المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 12

Semester 1

Student's Book

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Pearson

Lynda Edwards | Rachael Roberts
Rod Fricker

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01 Identity

VOCABULARY Personality (compound adjectives, fixed expressions, idiomatic phrases), verbs for thinking and understanding
GRAMMAR Continuous and perfect tenses
LISTENING Understanding the main points of complex talks
SPEAKING Keeping conversations going
READING Understanding an article about language
WRITING A blog post about the past
VIEWING AND PRESENTING Psychometric testing, habits

THE PERSON I KNOW BEST?

How well do we know ourselves? Do we understand what makes us tick? Take a moment to stop and think about the things that define us.

INTERESTS

Some people easily pursue their passions. They've always been wild about reading or football. But what if we are not really sure what our thing is? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to get a kick out of when we were children. They might turn into a lifelong hobby or even a career.

VALUES

What values do we set great store by? Do we prize spontaneity or stability? Are we rather laid-back or strong-willed? How crucial is commitment? How highly do we rate tactfulness over frankness? When we know this, we can consider whether the choices we make are in line with these values.

POSSESSIONS

What kind of car would we ideally plump for? Maybe we always buy the same type of phone? These sorts of decisions can also say a lot about us. Or maybe we are not that into possessions themselves, but have a small collection of items with real sentimental value. The things we surround ourselves with can also define us, which is why we might find new friends checking out our books or photograph collection.

CIRCLE

Who do we choose to spend time with? Our 'circle' is a key part of our identity. We like hanging out with like-minded people. If you haven't found your circle yet, be more open-minded – get out there, try some new things and meet some new people. When we know these things, it's easier to be ourselves and to find careers and the circle that we really click with.

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1 *1.2* **Which aspects of identity are shown in photos A–D? Listen to three people being asked to describe themselves. What aspects of their identity does each person mention?**

2 THINK BACK **In pairs, decide which adjectives in the box describe each speaker from Exercise 1.**

capable compassionate dedicated defensive enthusiastic passionate resilient self-aware tough trustworthy underconfident

Compound adjectives (personality)

3 *1.2* **Match the words from box A with the words from box B to make compound adjectives. Listen to the recording again and decide which adjectives you would use to describe the speakers.**

A absent forward high highly kind laid like narrow strong thin tight

B back fisted hearted looking minded (x3) skinned spirited strung willed

ACTIVE VOCABULARY | Compound adjectives

A compound adjective is made up of more than one word, but describes a single idea.

There are many possible ways of forming compound adjectives:

- adjective + adjective, e.g., *red-hot*
- adverb + adjective, e.g., *hard-working, forward-looking*
- noun + adjective, e.g., *lifelong, world-famous*
- adjective + noun, e.g., *full-time, cutting-edge*
- adjective + gerund, e.g., *good-looking*
- adverb + past participle, e.g., *highly strung*
- noun + gerund, e.g., *eye-catching*
- noun + past participle, e.g., *olive oil-based*
- prefix + adjective, e.g., *underconfident, overcooked*

4 SPEAKING **Would you use the adjectives from Exercises 2 and 3 to describe yourself? Why/Why not?**

5 **Read the article about identity on page 4. In pairs, discuss the questions.**

1 Why is it important to get to know yourself?

2 Which of the four elements of identity do you find most important? Say why.

Personality adjectives and values

6 **Find five nouns in the text that describe different values and form adjectives from them.**

passion – passionate

7 **Make nouns from the adjectives in the box. Use a dictionary if necessary.**

assertive discreet humble inclusive merciful sincere

Fixed expressions

8 **Match the highlighted expressions from the text with the definitions.**

1 Feel excitement and enjoyment *get a kick out of*

2 Not be very keen on something

3 Match with

4 Makes us behave in a certain way

5 Hit it off with someone

6 Reveal our traits

7 Be crazy about something

8 Choose

9 Consider something to be important

9 **Look at the highlighted expressions again and complete the questions with no more than four words in each gap. Then discuss them in pairs.**

1 Would you _____ a day out or a day in bed? Say why.

2 Can your clothes _____ you? Why/Why not?

3 What cartoon characters were you _____ as a kid?

Now go to Workbook page 4 for the next lesson.

☐ I can use compound adjectives to talk about personality.

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Are you a social butterfly or do you keep yourself to yourself?

1 You are dressed differently to everyone else at an event. What do you do?

a Try to see the funny side.

b Enjoy being the centre of attention.

c Escape at the first opportunity!

2 If everyone is tired at a family event, what do you do?

a I'm a mover and shaker – I try to inject some life into the event!

b Nothing – I'm comfortable with silence.

c I'm a smart cookie, so I will enjoy myself.

3 There is a competition at school. Do you take part in it?

a I'm going to win! I'm a go-getter.

b I'm a dark horse. I want to surprise everybody and win.

c I'm a bit thin-skinned and not competitive, so I'll pass.

LESSON 2A SPEAKING AND VOCABULARY

1 Complete the personality quiz above. What do you think *a social butterfly* and *keep yourself to yourself* mean?

2 What do you think these idioms mean?

a cold fish a dark horse a go-getter
a mover and shaker a smart alec
a smart cookie a soft touch

3 *1.3* Listen to a careers advisor and decide if statements 1–6 are true (T) or false (F).

1 ☐ It is usual for someone to leave school without a clear idea of their future career.

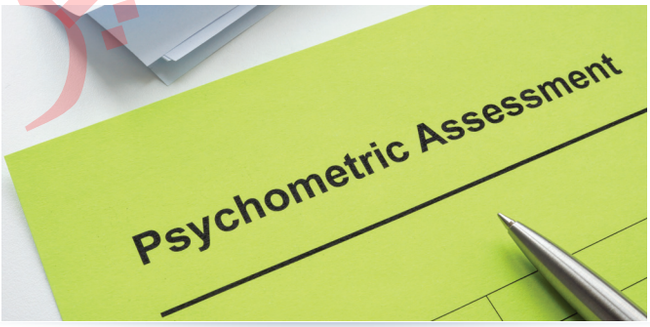
2 ☐ Lubna believes you need to be self-aware in order to find the right career.

3 ☐ Psychometric tests are usually quick and easy to do.

4 ☐ Lubna thinks it is more important to get the right qualifications for a job than to have the right personality.

5 ☐ Lubna thinks the presenter should change the job she's doing at the moment.

6 ☐ The presenter agrees with Lubna's assessment of her personality.



4 Tick the phrases from the Speaking box which are used in the interview.

SPEAKING | Paraphrasing what you hear

Checking understanding

☐ To put it another way ...
☐ In other words ...
☐ If I'm hearing you correctly ...
☐ So you're saying (that) ...
☐ Let me get this straight ...

Summarising

☐ Essentially, ...
☐ Simply put, ...
☐ In a nutshell, ...
☐ So, what it boils down to is that ...

5 Are the following statements in favour of (F) or against (A) using psychometric tests as part of a job interview?

1 ☐ If a candidate is nervous, they may not perform well in an interview.

2 ☐ The candidate may know what the interviewer wants to hear.

3 ☐ It can be expensive to administer and mark the tests.

4 ☐ It's better to know as much about a candidate as possible.

5 ☐ People may do badly in psychometric tests.

6 In pairs, follow the instructions.

- Student A, use the information in Exercise 5 in favour of psychometric testing to explain why it is a good idea.
- Student B, listen and use the phrases from the Speaking box to check understanding.
- Then swap roles.

