT HAVE YOU BEEN DOING?

Ziad Hi, Ali. How's it going?

Ali I've been revising Chemistry all day.

Ziad All day? Seriously? How long have you been revising?

Ali I've been revising for hours, ever since I had breakfast. So far, I've read three units of the book and I've memorised almost all the formulas. What about you?

Ziad Well, I haven't been revising.

Ali No? What have you been doing?

Ziad I've been thinking about our Physics project.

Ali I haven't had time to think about that. Have you come up with any good ideas?

Ziad I've been working on a text about the Voyager space probes. I've written a first draft ... Oh, I've also been searching online for visuals and I've found some cool photos. I'll send you what I've done.

The Voyager programme

The mission of the Voyager space probes is to study the outer planets and to voyage beyond our **solar system** into interstellar space.

They've ¹**travelled** / **been travelling** for over 40 years. Voyager 2 left Earth on 20 August 1977, and 16 days later, on 5 September, Voyager 1 was **launched**.

Voyager 1 has ²**travelled** / **been travelling** over 23 billion kilometres. No man-made object has ever ³**gone** / **been going** so far from the Sun. It's ⁴**flown** / **been flying** past Jupiter and Saturn and their **moons**. In August 2012 it left the Sun's magnetic field and since then it's ⁵**travelled** / **been travelling** in interstellar space, passing through the **constellation** Ophiuchus.

Even though Voyager 2 hasn't ⁶**gone** / **been going** quite as far as its sister spaceship, it's also ⁷**reached** / **been reaching** interstellar space. It's ⁸**travelled** / **been travelling** about 20 billion kilometres and it's ⁹**visited** / **been visiting** four planets in the solar system: Jupiter, Saturn, Uranus and Neptune.

Since they began their amazing **voyages**, the probes have ¹⁰**continuously sent** / **been continuously sending** back radio waves together with images and other scientific data. So far, they've ¹¹**sent** / **been sending** a lot of valuable information about the **galaxy**.





- 1 **2.1** Read and listen to the conversation between Ziad and Ali on page 14. What are they talking about?

Present Perfect Simple and Continuous

2 Study sentences 1 and 2 and answer the questions.

- 1 I've read three units of the book.
- Do we know exactly when Ali read those units?
 - Do we know if he has finished reading those three units?
- 2 I'm tired. I've been revising Chemistry all day.
- Do we know if Ali has finished revising Chemistry for the day?
 - Do we know how long he's been doing it?
 - Do we know how he feels because of it?

3 Choose the correct option.

- 1 We use the **Present Perfect / Present Perfect Continuous** to talk about an activity that started in the past and may still be continuing. We focus on the **activity / result**.
- 2 We use the **Present Perfect / Present Perfect Continuous** to talk about a finished activity in the past when we don't say exactly when it happened or if it happened recently. We focus on the **activity / result**.

Grammar Reference > page 68

4 Look at Ziad's draft on page 14 and choose the correct forms to complete it.

5 Work in pairs. Choose from the prompts below. Then use the Present Perfect Continuous to explain each situation.

- I've got glue on my hands.
- I've memorised all the countries in the world.
- I'm ready to run a marathon.
- I feel great.

A *I've got glue on my hands.*

B *Why? What have you been doing?*

A *I've been making ...*

6 Complete these sentences with the correct form of the highlighted words from Ziad's draft on page 14.

- The Earth is the third planet from the Sun. It has one *moon*.
- There are eight planets in our _____.
- Ursa Major is a _____ that looks like a large bear.
- On 6 February 2018, the *Falcon Heavy* rocket _____ a red sports car into space.
- From the window of the _____, the astronauts could see the entire planet below them.
- With current technology, the _____ from the Earth to Mars would take about nine months.
- There could be 100–200 billion stars in our _____.

7 **SPEAKING** In pairs, role-play the situations. Student A, go to page 73. Student B, go to page 75.

8 **2.2 LISTENING AND SPEAKING** Read the question below and listen to the interviews. Say what the speakers answer. Then in pairs, ask and answer the question.



What interesting things have scientists been working on recently?



Now go to Workbook page 12 for the next lesson.

LESSON 2A READING AND VOCABULARY

- 1** In pairs, discuss three ways humans are better than computers and three ways computers are better than humans.

Humans can feel emotions.

Computers can process data quickly.

- 2** Study Active Reading, skim the text on page 17 and answer questions 1 and 2. Then discuss 3 and 4 with a partner.

- 1** Where would you see a text like this one?
- 2** What is the main idea?
- 3** What do you know about the topic?
- 4** What do you expect to learn from the text?

ACTIVE READING | Skimming and scanning

Skimming and scanning are ways of searching for information in a text quickly and effectively. When you skim or scan a text, you do not need to read every word.

- **Skimming** – looking at photos and reading the title, headings, captions and the first line of each paragraph to get the general idea of what a text is about.
- **Scanning** – reading parts of the text to find specific information such as key words, dates or names.

- 3** Scan the text on page 17 to complete the notes with 1–2 words from the text. Then read the text carefully if necessary.

- 1** Recent developments in AI have altered the way we interact with our electronic devices.
- 2** Narrow AI can be programmed to perform a _____.
- 3** With general AI, experts hope to be able to program robots to perform tasks which require _____.
- 4** Some experts believe general AI might be possible by _____.
- 5** Humans still _____ greater intelligence than robots.
- 6** Applying advanced surgical techniques and carrying out research to monitor marine populations are examples of more _____ that can now be carried out by robots.

- 4** Complete the table with the words from the text.

Verbs	Nouns
<i>achieve</i>	achievement
develop	
disagree	
exist	
identify	
	interaction
	possession
	proposal
recognise	
	requirement

- 5** Complete the second sentence so that it means the same as the first one by changing the underlined verb into a noun.

- 1** I've achieved something amazing.
It's an amazing achievement for me.
- 2** My friends and I disagree strongly on one important issue.
There is a strong _____ between my friends and me on one important issue.
- 3** I always have to identify myself at the school entrance.
I always have to show my _____ at the school entrance.
- 4** My new phone can recognise my fingerprint.
My new phone has fingerprint _____.
- 5** I propose we use more technology to learn English.
I have a _____. Why don't we use more technology to learn English?

- 6** **SPEAKING** How could AI help you in the following areas of your life? Discuss in pairs.

- homework and studying
- cooking and housework
- personal safety and security
- work and productivity
- health and fitness

AI could help me with my homework; for example, it could search for information faster.

Science fiction or science fact?

The existence of super-intelligent machines in which lifelike robots in the future obey and perform complicated tasks, has moved quickly from science fiction to science fact. From facial identification systems in our phones, to algorithms that help us search the internet, the development of Artificial Intelligence (AI) has changed the way we interact with technology.



2.3

What is AI?

AI is already a part of our lives in the form of the computer technology. This type of AI is called Narrow AI and it focuses on a particular task it has been programmed to do. For example, it can be used for the GPS systems in a car, or the voice-recognition systems that let us talk to our smart devices. AI suggests things for us to listen to, it can remind us to do something important, and is also used in social media to send users adverts.

General AI, on the other hand, allows machines to learn, reason and make judgements based on previous experiences – just like humans! This kind of super-intelligence isn't a reality quite yet, but the aim is to teach it to do better than humans in all tasks that require mental effort. There are disagreements about when General AI might become a reality. Some experts say never, while others believe it could happen as early as 2045.

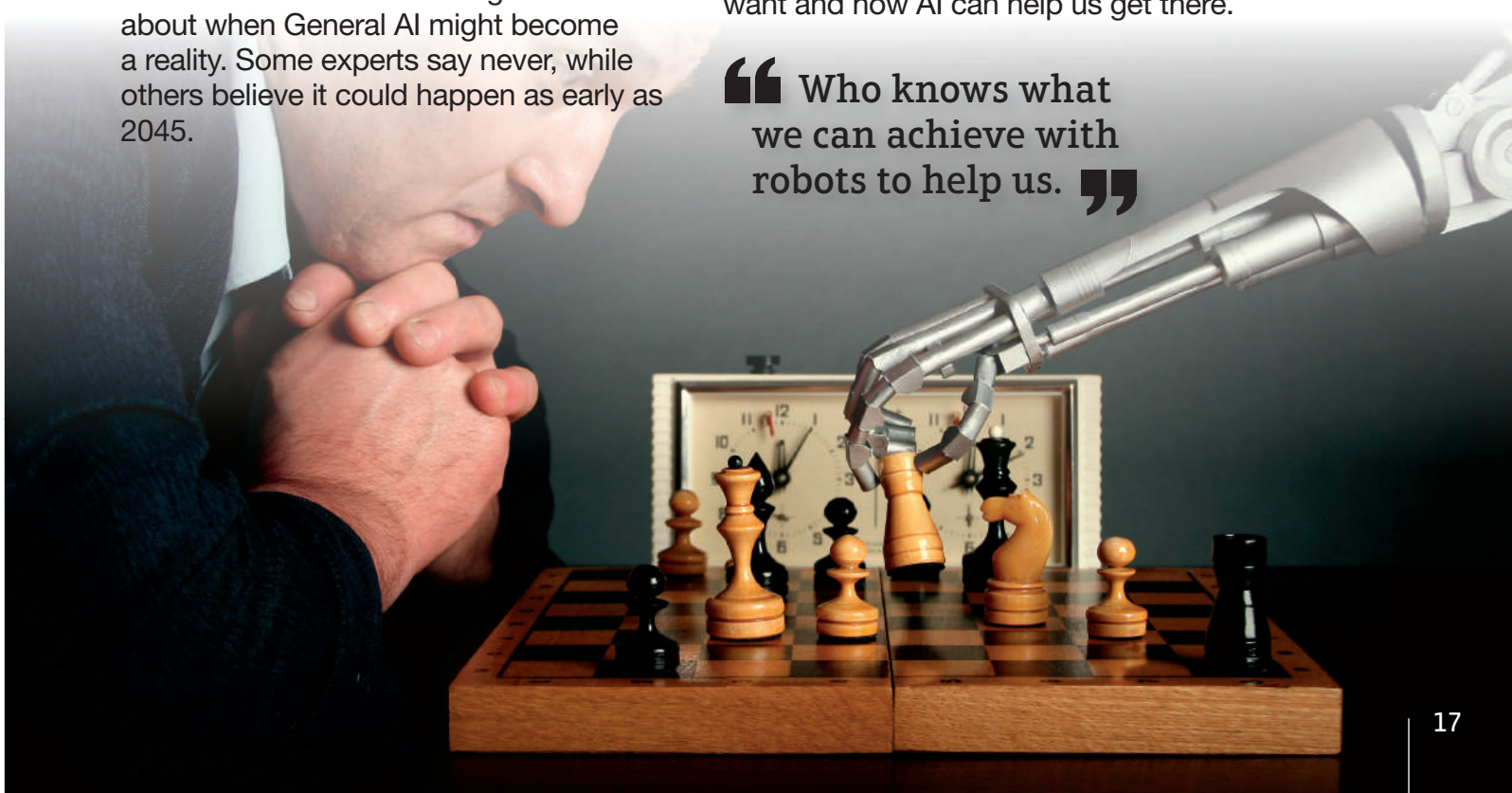
How can AI help us?

Robots already carry out many boring or unpleasant jobs for us. However, advances in AI mean that they can perform more complicated tasks, such as high-precision medical surgeries, dangerous search and rescue operations or even scientific research such as tracking fish in the sea.

How can we make sure AI is safe?

We possess greater intelligence than robots at the moment. But if our technological creations become more intelligent than us, will we control them or will they have a mind of their own? Experts have proposed that we speed up research on AI safety immediately. There are also many other important questions about AI – for example, how will we earn money if machines can do most jobs? What legal rights and responsibilities will robots and other super-intelligent machines have? Ultimately, we need to begin an important conversation about what sort of future we want and how AI can help us get there.

“ Who knows what we can achieve with robots to help us. ”



LESSON 3A VOCABULARY | Science, phrases with *think* and *mind*

1 Discuss the questions in groups.

- 1 Have you ever been to a science and technology museum or exhibition? What was it like?
- 2 Do you read the information museums provide about their exhibits? Say why.

2 Complete the museum information with the words from the box.

cells gravity organism pressure radiation research



- 1 Gravity on the moon is weaker than on Earth – that's why astronauts bounce and float.
- 2 In the deep oceans, the water _____ is too strong for humans to dive there.
- 3 Astronauts in space are exposed to _____ from the Sun.
- 4 Did you know that there are over 37 trillion _____ in the average human body?
- 5 The largest living _____ in the world is not a coral reef, it's actually a fungus that lives in Oregon, in the US.
- 6 According to _____, noise pollution can damage your health.



- 3 **2.4** Listen to some visitors describing their experience at a science museum. Have they mostly enjoyed their visit?

4 Read the comments. Match the highlighted expressions a-h to sentences 1-8.

- a blew my mind e broadens your mind
 b I didn't think much of f I've changed my mind
 c I've made up my mind
 d think outside the box g my mind has gone blank
 h You can't hear yourself think!

- 1 To invent something life-changing, or to do some truly original research, it's sometimes necessary to **think in a new or creative way**.
- 2 What have I learnt? Oh goodness, so much, but **suddenly I can't remember anything**.
- 3 **I've decided** that I want to study Physics.
- 4 I thought science was a bit dull, but after today **I have a different opinion**.
- 5 The section on radiation **really impressed me**.
- 6 I think a visit to any museum **increases your understanding of the world**.
- 7 Stay out of the café. **It's extremely noisy!**
- 8 **I wasn't impressed by** the robotics exhibition.

- 5 **2.5** Choose the correct words from the box. Use the definitions in brackets to help you. Then listen and check.



again ahead big seriously twice

- 1 We should always **think big** (have ambitious plans) even if something seems impossible.
- 2 The planet is a living organism and we need to **think _____** (think about an issue that's important) about how we treat it.
- 3 And after seeing the part about industrial farming, I'll certainly **think _____** (think carefully before you do something) before I eat meat again.
- 4 If you think museums are boring, this one will make you **think _____** (reconsider).
- 5 Anyway, **think _____** (think about what might happen in the future) and wear comfy shoes and you'll be fine.

QUIZ true or false?

What do you know about your brain and mind and how they work? Complete our quiz to find out.

- 1 **MEMORY** Most people can remember as many as 1,000 faces. T F
- 2 **READING** As long as the first and last letters of words are in the right place, most people still manage to read them. This is because your mind looks at the whole word and not each letter. T F
- 3 **AGE** Our brains begin ageing from around the age of 20. By the time we are 60, they actually begin to shrink. T F
- 4 **MUSIC** To improve your performance in a range of school subjects, experts recommend that you practise playing a musical instrument regularly. T F
- 5 **BRAIN HEALTH** People who enjoy doing crosswords or love reading are more likely to maintain a healthy brain. T F
- 6 **SLEEP** It is safer to let someone sleepwalk because the shock of being woken up can cause serious brain damage. T F



LESSON 4A GRAMMAR

- 1 Do the quiz. Then in pairs, check your answers on page 74. Which facts did you find most surprising?

Verb patterns

- 2 Study and complete the Grammar box with the underlined verbs from the quiz.

Verb patterns

We use the *-ing* form after some verbs (*admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss, 1 _____, 2 _____, 3 _____*).

We use the infinitive with *to* after some verbs: (*agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like, 4 _____*).

We use the infinitive without *to* after:

- modal verbs (*must, might, should, will 5 _____*),
- *make* and *6 _____*.

We use some verbs with the *-ing* form and infinitives with no difference in meaning (*start, continue, 7 _____*).

Grammar Reference > page 68

- 3 Replace the underlined verbs with the verbs in brackets and rewrite the sentences. Then discuss the sentences in pairs.

- 1 I'm interested in learning to swim. ('d like to)
- 2 You must continue to learn new things to exercise your brain. (keep)

- 3 Parents should read to their young children regularly. (need)

- 4 I'd like to start reading more regularly. (begin)

- 4 Study *Watch Out!* Complete the text with the correct forms of the verbs in brackets.

How to look after your brain

You can't expect ¹ to have (have) a healthy body if you don't try ² _____ (exercise) regularly. Similarly, if you want ³ _____ (keep) your brain fit, you need to remember ⁴ _____ (use) it. Many people enjoy ⁵ _____ (read), which is both pleasurable and good for your imagination. You could also try ⁶ _____ (do) sudoku or crossword puzzles regularly or, if you hate ⁷ _____ (solve) puzzles, perhaps you'd prefer ⁸ _____ (learn) a strategic game such as chess. If you don't fancy ⁹ _____ (try) any of these, you could learn ¹⁰ _____ (play) a musical instrument. You will ¹¹ _____ (find) plenty more advice online!

WATCH OUT!

Some verbs (*forget, regret, remember, stop, try*) can be followed by an *-ing* form or an infinitive, but the meaning is different depending on the form used:

I remembered **to switch off** my computer. (remember something, then do it)

I remember **switching off** my computer. (do something and remember it later)

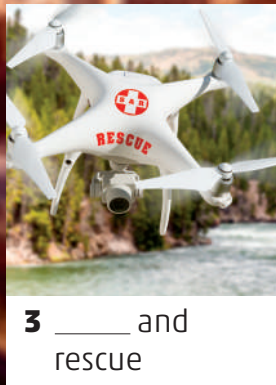
Now go to Workbook page 15 for the next lesson.



1 Aerial filming and photography



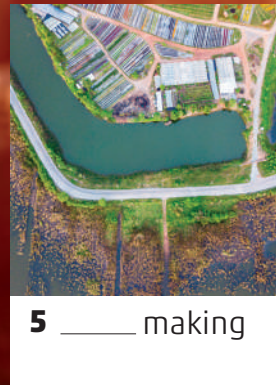
2 Commercial _____



3 _____ and rescue



4 _____ enforcement



5 _____ making



6 _____ forecasting

LESSON 5A LISTENING AND VOCABULARY

1 **Work in pairs. Have you ever seen or flown a drone? Where and when? Would you like to fly one? Say why.**



2 **2.6** Listen to a podcast interview about drones and choose the best summary of what it is about.

- a Women in the drone industry
- b Different uses of drones
- c Legal issues connected to the use of drones

3 **Complete the uses of drones shown in the photographs with the words from the box.**

deliveries law map photography
search weather

4 **2.6** Listen again and decide if statements 1–6 are true (T) or false (F), or if the information is not given (NG).