☐ **I can use paraphrases to check and summarise information.**

نسخة قيد الإعداد والتحرير

LESSON 3A LISTENING AND VOCABULARY

1 Match the words from the box with definitions 1–11. Use a dictionary if necessary.

destiny disposition hereditary imply moulded nurture offspring oversimplification proponents trait vulnerability

1 Character or personality
2 Influenced or changed
3 People who publicly support an idea
4 The quality of being easily hurt
5 A particular characteristic or way of behaving
6 Helping something or somebody to develop
7 Passed from parent to child
8 Children
9 Making something so easy to understand that it is no longer true
10 What will happen in the future
11 Suggest

2 1.4 PRONUNCIATION Look at the words in the box in Exercise 1 again and underline the syllables with the main stress. Listen and check.

3 1.5 Study Active Listening. Then listen and note down examples.

ACTIVE LISTENING | Understanding the main points of complex talks

When speakers want to highlight the main points they are making, they often
- use a phrase that indicates something important.
- use a rhetorical question.
- repeat key words.
- paraphrase to emphasise a point.
- slow down the pace to emphasise a key point.

4 1.5 Listen again and complete the sentences with 1–3 words in each gap.

1 The presenter believes that personality testing can be used as a way to help all employees feel _____ towards their work.
2 Personality tests usually involve statements that test takers have to agree or disagree with, with an option to stay neutral if they feel the situation could change depending on _____.
3 In addition to people close to us, having good healthcare, drinkable water and other _____ can affect our personalities.
4 The presenter says that some people are against using personality tests as it could indicate that some personality traits _____.
5 The presenter points out that we all have the ability to take control of our personalities and try not to have _____ in social situations.
6 Companies use a _____ in the hiring process, so nobody is going to be hired just on the basis of their personality.
7 The presenter argues that when employees are able to express themselves naturally, it will ultimately _____.
8 Although she doesn't think that personality tests help in the hiring process, she does credit them with helping managers to match employees with their specific skills and creating a/an _____ work environment.

5 REFLECT | Values How has your environment helped you to develop as a person? What factors have been most important? Say why.

6 SPEAKING In pairs or small groups, discuss the questions.

1 In what ways do you think that your disposition can affect your destiny? Give examples.
2 In what ways have your parents moulded your personality? Give examples.

Now go to Workbook page 6 for the next lesson.

☐ I can understand the main points of a talk about personality.

LESSON 4A **GRAMMAR**

1 In pairs or small groups, discuss the questions.

1 Which of the habits in the photos do you think are good or bad? Say why.

2 How easy do you think it is to change a habit? Say why.

2 ***1.8*** **Listen and write down four pieces of advice Khalil gives Issa about how to develop better habits.**

Continuous and perfect tenses

3 THINK BACK **Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.**

Issa [1]Are you feeling OK? You look a bit hot and sweaty.

Khalil ... I'm fine, [2]I've just been running ... [3]I've just started, really...
... I can't run quite that far yet, but [4]I'll be doing a 5k run for charity in a few weeks ...

Issa [5]Had you done much running before?

Khalil Next week, I [6]will have been running every day for two months.

Grammar Reference > page 67

4 Match the sentences with meanings *a* or *b*.

1 ☐ I've been reading a book about habits.
☐ I've read a book about habits.
a I've finished the book.
b I'm still reading the book.

2 ☐ I will be working.
☐ I will have been working.
a I will be in the middle of my work.
b I will have finished my work.

3 ☐ I had been eating all day.
☐ I had eaten that day.
a I ate.
b I was eating continuously or very often.

4 ☐ I've come up with a great idea.
☐ I had a great idea.
a I have a great idea now.
b I came up with a great idea at some point in the past.

5 ☐ I'm playing a lot of football.
☐ I play a lot of football.
a This is something I always do.
b This is something I've been doing recently or temporarily.

5 Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

RUN

1 Recently, I _____ five kilometres every day.
2 When I finish the marathon, I _____ 42 kilometres.
3 I _____ for the bus when I tripped and fell flat on my face.
4 Before I trained for the marathon, I _____ (never) in a race before.

READ

5 I'm a real bookworm. So far this month I _____ six books.
6 I _____ a fantastic book before I went to sleep last night.
7 I _____ my book all evening.
8 I _____ for two hours now.

LIVE

9 While I _____ here, I want to go for a walk every day.
10 By the time you come and visit, I _____ here for six months.
11 I _____ in several different countries.
12 I ate too much fast food when I _____ in Dubai.

6 Complete the texts with the correct continuous or perfect forms of the verbs from the box.

find get go off leave

I was almost late for school, and I [1]_____ up later and later. I would set my alarm, but fall asleep again straight after it [2]_____. I'm not exactly strong-willed. But now I [3]_____ it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week I [4]_____ my house on time every day for a month! My mother can't believe it. Such a good idea – I'm a smart cookie, that's for sure!

check reduce spend think of

I [5]_____ way too much time on social media. One day I realised that I [6]_____ my account more than 50 times that day! I [7]_____ deleting my account altogether, but that seemed a bit extreme, so I decided that I would always log out of the app. Just having to fill in the password every time makes it enough of a pain that I can't be bothered to keep logging in and I [8]_____ the number of times I check it to maybe once or twice a day.

7 SPEAKING Read the question and make a few notes. Then, in pairs, discuss the question and practise giving each other some useful advice.

What can you do to help yourself give up a habit or start a new habit? How will things be different in six months' time?

Now go to Workbook page 7 for the next lesson.

☐ I can use continuous and perfect tenses.

LESSON 5A

READING AND VOCABULARY

1 SPEAKING **Look at the photos on pages 10–11 and discuss the questions.**

1 What adjectives would you use to describe the bridge in picture A?

2 How many birds are there in picture B? How do you know?

3 How would you describe the position of the woman in picture C?

4 How would you describe the snow in picture D?

2 **Read the article and match questions 1–7 with paragraphs A–D. Each paragraph may be chosen more than once.**

In which paragraph does the author ...

1 ☐ describe research into the impact of a grammatical feature on the speaker's perception?

2 ☐ point out shortcomings in a specific piece of research?

3 ☐ suggest an alternative explanation for linguistic relativity?

4 ☐ outline a well-known theory about the effect of language on how we see the world?

5 ☐ comment on the personal impact of speaking another language?

6 ☐ mention a benefit to perceiving the world differently?

7 ☐ refer to research into the effect of language on character?

DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?

1.9

A Have you heard that the Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually perceive it differently, and recognise more subtle distinctions between different types of snow and ice than those of us living in warmer climes. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they conceive of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

B There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may assume that counting is a universal human trait, but in fact, not all languages have numbers. Some indigenous people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably deduce from this that they don't feel the need to quantify precisely in the way that many of us do.

☐ I can identify specific details in a text and use verbs connected with understanding.

European languages also differ in the way they see the world. For example, the word for bridge has a masculine gender in Spanish and a feminine gender in German. A cognitive scientist carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as *big* and *strong*, whereas the German speakers used more stereotypically feminine adjectives, such as *beautiful* and *elegant*.

C So, should we conclude that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to comprehend something even if you don't have a specific word for it. If you're adding a drop of blue to a pot of red paint, you may not have a word for every colour you make, but you will obviously grasp that these colours are different from each other. Similarly, while blue and green are clearly different colours, many languages don't recognise this difference and have a word which describes both colours. They can be perceived as similar across cultures, too. For example, in Arabic 'blue-eyed' is connected to being jealous or deceitful, whereas in English, it's 'green-eyed'. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

D That said, many people do feel they take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans asked them to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why you are learning it, and whether you wish to become part of the second language culture, but it's fascinating to consider that you might actually be a (slightly) different person when speaking a second language.

3 Study *Watch Out!* Then look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does NOT complete it correctly.

1 Because you had lived in Brazil, I __ you spoke Portuguese.
a grasped
b assumed
c concluded

2 It's hard to __ how much the world is likely to change in the next 50 years.
a comprehend
b conceive
c reflect

3 They failed to __ just how important the decision was.
a recognise
b assume
c grasp

4 With difficulty, he managed to __ what she was trying to explain.
a assume
b comprehend
c grasp

5 From what I can __, she's actually been fired, rather than resigning.
a gather
b conceive
c deduce

WATCH OUT!

Conclude has a similar meaning to *deduce*, but also has the sense of being a judgement arrived at after some thought, whereas *deduce* implies an immediate judgement.

LESSON 6A WRITING AND VOCABULARY | A blog post about the past

1 Read a blog post about a childhood memory and discuss the questions.

1 Why do you think the writer remembers this moment in particular?
2 What do you think this story tells you about the writer?

2 Put the paragraphs of the blog post in the correct order.

A ☐ Describe the main events of the memory.
B ☐ Explain why the memory is still significant for you.
C ☐ Give the background to the memory (how old you were, where it took place, etc.)
D ☐ Introduce the memory by explaining why you are talking about it.
E ☐ Relate the past events to the present day.

3 Study the Writing box. Then find examples of each section in the blog post.

WRITING | A blog post about the past

Introduction
Blog posts are often quite personal, so begin by explaining the memory:
☐ I was reminded of ...

Style
Use time linkers to show when things happened:
☐ at that time
☐ during these years

Conclusion
Explain why the memory was significant:
☐ This experience convinced me that ...

4 Complete the second sentence using the word in bold so that it means the same as the first one. Use phrases from the text to help you.

1 I didn't realise what a bad idea it was. **FAILED**
I _____.
2 I took him with me everywhere I went. **MATTER**
No _____.
3 I had to wait for him. **CHOICE**
I had _____.
4 I was delighted when he agreed to come to the picnic. **TO**
Much _____.
5 I have no reason not to work today. **MIGHT**
I _____.
6 I was really shocked by what you said. **CAME**
What you said _____.
7 I had no idea what was happening. **CLUE**
I _____.
8 I had to watch my little brother carefully. **EYE**
I had to _____.

5 Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.

1 How old were you? What was the occasion?
2 What happened exactly?
3 What emotions do you associate with this memory?
4 Why is the memory significant to you?
5 What does the memory say about you, e.g., your background, personality, values or life experiences?

6 WRITING TASK Write a blog post about your childhood memory. Use the advice and some of the phrases from the Writing box, plus a range of tenses.

Use the Graphic Organiser to help you plan your writing.

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☐ **I can write a blog post about the past.**

The memories came flooding back ...

I recently had a big clear-out of my bedroom and, tucked behind the wardrobe, I found my old teddy bear, Oscar. Seeing him again brought all the memories flooding back.

I'd had Oscar from when I was very little and, for as long as I could remember, he had only had one eye. It wasn't important to me, I loved him no matter how shabby and old he was. Oscar was my constant companion and we did everything together.

One day, I discovered that Oscar had lost his one remaining eye. I took him to my mother and, much to my delight, she promised that she could give him his sight back.

The next day she presented Oscar to me. She had decided she might as well sew on two new buttons, rather than just one. I clearly recall how much his new appearance came as a shock. I've never forgotten how upset I was to see him looking so different! Oscar was not meant to have two eyes! He looked all wrong! I started crying (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

I don't know how I failed to realise he had gone missing down the back of the wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.

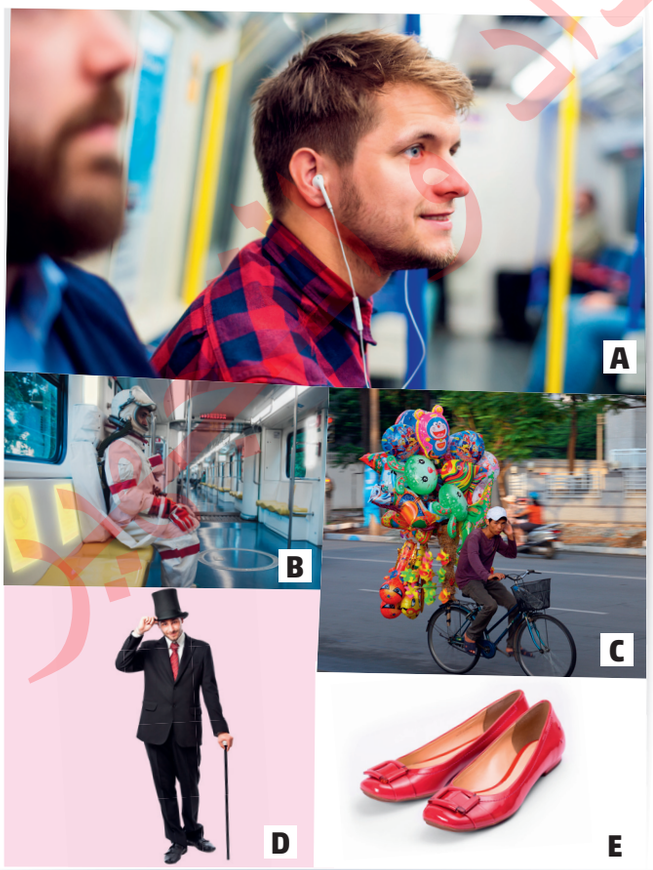
02 On the move

VOCABULARY Verbs of movement, travel and transport, idioms related to movement, collocations, intensifying adverb + adjective
GRAMMAR Inversion, cleft sentences
READING Using referencing, appreciating distinctions of style
SPEAKING Comparing options, expressing preferences and choices
WRITING An email of complaint
VIEWING AND PRESENTING A story about travelling, travelling experiences, space research, making decisions

LESSON 1A VOCABULARY AND SPEAKING

1 ***2.1*** **Listen to three people talking about unusual things they have seen on journeys and answer the questions.**

1 Which photo is each speaker talking about?
2 What did each speaker see that was unusual?
3 What does each speaker say about their own behaviour when travelling?
4 How do the speakers explain the events?



Verbs of movement

2 **For each sentence, choose the correct form of the verb of movement from the recording to complete it.**

1 After hurting his ankle, the footballer _____ off the pitch to get some help.
a hobbled **b** strode **c** surged

2 As soon as the train arrived, the crowd _____ forward to try and get on it as quickly as possible.
a wobbled **b** shuffled **c** lurched

3 My brother and I lifted up the sofa with some difficulty and _____ across the room with it. It was far heavier than we expected.
a strode **b** staggered **c** surged

4 I woke my sister up when I came home and, while still half asleep, she _____ out of her bedroom and asked me where I had been.
a shuffled **b** strode **c** lurched

5 Angry at having to wait for so long, my father _____ up to the manager and demanded an explanation.
a shuffled **b** hobbled **c** strode

6 Mariam _____ into the room with a tray of tea and cake, terrified of dropping it on the expensive carpet.
a strode **b** wobbled **c** surged

7 Shortly after the fire alarm went off, the workers _____ out of the office looking very worried.
a surged **b** shuffled **c** wobbled

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Idioms related to movement

3 Study Active Vocabulary. Then complete the sentences with the words from the box.

boat downhill force plain ride steer wall

1 There are new roadworks in the town centre, and it is driving motorists up the _____. So you'd better _____ clear of the main junction for at least a week.
2 He encountered some obstacles while training to become a pilot. It wasn't all _____ sailing.
3 It was because of Suha's commitment that the new rail project was successful. She was the driving _____ behind it.
4 The airline used to have an excellent reputation, but in recent months, it's been going _____ quickly.
5 Everyone's furious about the increase in car parking fees. We're all in the same _____ – we have no other option. We know the city needs money, but no one likes to be taken for a _____.