- 1 Yousuf began flying drones when he was 19.
- 2 The presenter of the podcast has never flown a drone using first-person view.
- 3 Some drone racing competitions offer valuable prizes.
- 4 Yousuf says drones can be used to predict earthquakes.
- 5 It is not yet legal for drones to deliver medical supplies.
- 6 Abeer has appeared on TV several times.

5 **In pairs, discuss these questions.**

- 1 Which of the uses of drones are the most important for society?
- 2 Would you like drones to deliver things to your home?
- 3 Are you worried about drones and privacy?

Now go to Workbook page 16 for the next lesson.

LESSON 6A SPEAKING

1 Do you ever get bored at the weekend or do you always find something fun to do?



2 **2.11** Listen to three friends discussing what to do. What are the first four suggestions they make? Why do they reject them and what do they finally agree to do?



3 **2.12** Complete the Speaking box with the words from the box. Listen and check your answers.

about better don't far main much
of one quite reason sounds What

SPEAKING | Making choices

Making suggestions

Why ¹ _____ we ...?

² _____/How ³ _____ (... ing)/this?

What do you think ⁴ _____ ... ing ...?

Let's ...

Expressing and justifying opinions

You can't go wrong with ...

(That) ⁵ _____ good/like a good idea.

(Personally,) (I think) that's a great/terrible idea because ...

It isn't a bad idea, but it isn't a good one, either.

I don't think ⁶ _____ of that idea, to be honest.

The ⁷ _____ reason is ...

Another ⁸ _____ is ...

Comparing options

It isn't nearly as good/bad as ...

It's almost/It isn't ⁹ _____ as good/bad as ...

It's even ¹⁰ _____/worse than ...

That's by ¹¹ _____ the best/worst idea (I've ever heard).

Reaching decisions

That's the best idea we've had.

That's the ¹² _____! /(Let's) go for it!



4 Use the words in brackets to rewrite these sentences below without changing their meaning.

1 Also, it's boring. Let's stay in. It's raining.
(another)

Another reason is it's boring.

2 And the rain is a bit lighter than it was.
So, let's go! (not/quite/heavy)

3 I disagree. I think the exhibition is a good idea. (sound)

4 I don't think that's a very good idea.
(think/much)

5 It's much more interesting than staying at home. (not/nearly/go/exhibition)

6 Mainly because it's too expensive. (reason)

7 Why don't we go to the technology exhibition? (how/about)

8 Why not? I think it's much better than all the other ideas we've had. (by/far)

5 In groups, decide what to do this weekend if the weather is good and if it is bad. Use the language in the Speaking box.

ZEINAB'S BLOG



Switch it off!

It's bad for your brain!

'Stop staring at that screen! It's bad for you! Switch it off!' Parents have been telling teenagers things like that for years. But is tech really bad for your brain?

- 5 Maybe so. After all, it's true that technology causes **sleep disorders**. The blue light from screens stops you from sleeping and a **lack of sleep** means you feel stressed and depressed and find it harder to concentrate.

- Technology may also cause **memory loss**. I read recently that millennials* are more **forgetful** than the over-55s. Apparently, too much information and constant interruptions prevent our short-term working memories from becoming permanent long-term memories. Now, what was I saying? 😊 What's more, the internet has become our brain's external hard drive: Why memorise anything when you can find it online? Why remember directions when you have GPS?

- However, don't throw away your phone and tablet yet. Technology's not all bad. It offers a world of information at the touch of a screen. In addition, it provides stimulation and variety, and that's good for your brain. Millennials may have more **distractions**, but we're also way better at **multi-tasking**.

- To sum up, technology is like salt. It's good in moderation. You can't live without it but too much can harm you.

* millennial – a person born between the early 1980s and the late 1990s



What do you think? Click [here](#) to send your comments. (Be polite!)

TB 11.24 a.m.

Another interesting post, Zeinab, but I don't agree with everything. It's true my older brothers aren't nearly as good at multi-tasking as I am but there's no way that their memory's better than mine. They're always forgetting stuff.

Majeda 11.28 a.m.

I'm in two minds about this. I realise that too much screen time is bad for me but at the same time I know that these days you've got to be switched on all the time or you don't know what's going on.

LESSON 7A WRITING | A blog post

- 1 Look at the photo. What do you think the blog is about?
- 2 Read Zeinab's blog post. What's her opinion on everyday technology?
- 3 In pairs, use the highlighted words and phrases in the text to complete the sentences. Then tick the sentences that are true for you and compare with your partner.

- 1 I'm not nearly as **forgetful** as my grandmother – I think she's starting to suffer from ____ loss.
- 2 I don't suffer from a ____ of sleep or any other sleep ____ – I get eight hours a night.
- 3 I'm good at _____. I can do several things at the same time and I find it easy to deal with _____.
- 4 I often feel _____ before exams but I don't become _____ when I get a bad mark.

- 4 Read the comments to Zeinab's blog. Write your own comment to the blog in no more than 50 words. Compare your comments in groups.
- 5 Read the tips on how to write a good blog post and decide how well Zeinab has followed them.

How to write a good blog post

- 1 Choose a topic that you know well and care about, and that you think will interest and inform your readers.
- 2 Choose a title that attracts people's attention, e.g. something beginning with 'How to ...' or an intriguing question.
- 3 Use a chatty, informal style with short, clear sentences and paragraphs, and avoid repetition.
- 4 Check your text for mistakes when you're finished.
- 5 Use images to make your text attractive and easier to understand.

6 Study the Writing box and find synonyms for these words and phrases.

- 1 But ... *However, ...*
- 2 Clearly, ...
- 3 Even though ...
- 4 In addition, ...
- 5 In conclusion, ...
- 6 In my opinion, ...
- 7 In spite of ...
- 8 Research has shown that ...
- 9 This is largely because of ...
- 10 Y is a result of X.

WRITING | A blog post

Introduction

Mention the key point you want to make in your post. Start with one of these:

- an interesting fact, e.g. **There are almost 6 billion internet users in the world.**
- an inspiring quotation, e.g. **'You go to the computer when you want to turn your brain on.'** (Steve Jobs)
- a thought-provoking question, e.g. **Is tech really bad for your brain?**

Main body (2–3 paragraphs)

Give one or more arguments supporting your key point:

It's true that ...

It seems to me that ...

(This) means ...

X causes Y. Studies suggest that ...

According to ...

Most people believe that ...

Obviously, ...

What's more, ...

but ... also ...

This is mainly due to ...

To write a balanced post, mention arguments that don't support your key point:

However, ...

On the other hand, ...


Although ...

Despite ...

Conclusion

Sum up your post and finish with something thought-provoking or amusing:

To sum up, .../In the end, .../So ...

- 7 **WRITING TASK** Write a blog post about how mobile phones, computers and the internet have helped people and made their lives easier. Use the information in the Writing box, the tips from Exercise 5 to help you.
-  Use the Graphic Organiser to help you plan your writing.


I can write a blog post.



Structuring your presentation

- 1 How often do you give presentations? Do you find it easy to give presentations? Say why.
- 2 Work in pairs. In which part of the presentation a-c (a = the beginning, b = the main part, c = the end) would you include points 1-7? Say why.
 - 1 Summarise your points and give your opinion.
 - 2 Outline the points you're going to cover in the presentation.
 - 3 Make your points clear.
 - 4 Indicate when you move on to another point.
 - 5 Give examples to illustrate your points.
 - 6 Introduce yourself and welcome the audience.
 - 7 Ask your audience if they have any questions.



- 3  **2.14** Study the presentation plan. Listen to the presentation and note down what the speaker says about the main points 1-3 in the presentation.

BEGINNING

Introduction:

Introduce yourself and welcome the audience.

Purpose of the presentation:

Outline the reasons for using a language-learning app.

MAIN PART

Point 1


Point 2

Point 3

END

Summary and conclusion

Language-learning apps are easy to use. They help guide your learning. Apps are fun, so you don't get bored.

- 4  **2.14** Study the Speaking box. Listen to the presentation again and tick the expressions you hear.

SPEAKING | Structuring your presentation

Starting a presentation

- The purpose of my talk today is ...
- The subject of my presentation is ...
- First/Firstly, I'll talk about ... And then I'll explain/discuss/point out/say ...

Presenting main points

- I've divided my talk into three parts.
- Firstly, ... Secondly, ... And finally, ...
- Let's start with ...
- Let's move on to my second point.
- My next/second/third point is that ...
- Lastly, I must say that ...

Adding information

- In addition (to this) ...
- (And) another thing is ...
- Let me give you an example.
- For example, ...

Referring to visuals

- Have a look at the first slide ...
- Let's look at slide two.
- If you look at the handout ...

Ending your talk

- To conclude/sum up, I'd like to say that ...
- Thanks for listening.
- Now, has anyone got any questions?

- 5 Work in pairs. Choose one of the presentation topics below. Make notes to prepare a presentation plan. Remember to organise your plan into clear sections.

- 1 Some people say that the key to success is perseverance. What qualities do you think are essential for success?
- 2 Do you think people could live on another planet? Say why.
- 3 Aesop, a Greek storyteller, said, 'No act of kindness, no matter how small, is ever wasted.' Do you agree?

- 6 Do the task below.

LIFE SKILLS | Project

Use your plan from Exercise 5 to give a five-minute presentation.

- Prepare a presentation based on your plan.
- Practise your presentation. Use the tips from the lesson.
- Give your talk to the class and listen to other students' presentations.
- Use the checklist on page 74 to assess each other's presentation. Think about the way the presentations were structured and delivered.



03

Active and healthy



VOCABULARY Sports collocations, sports, activities, fitness and exercise, injuries, accidents and emergencies, diet and nutrition

GRAMMAR Past Simple, Past Continuous and Past Perfect; *used to* and *would*

LISTENING Conversations about accidents

SPEAKING Being polite

READING An article about healthy eating

WRITING A short story

VIEWING AND PRESENTING Making polite suggestions about food and drink

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, answer the questions.

1 How many extreme sports can you list in one minute?

2 Which have you tried/would like to try?

2 Look at the photo of Aaron 'Wheelz' Fotheringham. Write three questions you would like to ask Aaron about his life as a professional athlete. Then read the text. Does it answer your questions?

Aaron 'Wheelz' Fotheringham



Aaron Fotheringham was born with a disease which made walking impossible. However, by the time he was four, he had learnt to get around on crutches. A few years later, he left the crutches behind and began using a wheelchair. He and his brother Brian soon became a regular sight on the streets of their neighbourhood in Las Vegas, Aaron in his wheelchair and Brian on his BMX*.

One life-changing day, the boys had just arrived at the local skate park when Brian had an idea. Perhaps his brother could try one of the ramps in his chair. Aaron accepted the challenge. On his first attempt he fell, but he was determined to succeed, so he tried again. At the end of the day, he realised he had found a sport that he loved. He called it wheelchair motocross (WCMX).

Aaron started out as an amateur athlete, entering BMX competitions and posting his videos online. At the time, he was working on a new trick. His dedication paid off when he eventually managed to do a backflip. No one had ever done that in a wheelchair before! A

few years later, 'Wheelz' as he was now known, set another record: the first ever double back flip. In 2010, Aaron turned professional and joined the action sports show Nitro Circus Live. While he was performing in Brazil in 2012, he successfully jumped a fifteen-metre gap. Four years later, the Brazilians were cheering him on again. This time Aaron was there to open the Rio Paralympics.

Though he has suffered a few injuries, Aaron takes safety very seriously. Through his passion, he wants to change the way the world thinks about people in wheelchairs, and to inspire everyone, disabled or not, to overcome their own challenges.

Past Simple, Past Continuous and Past Perfect

3 Identify the tenses of the verbs in bold: Past Simple, Past Continuous or Past Perfect. Then match sentences 1–5 with a–e in the Grammar box.

- 1 While he **was performing** in Brazil in 2012, he successfully **jumped** a fifteen-metre gap.
- 2 ... he **fell**, but he **was** determined to succeed, so he **tried** again.
- 3 The boys **had just arrived** at the local skate park when Brian **had** an idea.
- 4 At the time, he **was working** on a new trick ...
- 5 ... the Brazilians **were cheering** him on ...

Past Simple, Past Continuous and Past Perfect

We use the **Past Simple**:

a to describe finished actions and tell the main events of a story in order.

Time expressions: yesterday, last night/week/year/Wednesday, when I was young, two months ago, in 2023, one day/evening

We use the **Past Continuous**:

b for longer actions interrupted by shorter ones (use Past Simple for shorter ones).

c for temporary situations/habits.

d to describe things which were in progress at a precise time in the past.

Time expressions: as, when, while, at noon, this time last week, all last night

We use the **Past Perfect**:

e to talk about an action in the past that was completed before another action. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

Time expressions: after, already, as soon as, before, by, by the time, just, once, until

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4 In pairs, answer the questions using full sentences. Then check your answers.

- 1 What had Aaron learnt to do by age four?
- 2 Why was Aaron's first backflip special?
- 3 What did Aaron do in 2012?

5 Choose the correct tense.

- 1 When Aaron arrived at the skate park, his friends **already left / had already left**.
- 2 Aaron broke his wheelchair while he **had practised / was practising** a new trick.
- 3 The crowds in Brazil were amazed when they **saw / were seeing** how far Aaron jumped.

6 Complete the text with the most suitable tense of the verbs. Use the: Past Simple, Past Continuous or Past Perfect.

When Maha was a teenager, she **qualified for** a taekwondo competition. She ¹ _____ (train) really hard and she was in great shape. When she was a child, she ² _____ (injure) her back, but she ³ _____ (recover) from that by the time she was 13. Since then, she ⁴ _____ (not hurt) herself again.

When the time came, Maha ⁵ _____ (arrive) at the stadium and started practising. She ⁶ _____ (do) difficult exercises when she ⁷ _____ (fall) and hurt her ankle. The next day, she ⁸ _____ (have) a lot of pain in her foot – it turned out she ⁹ _____ (break) her ankle! Sadly, Maha had to say goodbye to her dream of **taking home a medal** on that occasion.

7 Complete the questions with the correct form of the highlighted words in the texts about Aaron and Maha.

- 1 Have you ever suffered an **injury** while doing a sport at school? What happened?
- 2 Do you know anyone who started out as an _____ athlete then turned _____?
- 3 Has a team from your school ever won a _____?
- 4 Has a team from your country ever _____ for the finals of a major competition?
- 5 Can you name someone from your country who has set a world _____? What was it?

8 SPEAKING In pairs, ask and answer the questions in Exercise 7.

Now go to Workbook page 20 for the next lesson.

LESSON 2A VOCABULARY | Sports, activities, fitness and exercise

- 1 THINK BACK** Make a list of sports and fitness activities you enjoy/don't enjoy.
- 2** Read the BFITA leaflet and the comments. Which sports and activities does it mention? What special offer does the leaflet mention? Do people think BFITA is a good place?



We're giving away one month's free membership for all 16-18-year-olds.

- **Make the most of our** tennis and squash courts, a boxing ring, a basketball court and a full-size outdoor football pitch with an athletics track.
- **Try** our state-of-the-art gym, now with brand new rowing machines!
- **Lift weights and build up** your muscles in our weightlifting centre.
- **Climb** our 10-metre-high rock climbing wall.
- **Swim** in our 25-metre swimming pool and relax in the Jacuzzi, sauna or steam room.
- **Find** motivation with our expert fitness coaches and personalised training programmes.
- **Chill, chat and watch** sports in our award-winning café.

GET FITTER with BFITA!

'I've never been a sporty person and I'd never joined a leisure centre before so I had no idea how much fun it would be to keep fit.' **(Jawad)**

'I was so unfit. I got out of breath climbing the stairs! But I really got into shape thanks to BFITA. Even the changing room is awesome!' **(Mustafa)**

'At first, I was totally out of shape. I felt exhausted. But now I feel great. BFITA has done me the world of good.' **(Sana)**

- 3** Use the words and phrases highlighted in the leaflet to complete the questions.

- 1** Has your school got: a football pitch; a tennis ____; a swimming ____; an athletics ____; a boxing ____; a rowing ____; a rock climbing ____?
- 2** Should students get a personalised training ____ in their PE class?
- 3** What are the changing ____ in your school gym like?
- 4** Have you ever joined a leisure ____?
- 5** Have you ever tried lifting ____?

- 4** **3.1** In pairs, read the leaflet again. Then complete the dialogue with the words from the box. Listen and check.



build get (x 2) good keep lift
shape unfit

Sami I'm really out of ¹ shape. My grandma is fitter than I am! I'm so ² ____ that I ³ ____ out of breath when I run for the bus!

Raed You really need to ⁴ ____ into shape. Why don't you come to the leisure centre? You can ⁵ ____ up your muscles, do exercises and ⁶ ____ weights - that really helps me ⁷ ____ fit.

Sami No, thanks.

Raed Come on! It's done me the world of ⁸ _____. They've got great fitness coaches and a ...

- 5 SPEAKING** Work in pairs to ask and answer the questions.

- 1** How fit are you? What do you do to get/keep fit?
- 2** Do you often get out of breath? When?
- 3** Do you think it's a good idea to build up your muscles?
- 4** Can you think of something that does you the world of good?
- 5** Have you ever twisted your ankle/broken your leg/arm/banged your head? How did it happen?

Now go to Workbook page 22 for the next lesson.

LESSON 3A LISTENING AND VOCABULARY

03


- 1 Look at the photo and the Fact Box. In what situations do you need to call an emergency number?

FACT BOX Emergency phone numbers

In both Jordan and the USA, the emergency number is 911.

- 2 In pairs, work out the meaning of the highlighted words. In each emergency decide if you should call the police, ambulance or fire service, or if you should deal with it yourself.
- 1 A car **knocked down** a girl. She's got a few **cuts and bruises** and she's **in shock**.
 - 2 A neighbour **fainted** and is **unconscious**; it might be a **heart attack**.
 - 3 The school **fire alarm** is ringing.
 - 4 You want to **report a crime**.
 - 5 You **hurt your head**. You're not **bleeding** but it's quite **painful**, and you're seeing double – you think you have a **concussion**.
 - 6 Your neighbour is asking for help: a candle fell over, **setting fire** to her living room curtains.
 - 7 Your little brother **burnt** his hand while cooking.
 - 8 A shop in your street is **burning down**.



- 3  **3.2 Study Active Listening.** Then listen and choose the correct answer.

You are going to hear a P.E. teacher talking to his students. What's his main purpose?

- a to persuade them to run as fast as they can
- b to advise them to be careful
- c to complain about their attitude towards P.E.


ACTIVE LISTENING |

Identifying the speaker's purpose

Speakers have a purpose for speaking. It may be to inform, to explain, to express an opinion, to agree, to complain, to advise, to persuade or to make an arrangement, an offer, a request or a suggestion.