ACTIVE VOCABULARY | Idioms

Idioms have a figurative meaning. For example, ***completely at sea with*** *the new computer system* means *I'm totally confused or not sure what to do with it.*

- Idioms are used mainly in informal or colloquial language.
- It is important not to change any word in an idiom or the meaning is lost.
- It is better not to overuse idioms, as this can sound unnatural.

WATCH OUT!

Some verbs, apart from having a literal meaning, also have a figurative one. For example, the literal meaning of *to fly* is *to move in the air*, and its figurative meaning is *to move quickly and suddenly*, e.g., *I saw an opening in the crowd and* ***flew*** *down the platform.*

Travel verbs

4 Study *Watch Out!* and give both a literal and figurative meaning of the verbs in the box. Then complete the sentences with the correct forms of these verbs. Use a dictionary if necessary.

backpedal drive fly jump park sail stagger stumble

1 Reem _____ through her interview to become a tour guide.
2 My cousin _____ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
3 I was so stressed while reading the speech that I _____ over some of the words.
4 We were _____ by the amount of work the children did for their exam.
5 I was late this morning and I _____ down the road to catch the bus with a few seconds to spare.
6 No one can agree about whether or not to install speed bumps, so let's just _____ that idea for now.
7 He was in such a hurry that he _____ the lights and nearly had a crash.
8 The man was about to tell us not to park outside his house when he realised we were police officers. He _____ very quickly!

5 SPEAKING In pairs, choose one of the photos on page 14 not referred to in the recording and invent a story about a traveller seeing these events. Use the verbs from Exercise 4. Tell your story to the class.

Now go to Workbook page 12 for the next lesson.

☐ I can use verbs and idioms related to movement to talk about travelling.

LESSON 2A

READING AND VOCABULARY

1 Study Active Reading. Then, look at the underlined words A–G in the text and decide what type of reference devices they are.

ACTIVE READING | Understanding reference devices

Reference devices are often used to avoid repetition. They can refer **back** to earlier information or **forward** to information that will come up later.

The most common reference devices are:

- pronouns and possessive pronouns, e.g., *you, your, yours, he, him, his, it, its*
- indefinite pronouns, e.g., *something, anything, everything, no one*
- relative pronouns: e.g., *who, whom, whose*
- demonstratives: e.g., *this/that, these/those*
- determiners: e.g., *another, other*
- the words: *one/ones*

Referring back

*As a child, I loved **the sudden rush of air** when a tube train was approaching. **It** would fill me with excitement.*

*I usually get on **the last car** of the train. I go for **that one** because it's mostly nearly empty.*

Referring forward

*Although **she** hated travelling by tube, **Huda** decided that it would be the fastest way home.*

Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s), e.g., *The atmosphere inside the tube **was terrible. There seemed to be no air at all.***

2 Match the highlighted words from the text with their synonyms.

1 pulled *dragged*
2 spreading out
3 went down
4 getting off
5 crashing into
6 went slowly
7 rushing
8 slipped

LOST WORDS ON THE METRO

Malek crossed the Plaça de Catalunya in the intense heat of the afternoon. The city square was teeming with tourists and locals and he found the noise startling. Back home in the countryside, life moved at a gentle pace. [1]____ When Malek had announced his intention to leave his home state for the first time and travel alone to Barcelona, everyone tried to talk him out of it, but he was determined. [A]It was a dream since childhood to visit the great football stadium, Camp Nou. And now, in his early 20s, he was making it happen.

Malek slowly made his way across to the underground station and checked to find the platform for the Green Line. [2]____ Amplified by the enclosed space, the commotion of Plaça de Catalunya was nothing compared to the clamour in the underground. Malek was swept along with the crowds and eventually fell into step with those heading in the same direction. As they descended the stairs to the tunnel, their footsteps echoed. Malek was relieved to reach the platform at last.

In the interest of safety, he stood back from the track, but it was a poor choice of spot. Inadvertently, he was blocking the path of commuters milling around the platform, bolting this way and that, colliding, heads down, wordless. With some effort, Malek dragged himself towards the wall, and waited there. [3]____Did they always dash everywhere? Suddenly, an express train thundered past and Malek felt its wind in his eyes. Just as quickly, [B]it was gone. The next train would be [C]his.

More people crammed onto the platform. The crowd inched closer to the yellow line as the train appeared and gradually rumbled to a stop. When the doors slid open, the passengers alighting had to elbow their way through the sea of people entering the carriages. The fact that there wasn't a better system was [D]something that surprised Malek. [4]____The doors slammed shut and the train lurched forward.

☐ I can understand reference devices and talk about public transport.

2.2

If Malek thought the platform was cramped, the carriage seemed worse. Every seat was taken, as well as every square inch of standing room. [E]Those who could reach overhead and grasp the handrail to steady themselves were lucky. [5]____ Unaccustomed to the motion, Malek faltered once or twice, then stood firm and stabilised himself. As the train approached the next station, those leaving began to shift in preparation for their exit. Malek wondered how they might navigate their way to the doors, but astonishingly they forged ahead and the carriage emptied slightly before filling up with new passengers.

Malek looked across at the Metro map above a window and counted the stops until Les Corts, even though he had already counted [F]them umpteen times. The train chugged along and he was pleased to find his footing and feel anchored. He began to relax into the journey, giving himself licence to look around and take in his surroundings. Most people were scrolling up and down their phone screens, many wearing headphones or ear buds. Malek noticed an older couple who were sitting down facing him. [6]____ The old man was reading a novel while his wife sat serenely, a soft expression on her face. Unexpectedly, the man glanced up at Malek and caught his eye. Malek was embarrassed, worried it might seem as if he had been staring. But the man nodded politely and Malek nodded back, blushing a little.

The journey continued. Malek was now in the rhythm of it, the same routine at one station and then [G]another as people got on and off the train, dispersing on the platform or settling into some corner of the carriage. Three stops from Les Corts, the old man and woman stood up to leave. [7]____He desperately wanted to say something, to make some friendly comment, but he was strangely lost for words. Then the doors closed and they were gone. Malek turned and saw that the old man had forgotten his book. It was still on the seat.

3 Read the extract again. Match sentences A–G with gaps 1–7 in the text.

A They reminded him of his grandparents back on the farm.

B He assumed he'd be unable to board this train and would have to wait for the next one, but somehow he managed to squeeze on at the last minute.

C He checked his phone for the eighth time to confirm the route: northbound to a stop called Les Corts, then walk about ten minutes to the stadium.

D As they passed Malek, they smiled at him.

E He watched the hordes and wondered about their lives.

F On any given day, he never saw more than a handful of people.

G Many, including Malek, struggled to keep their balance with nothing at all to hold onto.