The context, the language the speakers use and their tone of voice can help you identify their purpose.



- 4  **3.3 Listen and choose the correct answers. Use Active Listening to help you.**



- 1 You are going to hear one of the students talking to a teacher. What is the student's main purpose?
 - a to offer to call an ambulance
 - b to inform him about an accident
 - 2 You are going to hear the teacher calling an ambulance. Where is Omar?
 - a near a tree
 - b at a farm
 - 3 You are going to hear an adult from the school calling Omar's mother. How does she seem by the end of the conversation?
 - a fine
 - b worried
 - c relieved
- 5 **SPEAKING** In pairs, use the tenses in Lesson 1A to retell Omar's story from two different points of view. Student A, you are Omar. Student B, you are Mr Almohsen.
- 6 **Complete the sentences with the words and phrases from the box.**

blood concussion cuts and bruises
fainted heart hurt painful shock ~~sprained~~
twisted

- 1 The bus driver **sprained** his wrist. It was really _____. He didn't know if the car driver was badly _____.
- 2 Khaled got some _____, broke his leg, _____ his ankle, and suffered a _____.
- 3 Issa's mum banged her head and lost a little _____. She was in _____ but she's better now.
- 4 His dad didn't have a _____ attack, he _____ because of stress.

Now go to Workbook page 23 for the next lesson.

I can identify the speaker's purpose and specific information in conversations and talk about accidents.

LESSON 4A GRAMMAR

- 1 Write six ways in which you, your life, your friends or your family are different from before.

I loved riding my bike, but after my accident two years ago, I don't anymore.



- 2 **3.9** Look at the menu. Then listen to a conversation and answer the questions.

- 1 How has Amina's life changed since she had an injury?
- 2 What do Amina and Eman order?

Used to and would

- 3 **3.9** In pairs, complete extracts 1–7 with phrases/sentences a–g. Listen again and check.

- 1 I **used to come** here a lot. e.
- 2 They **didn't use to have** many plant-based options ____!
- 3 I **used to be** into team sports. ____ whenever I could.
- 4 But one day, someone knocked me over on the basketball court and ____.
- 5 After the gym ____ that offered lots of plant-based dishes and that's how I got started.
- 6 I **used to love** my leather shoes. ____.
- 7 _____. I **used to have** a pair just the same.
 - a but now they have a lot
 - b I got a serious back injury
 - c I'd **play** basketball and volleyball
 - d I'd **wear** them almost every day
 - e It's different now
 - f we'd **often go** to a café nearby
 - g Your canvas shoes are very nice



- 4 Study the sentences in Exercise 3. Then tick when we use *used to* and *would*.

Used to and would

We use *used to* and *would* to talk about things that were true but are not true anymore.

	<i>used to</i>	<i>would</i>
• for habitual/repeated actions in the past		
• for past states with verbs like <i>have, be, believe, love ...</i>		

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WATCH OUT!

I used to go skiing every year when I was younger.
= I went skiing many times.

One day someone knocked me over on the basketball court. = It happened once.

- 5 **SPEAKING** In pairs, use *used to* and *would* to talk about changes in your life. Remember to use the Past Simple if something only happened once.

A *Did you use to do any sports that you don't do anymore?*

B *I used to be in a football team but ...*



LESSON 5A SPEAKING AND VOCABULARY

1 In pairs, answer the following questions.

- Before starting a job as a shop assistant, what do you need to know about the shop?
- What kind of questions do you think customers ask in a health food shop?

2 **3.10** Listen to a conversation in a health food store. Does the girl find her first day in the shop easy?3 **3.11** Study the Speaking box and complete the polite requests and refusals. Listen and check.

- Would you mind telling me where the organic kale is?
- That's very _____ of you, dear, but I think I'll manage.
- I'd like to _____ whether your fruit and veg is locally grown.
- Have you got any _____ whether it's local?
- I'm sure they look lovely but I'm _____ it's local or nothing for me.
- I _____ if you have any free-range eggs.
- _____ you tell me where I can find those eggs?
- No, that's _____, thanks, I'll be fine.
- Do you _____ to know if you've got any wholemeal bread in there?

4 Rewrite the questions as indirect questions.

- Are these apples organic? → I wonder ...
I wonder if/whether these apples are organic.
- What time does the juice bar in the gym close? → I was wondering ...
- Does this bread contain gluten? → Have you got any idea ...?
- Could I have soy milk? → Do you think ...?
- Where can I buy freshly squeezed apple juice? → Would you mind ...?

5 **3.12 PRONUNCIATION** Listen to how the underlined words are pronounced. Then practise saying the sentences.

- Could you tell me how much it is?
- Would you mind telling me what this is?
- I don't know, really.
- I'm going to ask my colleague.

SPEAKING | Being polite

Asking politely

We use indirect questions to make polite requests or to ask for opinions and information.

Indirect questions

I wonder if/whether you could help me.
= **Could you help me?**

Could you tell me how much this is? = How much is it?

Do you think it will take long? = Will it take long?

Other phrases

I was wondering ... I'd like to know ...

Have you got any idea ...?

Do you (happen to) know/have/sell, etc. ...?

Would you mind telling me ...?

Refusing politely

That's very kind of you, but ...

They look/sound very nice, but I'm afraid ...

No, that's alright thanks.

Thanks for the offer, but ...

Thank you, but I'm alright.

6 In pairs, role-play the situations at the back of your book. Student A, go to page 73. Student B, go to page 75.

LESSON 6A READING AND VOCABULARY

- 1 Make a list of healthy and unhealthy foods that you eat. Then compare your lists in groups. Who do you think has the healthiest/unhealthiest diet?**
- 2 Read the article on page 33. Match sentences A–H with gaps 1–5 in the article. There are three extra sentences.**
 - Olive oil, which is a big part of Mediterranean cooking, adds delicious flavour to these dishes.
 - It might seem expensive but it can actually cost less.
 - In 2023, the National Association of Parents asked for changes in the school meals.
 - Baskets of bread on the shared tables, real plates and glasses as well as cloth napkins all help pupils to focus on community and good table manners.
 - But the school lunch hour is also an educational experience with the aim of teaching children about food in general.
 - So, what's a typical school lunch?
 - They get some support from government and generous individuals.
 - The aim is to promote health and well-being by giving students a healthy, nutritious meal every day.
- 3 Use these prompts to write questions about the school lunch in Italy. Then in pairs, ask and answer your questions.**
 - Why / Mediterranean diet / publicity?
 - How much / red meat / people / eat?
 - Why / olive oil / good?
 - Who / design / national plan / for school lunches?
 - What / children / drink?
 - What / children / usually eat / end of a meal?
- 4 In pairs, read the Fact Box. Check the meanings of any words you do not know. Which superfoods have you eaten? Which one would you like to try? Say why.**

FACT BOX Superfoods

- Feeling sad? Did you know that eating dark chocolate can make your brain release chemicals that improve your mood?
- Feeling too full after meals? Yoghurt and other fermented foods have good germs that make your tummy feel better.
- Want to be really healthy? Pomegranates are full of vitamins that can boost your immune system.
- Are you in pain? Eating turmeric might help. Some studies show it can help reduce pain.

5 Complete the questions with the words from the box.

calories diet fizzy foods fresh ingredients junk processed

- Which foods are high in *calories*?
 - In your family, do you cook meals with raw _____ or do you buy ready-made _____ foods that are high in fat, sugar and salt?
 - Do you think you have a healthier or unhealthier _____ than your parents?
 - What are your favourite comfort _____?
 - Do you prefer _____ drinks, freshly squeezed orange juice or still water?
 - Do you eat _____ food like pizza and chips?
 - Is it hard to buy _____ produce like fruit and vegetables where you live?
- 6 REFLECT | Society** How could schools encourage healthy eating? Look at the ideas below and discuss them in a group. Which idea is the best? Can you think of any other ideas?
- Ban all snack food.
 - Organise a cooking competition.
 - Make students take 'Diet and Nutrition' classes.
- 7 WRITING** Choose a region of the world and find out if the food people eat there is healthy. Write about it.

SAY 'YUM' TO HEALTHY EATING!

ARE YOUR SCHOOL MEALS HEALTHY ENOUGH?

3.13



- The Mediterranean diet has had a lot of publicity as one of the healthiest eating plans there is. People who live around the Mediterranean Sea are famous for eating plenty of fruits and vegetables, nuts and herbs – which are packed with vitamins and minerals – as well as wheat, rice and plant protein like beans. They also eat medium amounts of fish, chicken and eggs, and dairy products such as butter, cheese and yoghurt, with only a limited amount of red meat. ¹ _____ On top of that, it is rich in the type of fats that are good for the body rather than processed fats, which can be harmful.
- Italy offers a good example of a place where youngsters are being encouraged to follow this healthy diet. The Italian Ministry of Health works closely with schools on a national plan for school lunches. They provide rules that make sure school meals follow the Mediterranean diet. ² _____
- At the same time, Italian schools don't just care about nutrition. Like all school pupils, Italian children spend time in the school canteen filling up on much-needed calories and chatting with their friends. ³ _____ They learn about where different types of foods actually come from and how to prepare fresh, local ingredients to create traditional, regional dishes. Through this, children can learn to
- develop healthy eating choices for the rest of their lives. In addition, young people spend quality time eating together, which plays a significant role in Italian culture.
- The school canteen tries to create a family eating experience. ⁴ _____ The setting encourages eating respectfully and carefully, and promotes the idea of 'slow food'. Slow food, as opposed to fast food, connects the world of eating with the world of farming. It also means respecting the environment and trying to make sure that producing food for millions of people does not have a bad effect on the planet.
- ⁵ _____ The programme follows a carefully planned daily menu that offers a balanced meal for each child. A main course could be pasta with tomato sauce and vegetables or sometimes meat. It could also be a pizza, lasagne or rice dish that is traditional in many parts of the country. As a side dish there might be cooked vegetables or fresh salad leaves, with tomato, cucumber and olive oil. Everyone at the table drinks water rather than fizzy drinks that are high in sugar. A common way to end a meal is often with fresh fruit that is in season or a simple dessert.
- By introducing children to their cooking traditions and amazing food culture, Italians hope to set up healthy eating habits for life in the next generation.

LESSON 7A WRITING | A short story

1 In pairs, use the pictures and the words in the box to tell a story. Then read the story below and compare it to yours.

lifeguard surfer fin shark punch

2 How do you think the surfer, the lifeguard and the people on the beach felt after the events on the beach?

I think the surfer was probably terrified.



That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue. Muneer was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves. It was busy, and families were playing in the warm, shallow water near the beach.

5 ‘This is the life,’ he thought, and turned over to get some sun on his back. He had just fallen asleep when a noise woke him. **From nowhere**, a lifeguard ran past him at full speed, shouting at people to get out of the way. Everyone on the beach sat up and watched as he dived in and swam towards a guy who was kicking his legs, waving his arms and shouting something. **All of a sudden**, the huge, dark fin of a shark appeared. People in the water
10 started screaming. They grabbed their children and swam for their lives. Now wide awake, Muneer watched through his fingers **as** the lifeguard reached the panicking man **then** raised his arm and ... punched the shark in the face! Amazingly, it turned and swam away.

While the crowds cheered, the fearless lifeguard carried the shocked surfer back to safety. He had saved his life. **That was the day Muneer decided** to become a lifeguard.

3 Study the Writing box and answer questions 1–6.

- 1 From which point of view is the story written, first or third person?
- 2 Where does the story take place?
- 3 What information does the writer give in the first line?
- 4 What is the main event in the story?
- 5 Which tenses has the writer used to describe the action?
- 6 How does the writer finish the story?

WRITING | A short story

Stories are usually written in the first or third person point of view.

Beginning

Catch the reader's attention: use a detail related to the place where the story begins or a statement by one of the main characters.

That day the skies were clear, the sun was hot, and the sea was a beautiful deep blue.

Say where and/or when the story happened.

Muneer was at the beach lying on the golden sand, listening to the radio and happily watching the surfers riding the powerful waves.

Middle

Describe the action. Use mainly the Past Simple with the occasional Past Continuous and Past Perfect.

Use direct speech to express characters' voices.

'This is the life' he thought.

Use a variety of verbs to report speech e.g. scream, whisper, ask, shout, etc.

From nowhere, a lifeguard ran past him at full speed, shouting at people to get out of the way.

Use shorter sentences and/or dramatic linkers to add drama.

All of a sudden, the huge, dark fin of a shark appeared.

End

Describe how you or the characters felt at the end and what you/they learnt.

That was the day Muneer decided to become a lifeguard.


4 Add the words in bold from the story to the appropriate group of linkers.

- **Start the action:** (at) first, in the beginning, ¹ that day /morning/evening
- **Move the action:** ² _____, next, later, after that/a while, by the time
- **Introduce a dramatic moment:** suddenly, just then, out of the blue, without warning, ³ _____, ⁴ _____
- **Describe events that happen at the same time:** when, at the same time (as), ⁵ _____, ⁶ _____
- **Finish the action:** finally, eventually, in the end

5 The underlined adjectives in the story on page 34 help the reader to visualise characters, events and objects. Write these as a list and add more adjectives that are suitable for the story.

6 Work in pairs. Imagine you are the surfer in the story. Together, tell the story from the surfer's first person point of view. Use a range of tenses, adjectives and linkers to make your story dramatic and interesting. Practise your story, and then tell it to another pair.

7 WRITING TASK Write a short story. Use the Writing box and your own ideas or the story you told in Exercise 6.

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

04

Time to move



VOCABULARY Air travel, holiday phrases, travel essentials, travel phrases, city environments

GRAMMAR Modal and related verbs, defining and non-defining relative clauses

SPEAKING Agreeing and disagreeing

WRITING A formal email of enquiry

READING A blog post about a family holiday

LISTENING A radio programme about urban transport and pollution

VIEWING AND PRESENTING Agreeing and disagreeing about urban transport

LESSON 1A VOCABULARY AND GRAMMAR

- 1 What do you think are the best and worst parts of the job of a flight attendant? Discuss in pairs.
- 2 Read the passenger comments and choose the funniest one. What could you say in reply?

Your career in the sky starts here

Here are some of the weird and wonderful things our customers ask for during their flights.

Do we have to fly so high?
I'm afraid of heights.

Could we go back to the airport? I left my hat in the café. It's only been ten minutes so we can still turn the plane around.

Excuse me, I've looked everywhere, but I couldn't find the showers. Where are they?

I'm so uncomfortable!
May I lie on the floor?

I really must get some sleep. Please ask the pilot to turn off the engines.

You ought to warn passengers about the lack of air.
Can I open a window?

Can you ask the pilot to fly lower so I can take better photos?

Please tell the pilot we mustn't be late because my sister is getting married in just two hours.

I was just looking out of the window and I saw another plane. Someone should tell the pilot.

Excuse me, but why can't we fly over New York? I've always wanted to see it.

Modal and related verbs

3 Look at the underlined modal verbs on page 36 and answer the questions. Check your answers in the Grammar box.

Which modal verbs do we use to:

- 1 say something is necessary?
- 2 say something is not allowed?
- 3 say something is a duty, or to give advice?
- 4 ask for permission to do something?
- 5 ask someone else to do something?
- 6 say something is possible?
- 7 describe an ability (or lack of it) in the present or past?

Modal and related verbs

We use *must* and *have to* to talk about necessity. We often use *must* when we think something is necessary, and *have to* when it is a rule or a law.

We use *mustn't*, *can't* and *may not* to talk about things that are not allowed.

We use *should* and *ought to* to talk about duty or to give advice.

We use *can*, *could* and *may* to ask for permission.

We use *can* and *could* to make requests.

We use *can* to talk about possibility.

We use *can/could* to talk about ability in the present/past.

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4 Study *Watch Out!* Then choose the best option to complete the comments.

- 1 The hotel room was right next to the beach and we *can / could* hear the sea.
- 2 *Can't we / Do we have to* go through security? It's just not very exciting!
- 3 *Can / May* you explain why the time is different in Lebanon?
- 4 Since we landed, I *haven't been able to / couldn't* hear properly.
- 5 I *must / have to* buy a travel pillow. My neck always aches when I fly.
- 6 Someone *ought to / may* warn guests that they need a bus to get to the beach.

WATCH OUT!

We only use *must* in the present tense. In other tenses we use *have to*:


We *didn't have to* wait.

Will I *have to* fly?

We use *can* to talk about ability in the present and *could* in the past. In other tenses use *be able to*:

We *won't be able* to land in this weather.

Note: **Mustn't** means you cannot do something because it's against the law. **Don't have to** means you can do something if you want (there are no laws about doing it).

5  **4.1 Listen to a podcast and complete the collocations with verbs from the box.**



book choose fasten fold go go through
leave put (x2) raise switch watch

- 1 book a flight
- 2 _____ an aisle/window seat
- 3 _____ your luggage unattended
- 4 _____ security
- 5 _____ to your gate
- 6 _____ your hand luggage in the overhead locker
- 7 _____ your seatbelt
- 8 _____ your phone to flight mode
- 9 _____ the safety demonstration

6  **4.2 LISTENING AND SPEAKING**

Read the question below. Listen and say what the speakers answer. Then choose a different means of transport and ask and answer the same question about it.



When you are travelling by Tube*, what should you do and what *mustn't* you do?

(*The Tube is another name for London's subway network.)

Now go to Workbook page 28 for the next lesson.

I can use a variety of modal and related verbs.

LESSON 2A READING AND VOCABULARY

1 Read paragraphs 1–2 of the blog post. Did the blogger go on a holiday with his family? How did he feel before and after the holiday?

2 Study Active Reading. Then read paragraphs 1–2 of the blog post again and answer the questions.

- 1 What were the blogger's initial feelings about the invitation to join his parents on holiday?
- 2 Which adverb does the blogger use to say that the holiday was more enjoyable than he had expected?
- 3 Does the sentence that includes the adjective *memorable* express a positive or negative attitude?
- 4 What exaggeration in the text shows the blogger's feelings about the weather?

ACTIVE READING | Identifying author's attitudes

Writers use these techniques to express positive, negative and neutral attitudes:

- choice of words, e.g. *awful* or *surprisingly*
- exaggeration, e.g. *the bed was as hard as rock*
- comparisons to express their attitude, e.g. *Fishing is more fun than it looks.*

When trying to identify attitude, look at full sentences, not just single words, e.g. *It seemed like an awful (negative word) idea, but actually, we have never had so much fun (positive attitude).*

3 Do the following sentences express a positive (+), negative (-), or neutral (0) attitude?

- 1 What was supposed to be the trip of a lifetime was actually a very frustrating experience.
- 2 The turquoise waters were as warm and welcoming as a bath.
- 3 Our day trip to the dairy farm was unexpectedly dull.
- 4 The rooms were fine and the food reasonable.

4 Read paragraphs 3–5 of the blog post and match sentences a–d to rules 1–3 in the text. There is one extra sentence. Which rule do you think is most useful?

- a Ensure everyone gets a chance to unwind.
- b Take turns choosing daily activities.
- c Leave negativity at home.
- d Don't lose your sense of humour.

5 Complete the sentences with the correct form of the highlighted phrases in the text.

- 1 I don't know how people managed before sat navs. I would get lost all the time without it.
- 2 We're lost! This man looks like a local. Let's stop and _____.
- 3 It's cheaper to _____ for a day than to buy train tickets.
- 4 I like to _____ when I go on holiday. I enjoy being far away from the rest of the world.
- 5 There's no need to _____. I've got my maps app!
- 6 We're lost! This is not the right way. Let's _____ and ask someone in that village we have just gone through.
- 7 So, are you ready? Let's _____! It's time to go!

6 **WRITING** Imagine you had to show a visitor one touristy place and one traditional place in your country. Where would you take them? Write an email to a friend in a different country describing these places and explaining why you chose them. Make sure to include phrases that show your attitude towards these destinations.

How to have the perfect family holiday



4.3

1 When my parents planned a family trip this summer, my first thought was that I should stay home and help my uncle with his business. Then I thought again, ‘I’ll have left home for university in September, and I won’t see my family as often after that. A holiday will be a great opportunity to spend quality time together.’

2 So, how was it? Well, Jordan is an amazing country and the holiday was surprisingly fun. We all had a great time exploring a new place together and it turned out to be a memorable experience – especially the hot weather! It was so hot we were melting by midday, so we made good use of the pool! What made it a success? Read on for my three golden rules ...

Rule 1 □

3 As you read this, your parents are probably searching online for tips on ‘how to survive a holiday with teenagers’. Having a positive attitude can help things go smoothly for everyone. Try to appreciate simple pleasures such as sun, sea and a lack of homework. Show an interest in your parents’ life by asking them questions like ‘What were family holidays like when you were teenagers?’ They’ll appreciate this, and you might uncover some great stories about interesting things your mum and dad did with their parents.

Rule 2 □

4 Things might not go to plan, but try to see the funny side. In Jordan, we decided to **go off the beaten track** and visit the ruins of Petra. We **hired a car**, **planned the route**, **hit the road** and **got lost** almost immediately. Trying out Arabic using his translation app, my dad **asked** a local man **the way**. Whatever my dad said, the man thought it was hilarious. We **turned back** and eventually found the ancient site, but the laughing Bedouin man is what we’ll really remember from that day.

Rule 3 □

5 Your parents may well need a break more than you do, so let them have it. They work really hard and this is their opportunity for some much-deserved downtime. Let them have a lie-in while you help out with younger siblings, or be kind and do the shopping for them. Oh, and remember your headphones and a good book. There will be times when you need some peace and quiet, too.

So those are my golden rules for enjoying a holiday with your family. It’s all about being patient, having fun and respecting each other’s needs. Well that, and creating as many amazing memories together as possible!

LESSON 3A VOCABULARY | Travel essentials, travel phrases

1 Read the packing tips below. Which are the most difficult to follow and why? Can you add any more tips?

2 Look at the picture and match letters A-L to the items in the packing list (1-12).



3 4.4 Listen to a conversation between two friends. Where is Abeer going? What is the weather going to be like there?



4 4.5 Complete the sentences with travel essentials from the packing list. Then listen and check.

- 1 I've got **sunblock** so my skin doesn't get burnt when I'm outside exploring.
- 2 Have you got a _____ so you don't get a stiff neck?
- 3 You ought to take some _____ in case it's really noisy on the plane.
- 4 Have you got some _____? I read that Oregon has some very hungry mosquitoes.
- 5 And I've got a little _____ in case of minor injuries.
- 6 Are the electric plugs the same or do you need a _____?

5 4.6 Choose the correct words to complete the travel phrases. Then listen and check.



- 1 I wish I could **escape** (leave / escape) **the crowds** and go off the beaten track.
- 2 Are you **stopping** _____ (on / off) somewhere on the way?
- 3 I'm **taking a** _____ (direct / straight) **flight** to Portland.
- 4 What time do you have to _____ (go / set) **off**?
- 5 I'll _____ (reach / arrive) **my destination** at 8 a.m. **local** _____ (time / hour).
- 6 How are you going to **find your** _____ (route / way) **around**?

6 **SPEAKING** In pairs, discuss the things that you always take with you on holiday.

I always take a power bank in case I can't plug in to charge my phone.

Now go to Workbook page 30 for the next lesson.

How to pack like a pro

Heading off for a cultural adventure? Consult our packing tips and tick off the items on our packing list.

- **Go small** – Whether you're running through the airport to catch your flight or squeezing into a train to the next Indian town, you'll be glad you packed small and light.
- **Pack fours** – for example, four T-shirts, etc. One to wear, one as a spare, one to wash, and one to dry.
- **Think flexibility** – trousers that you can unzip to become shorts, a jacket that is also a travel pillow, etc.



Packing list

Electronics

- 1 phone & charger
- 2 headphones / earphones
- 3 travel adapter
- 4 power bank

Health and hygiene

- 5 first aid kit
- 6 insect repellent
- 7 sunblock
- 8 travel pillow
- 9 ear plugs

Other

- 10 penknife*
- 11 torch
- 12 pocket guidebook

*Don't take this on a plane!

✉ Re: Oregon, US

Hi Sana,
 Oregon's great! I'm staying with a girl who is a friend
 of Mariam's. She's the American girl that visited our
 school last year. The one whose sister looks like
 5 yours. Her name's Amy. The town where she lives
 is on the west coast. It's an area which is great for
 hiking. The Siuslaw National Forest, where you can
 walk for miles, is right on her doorstep! Amy, who
 10 which she took with her phone, shows a sea fountain
that we visited yesterday. Thor's Well, whose waters
 can be dangerous, looks like a big hole in the ocean.
 Water shoots up before falling back into the hole,
which is about seven metres deep!
 15 I'll send you some more photos soon.
 Love,
 Abeer



Thor's Well, Oregon, US

LESSON 4A GRAMMAR

1 Read the email. Where is Abeer? What did she do yesterday? What is Thor's Well?

Relative clauses

2 Look at the underlined pronouns in the email and answer the questions.

- 1 Which pronouns do we use for
 - a) things?
 - b) places?
 - c) people?
 - d) possessions?

- 2 When can we leave out the relative pronoun in the relative clause?

3 Look at sentences 1–2. Which relative clause tells you who Amy is? Which relative clause gives more information about her? Study the Grammar box to check your answers.

- 1 I'm staying with Amy who is a friend of Mariam's.
- 2 Amy, who is really into photography, is a great person.

Relative clauses

Defining relative clauses show which person, thing or place we are talking about.

Non-defining relative clauses give extra information about people, things and places.

We use commas before and after a non-defining relative clause.

We can't leave out the relative pronoun (*who*, *which*) in non-defining relative clauses.

We can't use the relative pronoun *that* instead of *who/which* in non-defining relative clauses.

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4 In pairs, use non-defining relative clauses to combine the ideas into single sentences.

- 1 Irbid is a large city in Jordan. It is 88 km north of Amman.
Irbid, which is 88 km north of Amman, is a large city in Jordan.
- 2 The first wildlife protection reserve in Jordan was The Shaumari Wildlife Reserve. It was established in 1975.
- 3 This athlete was born in 1996. He won Jordan's first Olympic gold medal.
- 4 The Grand Canyon is 446 km long, 29 km wide and 1.86 km deep. It is in the USA.

Now go to Workbook page 31 for the next lesson.



A air pollution in India



B a bike lane in Amsterdam, the Netherlands

LESSON 5A LISTENING AND VOCABULARY

1 In pairs, describe the photos. Then answer the question.

Which photo is most like the place where you live?

Photo B is more like my city because ...



2 4.7 Listen to a radio presenter talking about air pollution. Tick the words you hear from the box below.

- congestion diesel environment
 fuels exhaust fumes motorway
 pollution renewable smog
 sustainable toxic

3 Now use the words you ticked to complete the sentences below.

- You should wear masks in busy streets to avoid breathing in **exhaust fumes** from cars and other vehicles.
- If a company pollutes our rivers or produces _____ air, their executives should go to prison.
- It's better not to buy cars with _____ engines because they cause more _____ than petrol cars.
- As long as fossil _____ are cheaper, people will keep using them even though they are not _____.
- _____, which is a mixture of smoke and fog, is bad for your health. You can get an app which tells you when it's safe to go out.

4 4.7 Listen again. In pairs, say if the statements are true (T) or false (F).

- In Delhi, India, sometimes nobody is allowed to go to school because of air pollution.
- Traffic causes most of the air pollution in Amman.
- The speaker thinks the best solution is to wear masks.

5 Choose the correct options to complete the sentences.

- Cyclists should use the **bike lane / pavement** if there is one.
- Cyclists should always **give way to / run over** pedestrians.
- Cyclists should always stop at **one-way systems / red lights** even if there are no cars coming.
- If a driver **knocks down / picks up** a pedestrian on a zebra crossing, he/she should lose his driving licence for a year.
- Carpooling / Congestion** helps cut down pollution by sharing our journeys to work or school.
- The **speed limit / traffic jams** in cities should never be more than 20 kph.

6 **SPEAKING** In pairs, say if you agree or disagree with the sentences in Exercise 5. Say why.

Now go to Workbook page 32 for the next lesson.

LESSON 6A SPEAKING

1 In pairs, make a list of all the transport options available in a big city.



2 **4.12** Listen to a conversation. Which of the transport options you listed in Exercise 1 do the friends mention?



3 **4.13** Study the Speaking box and complete the extracts from the conversation with two words in each gap. Listen and check.

- 1 I'm sorry but I don't agree. I take the bus a lot.
- 2 I ____ Omar. He's right. The bus service isn't bad.
- 3 That's not how I _____. You have to wait for ages and then three come along at the same time!
- 4 OK, you've got _____, but the problem with bikes is they're too easy to steal.
- 5 I _____ you mean, but you don't need to have your own bike.
- 6 You _____ right, Faisal. Maybe I'll try it.
- 7 That's _____ I feel. It's a crime against the environment to use a car.



4 **4.14** Choose the correct answers a, b or c to complete these mini-dialogues. Then listen and check.



- 1 It's better to walk than to take the bus.
 - a I don't think so, either.
 - b I agree up to a point. But not when it's raining.
 - c That's not how I see it. The bus service could use some improvement.
- 2 The buses on that line are old and dirty.
 - a That's for sure. They used to be a lot cleaner.
 - b Maybe that's true, but I don't think they're very good.
 - c I'm not sure I agree with that. They aren't very clean.
- 3 Cycling is dangerous.
 - a I agree with you 100%. It's the best way to get around.
 - b I see what you mean but it's not safe.
 - c I'm afraid I have to disagree. It's fine as long as you wear a helmet.
- 5 **The council of your nearest big town or city wants to improve urban transport. There is only enough money for one of these ideas. In groups, agree on which one is best.**
 - Pedestrianise more streets in the centre.
 - Develop a free public bike-hire system and build more bike lanes.
 - Offer free public transport.

SPEAKING | Agreeing and disagreeing

Agreeing

You're (absolutely) right.
That's exactly how I feel.
I don't think so either.
That's for sure.
You're not wrong.
I agree with ... (100 per cent).

Partly agreeing

I agree up to a point.
You've got a point, but ...
Maybe that's true, but ...
You might be right, but ...
Yes, but don't you think that ...
I see what you mean, but ...

Disagreeing

I'm sorry, but I disagree/don't agree.
I'm not sure I agree with that.
I'm afraid I have to disagree.
I don't think that's quite right.
That's not how I see it.
I'm sorry, but I'm not convinced.

LESSON 7A WRITING | A formal email of enquiry

- 1 Read the information from the website. In groups, discuss which ones you would most like to participate in. Say why.



- 2 4.15 Find four queries Jamal has in the email and predict the answers. Then listen and check.

- 3 Study the Writing box on the right. Tick the things that Jamal does in his email. Then complete the box with the underlined words and phrases from Jamal's email.
- 4 Read another student's email and rewrite it in a more formal style.

Hi Mr Ross,
How's it going?

I fancy doing something different so I was thinking of trying one of your adventure holidays

- 5 this summer.

I want to do: 'Mountain biking from coast to coast' and 'Survival skills on the Isle of Skye'. Can you answer a few questions about them to help me decide?

- 10 First off, the mountain biking trip. I kind of like cycling but I'm worried I'm not fit enough. So, how far do we have to cycle every day, and are there a lot of steep hills? And about the survival skills thing, how many people are there in each group? One more thing: I'm really into music and I want to bring my trumpet with me. What do you reckon? 😊

Write back soon, pls 'cause I really need to plan.

- 20 Hope to CU this summer.

Bye 4 now.
Sami

- 5 **SPEAKING** In groups, use the Speaking box in Lesson 6A to agree on the best expedition or adventure holiday you could realistically do in Jordan.

- 6 **WRITING TASK** Use the Writing box to write an email of enquiry about another expedition.

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

WRITING | A formal email of enquiry

Subject

- Give a reason for writing in the subject line.

Greeting

- If you know the person's name, write *Dear* + name or if you don't know the name, write *Dear Sir/Madam*.

Opening

- State clearly why you are writing:
¹ *I am writing to enquire about ...*
I would (really) like to ...
I am interested in/keen to ...
² _____ /some doubts.

Be polite

- Write in a neutral style with complete sentences, use full forms instead of contractions and use more formal linkers:

however, furthermore and

³ _____.

Use indirect questions and formal requests:

⁴ _____ ...

I wonder if you could confirm what time ...

⁵ _____ ...

Don't use slang words, smileys (😊), abbreviations (*lol, btw, pls*), exclamation marks (!) or leave out words like pronouns, articles or the verb *to be*.

Signal topics

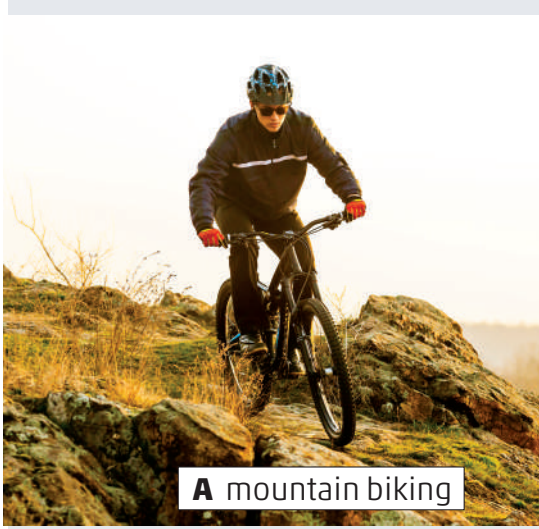
- Signal new topics: ⁶ _____ ..., *Concerning ...*, ⁷ _____ ..., *Turning to ...* and *Finally*.

Be relevant

- Don't include irrelevant information, unnecessary questions or humour.

Ending

- Conclude your email in a formal way:
⁸ _____ ...
I hope to hear from you soon.
⁹ _____, (Kind) regards,
Yours sincerely (if you know the person's name) or *Yours faithfully* (if you don't) and your name.



A mountain biking



B rock climbing



C survival skills

Explore Scotland with AYE

and have the adventure holiday of a lifetime

Who are we?

Adventures for Young Explorers (AYE) is a non-profit making organisation that organises expeditions to some of the wildest and most beautiful parts of the Scottish Highlands. Our aim is to challenge young people, to change who they are and who they can be in the future.

Expeditions

Climbing in the Cairngorms; Mountain biking from coast to coast; Survival skills on the Isle of Skye; Canoeing from Loch Tay to the North Sea. Those are just four of the many adventure holidays and expeditions that we organise for young people in the Highlands every year.

How to apply

Places are limited so apply early. Don't get left behind! And remember, it's a good idea to raise your own money to help pay for the expedition. So, study our page on fundraising, which you'll find in the link below. Then write us an email to book your place with AYE.



D canoeing

✉ **Jamal Alra'i**

To: RossHarvey@aye.com

Re: Cairngorms climbing expedition

Dear Mr Ross,

I am writing to enquire about the Cairngorms climbing expedition, which begins on Saturday 1, June. I would really like to take part. However, I have a few queries.

- 5 On your website, it states that you must be aged 16 to 21 to participate. I will turn 16 on 5 July, four days after the expedition begins. Could you let me know if I would be allowed to take part or if I would have to choose another expedition later in the year?

With regard to dates and times, I wonder if you could confirm what time the expedition will end on July 8. I have an exam on 9 July. Therefore, I need to be in Stirling by 3 p.m. in order to travel back to Manchester.

- 10 As for food, could you confirm if there are vegetarian options available during the expedition? Finally, I am keen to raise funds to help finance the expedition. Unfortunately, the relevant page on your website is under construction. I would greatly appreciate it if you could send me some information on fundraising.

I am really looking forward to the expedition and I hope to hear from you soon.

- 15 Best regards,
Jamal Alra'i


1 Read the text with rules for members of the debating club. Are the statements below true (T) or false (F)? Explain.

- 1 Every debate has two sides.
- 2 All the speakers speak for and against the debate statement.
- 3 In a debate, the speakers try to persuade the second team to accept their point of view.
- 4 A timekeeper may extend the time limit for a speaker.
- 5 The audience may decide on the outcome of a debate.
- 6 The speakers in both teams take turns to talk.
- 7 Rebutting means finding additional arguments to prove a team is right.

2 Work in pairs. Read the debate statement below and make a list of arguments for and against a plant-based diet.


Everyone should eat a plant-based diet.



3  **4.17 Listen to the first part of a debate on the statement in Exercise 2. Answer the questions.**

- 1 Does the speaker argue in favour or against the statement?
- 2 What two arguments does he give to support his position?



4  **4.18 Listen to the next speaker in the debate. Answer the questions.**

- 1 Does the speaker argue in favour or against the statement?
- 2 What two arguments does he give to support his position?

5 In pairs, discuss the questions.

- 1 Which speaker do you think has stronger arguments?
- 2 Were any of the speakers' arguments similar to yours in Exercise 2?

What is a debate?