4 Look at the words in bold and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1–8.

1 **made** his way
2 **swept** along with the crowds
3 **fell** into step
4 **milling** around
5 **thundered** past
6 **forged** ahead
7 **find** his footing
8 **caught** his eye

5 REFLECT | Society In pairs, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about:

- visiting a non-tourist area of a town or city,
- sampling food never tasted before,
- switching off phones while travelling.

6 SPEAKING In pairs, discuss the questions.

1 What do you think happens next in the story?
2 If you were in a similar situation, would you have spoken to people around you or stayed silent? Say why.

1 Read the text and answer the questions.

1 What type of text is it? Where might you read it?

2 Would you want to have the same experience? Why/Why not?

Speeding in the sand

The day when I finally got to go to the desert had finally arrived! My family had arrived in Dubai on holiday just two days before. Never before had I experienced such intense heat, as it was my first time in the Middle East. What I was really wild about though, was seeing the desert for the first time. I had only ever seen it on television and I was fascinated by it. Early on the morning of the third day, we set off with our guide, Saeed. It wasn't long until the buildings started to disappear and the desert laid out before us. Never had I imagined such beauty. It was the flowing golden dunes which really impressed me. Little did I realise how differently I would feel about them soon. We were there to try 'dune bashing' and Saeed took us to a car especially equipped for the sport. We quickly strapped ourselves in. What followed was the ride of a lifetime. We surged up the dunes at angles that made me think we were sure to roll over. Only when we reached the top did I realise how high the dunes were. It was Dad who said it was like a rollercoaster without the feeling of safety! I agreed with him. Mum just laughed in fear for the entire ride. Rarely have we had such a crazy experience as a family. Between the amazing scenery and the high speeds, we got a real kick out of it. It was a day we will never forget.

Inversion and cleft sentences

2 Look at the sentence from the text and one which has a similar meaning.

1 *Never before had I experienced such intense heat.*

2 *I had never experienced such intense heat before.*

Which is an example of negative inversion? Find another example in the text.

3 Compare sentences from the article (a) with sentences which mean the same (b). How are they different?

1 a Only when we reached the top did I realise how high the dunes were.

b I only realised how high the dunes were when we reached the top.

2 a It was the flowing golden dunes which really impressed me.

b I was really impressed by the flowing golden dunes.

4 Match options *a* of sentences 1 and 2 from Exercise 3 with explanations a and b below.

a ☐ To add emphasis, we can begin sentences with negative adverbials, such as *Seldom* and *Rarely* or words like *Only*, *So*, and *Such*. We call this **inversion**.

b ☐ We can use **cleft sentences** to emphasise information in a sentence and make it sound more memorable. These often begin with *What*, *It's*, etc.

Grammar Reference > page 68

5 Study *Watch Out!* Then read the text again and find:

- four more examples of cleft sentences.
- two more examples of inversion.

6 Rewrite the sentences from Exercise 5 in normal word order.

7 Rewrite the sentences using inversion. Start with the words in bold.

1 He never felt sorry for himself. **NOT ONCE**

2 He didn't know what was going to happen. **LITTLE**

3 She was so happy that she thought she would never stop smiling. **SO**

4 The speed was so great that they started to feel scared. **SUCH**

8 Read the advert about the Jordan Rally. Have you heard of rallies like this? What might they involve?

LOVE CARS AND THE THRILL OF SPEED?

WANT TO ENJOY A UNIQUE DRIVING EXPERIENCE?

CONTACT us to learn more about how YOU can take part in next year's annual Jordan Rally. What you can expect is good food, fast cars and great roads. What you'll find amazing is the camaraderie that makes this a once in a lifetime adventure.

9 Look at cleft sentences 1a and 1b. Which information is emphasised? Rewrite sentences 2–4 in a similar way.

1 The camaraderie is amazing.

a It's the camaraderie that's amazing.

b What you'll find amazing is the camaraderie.

2 You can expect good food, fast cars and great roads.

a It's _____.

b What _____.

3 A passion for cars unites the group.

a It's _____.

b What _____.

4 Speed is the thing that makes me excited.

a It's _____.

b What _____.

WATCH OUT!

Cleft sentences start not only with *It's* and *What*, but can also start with *The (only) thing that*, *The day when*, *The place where*, *The reason why* or *The person/people who*, e.g.,

The only thing that *unites the group is a passion for cars.*

The person *I want to see is you.*

The day when *I learnt how to use cleft sentences was the best day of my life!*

Now go to Workbook page 14 for the next lesson.

☐ I can use inversion and cleft sentences to add emphasis.

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LESSON 4A LISTENING AND VOCABULARY

1 **2.3 Listen to three conversations about space tourism. Tick the topic which is NOT mentioned.**

1 ☐ costs of tickets to go into space
2 ☐ possible collisions of objects in space
3 ☐ life on the Space Station
4 ☐ likelihood of future settlements on planets
5 ☐ projects to clear space junk

2 **2.3 Listen again to conversations 1, 2 and 3. In which conversation do you hear**

a how an experience changed an attitude to life in general?
b an explanation of a particular problem?
c an assumption about the reasons for early space tourism?
d an expression of surprise at the length of a period of time in space?
e the speed at which items in space are travelling?
f a desire for new physical experiences?
g a new idea to take care of an issue?
h a condition in which a speaker would travel into space?

3 **Complete the highlighted phrases from the recording with the words from the box. Then, in pairs, ask and answer the questions.**

brag effect hurdles mark share speed

1 Do you think the employees get their fair _____ of the money?
2 What _____ might you have to overcome to be successful in your chosen career?
3 Do you think you would enjoy travelling at breakneck _____?
4 Do you think there are any areas on Earth where humans have not left their _____?
5 Have you done anything recently that you might be tempted to _____ about?
6 What might be the knock-on _____ of more spending on space research?

4 **Complete the sentences with the phrasal nouns made from the words in the box and the prepositions in brackets.**

break come cry cut get lay look set (x2)

1 We're going for a quick _____ (away) to Amman at the weekend.
2 The _____ (out) of the investigation into the collision will not be known before March.
3 They've recently made an amazing _____ (through) in developing driverless cars.
4 The weather _____ (out) for May sounds really good, so let's book a holiday for then.
5 Our aim was to print the report on Thursday, but due to a _____ (back) it won't be finished until next week.
6 From the _____ (out), scientists have warned of the potential dangers of space junk.
7 The initial _____ (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
8 There would be an _____ (out) if the company made too many _____ (backs).

5 **REFLECT | Society In pairs, discuss whether it is better for space research to be in the hands of commercial companies or governments.**

Now go to Workbook page 16 for the next lesson.

☐ I can identify specific information in a conversation and talk about space.

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Antarctica

LESSON 5A SPEAKING

1 **2.7 Listen to some students discussing a trip. Then answer the questions.**

1. Where do they decide to go and why?
2. Which suggestion would you go for? Say why.

2 **2.7 Study the Speaking box. Then listen again and complete the phrases.**

SPEAKING | Considering options

Considering alternatives

There's a lot to be [1]_____ for ... .
But on the other hand, ...
There are a lot of points in [2]_____ of ...
You have to consider the fact that ... and likewise with this option, there are some drawbacks too.
Alternatively, we could put [3]_____ the idea of ...
Well, you could [4]_____ that ...

Giving preferences

I'd go for ... anytime!
Oh, a canal trip – no [5]_____ ! Definitely!
It's pretty clear cut to me that ...
On balance, I'd say ...
No two ways about it, my choice would be ...
I'm split between the ... and ...
I'm in two [6]_____ here.
There are pros and cons for each.
If you really wanted to [7]_____ me down, I'd probably say ...

3 **In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box.**

1. Tourists going on last chance holidays.
2. Holidaying in your own country instead of visiting other countries.
3. Holidaying in a large group or a small one.

4 **Work in pairs. Choose a quotation to use in a talk about the benefits of travelling. Prepare a short presentation.**

> Travelling leaves you speechless, then turns you into a storyteller.
> *Ibn Battuta*

> Fill your life with experiences, not things. Have stories to tell, not stuff to show.
> *Anonymous*

The Great Barrier Reef

☐ I can consider and compare alternatives when talking about tourism.

1 In pairs, discuss how an email complaining about a bad holiday experience to a friend, and to the company responsible might differ in language. Then read emails A and B and check your ideas.

A

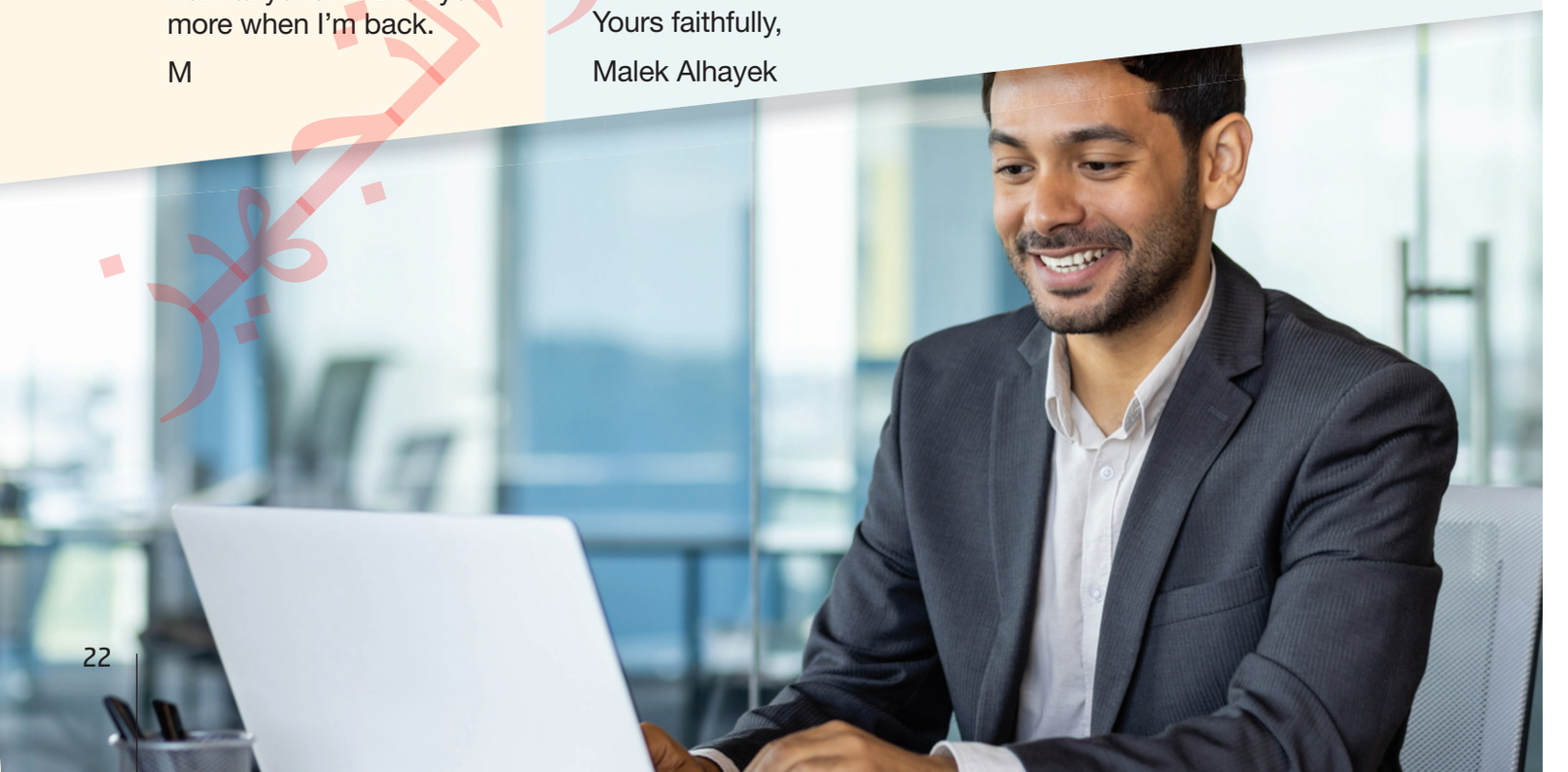
Hi Amer,
What a nightmare journey! As you know, we were getting a coach to the airport – save on some money – and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast – and guess what – while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes I'll never know! Then to top it all, there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.

M

B

Dear Sir,
I am writing to complain about a journey my family and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations.
We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of 30 minutes late. The driver admitted to having first gone to a completely different pick-up point.
The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey.
Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed.
I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address.
While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.
Yours faithfully,

Malek Alhayek



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2 Find formal equivalents for the following phrases in email B.

1 It didn't arrive on time.
2 More than 30 minutes late ...
3 The next thing that went wrong was ...
4 You know that ...
5 To top it all ...
6 Not an apology from anyone.
7 Luckily ...
8 By the skin of our teeth ...

3 Study the Writing box and add an example for each point from email B.

WRITING | An email of complaint

- Use clauses of concession to give balance.
  Although a short delay might be acceptable, ...
  1 _____
- Use passives to be less direct and more formal.
  We were only informed of the timetable change ...
  2 _____
- Remain polite and be assertive but not aggressive.
  I would like to emphasise that treatment such as this cannot be tolerated.
  3 _____
- Use emphasis to strengthen your position.
  Never have I experienced such discomfort.
  4 _____
- Use initial comment adverbs: *realistically, ultimately*.
  Ultimately, the fault lies with the supplier.
  5 _____

4 Complete the adverb-adjective collocations from email B with the correct words.

1 deeply _____
2 drastically _____
3 completely _____

5 Complete the collocations in the sentences with words from the box. There may be more than one possibility.

flawed inaccurate mistaken obvious
opposed overrated unjustified

1 If you think I'm not willing to take my complaint further, you are gravely _____.
2 The information I received about flight departure times was wildly _____, leading to me missing my plane.
3 The whole process of delivery was fundamentally _____, resulting in my new phone taking two months to arrive.
4 I found the quality of the shoes I bought to be vastly _____, with them needing repairs after just one month.
5 Please understand that I am vehemently _____ to travelling with your company again after the way I was treated.
6 The way I was spoken to by the assistant was wholly _____ and I was treated as a problem rather than a customer.
7 I think it is blindingly _____ that there is a serious issue with your system.

6 You go on a trip organised by a ferry company. Read the notes about the experience. In pairs, discuss how you would plan your email of complaint.

- both crossings delayed with NO explanation or apology
- room – v. noisy, dirty; no wi-fi
- free hotel bus – every three hours!
- excursion – no translator; four hours and nowhere to have refreshments
- got ill after eating meal on return crossing
- request refund

7 WRITING TASK Use your notes from Exercise 6 to write your email of complaint.

Use the Graphic Organiser to help you plan your writing.