A structured debate involves two teams of two or more people. The teams are given a statement to discuss and a set period of time to prepare. They need to follow a number of rules.

Proposition and opposition

The 'proposers' are the team which argues in favour of the statement, and the 'opposers' are the team that argues against it.

Goal of the debate

The goal of a debate is for the teams to prepare a good argument in a short time. The speakers in a team must work together to convince the audience and judges that they are right.

Length of speeches

Participants speak for a specified period of time, for example 5 minutes.

Chairperson and timekeeper

A chairperson opens the debate, introduces each speaker and makes sure everybody follows the rules. The timekeeper checks the time and gives signals to speakers to show that they will soon run out of time.


Judges and audience

A panel of judges gives points to the teams and decides who should win. But, sometimes the audience votes to choose the winner.

Structure of the debate

- Teams hear the topic and take positions (for and against).
- Teams present their positions (these are called 'arguments'). The first speaker in the *for* team goes first, the first speaker in the *against* team goes second, etc.
- Speakers should include rebuttals (explain why another speaker's argument is incorrect).
- This continues until all speakers have spoken and the last speakers sum up their points.



- 6  **4.17, 4.18** Study the Speaking box. Then listen to both speakers again and tick the expressions you hear.

SPEAKING | Debating

Presenting the topic/statement and the speakers

- We're going to speak in favour of/against the idea that ...
- Today I hope to persuade/convince you to agree that ...
- First, I will talk about ... I shall also argue that ... The next speakers will explain why ...
- I, as the first speaker, will be talking about ... My teammates will later discuss ...

Presenting your arguments

- My first/second argument is ...
- Let me come to my first/second/next argument.
- Perhaps I should also mention that ...
- To begin with, ...
- In addition, ... What's more, ...

Stating a strong opinion

- I firmly believe that ...
- We are convinced that ...
- It is my/our belief that ...

Supporting an opinion with examples/evidence

- New studies confirm that ...
- Research has shown that ...

Summarising

- So, to sum up, ...
- To conclude, let me stress that ...

- 7 Read the advice. Why do you think these points are important when debating?

LIFE SKILLS | How to take part in a debate

- Be calm and confident.
- Speak clearly and slowly.
- Prepare well.
- Challenge what someone says, but don't criticise the person saying it.
- Pay attention to the time.
- Be polite at all times.
- Work as a team and support each other.

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

It's better to spend holidays in your own country than abroad.

- 9 Do the task below.

LIFE SKILLS | Project

Work in a team. Decide which team is for and which team is against and prepare a debate.

- Choose either the statement in Exercise 2 or in Exercise 8.
- Decide which team will present the *for* arguments and which team will present the *against* arguments.
- Discuss points and examples for your side of the debate.
- Decide who will present each point.
- Research information online and prepare your speeches.
- Debate the statement against another team, in front of other students.
- The audience will vote on debate winners. Use the checklist on page 74 to assess the participants.





- VOCABULARY** Personality adjectives, studying, work and jobs
GRAMMAR Talking about the future, Future Continuous and Future Perfect
LISTENING A radio programme about the gig economy
SPEAKING Describing strengths and weaknesses
READING An article about the future of work
WRITING Personal statement as part of a university application
VIEWING AND PRESENTING Describing strengths and weaknesses in job interviews

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, choose the adjectives that best describe a person who does well in exams.

- competitive curious dedicated determined eager to learn gifted
 hard-working inventive mature overconfident responsible sensible

2 How do you feel before exams? Choose the sentence that is most true for you.

- I usually feel confident that I'm going to pass, but occasionally I get a horrible surprise.
- I enjoy exams. I think it's exciting to have a chance to show everything I've learnt.
- I get butterflies in my stomach, I can't sleep the night before and I'm sure I'm going to fail.

Mazen OK, ^aI'll get the tickets ... What? Oh, yeah, I'll ask them but ^bI don't think they'll come. Bye!

Mazen What are you two doing after the exam? ^cI'm meeting Faisal at Ali's and then we're going to see a movie. Do you want to come?

Sami No, thanks. After this exam, ^dI'm going to lie down.

Mazen Well, I guess you were up all night. What about you, Ziad?

Ziad What time does the film start?

Mazen ^eIt starts at six.

Ziad Oh, I'm meeting Hani at the library at seven.

Mazen Why are you going to the library?

Ziad To study.

Sami Are you going to revise for the Maths exam?

Ziad No, I don't need to. I'll definitely pass Maths. I'm going to study Biology.

Mazen Any last-minute predictions?

Sami Yes, I'll fail, ^fyou might pass and ...

Mazen What do you mean I *might* pass?

Ziad Well, I'm sure you won't fail. You never fail.

Sami Well, I'm not going to pass this exam.

Teacher OK, ^gthe exam is about to begin.

Mazen Oh no! I wasn't expecting this topic! ^hI'm going to fail!





- 3 **5.1** Read and listen to the dialogue. Then match the speakers to sentences 1–3 in Exercise 2.

Talking about the future

- 4 Match the underlined sentences a–h in the dialogue to explanations 1–8.
- 1 In my opinion, this won't happen.
 - 2 That's my plan.
 - 3 That's what the website says.
 - 4 I promise to do that.
 - 5 It's not impossible but it's not guaranteed.
 - 6 I've seen the questions, I know I can't pass.
 - 7 It's going to start very soon.
 - 8 We've arranged to do that.

Talking about the future

When we have already decided or planned something in the future, we use:

- the **Present Simple** for timetables and scheduled events
- the **Present Continuous** for personal arrangements
- **going to + infinitive** for plans and intentions.

For a decision just made or an offer/promise to do something, use **will + infinitive**.

When we predict the future, we use:

- **going to + infinitive** for predictions based on evidence
- **will + infinitive** for predictions based on opinions and beliefs
- **may/might/could + infinitive** to talk about possibilities.

When we talk about something in the very near future, we use **be about to + infinitive**.

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- 5 **5.2** Complete the conversation with the correct future form of the verbs in brackets. Then listen and check.



Amal Please can you help me study for the Physics exam? I'll buy you cake.

Rola I can't. I ¹ 'm going (go) to my gran's. Do you want to come along?

Amal I don't think we ² _____ (study) much at your gran's. And if I don't study, I ³ _____ (fail)!

Rola Well, on Friday I ⁴ _____ (visit) my cousin who just had a baby.

Amal How about Saturday? My sister might ⁵ _____ (go shopping) with me in the morning, but I ⁶ _____ (not/do) anything in the afternoon.

- 6 **Study Watch Out!** Then rewrite the underlined phrases in sentences 1–3 in the negative so that they make sense.

- 1 I think I'll pass all my exams but I think I'll pass most of them.
- 2 I'll probably start studying seriously next weekend. I've got too much to do.
- 3 I think I'll go to university when I leave school. I want to get a job.

WATCH OUT!

We often use *think* and *be sure* before *will*:
I'm sure you'll enjoy that.

In negative sentences *I don't think* they'll come is more usual than *I think* they **won't** come.

The adverbs *definitely*, *probably* and *certainly* come after *will* but before *won't*: It will probably happen. It probably won't happen.

- 7 **SPEAKING** In pairs, ask and answer the questions. Student A, go to page 73. Student B, go to page 75.

Now go to Workbook page 36 for the next lesson.

LESSON 2A VOCABULARY | Phrasal verbs related to studying



- 1 5.3 Complete the text with the correct forms of the phrasal verbs from the box. Then listen and check.

catch up on come up with drop out
hand in get down to go over put off

Are you tired of ¹ **putting off** (delaying) your exam revision? Do you need to ² _____ (start) work in comfortable surroundings? At Riverside Café, we've ³ _____ (created) just what you need. Drop in to one of our Saturday Study Sessions in May, and enjoy a comfortable, quiet atmosphere with unlimited coffee and cake for just 3.99. Whether you have piles of notes to ⁴ _____ (study), an important essay to ⁵ _____ (give to your teacher) next week, or lots of reading to ⁶ _____ (do something you haven't been able to do recently), Riverside Café's Saturday Study Session is the place to be. Don't ⁷ _____ (leave school before you've completed your studies) of school; drop in to Riverside Café instead!

- 2 Match the highlighted expressions and phrasal verbs with definitions a-f. Then check with a partner.

- 1 My history teacher says I need to **pull my socks up** or I won't pass the exam.
- 2 I think I'll be able to **keep up with** Maya. I'm as dedicated as she is.
- 3 I tend to **pick up** languages easily but I really have to work hard at Maths.
- 4 Two of my classmates **put together** a great presentation on the Amazon rainforest.
- 5 I really hope algebra **comes up** in the test tomorrow.
- 6 You're going to **fall behind** if you miss any more classes.
- a research and write d work as quickly as
b appears e work harder
c progress too slowly f learn

Now go to Workbook page 38 for the next lesson.

LESSON 3A GRAMMAR

- 1 Look at the online information about a university open day for future students. Which events look most interesting to you?

Langchester University



EVENTS

- visit the information desks
- explore the campus and library
- attend subject talks
- see the sports facilities
- tour the halls of residence

Open Day

Saturday 10 May 8.45 a.m.–3.00 p.m.

Right now you are working harder than ever. But soon you will have finished your exams. Over the next few months you'll be deciding which universities to apply to. These are exciting times.

Will you be studying at Langchester at this time next year?

Find out more at our open day. Meet our students and talk to our academic staff.

[click here for times and locations](#)



2 **5.4** Listen to Fadi and Rakan discussing their plans for the open day. Complete Fadi's plan with the events.

08.50 – 09.05 listen to welcome speech

09.10 – 09.45 _____

10.00 – 11.00 _____

11.30 – 12.30 _____

12.30 – 13.00 have lunch

13.00 – 14.00 _____

14.00 – 15.00 _____

Future Continuous and Future Perfect

3 Look at extracts 1–3 and answer questions a and b. Then study the Grammar box and check your answers.

- 1 At 9.00 we'll be listening to the welcome speech.
- 2 We'll have finished the talks by 11.00.
- 3 For the next four years you will be studying for your undergraduate degrees.
 - a Which sentences refer to an action in progress and which to a completed action?
 - b Which sentences refer to a point in time and which to a period of time?

4 Find more examples of the two tenses on the university website. Match them to rules a–c in the Grammar box.

5 Choose the correct forms to complete the sentences.

- 1 What will you **be doing / have done** at midday tomorrow?
- 2 I can't meet you at 7 p.m., I'll **have had / be having** a driving lesson.
- 3 At this time next year, I'll **be studying / have studied** at university.
- 4 For the next four years, you'll **be living / have lived** in student accommodation.

Future Continuous and Future Perfect

a We use the Future Continuous for actions that will be in progress at a certain time.

b We also use the Future Continuous for actions that will be in progress over an extended time in the future.

will/won't + be + -ing

Time expressions: at this time next month, tomorrow at 5 p.m., etc.

c We use the Future Perfect for actions that will be completed before a certain time in the future.

will/won't + have + past participle

We often use *by* + a time phrase with the Future Perfect: *I'll have had enough of open day by eleven o'clock.*

Other time expressions: by the time I'm 20, two hours from now, etc.

Grammar Reference > page 71

6 Look at Fadi's plan in Exercise 2 and write sentences with the Future Perfect or the Future Continuous and *at* or *by*.

- 1 09.00 / Fadi / listen to the welcome speech
- 2 09.50 / he / explore the campus and library
- 3 12.30 / he / see the sports facilities
- 4 13.05 / Fadi and Rakan / have lunch
- 5 13.30 / they / visit the information desks

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

What will you be doing:

- 1 at 9 p.m. this evening?
- 2 at this time next week?
- 3 next year?

What will you have done:

- 4 by the end of this lesson?
- 5 in one year's time?
- 6 by the time you are 25?

Now go to Workbook page 39 for the next lesson.

LESSON 4A SPEAKING

- 1 Look at the photos. Jack and Asma have just arrived at their internship interviews with a video games company. Who do you think will make a better impression? Say why.



Jack



Asma

- 2 Complete these interview tips with *do* or *don't*. Can you add any more tips?

- 1 Do arrive ten minutes early so you are relaxed and ready when your name is called.
- 2 _____ dress smartly.
- 3 _____ listen carefully and try to remember names.
- 4 _____ use your phone during the interview.
- 5 _____ read from your CV.
- 6 _____ give details and examples.
- 7 _____ talk about irrelevant details.



- 3 **5.5** Listen to Jack's interview. Does he follow any of the tips in Exercise 2?

- 4 **5.6** Listen to Asma's interview. What does she do better than Jack?



- 5 **5.7** Complete the Speaking box with the words from the box. Then listen and check. What are Asma's strengths and weaknesses?



develop difficult fast ~~manage~~ pressure
tend

SPEAKING | Describing strengths and weaknesses

Describing strengths

I have good communication skills.
I'm self-motivated.
I ¹ *manage* my time carefully.
I work well/better under ² _____ /in a team.
I'm good at multi-tasking/meeting deadlines.
I'm a ³ _____ learner.
I enjoy solving problems.

Describing weaknesses

My biggest weakness is probably Maths.
I ⁴ _____ to spend too much time on some tasks.
I find it ⁵ _____ to talk to large groups of people.
I'm trying to ⁶ _____ my public speaking skills.
I'm working on my typing skills.

- 6 **5.8 PRONUNCIATION** How do you pronounce 'ss'? Add the words below to lists 1 and 2. Then listen and check.



impossible impression missing
professional progress session

- 1 /s/ *weakness*, ... 2 /ʃ/ *pressure*, ...

- 7 In pairs, take turns to role-play a job interview. Student A, ask the questions on page 73. Student B, ask the questions on page 75.

LESSON 5A LISTENING AND VOCABULARY

- THINK BACK** Write a list of jobs you know. Divide the jobs from your list into: full-time jobs, part-time jobs you can do at weekends and temporary summer jobs.
- Look at the cartoon and read the definition below. What pros and cons of the gig economy can you think of?



gig economy (n.)

In the gig economy, people often have several **part-time** jobs instead of one **full-time** job. The jobs are often **temporary**, not **permanent**. Gig economy workers are often **self-employed**.



- 5.9** Listen to a radio programme about the gig economy and answer the questions.

- Who is the guest on the programme?
- How does she feel about the gig economy?

4 Match phrases 1–8 with definitions a–h.

- | | |
|--------------------------------------|---------------------------------------|
| 1 <input type="checkbox"/> commute | 5 <input type="checkbox"/> low wages |
| 2 <input type="checkbox"/> deadline | 6 <input type="checkbox"/> shift |
| 3 <input type="checkbox"/> freelance | 7 <input type="checkbox"/> temporary |
| 4 <input type="checkbox"/> overtime | 8 <input type="checkbox"/> unemployed |

- a extra work, often paid more
b lasting for only a short time

- c a period of work, often 8 hours, sometimes at night
d poor pay
e out of work
f self-employed
g to travel to and from work
h the time/date you must finish a job by

5 Study Active Listening and look at the notes. Which advice did the writer follow/not follow?

- Gig economy dates from crisis in ¹ 2008
- Many people, especially young - several part-time jobs, frequent temporary jobs
- Companies want flexibility → ² _____ workers; unpaid shifts
- Pros for workers: work experience; no need to ³ _____ - work from home; your own boss
- Cons for workers: hard to refuse work; long hours, low wages, no ⁴ _____ or holiday pay OR not enough work/money
- Recently, ⁵ _____ of population work in gig economy = 30 million people *check*
- + ^{50%} ~~15%~~ of gig economy workers aged from 18-⁶ _____

ACTIVE LISTENING | Taking notes

- Don't write complete sentences when a few words will do. You can omit words such as articles and auxiliary verbs.
- Use abbreviations (*min = minute, yr = year*); symbols (&, %, =, ->) and numbers (4 not four).
- If you're not sure of what you hear, write something that makes sense in the context and check it later.

- 5.9** Listen to the programme again and complete the notes in Exercise 5 with one or two words in each gap.

Now go to Workbook page 40 for the next lesson.

LESSON 6A READING AND VOCABULARY

- 1 Look at the photo below and the title on page 55. What is the man's job? Do you think his job will exist in 2050?



- 2 In pairs, scan the texts. How many different jobs can you find? Which jobs do you think will have disappeared by 2050?
- 3 Work in pairs. Student A, read text A. Student B, read text B. Answer the questions.

Text A

- 1 What examples of automation does the author mention in the first paragraph?
- 2 Why does the author not recommend training to be a taxi driver or technical translator?
- 3 What kind of work do robots not do well?
- 4 Why does the author mention the Industrial Revolution?
- 5 What has happened to the world of work since computers were invented?

Text B

- 6 Does the writer believe automation will improve our lives or be a bad thing?
- 7 Which human skills does the author say will still be important?
- 8 What will tomorrow's workforce need to do?
- 9 Why does the writer think we will have more leisure time?
- 10 What does the writer believe will happen to the work in a few decades from now?

- 4 Read your partner's text and check his/her answers to the questions. Summarise the main points of each text, then write three more questions to ask another pair.
- 5 Complete the questions with the words from the box. Then ask and answer the questions in pairs.

blue conditions generate interact opportunities process (v) repetitive risk salary unemployment

- 1 Do you think white collar jobs should be better paid than **blue collar jobs**?
- 2 Which jobs do you think are most **at** _____ from automation?
- 3 Which professions do you think offer the best **career** _____?
- 4 Will there be more _____ in the future or will new technologies _____ even more jobs?
- 5 Would you rather have a job in which you _____ **with people** or one in which you have to collect and _____ **data**?
- 6 Would you rather have an unpredictable job with **poor working** _____ or a boring, _____ **job** with **a high** _____?

- 6 Complete the sentences with the correct words formed from the words in bold.

- 1 In the era of increasing automation, many **repetitive** jobs may disappear. **REPEAT**
 - 2 In the future, traditional career paths may become less _____. **PREDICT**
 - 3 _____ will be really important to help businesses grow. **INNOVATE**
 - 4 Being a firefighter requires _____. **DETERMINE**
- 7 **REFLECT | Society** Read the quote and say if you agree that work is fun.

I never did a day's work in my life. It was all fun. *Thomas Edison* (inventor)

- 8 **WRITING** Write a paragraph answering the question: What skills are we losing because of technology and why should we keep them?

The future of WORK

Automation is coming to the workplace! Here are two writers' predictions ...

05



5.14

A A changing workplace

Automation is part of our lives. We've got self-service checkouts, online banking, smart technology in our homes and personal assistants in our phones. Without them, think
5 about how much slower everyday life would be!