☐ I can write an email of complaint.

LIFE SKILLS How to make a good decision

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

1 Which country do you think all the photos were taken in?
2 Does it look like somewhere you would like to go? Why/Why not?
3 Who would you like to go with? What makes a good travelling companion?

2 Read the blog post about Sultan's trip to the country in the photos and answer the questions.

1 Which country did he visit?
2 What did he do there?
3 Did Sultan choose his travelling companion well? Say why.
4 What issues did travelling with Adnan cause Sultan? Do you think Sultan always made the right decisions? Say why.

3 2.9 Listen to a travel specialist. What two aspects does she discuss?

4 REFLECT | Society Some cities are becoming very overcrowded with tourists. Do you think tourist numbers should be limited, or that accommodation should be restricted? Say why.

5 2.9 Complete the advice in the Life Skills box with 1–3 words in each gap. Then listen again and check.

LIFE SKILLS | How to make a good decision

1 Gather relevant information – do _____.
2 Make a list of options and consider the pros and cons and _____ of each.
3 Get some different _____ – ask others for their views or experience.
4 Make the decision and later consider what _____ from this experience.

6 In pairs, talk about some decisions you made connected with a trip. How did you make that decision?

7 Do the task below.

LIFE SKILLS | Project

Work in pairs or small groups.

Your best friend has invited you on a holiday to an exciting destination, but tourism might have a negative impact on the local environment there. Would you go?

- Using the tips in the Life Skills box, analyse the situation and come to a conclusion.
- Join up with a pair who chose a different situation and explain the decision-making process you went through, as well as what you finally decided.

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THE TRIP OF MY DREAMS?

It had always been on my bucket list. A country of such amazing contrasts, the Atacama Desert at one end of the country, and the edge of Antarctica at the other. Old colonial towns, and the modern skyscrapers of Santiago. Where am I talking about? Chile of course!

I was going with my new best friend, Adnan. We hadn't known each other that long, but we'd really hit it off right from the start. I'm quite reserved, whereas he is a real social butterfly, but we seemed to complement each other well. And when I mentioned my fascination with Chile, he became the driving force in actually making my dream happen.

Before I knew it, we were arriving in the capital. What an incredible city! I loved spending the days walking around the different neighbourhoods, trying some typical dishes such as caldillo de congrio (eel soup – don't knock it 'til you've tried it) and soaking up the atmosphere. But, after a few days, things started to go downhill. Adnan was bored. He wanted to go skiing in the Valle Nevado. The problem was, not only had I never been skiing, but that it was also likely to completely blow my budget. When I explained this to him, he felt bad, and then I felt bad, too! It's true that I couldn't really afford the trip, but then again, I knew it would mean a lot to Adnan, so I agreed to go.

Adnan loved it and being so social, he soon made a whole load of new friends. Being in the mountains was great, but I can't say that I really clicked with the new crowd. And I was also itching to get on with our tour and visit the Atacama Desert. Eventually, I managed to drag him away, and we set off north.

Wow. What a landscape! We visited Moon Valley and Mars Valley, and it really did feel as if we were on another planet. But it wasn't long before another problem reared its head. Both Adnan and I had taken lots of photographs of our holiday. But, one morning, I noticed that Adnan had uploaded most of his photos to his social media pages – and I was in a lot of those photos! Some were cool, but a few pictures of me were not very flattering. I really felt that Adnan should have asked my permission before posting the photos online. I wanted to say something to him, but our friendship was already getting a little strained, so I just bit my tongue.

And then something else happened which cast a shadow over the trip. We had travelled back down to Valparaiso, a very beautiful old city just north of Santiago, on the Pacific coast. It's a really gorgeous and special place. I couldn't wait to walk around and see all the sights with Adnan, but he just wanted to hang out in our hotel room all day. I couldn't believe it, and the worst part is that he couldn't understand why I felt disappointed.

After this, we finally understood that we weren't very compatible travelling companions. Adnan is a really nice person, but he and I just have different ideas about what it means to be a tourist.

03 Hard sell

VOCABULARY Business-related vocabulary, compound nouns, phrasal verbs, synonyms (persuasion), economics-related vocabulary, synonyms (decision making)

GRAMMAR The Passive

READING Understanding an article about economics

LISTENING Inferring meaning, opinion and attitude

SPEAKING Negotiating

WRITING A for-and-against essay

VIEWING AND PRESENTING Negotiating, behavioural economics in life, using economics

LESSON 1A **VOCABULARY AND SPEAKING**

Goat **Rental Service**

Do you need a lawn mowing or to get rid of a large area of weeds? Rather than considering what kind of machine to hire, why not rent some goats? This goat rental company will come and look at your land, provide a quote and then bring along an appropriate number of peckish goats. The USP of this kind of service is that it is very eco-friendly: no need for electric mowers or for pesticides. Not only do goats apparently particularly relish eating weeds, the service is also extremely cost-effective: just 38 goats can 'mow' 50,000 square feet of grass in a single day.

One-of-a-kind **Furniture**

When Saeed confided in his wife his dream of launching a business based on making furniture that many people would consider an eyesore, she thought he'd completely lost his marbles. How could that possibly be a profit-making venture? Saeed was skilful at making furniture – that was his bread and butter. But why tell people he was creating eyesores? Confident in his idea nevertheless, Saeed started promoting his ugly and weird furniture online and, believe it or not, within three months, his company had a turnover of more than $10,000 a month! The 'eyesore' tag was obviously a bit of a sales gimmick, but it worked even though his furniture is not exactly priced as an impulse buy. Fortunately, there was not much upfront investment needed as Saeed already had all the equipment he needed. Now he's thinking about branching out into ugly accessories.

Incredible **Cake**

Unimpressed by the expensive price tag of cakes on offer for her own wedding, Nada decided to make her own. As she was working in Africa, her design was a delicious work of art complete with edible trees and waterfalls from across the continent.

It was only when she returned that making cakes for a living became a business concept. Initially, she worked from home as she and her husband didn't have the capital for a bricks-and-mortar shop, relying instead on e-commerce for her start-up. However, through social media and word-of-mouth, her reputation grew and within a year she opened her first physical store with her new trade name: *A piece and love*.

Her cakes cater to all budgets, from simple designs at bargain basement prices, to bespoke creations for the happy couple. Nada and her staff pride themselves on their customer service, working closely with each one and paying meticulous attention to detail to ensure each cake is as special as the day itself.

نسخة قيد الإعداد والتحرير

1 Read the texts and answer the questions about each business.

1 Why is there a need for this business?
2 Would you buy or use these goods or services? Say why.

Business-related vocabulary

2 Match the highlighted words and phrases from the texts with definitions 1–12.

1 Good value for money
2 Extremely cheap
3 Specially made for a particular person
4 The feature that makes a product different from and better than anything else
5 The estimated price that will be charged for a service
6 Buildings such as houses, offices, factories
7 A new business that is risky
8 The amount of business a company does in a set period of time
9 Making a new product available to be sold
10 Extended or expanded on the work normally done
11 The amount that something costs
12 An idea for a business

Compound nouns

3 Read Active Vocabulary and find examples of each in the texts on page 26.

ACTIVE VOCABULARY | Compound nouns

A compound noun is created by joining two or more words together to create a single idea. Compound nouns can be spelled

- as separate words.
- with a hyphen.
- as one word.