According to the *Future of Jobs Report*, the world of work is changing very fast. Millions of jobs will be lost, so it's probably not a good
10 career move to train as a taxi driver or a technical translator. The jobs most at risk are those which are repetitive. These are often blue collar jobs like machine operators in factories. But some white collar jobs in offices
15 and banks that involve processing data will also become a thing of the past. Jobs such as administrative assistants and bank tellers are already in danger of extinction.

However, it's hard to program machines to
20 work as gardeners, plumbers or construction workers. And, robots are still not great at interacting with people. So we'll still need entertainers, social workers and teachers. What's more, with an aging population, there
25 will definitely be plenty of jobs in healthcare.

But new technologies have always generated new jobs. The Industrial Revolution destroyed many jobs in the 18th and 19th centuries, but it also created new areas of work. Over the
30 last few decades, computers have destroyed 3.5 million jobs in the USA, but they've also created over 19 million new ones!

B The workforce of tomorrow

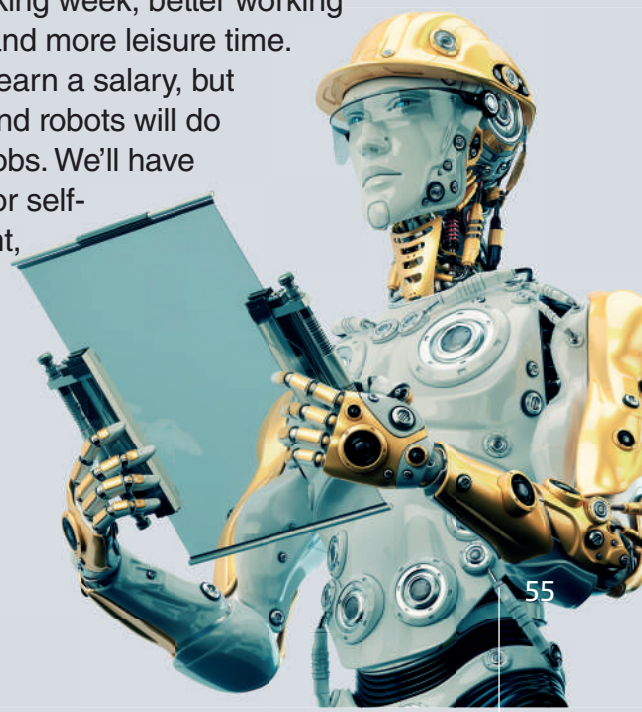
Many people worry that automation will add to unemployment, but the good news is that millions of new jobs are likely to be created. Machines will take over manual work, and there will be robot
5 singers, graphic designers, sports stars and doctors. But the world still needs human skills like creative and analytical thinking, so jobs in these areas are unlikely to be lost.

One important area of growth is being able to
10 understand and manage all the new technology, AI and big data. This need will create new jobs that are not common today – for example data detectives and personal memory managers. In addition, the growth of technologies that are used
15 in the fields of education, medicine and agriculture will also mean a lot of new work opportunities.

To keep up with all this change, tomorrow's workforce will need to be flexible, change careers and learn new skills as they go through their
20 working life. Fortunately, training for a new job quickly and easily is possible with online learning.

In a few decades' time, automation will have made the economy more efficient. We'll definitely have a shorter working week, better working
25 conditions and more leisure time.

We will still earn a salary, but machines and robots will do the boring jobs. We'll have more time for self-
30 development, friendships and fun!



LESSON 7A WRITING | Personal statement as part of a university application

1 In groups, discuss the questions.

- 1 What university course would you like to do, and why?
- 2 What skills, achievements and interests could help you receive an offer to study your chosen course?



2 5.15 Listen to some information about personal statements and tick the sentences that are true.

A personal statement ...

- is necessary to apply for a place on a course at a UK university.
- is another name for a CV.
- is a formal piece of writing.
- says why you are excited about the subject you want to take.
- is organised like an interesting article.
- provides evidence of relevant skills and achievements.
- explains how these skills and achievements could help you.

3 Read Mariam's notes on her personal statement and answer the questions.

- 1 What subject do you think she wants to study at university?
- 2 What relevant skills and experience does she have?
- 3 What long-term ambitions does she have?

Art. Music. Singing. Sport. Family. My younger brothers ask so many questions and I love answering them.

Volunteered at a summer activity camp for kids last year. Good for my confidence. Used my guitar playing. Also arts and crafts skills.

Just passed my driving test – learn new skills easily.

Work experience at local primary school. Helped with reading. Supervised at play time. Patience, discipline and preparation.

Eager to learn. Head teacher one day?

Love sport. Teamwork, power of hard work. Could run sports teams at school in future.

4 Read Mariam's personal statement. Which things from her notes hasn't she included and why?

Subject: Application for admission to Bachelor's of Primary Education

'A grown-up that cares.'

Dear Sir/Madam,

I am so excited about studying Primary Education. I want to help children create their own success stories.

- 5 I have two younger brothers who are very curious and always asking questions. I find it fulfilling when I can help them learn the answers. By studying Primary Education, I hope to make this satisfaction part of my professional
10 life.

Last year I volunteered at a summer activity camp for eight- to ten-year-olds. I probably enjoyed it as much as the children! I used my guitar-playing skills, and my love of arts and
15 crafts. By the end of the week, it was clear that the children liked working with me, and as a result I felt more confident.

During work experience at a primary school this past spring I helped children with reading,
20 supervised at play time and learnt about running a classroom. This taught me that working with children is not only fun and rewarding, but also requires patience, discipline and preparation.

25 I am quite competitive and I enjoy sport. I play for a successful football team and, through my sporting achievements I have learnt the value of teamwork. In the future, I hope to run sports teams to help children learn that same life
30 lesson.

I know that teaching is a challenging career choice, but I am hard-working, determined and eager to learn. I am confident that I have the patience and dedication to succeed. Ultimately,
35 I would like to be a head teacher.

Yours faithfully,
Mariam Allabban

- 5 Study the Writing box. Find examples of how Mariam followed tips 1–7 in her personal statement.

WRITING | Personal statement as part of a university application

General

- Be positive and don't be too modest. The idea of a personal statement is to advertise yourself.
- Don't just describe your experience, reflect on it and say how it will help you on the course or in the job.
- Do not include irrelevant information.
- Write in a formal, concise style.

Opening paragraph(s)

- 1 Begin with a sentence or quote that catches the reader's attention and makes them want to read more.
- 2 Say why you are interested in the course you are applying for and what excites you about the subject.

Main body

- 3 Give details of any relevant work experience, volunteering or other experience, and the skills you learnt while doing it.
- 4 Mention any activities or hobbies that are connected to the subject you want to study.
- 5 Mention any training or achievements and say how they will help you.

Conclusion


- 6 Emphasise your enthusiasm and say why you deserve a place on the course.
- 7 Mention any long-term ambitions connected to employment or further studies.



- 6 Match justifications a–e with general statements 1–5.

- 1 After having lessons for years, I play the piano very well.
 - 2 I volunteered to collect litter in the local community.
 - 3 I update my blog twice a week, every week.
 - 4 I play for the school hockey team and we won the league.
 - 5 I really enjoy video gaming.
- a Doing this made me realise that sometimes you have to solve problems that you didn't create yourself.
 - b The process has shown me that to get good at something, you have to work hard and practise a lot.
 - c The experience has taught me that success often comes through working closely with others.
 - d Doing something so regularly takes dedication and has taught me to respect deadlines.
 - e This hobby has taught me to think strategically and to concentrate for long periods of time.

- 7 **WRITING TASK** Prepare and write your own personal statement.

 Use the Graphic Organiser to help you plan your writing.



po cha



Japanese tea



CS1.1

Ask anyone what they think the most popular drink in the world is and they would probably mention tea. In fact, tea is one of the oldest drinks in the world, and it is part of everyday life in Jordan. But, how tea is prepared and drunk varies between people, cultures and countries.

Emperor Shen Nung was the first to discover tea, according to legend. It was a windy day and some leaves blew into his pot of boiling water. When he drank, he felt refreshed. He called the drink *cha*. Although there are many different types of Chinese tea, they all come from the same plant species. Green tea, however, contains the highest level of vitamin C.

Traditional Chinese teapots and tea cups are tiny. The cups have no handles. Tea drinkers should hold the cup with two hands and enjoy the aroma of the tea before drinking. The person should drink three sips. The first sip should be a small one, the second should be the largest and the third sip should empty the cup.

Drinking tea in Japan became popular in the form of the Japanese tea ceremony. There are several steps in a Japanese tea ceremony. The guests eat sweets while the tea performer washes and prepares the utensils. The tea bowl is cleaned with a cloth. Then, green tea powder is put in the bowl and hot water is added. The tea is whisked, and the bowl is given to the guests to drink.

India nowadays produces and consumes the most tea in the world. Chai is the national drink of India, and tea sellers have stalls everywhere. Families have their own chai recipes with different spices such as ginger, cloves or black pepper. Tea is grown in many parts of India, but the most famous teas come from the east, Assam and Darjeeling. Like the British, Indians like to add sugar and milk to their tea and drink it with a biscuit or small sandwich.

Just like in Jordan, mint tea is very popular across Morocco. It is served in small glasses in business meetings and at family gatherings. The Moroccan teapot has a very long, curved spout and the tea is poured from high above the glass. This makes a foam on the tea surface. Traditionally, there are three servings of tea, with each one having a different meaning.

In the 1980s a new tea drink was developed in Taiwan. *Boba*, as it is called locally, uses tapioca balls that look like bubbles or pearls. It can be drunk ice cold or piping hot. The sweet, chewy balls are sucked up through a big straw. Nitro tea is when the bubble tea is kept cold with nitrogen, which makes the tea a little fizzy.

In Argentina, *maté* is very popular, and an average of 100 litres of *maté* is drunk by each person annually! *Maté* has a strong and bitter taste. Dried *maté* leaves are put into a gourd and then hot water is poured on top. People use metal straws called *bombillas* to drink the liquid. Nowadays, there are more flavours available, such as *maté* with bits of chocolate or chili, but the original flavour is still the most popular.

Butter tea, called *po cha*, is a popular drink in the Himalayas. The high altitude means that people burn many more calories and the tea is a good source of energy. Locals drink up to 60 small cups every day. It is made from black tea, yak butter and salt and has a flavour that is more like a soup than a tea. The black tea is boiled for up to half a day. The result is a very dark liquid that can be reheated when someone wants a tea. *Po cha* is usually served with *tsampa*, a type of bread.

Different ways of drinking tea and increased interest in the health benefits mean that tea will probably remain a popular global drink for some time to come.



Moroccan tea



maté



boba

1 What do you know about tea?

- 1 Which country has the most tea drinkers?
A China **B** India **C** Argentina
- 2 What makes Moroccan mint tea unique?
A It is served with sugar.
B It is poured from a height.
- 3 What is a key ingredient in a tea that is made in the mountains?
A Yak butter **B** Coconut milk **C** Honey

2 Read the text quickly. How many different nations are mentioned in the text?

3 Read the sentences. Write (T) for true and (F) for False. Correct the false sentences.

- 1 Tea was discovered when some leaves accidentally fell into boiling water.
- 2 Japanese tea ceremonies involve whisking green tea powder with cold water.
- 3 Moroccan mint tea is traditionally served with foam on the surface.
- 4 Both Indians and British people like to add honey and milk to their tea.
- 5 Boba tea that is fizzy contains nitrate.
- 6 People drink maté with a wooden straw.

4 Complete the conversations with the correct common phrases a–e related to tea.

- a** It was just a storm in a teacup.
b I wouldn't try that for all the tea in China!
c I'm afraid it's not my cup of tea!
d Fancy a cuppa?
e How do you take your tea?
- A** ¹*How do you take your tea?*
B With milk and two sugars, please.
A Do you fancy going to the opera with me tonight?

B Thanks for inviting me but ²_____

.....

A Are you and Kareem still not talking after your argument?

B Oh, we're fine now. ³_____

.....

A Wow! That looks exciting. Would you like to have a go?

B No way! ⁴_____

.....

A ⁵_____

B Cool. I'd love one.

5 Order the teas from the one you would like to try the most (1) to the tea you least want to try (7). Discuss your answers in pairs. With your partner choose the top two teas and say why.

- | | |
|-------------------|--------------------------|
| Chai | <input type="checkbox"/> |
| Chinese tea | <input type="checkbox"/> |
| Moroccan mint tea | <input type="checkbox"/> |
| Japanese tea | <input type="checkbox"/> |
| Boba | <input type="checkbox"/> |
| Maté | <input type="checkbox"/> |
| Po cha | <input type="checkbox"/> |

6 REFLECT | Culture In groups, answer the questions.


- 1 What's the most popular hot drink in your country? Is it your favourite too?
- 2 How do people in your country usually take their tea/coffee/hot chocolate? How about you?
- 3 Some people say that having good table manners isn't very important today. Is this true in your country and do you agree with this opinion?

LITERATURE SPOT

1 You are going to read part of an 1895 novel about time travel. In pairs, talk about what you know or think about time travel.

2 Read the text quickly and say why the Time Traveller invited his friends to his home.



3  **LS1.1** Read the text again. Match sentences A–F with gaps 1–5 in the text. There is one extra sentence. Then listen and check.

- A He passed his hand through the space in which the machine had been.
- B At that moment, the idea suddenly seemed possible.
- C And if it travelled into the future, it would still be here now.
- D Are you serious about this?
- E He placed it on a table in front of the fire.
- F Except for the lamp, the table was empty.

4 Order sentences a–h to make a summary of the text.

- a When the model disappeared, the witnesses were amazed.
- b He confessed that he wasn't entirely sure if the model time machine had gone to the future or the past.
- c To show his friends that he wasn't trying to cheat them, he got one of them, the Psychologist, to press the lever.
- d The Time Traveller explained that once he pressed a lever, the machine would travel to another time and disappear.
- e Before the experiment began, all of the witnesses could examine the device to make sure there were no tricks.
- f Then the Time Traveller revealed that in his laboratory there was a full-size version of the machine.
- g When his friends wondered why the model was not visible, the Psychologist explained that it was because it was travelling so fast it couldn't be seen.
- h A man who wanted to travel through time invited several friends to his house to witness an experiment with a small model time machine he had built.

5 If you were one of the Time Traveller's friends, would you try to prevent him from travelling in his time machine? Why?

6 In pairs, check you understand the highlighted verbs in the text on page 61. Then use their correct forms to complete the story below.

The passenger fell into the sea and ¹ *vanished* under the waves. Immediately, the ship ² _____ around to go back and look for him. Everyone ³ _____ into the sea but there was no sign of the man. The captain ⁴ _____ the man was dead but then suddenly, one of the passengers saw the man. He ⁵ _____ his arm and ⁶ _____ where the unfortunate man was. Then a sailor ⁷ _____ a lever and the lifeboat dropped to the water. The man was cold and shaking but once they got him on board, he soon ⁸ _____.

7 Choose the correct adverbs and adjectives.

- 1 You're *absolutely* / *slightly* right. I couldn't agree more.
- 2 Only a *shiny* / *tiny* percentage of the world's population can understand quantum mechanics.
- 3 The drawings of the model were very *cheerfully* / *delicately* done.
- 4 I am *attentively* / *genuinely* convinced that time travel is possible.
- 5 It was a *subtle* / *visible* plan but it worked.

8 **SPEAKING** In groups, imagine you could travel in time. Discuss whether you would go to the future or the past. Say why.

9 **WRITING TASK** Imagine that you are the Time Traveller in *The Time Machine* and live in the year 1895. You travel in time to the present day. Write a diary entry about your impressions of how life now is different to life in 1895.

The Time Machine

by H. G. Wells

The thing the Time Traveller held in his hand was a shiny metal framework, only slightly larger than a small clock, and very delicately made. ¹_____ The only other object on the
5 table was a small lamp. Its bright light fell upon the mechanism. There were also perhaps a dozen candles about the room. I sat in an armchair between the Time Traveller and the fireplace. Filby sat behind him,
10 looking over his shoulder. The Medical Man watched him from the right, the Psychologist from the left. We were all watching attentively. Any kind of trick, however subtle, seemed impossible under these conditions.

15 The Time Traveller looked at us. 'This little model,' he said, 'is a prototype for a machine to travel through time.'

The Medical Man got up and **peered** at it. 'It's beautifully made,' he said.

20 'It took two years to make,' replied the Time Traveller.

Once we had all examined the model, he said: 'I am going to **press** this lever, and the machine will vanish, pass into another time, and
25 disappear. Have a good look at the thing. Look at the table, too, and satisfy yourselves there are no tricks.'

There was a minute's pause perhaps. Then the Time Traveller reached towards the lever.

30 'No,' he said suddenly.

He took the Psychologist's hand and told him to **extend** his finger so that it was the Psychologist who sent the model time machine on its voyage. We all saw the lever
35 turn. I'm absolutely certain there was no trick. There was a breath of wind, and the lamp flame jumped. One of the candles was blown out, and the little machine suddenly **swung** round, became indistinct for a second; and it
40 was gone – **vanished!** ²_____

Everyone was silent for a minute. The Psychologist **recovered** and looked under the table. The Time Traveller laughed cheerfully. 'Well?' he said.

45 We stared at each other.

'Look,' said the Medical Man, '³_____ Do you genuinely believe that that machine has travelled into time?'

'Certainly,' said the Time Traveller. 'What
50 is more, I have a big machine nearly finished in there.' He **indicated** the laboratory and continued: 'And when that is put together, I mean to have a journey myself.'

'You mean to say that that machine has
55 travelled into the future?' said Filby.

'Into the future or the past – I don't, for certain, know which.'

Suddenly, the Psychologist spoke. 'It must have gone into the past if it has gone
60 anywhere.'

'Why?' said the Time Traveller.

'Well, I **presume** that it has not moved in space. ⁴_____ Because to get to the future, it must travel through this time.'

65 'But,' said I, 'If it travelled into the past, it would have been visible when we came first into this room; and last Thursday when we were here!'

'No,' said the Time Traveller. Then he
70 turned to the Psychologist. 'Think. You can explain it.'

'Of course,' said the Psychologist. 'It's simple. We cannot see this machine, any more than we can see a bullet flying through the
75 air. If it is travelling through time a hundred times faster than we are, if it gets through a minute while we get through a second, the impression it creates will be only a tiny part of what it would make if it were not travelling in
80 time.' ⁵_____

'You see?' he said, laughing.

UNIT 1



LESSON 1A VOCABULARY AND GRAMMAR

WL1.1

casually (v) /'kæʒuəli/

celebrate (v) /'selɪbreɪt/

celebration (n) /,selɪ'breɪʃən/

results (n) /rɪ'zʌltz/

school-leaver (n) /'sku:l ,li:və/

underdressed (adj) /,ʌndə'drest/

uniform (n) /'ju:nɪfɔ:m/

well-dressed (adj) /,wel 'drest/



LESSON 2A VOCABULARY

WL1.2

accessories (n) /ək'sesəri:z/

baggy (adj) /'bægi/

blouse (n) /blaʊz/

buttoned (adj) /'bʌtənd/

cardigan (n) /'kɑ:dɪgən/

cashmere (n) /'kæʃmɪə/

checked (adj) /tʃekt/

clothing (n) /'kləʊðɪŋ/

cotton (n) /'kɒtən/

denim (n) /'denɪm/

embroidered (adj) /ɪm'brɔɪdəd/

fabric (n) /'fæbrɪk/

footwear (n) /'fʊtweə/

full-length (adj) /,fʊl 'leŋθ/

headscarf (n) /'hedskɑ:f/

hoodie (n) /'hʊdi/

leather (n) /'leðə/

linen (n) /'lɪnɪn/

logo (n) /'ləʊgəʊ/

long-sleeved (adj) /,lɒŋ 'sli:vəd/

loose-fitting (adj) /,lu:s 'fɪtɪŋ/

material (n) /mə'tɪəriəl/

narrow (adj) /'nærəʊ/

outfit (n) /'aʊtfɪt/

paisley (n) /'peɪzli/

pattern (n) /'pætən/

plain (adj) /pleɪn/

polka dots (n) /'pɒlkə ,dɒts/

scarf (n) /skɑ:f/

silk (n) /sɪlk/

striped (adj) /straɪpt/

stylish (adj) /'stɑɪlɪʃ/

suit /su:t/

vintage (adj) /'vɪntɪdʒ/

v-necked (adj) /'vi:nekt/

wide-brimmed (adj) /,waɪd 'brɪmd/

wool (n) /wʊl/

LESSON 3A LISTENING AND VOCABULARY

WL1.3



bags under the eyes (n) /,bægz ʌndə ðɪ 'aɪz/

double chin (n) /,dʌbəl 'tʃɪn/

long eyelashes (n) /,lɒŋ 'aɪləʃɪz/

smooth skin (n) /,smu:ð 'skɪn/

wrinkles (n) /'rɪŋklz/

LESSON 4A READING AND VOCABULARY

WL1.4



assumption (n) /ə'sʌmpʃən/

fascinating (adj) /'fæsɪneɪtɪŋ/

stereotype (n) /'sterɪə'taɪp/

UNIT 2



LESSON 1A VOCABULARY AND GRAMMAR

WL2.1

constellation (n) /ˌkɒnstəˈleɪʃən/

galaxy (n) /ˈgæləksi/

launched (v) /lɔːntʃt/

moon (n) /muːn/

solar system (n) /ˈsəʊlə ˈsɪstəm/

spaceship (n) /ˈspeɪsʃɪp/

voyage (n) /ˈvɔɪdʒ/



LESSON 2A READING AND VOCABULARY

WL2.2

achieve (v) /əˈtʃiːv/

achievement (n) /əˈtʃiːvmənt/

develop (v) /dɪˈveləp/

development (n) /dɪˈveləpmənt/

disagree (v) /ˌdɪsəˈɡriː/

disagreement (n) /ˌdɪsəˈɡriːmənt/

exist (v) /ɪɡˈzɪst/

existence (n) /ɪɡˈzɪstəns/

identify (v) /aɪˈdentɪfaɪ/

identification (n) /aɪˌdentɪfɪˈkeɪʃən/

interact (v) /ˌɪntərˈækt/

interaction (n) /ˌɪntərˈæksjən/

possess (v) /pəˈzes/

possession (n) /pəˈzeʃən/

propose (v) /prəˈpəʊz/

proposal (n) /prəˈpəʊzəl/

recognise (v) /ˈrekəɡnaɪz/

recognition (n) /ˌrekəɡˈnɪʃən/

require (v) /rɪˈkwaɪə/

requirement (n) /rɪˈkwaɪəmənt/

LESSON 3A VOCABULARY

WL2.3

cells (n) /selz/

gravity (n) /ˈɡrævəti/

organism (n) /ˈɔːɡənɪzəm/

pressure (n) /ˈpreʃə/

radiation (n) /ˌreɪdɪˈeɪʃən/

research (n) /ˈriːsɜːtʃ/

research (v) /rɪˈsɜːtʃ/



LESSON 5A LISTENING AND VOCABULARY

WL2.4

aerial filming (n) /ˌeəriəl ˈfɪlmɪŋ/

aerial photography (n) /ˌeəriəl fəˈtɒɡrəfi/

commercial delivery (n) /kəˌmɜːʃəl dɪˈlɪvəri/

law enforcement (n) /ˈlɔː ɪnˌfɔːsmənt/

map making (n) /ˈmæp ˌmeɪkɪŋ/

search and rescue (n) /ˌsɜːtʃ æn(d) ˈreskjʊː/

weather forecasting (n) /ˈweðə ˌfɔːkɑːstɪŋ/



UNIT 3



LESSON 1A VOCABULARY AND GRAMMAR

WL3.1

amateur (adj) /'amətə/

athlete (n) /'æθli:t/

challenge (n) /'tʃælɪndʒ/

crutches (n) /'krʌtʃɪz/

disabled (adj) /dɪs'eɪbəld/

disease (n) /dɪ'zi:z/

gymnastics (n) /dʒɪm'næstɪks/

injure (v) /'ɪndʒə/

inspire (v) /ɪn'spaɪə/

ramp (n) /ræmp/

succeed (v) /sək'si:d/



LESSON 2A VOCABULARY

WL3.2

chill (v) /tʃɪl/

exhausted (adj) /ɪg'zɔ:stɪd/

leisure centre (n) /'leɪʒə ,sentə/

membership (n) /'membəʃɪp/

muscles (n) /'mʌsəlz/

unfit (adj) /ʌn'fɪt/

weightlifting (n) /'weɪt,lɪftɪŋ/



LESSON 3A LISTENING AND VOCABULARY

WL3.3

ambulance (n) /'æmbjələns/

bleeding (v) /bli:dɪŋ/

burn down (phr v) /,bɜ:n 'daʊn/

concussion (n) /kən'kʌʃən/

bruises (n) /'bru:zɪz/

emergency (n) /ɪ'mɜ:dʒənsi/

fainted (v) /feɪntɪd/

in shock (phr) /,ɪn 'ʃɒk/

knock down (phr v) /,nɒk 'daʊn/

painful (adj) /'peɪnfəl/

relieved (adj) /rɪ'li:vɪd/

see double (phr) /,si: 'dʌbəl/

unconscious (adj) /ʌn'kɒnʃəs/

LESSON 5A SPEAKING AND VOCABULARY

WL3.4



free-range (adj) /,fri: ,reɪndʒ/

freshly-squeezed (adj) /'frefli ,skwi:zd/

gluten (n) /'glu:tɪn/

locally grown (adj) /,ləʊkəli 'grəʊn/

organic (adj) /ɔ:'gæni:k/

wholemeal (n) /,həʊlmi:l/

LESSON 6A READING AND VOCABULARY

WL3.5



balanced (adj) /'balənst/

boost (v) /'bu:st/

consume (v) /kən'sju:m/

diet (n) /'daɪət/

fermented (adj) /fə'mentɪd/

fresh produce (n) /fref 'prɒdʒu:s/

herbs (n) /hɜ:bz/

immune system (n) /ɪ'mju:n ,sɪstəm/

cloth napkin (n) /klɒθ 'næpkɪn/

nutrition (n) /nju:'trɪʃən/

processed food (n) /'prəʊsest fu:d/

raw ingredients (n) /,rɔ: ɪn'grɪ:dɪənts/

wheat (n) /wi:t/

UNIT 4



LESSON 1A VOCABULARY AND GRAMMAR

WL4.1

book a flight /,bʊk ə 'flaɪt/

fasten your seatbelt /,fɑːsən jə 'si:tbel/

flight mode /'flaɪt məʊd/

overhead locker /,əʊvəhed 'lɒkə/

safety demonstration /'seɪfti ,demən'streɪʃən/

unattended /,ʌnə'tendəd/

window seat/aisle seat /'wɪndəʊ sɪt/'aɪl sɪt/



LESSON 2A READING AND VOCABULARY

WL4.2

exaggeration (n) /ɪg,zædʒə'reɪʃən/

frustrating (adj) /frʌ'streɪtɪŋ/

hilarious (adj) /hɪ'leəriəs/

hire a car (phr) /,haɪər ə 'kɑː/

hit the road (phr) /,hɪt ðə 'rəʊd/

off the beaten track (phr) /,ɒf ðə ,bi:tɪn 'træk/

plan the route (phr) /,plæn ðə ru:t/

reasonable (adj) /'riːzənəbl/

turn back (phr v) /,tɜːn 'bæk/



LESSON 3A VOCABULARY

WL4.3

backpacking (n) /'bæk,pækɪŋ/

charger (n) /'tʃɑːdʒə/

ear plugs (n) /'iə plʌgz/

first aid kit (n) /,fɜːst 'eɪd ,kɪt/

hygiene (n) /'haɪdʒiːn/

insect repellent (n) /'ɪnsekt rɪ,pelənt/

local time (n) /,ləʊkəl 'taɪm/

mosquito (n) /mɒ'skiːtəʊ/

penknife (n) /'pennaɪf/

pocket guidebook (n) /,pɒkɪt 'gaɪdbʊk/

power bank (n) /'paʊə bæŋk/

sunblock (n) /'sʌnb্লɒk/

torch (n) /tɔːtʃ/

travel adapter (n) /'trævəl ə,dæptə/

travel pillow (n) /'trævəl ,pɪləʊ/

unzip (v) /ʌn'zɪp/

LESSON 5A LISTENING AND VOCABULARY

WL4.4



carpooling (n) /'kɑː,puːlɪŋ/

congestion (n) /kən'dʒestʃən/

cyclist (n) /'saɪklɪst/

diesel engine (n) /'diːzəl ,endʒən/

environment (n)
/ɪn'veɪrənmənt/

exhaust fumes (n) /ɪg'zɔːst fjuːmz/

fossil fuels (n) /'fɒsəl ,fjuːəlz/

give way /,ɡɪv 'weɪ/

motorway (n) /'məʊtəweɪ/

pavement (n) /'peɪvmənt/

pedestrian (n) /pə'destriən/

pollute (v) /pə'ljuːt/

pollution (n) /pə'ljuːʃən/

run over (phr v) /,rʌn 'əʊvə/

smog (n) /smɒg/

speed limit (n) /'spiːd ,lɪmɪt/

sustainable (adj) /sə'steɪnəbəl/

toxic (adj) /'tɒksɪk/

UNIT 5



LESSON 1A VOCABULARY AND GRAMMAR

WLS.1

competitive (adj) /kəm'petətɪv/

curious (adj) /'kjʊəriəs/

dedicated (adj) /'dedəkertɪd/

determined (adj) /dɪ'tɜ:mɪnd/

eager (phr) /i:ɡə/

gifted (adj) /'ɡɪftɪd/

inventive (adj) /ɪn'ventɪv/

mature (adj) /mə'tʃʊə/

responsible (adj) /rɪ'spɒnsəbəl/

sensible (adj) /'sensəbəl/



LESSON 2A VOCABULARY

WLS.2

catch up on (phr v) /,kætʃ 'ʌp ɒn/

come up (phr v) /,kʌm 'ʌp/

come up with (phr v) /,kʌm 'ʌp wɪð/

drop out (phr v) /,drɒp 'aʊt/

fall behind (phr v) /,fɔ:l bɪ'hɑɪnd/

get down to (phr v) /,ɡet 'daʊn tu/

go over (phr v) /,ɡəʊ 'əʊvə/

hand in (phr v) /,hænd 'ɪn/

keep up with (phr v) /,ki:p 'ʌp wɪð/

pick up (phr v) /,pɪk 'ʌp/

pull your socks up (phr) /,pʊl jə 'sɒks ʌp/

put off (phr v) /,pʊt 'ɒf/

put together (phr v) /,pʊt tə'geðər/

LESSON 5A LISTENING AND VOCABULARY

WLS.3



commute (v and n) /kə'mju:t/

deadline (n) /'dedlaɪn/

employer (n) /ɪm'plɔɪə/

freelance (adj) /'fri:lɑ:ns/

full-time/part-time (adj) /,fʊl 'taɪm/,pɑ:t 'taɪm/

gig economy (n) /,ɡɪɡ ɪ'kɒnəmi/

low wages (n) /,ləʊ 'weɪdʒɪz/

out of work (phr) /,aʊt əv 'wɜ:k/

overtime (n) /'əʊvətɑɪm/

permanent/temporary (adj)
/'pɜ:mənənt/'tempərəri/

pros and cons /,prəʊz æn(d) 'kɒnz/

self-employed (adj) /,self ɪm'plɔɪd/

shift (n) /ʃɪft/

unemployed (adj) /,ʌnɪm'plɔɪd/

unpaid (adj) /,ʌn'peɪd/

LESSON 6A READING AND VOCABULARY

WLS.4



aging population (n) /,eɪdʒɪŋ ,pɒpjə'leɪʃən/

at risk (phr) /ət 'rɪsk/

automation (n) /,ɔ:tə'meɪʃən/

efficient (adj) /ɪ'fɪjənt/

in danger of (phr) /ɪn 'deɪndʒə əv/

interact with people /,ɪntər,ækt wɪð 'pi:plə/

leisure time (n) /'leɪzə taɪm/

predictable/unpredictable (adj)
/prɪ'dɪktəbəl/,ʌnpɪrɪ'dɪktəbəl/

process (n) /'prəʊses/

repetitive (adj) /rɪ,petətɪv/

white/blue collar job (n) /,waɪt/,blu: 'kɒlə dʒɒb/

Unit 1, Lesson 1A Present Simple and Present Continuous

Present Simple

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

Yes/No questions

Does he **like** casual clothes?

Wh- questions	Subject questions
When do you wear casual clothes?	Who likes casual clothes?

We use the Present Simple to talk about:

- facts and general truths: *Water boils at 100°C.*
- routines and habits: *We usually go to the park.*

Common time expressions used with the Present Simple: *always, every day, regularly, most days, usually, often, sometimes, hardly ever, never.*

Present Continuous

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

Yes/No questions

Are you **dancing**?

Wh- questions	Subject questions
Where are they dancing ?	Who is dancing ?

We use the Present Continuous for:

- actions happening right now: *I'm taking a selfie with my best friend.*
- temporary situations happening around now: *At the moment, she's preparing dinner.*
- changing situations: *Video games are becoming more popular these days.*

Common time expressions used with the Present Continuous: *at the moment, now, this week, these days, at present.*

State verbs

We use the Present Simple (not the Present Continuous) with state verbs.

Some state verbs (e.g. *think, have, look*) can be used in the continuous form, but with a change in meaning:

*Do you **see** what I mean? (understand)*

*I **am seeing** my best friend tonight. (meet)*

*She **has** a new dress. (own)*

*I'm **having** a shower. (take)*

Unit 1, Lesson 5A Articles

We use **no article (∅)**

- with plurals and uncountable nouns to talk about something/someone in general: *Ghada reads a lot of **books** on modern design. I'm really into **Science**.*
- with days, months, seasons, holidays, parts of the day: *Summer holidays start in **July**.*
- with continents and countries: *My parents are from **Egypt**.*

Exceptions: *in **the** United Kingdom, in **the** United States, in **the** Netherlands, in **The** Hague*

We use **a/an**:

- before a singular countable noun: *Have you got **a** sister?*
- when we mention something/someone for the first time or to refer to any one of a kind or group: *I'm wearing **a** leather jacket.*
- with occupations: *I'm **a** shop assistant.*

We use **the**:

- to talk about a specific or unique thing/person, e.g. because he/she/it is the only one or when it's clear which thing/person we mean: *I like **the** colour of that dress.*
- when we mention something/someone for the second time: *I'm wearing a leather jacket. **The** jacket looks great.*
- with the superlative forms of adjectives: ***the** best*
- with ordinal numbers: ***the** second*
- to refer to a period in time: ***the** 1960s*

Unit 2, Lesson 1A Present Perfect Simple and Present Perfect Continuous

Present Perfect Simple						
Affirmative			Negative			
I/You/ We/ They	've (have)	stud- ied today.	I/You/ We/ They	haven't (have not)	stud- ied today.	
He/ She/It	's (has)	stud- ied today.	He/ She/It	hasn't (has not)	stud- ied today.	
Yes/No questions			Short answers			
Have	I/you/ we/ they	studied today?	Yes, I/you/we/they have . No, I/you/we/they haven't .			
Has	he/ she/it	studied today?	Yes, he/she/it has . No, he/she/it hasn't .			
Wh- questions			Subject questions			
How long	have	I/you/ we/ they	studied today?	Who	has	studied today?
	has	he/ she/it				

Present Perfect Simple

We use the Present Perfect Simple to talk about a finished activity in the past if we don't say when it happened. We focus on the result, which can often be measured: *I've designed and built many websites.* (I have done this work in the past, now I have experience in it.)

- If we say how many things or how much we've done, how many times something has happened or how far we've travelled, we use the Present Perfect: *Rana has lived in Zarqa for many years.*
- Questions in the Present Perfect Simple often begin with *how many*: **How many books has she written?**

Present Perfect Continuous

Present Perfect Continuous					
Affirmative			Negative		
I/You/ We/ They	've (have)	been study- ing.	I/You/ We/ They	haven't (have not)	been study- ing.
He/ She/It	's (has)	been study- ing.	He/ She/It	hasn't (has not)	been study- ing.
Yes/No questions			Short answers		
Have	I/you/ we/ they	been study- ing?	Yes, I/you/we/they have . No, I/you/we/they haven't .		
Has	he/ she/it	been study- ing?	Yes, he/she/it has . No, he/she/it hasn't .		

Wh- questions				Subject questions		
How long	have	I/you/ we/ they	been study- ing?	Who	has	been study- ing?
	has	he/ she/it				

We use the Present Perfect Continuous to talk about an activity that started in the past and may still be continuing. We focus on the activity, not the result: *I have been revising for the test all day.*

Since and for

We use *since* (from a point in time) and *for* (through a period of time) with both the Present Perfect Simple and the Present Perfect Continuous:

She's lived here since 2012.

They've been working on the project for ten years.

Unit 2, Lesson 4A Verb patterns

Verb + -ing

We use the *-ing* form after these forms: *admit, avoid, can't stand, don't mind, fancy, hate, imagine, keep, like, miss*:

Just imagine winning the competition!

He keeps asking me lots of difficult questions.

Verb + infinitive

After these verbs we use the infinitive with *to*: *agree, allow, appear, decide, expect, hope, need, learn, offer, promise, refuse, seem, want, would like*: *Would you like to study Science?*

Infinitive without to

We use the infinitive without *to* after modal verbs *can, might, must, should, will*:

You should answer his question right now.

I will study Science, that's certain!

We use the infinitive without *to* after the verbs *help, let, make*:

They let me play the game.

My parents made me tidy up the room.

We use some verbs with the *-ing* form and infinitives with no difference in meaning. However, some verbs (e.g. *remember, forget, stop, try, regret*) can be followed by the *-ing* form or the infinitive **with a change in meaning**:

remember + infinitive (to remember something, then do it): *I remembered to switch off the lights.*

remember + gerund (to do something and remember it later): *I remember switching off the lights.*

Unit 3, Lesson 1A Past Simple, Past Continuous and Past Perfect

Past Simple

Affirmative		Negative	
I/You/He/ She/It/We/ They	jumped and fell .	I/You/He/ She/It/We/ They	did not (didn't) jump and fall .
Yes/No questions			
Did she jump and fall ?			
Wh- questions		Subject questions	
Why did you jump and fall ?		Who jumped and fell ?	

- to describe finished actions: *I **broke** my leg yesterday evening.*
- to tell the main events in a story in order: *I **ran** to the school gym, **opened** the door, and **saw** him!*

Past Continuous

Affirmative		Negative	
I/He/ She/ It	was	I/He/ She/ It	was not (wasn't)
You/ We/ They	were	You/ We/ They	were not (weren't)
working.		working.	
Yes/No questions			
Was he working ?			
Wh- questions		Subject questions	
Where were they working ?		Who was working ?	

- for longer activities interrupted by shorter ones in the past: *I **was jogging** when I saw an accident.*
- for temporary situations in the past: *We **were meeting** at the gym twice a week.*
- to describe things which were in progress at or around a fixed time in the past: *At 9 a.m. I **was relaxing** in the steam room.*
- to set the scene in a story or give background information: *I **was cycling** to school one morning when ...*

Past Perfect

Affirmative		Negative	
I/You/ He/ She/ It/We/ They	had won a med- al.	I/You/ He/ She/ It/We/ They	had not (hadn't) won a med- al.

Yes/No questions

Had	I/you/ he/ she/it/ we/ they	won a med- al?	Yes, I/you/he/she/it/we/ they had . No, I/you/he/she/it/we/ they had not (hadn't).
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Wh- questions

Why	had	I/you/he/ she/it/ we/they	won a medal?
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Subject questions

Who	had	won a medal?
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- to talk about an action in the past that was completed before another action or a time in the past: *When I arrived at the skate park, my friends **had already left**.*
- to talk about what happened before another event in the past: *The road was dangerous because it **had snowed** during the night. (It snowed. Then, as a result the road became dangerous.)*

Unit 3, Lesson 4A Used to and would

Used to and would

Affirmative	<i>I used to/would go to the gym every Monday.</i>
Negative	<i>I didn't use to go skiing every year. He wouldn't go skiing every year.</i>
Yes/No questions	<i>Did he use to be in a football team?</i>
Wh- questions	<i>What did he use to like?</i>
Subject questions	<i>Who used to eat unhealthy food?</i>

We use *used to* and *would* for habitual/repeated actions in the past: *As a teenager, I **used to/would** go to the swimming pool every Saturday.*

We use *used to* (not *would*) for past states:

*I **didn't use to** love sports. (But I do now.) / She **used to think** positive thoughts. (But she doesn't any more.)*

We don't use *would* when asking about past actions: ***Did you use to** do any sports when you were younger?*

Unit 4, Lesson 1A Modal and related verbs

Function	Present	Past	Future
necessity	<i>must, have (got) to, need to</i>	<i>had to, needed to</i>	<i>will have to, will need to</i>
prohibition	<i>can't, mustn't, may not</i>	<i>couldn't/ wasn't/ weren't allowed</i>	<i>won't be allowed, will be forbidden</i>
permission	<i>can, may</i>	<i>could</i>	<i>will be able to</i>
advice	<i>should, ought to</i>		

We use *must* when the obligation comes from the speaker: *You really **must** stop eating sweets.*

We use *have to* when the obligation comes from somebody else or is a rule or a law: *You **have to/ need to** fasten your seatbelt.*

The difference between *have to* and *must* is very slight. They can be interchangeable.

We use *mustn't*, *can't* and *may not* to talk about things that are not allowed: *You **mustn't** make any noise here.*

We use *should* and *ought to* to talk about duty, or to give advice. *Ought to* is more formal than *should*:

*We **should** turn around now.*

*You **ought to** warn the swimmers.*

We use *can*, *could* and *may* to ask for permission. *Could* and *may* are more polite than *can*:

***Can** I open the window?*

***Could** we go back to the airport?*

***May** I take your luggage?*

We use *can* and *could* to make requests: ***Can/Could** you open the door for me?*

We use *can* to talk about possibility: *It **can** be wet in October.*

We use *can* to talk about ability in the present and *could* to talk about ability in the past: *Of course she **can** ski. She **could** ski before she was five.*

To make sentences in other tenses, we use *be able to* instead of *can*: *I've never **been able to** go abroad alone.*

We only use *must* in the present tense. In other tenses we use *have to*: *I **had to** remember my boarding pass.*

Unit 4, Lesson 4A Relative clauses

We use **defining relative clauses** to give important information about a person, thing, place, etc.: *This is the picture **that I took in Spain.***

We use the following relative pronouns:

- **who** and **that** to refer to people:
*I have a friend **who/that** works as a flight attendant.*
- **which** and **that** to refer to objects:
*The headphones **which/that** I use are very good.*
- **where** to refer to places:
*This is the office **where** I work.*
- **whose** to show possession:
*We don't know **whose** suitcase this is.*
- **why** to give a reason or explanation:
*Can you tell me **why** you are late?*

If the subject is different in the two clauses, we can leave out the relative pronoun: *Are you reading the pocket guide book (**which/that**) I bought?*

If the subject is the same in the two clauses, we can't leave out the relative pronoun:
*He's the Italian **who/that** visited us last summer.*

Non-defining relative clauses give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information. We must use commas before and after a non-defining relative clause:
Marco Polo, who was one of the first Europeans to reach China, was born in Venice in 1254.

We can't leave out the relative pronoun (*who*, *which*, *that*, etc.) in non-defining relative clauses.

We can't use the relative pronoun *that* instead of *who/which* in non-defining clauses: *My Dad gave me a camera, **which** was really easy to use.*

Unit 5, Lesson 1A Talking about the future

Future plans and decisions

When we have already decided or planned something in the future, we use:

- the Present Simple for timetables and scheduled events: *The film **starts** at 6 p.m.*
- the Present Continuous for arrangements: *I'm **sitting** an exam tomorrow, so I can't go out.*
- *going to* + infinitive for personal plans and intentions: *When **are you going to study?***

When we announce a decision we have just made or offer/promise to do something at the moment of speaking, we use *will* + infinitive: *Sounds exciting! I'll **arrange** the meeting.*

Predictions

When we predict the future, we use:

- *going to* + infinitive for predictions based on evidence: *They are playing really well. They're **going to win** the game.*
- *will* + infinitive for predictions based on opinions and beliefs: *You can borrow my notes, but I'll **probably need** them back later.*
- *may/might/could* + infinitive to talk about possibilities and uncertain predictions: *I **might go** to university next year.*

When we talk about something in the very near future, we use *be about to* + infinitive: *Watch out! This cyclist **is about to crash!***

Degrees of certainty

We use adverbs of certainty, e.g. *definitely, certainly, probably, possibly* to say how sure we are about something in the future. The adverbs go:

- after *will* in positive sentences: *They'll **definitely** travel next year.*
- before *won't* in negative sentences: *They **probably won't** travel this year.*

We can also use other phrases to express degrees of certainty: *It's **unlikely/likely to** snow today.*

Unit 5, Lesson 3A Future Continuous and Future Perfect

Future Continuous

Affirmative			Negative		
I/You/ He/ She/ It/We/ They	'll (will)	be working at 9 a.m.	I/You/ He/ She/ It/We/ They	won't (will not)	be working at 9 a.m.

Yes/No questions			Short answers			
Will	I/ you/ he/ she/ it/ we/ they	be work- ing at 9 a.m.?	Yes, I/you/he/she/it/we/ they will . No, I/you/he/she/it/we/ they won't .			
Wh- questions			Subject questions			
What	will	I/you/ he/ she/ it/ we/ they	be doing at 9 a.m.?	Who	will	be working at 9 a.m.?

We use the Future Continuous to talk about actions that will be in progress at a particular time in the future: *We **will be applying** for the course tomorrow **at 10 a.m.***

And for actions that will be in progress over a longer period of time: *He'll **be studying** in London for a year. He **won't be coming** home so often then.*

Future Perfect

Affirmative			Negative		
I/ You/ He/ She/ It/ We/ They	'll (will)	have finished the talks by 5 p.m.	I/ You/ He/ She/ It/ We/ They	won't (will not)	have finished the talks by 5 p.m.

Yes/No questions			Short answers			
Will	I/you/ he/ she/ it/we/ they	have finished the talks by 5 p.m.?	Yes, I/you/he/she/it/we/ they will . No, I/you/he/she/it/we/ they won't .			
Wh- questions			Subject questions			
What	will	I/you/ he/ she/it/ we/ they	have fin- ished by 5 p.m.?	Who	will	have finished the talks by 5 p.m.?

We use the Future Perfect to talk about actions or situations that will be completed before a particular time in the future: *We **will have finished** the exam **by 3 o'clock**.*

Irregular Verbs



WL 5.5

awake /ə'weɪk/	awoke /ə'wəʊk/	awoken /ə'wəʊkən/
be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:tən/
become /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 /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəʊz/	chosen /'tʃəʊzən/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
creep /kri:p/	crept /krept/	crept /krept/
cut /kʌt/	cut /kʌt/	cut /kʌt/
deal /di:l/	dealt /delt/	dealt /delt/
dig /dɪg/	dug /dʌg/	dug /dʌg/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/
eat /i:t/	ate /et/	eaten /'i:tən/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /flu:/	flown /fləʊn/
forbid /fə'bɪd/	forbade /fə'bæd/	forbidden /fə'bɪdn/
forget /fə'get/	forgot /fə'gɒt/	forgotten /fə'gɒtn/
forgive /fə'gɪv/	forgave /fə'geɪv/	forgiven /fə'gɪvən/
freeze /fri:z/	froze /frəʊz/	frozen /'frəʊzən/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /'gɪvən/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/
keep /ki:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
lead /li:d/	led /led/	led /led/
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 /lei/	lain /leɪn/

light /laɪt/	lighted /'laɪtəd/ or lit /lɪt/	lighted /'laɪtəd/ or lit /lɪt/
lose /lu:z/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
overcome /,əʊvə'kʌm/	overcame /,əʊvə'keɪm/	overcome /,əʊvə'kʌm/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /ri:d/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /'rɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /'rɪzən/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /sɔ:/	seen /si:n/
seek /si:k/	sought /sɔ:t/	sought /sɔ:t/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shake /ʃeɪk/	shook /ʃʊk/	shaken /'ʃeɪkən/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
shrink /ʃrɪŋk/	shrank /'ʃræŋk/	shrunk /'ʃrʌŋk/
show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sink /sɪŋk/	sank /sæŋk/	sunk /sʌŋk/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /sli:p/	slept /slept/	slept /slept/
smell /smel/	smelled /smeld/ or smelt /smelt/	smelled /smeld/ or smelt /smelt/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
speed /spi:d/	speeded /'spi:dəd/ or sped /sped/	speeded /'spi:dəd/ or sped /sped/
spend /spend/	spent /spent/	spent /spent/
spill /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	understood	understood
/,ʌndə'stænd/	/,ʌndə'stʊd/	/,ʌndə'stʊd/
upset /,ʌp'set/	upset /,ʌp'set/	upset /,ʌp'set/
wake /weɪk/	woke /wəʊk/	woken /'wəʊkən/
wear /weə/	wore /wɔ:/	worn /wɔ:n/
win /wɪn/	won /wʌn/	won /wʌn/
withdraw	withdrew	withdrawn
/wɪð'drɔ:/	/wɪð'dru:/	/wɪð'drɔ:n/
write /raɪt/	wrote /rəʊt/	written /'rɪtn/

STUDENT A

Unit 2, Lesson 1A Exercise 7, page 15

- 1** You are training for a mission to Mars. You have been at a training camp in the Atacama desert in Chile for the last three months. You have an online interview with a student. Answer his/her questions.
- 2** You are interviewing an astronaut who is on a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.

Unit 3, Lesson 5A Exercise 6, page 31

1 You are a customer at a café. Politely ask the café owner the following questions:

- Does the chocolate cake contain nuts?
- Politely refuse the chocolate cake. You are allergic to nuts. Order the cookies.
- Is the orange juice freshly-squeezed? Order lemonade.
- What's the wi-fi password?

2 You are a waiter or waitress in a restaurant. Answer the customer's questions using this information:

- The soup of the day is organic mushroom soup.
- Recommend the salmon in chilli sauce.
- The card machine is not working at the moment.
- The toilets are down the stairs, through the first door on the left.

Unit 5, Lesson 1A Exercise 7, page 49

- 1** What time do we finish school today?
- 2** What are you doing after school?
- 3** Are you going to revise this weekend?
- 4** What else are you going to do this weekend?
- 5** Is it going to rain this weekend?
- 6** Do you think your parents will do something surprising this weekend?

Unit 5, Lesson 4A Exercise 7, page 52

- 1** How good are your typing skills?
- 2** Would you say you are good at multi-tasking?
- 3** Do you work well in a team? Give me an example.
- 4** Tell me about a time when you met an important deadline.
- 5** What's your biggest weakness?

ALL STUDENTS

Unit 2, Lesson 4A Exercise 1, page 19

Answers to the quiz: 1 False: Most people can remember around 10,000 faces. 2 True 3 True 4 True 5 True 6 False: Experts say it's safer to wake them up before they hurt themselves.

Life Skills 1–2, Exercise 6, page 25

Answer the questions below to assess the presentation. Use the scale from 5 (very good) to 1 (poor).

Content and ideas

5 4 3 2 1

Did the presenter:

- explain the purpose of the talk?
- present the key points clearly?
- give examples?
- choose the good visuals?
- make the topic interesting?

Language

5 4 3 2 1

- use correct grammar?
- use a range of vocabulary?
- use some of the expressions from the Speaking box?

Body language and delivery

5 4 3 2 1

- make eye contact with the audience?
- use gestures to make key points?
- smile and use facial expressions?
- speak clearly?

Organisation

5 4 3 2 1

Was the presentation:

- divided into clear sections (beginning/middle/end)?
- easy to follow?

Life Skills 3–4, Exercise 7, page 47

Choose one of these topics for your debate. After the debate, assess it using the checklist below.

- 1 Diets are a waste of time.
- 2 Students should travel for free on all public transport.
- 3 Tourists do more harm to an area than good.
- 4 Junk food should be banned in shops.

Content

- Are the arguments strong?
- Do you find them convincing?
- Are the arguments relevant to the debate?
- Do the speakers give examples to support their arguments?

Language

- Is it easy to understand the speakers?
- Do they use expressions from the Speaking box?
- Do they use varied vocabulary and correct grammar?

Style

- Do the speakers use body language to emphasise their points?
- Do they maintain eye contact with the audience?
- Do they speak clearly and in a natural way?

Overall points: _____ / 10

Winning team: _____

Main reason for decision: _____

Best participant: _____

STUDENT B

Unit 2, Lesson 1A Exercise 7, page 15

- 1 You are interviewing an astronaut who is training for a mission to Mars. Ask him/her what he/she has been doing, how he/she has been feeling and the things he/she has done and seen.
- 2 You are a member of the crew on a mission to Mars. Your spaceship has almost arrived at the red planet. You have an online interview with a student. Answer his/her questions.

Unit 3, Lesson 5A Exercise 6, page 31

1 You work in a café. Answer the customer's questions using this information:

- The chocolate cake contains nuts but the cookies don't.
- The orange juice is not freshly-squeezed, but the home-made lemonade was made fresh today.
- The wi-fi password is cafebema123.

2 You are a customer at a restaurant. Politely ask the waiter or waitress the following questions and follow the instructions:

- What is the soup of the day?
- Can you recommend a main course?
- Politely refuse the recommendation. You don't like fish. Order fried eggs with wholemeal toast.
- Can I pay by card?
- Where are the toilets?

Unit 5, Lesson 1A Exercise 7, page 49

- 1 When are we sitting our next exam?
- 2 How do you think you'll get on?
- 3 What are you going to do to improve your chances of passing the exams?
- 4 Do you think you'll pass all your exams this year? If yes – are you sure you'll pass all of them, even Maths? If no – which ones are you sure you'll pass?
- 5 Do you think schools will ever stop giving students exams?

Unit 5, Lesson 4A Exercise 7, page 52

- 1 How good are your communication skills in English?
- 2 Would you say you are self-motivated?
- 3 Do you work well under pressure? Give me an example.
- 4 Tell me about a time when you solved a problem.
- 5 Finally, what's your biggest strength?

Acknowledgements

The publishers would like to thank the following people for their feedback and comments during the development of this course:

Anna Bator, Ingrida Breidaka, Gordana Bujanic Tretinjak, Nida Burneikaite, Anna Czernielewska, Izabela Gojny, Ewa Goldnik-Ciok, Anita Jokic, Justyna Kostecka, Magdalena Loska, Magdalena Marmucka, Anna Milewska, Olivera Milovanovic, Alexandra Novikova, Biljana Pršic, Merike Saar, Tomasz Siuta, Aleksandra Strahinic, Olga Strelchenko, Małgorzata Syc-Jedrychowska, Katarzyna Tobolska, Beata Towarnicka, Beata Trapnell, Anna Wisniewska

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Ministry of Education: 4, 24, 46.

Cover Images: *Front:* Shutterstock/Harbucks

Back: Shutterstock (boys/Nomad_soul), (wooden tea set/Cast of Thousands)

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Illustration Acknowledgements

pp 34, 40, 53 (David Belmonte/Beehive Illustration).

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