4 Complete the sentences with the words from the box to make compound nouns.

buy gimmick investment up

1 They're giving away free toys with children's meals as a part of a sales _____.
2 Planes are expensive to design and make, so require a lot of upfront _____ .
3 My friend has just established a new start-_____ which uses AI to help businesses.
4 I wasn't planning on getting a new shirt today, it was a bit of an impulse _____.

5 3.1 Listen to an interview with the owner of the goat business. In pairs, discuss the positive and negative aspects of the business. Use the vocabulary from the previous exercises.

Phrasal verbs

6 3.1 Replace the underlined parts of the sentences with the correct forms of the phrasal verbs from the box. Then listen again and check.

break into build up knock (something) off
pass up set up sign up win over

1 So, what gave you the idea to start the business?
2 It seemed like it might be a good market to get involved with.
3 It was too good an opportunity to fail to take advantage of.
4 We often get new customers to commit on the spot.
5 We'd been gradually increasing customer loyalty in that area.
6 Eventually, we did manage to persuade them.
7 We had to considerably reduce the price.

7 SPEAKING Think of successful small businesses in your area. Discuss the questions.

1 What is their USP?
2 What makes their business concept successful?
3 How could they branch out?

Now go to Workbook page 20 for the next lesson.

☐ I can use compound nouns and phrasal verbs to talk about business ideas.

LESSON 2A LISTENING AND VOCABULARY

1 Which of these words describe the man in the picture and his ideal customer?

crafty credulous cunning devious
gullible ingenious naive shrewd
trusting unsuspecting

2 *3.2* **Listen to some experts discussing techniques for persuading people. Make notes about what each involves.**

1 'Yes questions'
2 The scarcity principle
3 Framing
4 Reciprocation
5 Social proof

3 *3.2* **Study Active Listening. Then listen again and choose the correct answers.**

1 What is Lama's attitude towards the salesperson described by the interviewer?
a horrified **b** admiring **c** smart
2 How did Adnan describe the salesperson's techniques?
a ethical **b** effortless **c** devious
3 How did the interviewer feel about her brother when they were young?
a envious **b** bewildered **c** loving
4 What is the interviewer's reaction to learning about the impact of leaving sweets with the bill?
a livid **b** unsurprised **c** taken aback
5 What does Adnan imply about the interviewer and her orange coat?
a She made a mistake.
b She was a bit naive.
c She didn't want it.

ACTIVE LISTENING | Inferring meaning, opinion and attitude

An inference is an idea or a conclusion based on evidence. While listening, consider:

- the words the speaker uses: do they have a positive or a negative connotation?
- what you already know about the topic and about the speaker's attitude.

4 All the words and phrases in the box are synonyms for the verb *persuade*. Answer the questions below. Use a dictionary if necessary.

cajole coax coerce convince entice
incite pressure sway urge

1 Divide the words into three categories:
a strong persuasion without much choice
b persuading by being extra nice
c neutral
2 Which word has the sense of tempting someone to do something?
3 Which word has the sense of persuading people to choose between two things?
4 Which word has the sense of persuading someone to do something violent or unpleasant?
5 Divide the words into three categories according to their possible verb patterns.
a _____ someone to do something and _____ someone into doing something
b _____ someone to do something
c _____ someone into doing something

5 Complete the second sentence using the word in bold so that it means the same as the first one. Then, in pairs, discuss any difference in meaning.

1 She convinced the child to clean her teeth. **COAX**
She _____.
2 The company encouraged her to leave her job with promises of a better salary. **ENTICE**
They _____.
3 She persuaded us to work late. **CAJOLE**
She _____.
4 She pressured the team into taking responsibility. **URGE**
She _____.
5 He tried to coerce his brother into doing it. **INCITE**
He _____.

Now go to Workbook page 22 for the next lesson.

☐ I can infer meaning, opinion and attitude from an interview and talk about persuasion.

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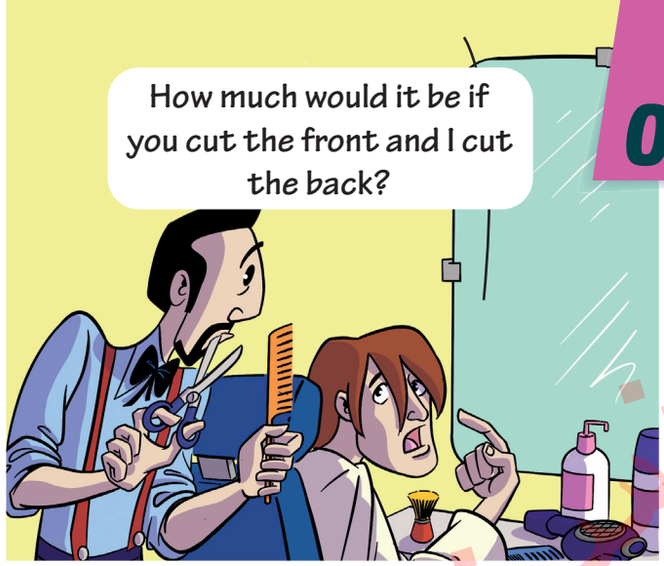
LESSON 3A SPEAKING

1 Look at the cartoon and discuss the questions.

1 Have you ever tried to negotiate with anyone?
2 What was the outcome? Say why.



2 3.7 Listen to two conversations which involve negotiation. For each conversation, answer the questions.

1 Who is negotiating?
2 What are they negotiating for?
3 How successful is the negotiation? Say why.

3 3.7 Study the Speaking box. Then listen again and write A for the phrases you hear in the first conversation or B for the phrases you hear in the second conversation. Not all the phrases are mentioned.

SPEAKING | Negotiating

Asking for what you want

- ☐ This is a bit awkward, but ...
- ☐ Would you be prepared to ...?
- ☐ I'm wondering if there's any flexibility ...?
- ☐ How about if we were to ...?

Refusing an offer

- ☐ I'd like to say yes, but ...
- ☐ I'm afraid that's a bit out of my price range / budget / a bit less than I'd be willing to accept.
- ☐ The bottom line is ...
- ☐ At the end of the day ...
- ☐ It has to be a 'no'.

Accepting an offer

- ☐ Great, you've got yourself a deal.
- ☐ Let's shake on that, then.
- ☐ OK, I can live with that.

Trying to get to a win-win situation

- ☐ I can see what you're saying, but ...
- ☐ Is there any room for compromise?
- ☐ Provided you ..., I see no reason why I couldn't ...
- ☐ Can we try and meet halfway on this?
- ☐ How does that sound?

4 3.8 Complete the conversation using phrases from the Speaking box. Listen and check.

Huda Sorry to bother you. Is this a good time? My mum told me you were looking for a babysitter.

Mrs Alra'i Yes, that's right. It'll be a Friday or Saturday night for about four hours, say eight 'til midnight. Would that suit you?

Huda Well, [1]_____ yes, but midnight is a bit late for me on a Friday night. I have climbing club at 9 a.m. on Saturday.

Mrs Alra'i [2]_____ say 11.30? Would that be OK?

Huda Yes, that should be fine. I usually charge 8 dinars an hour.

Mrs Alra'i Oh, I'm afraid [3]_____ budget. The children really won't be any bother, they're quite self-sufficient. You won't have to do anything except watch TV. Would you [4]_____ accept 7 dinars an hour?

Huda Can we try and [5]_____? Would 7.50 dinars be OK?

Mrs Alra'i Yes, that works for me, thanks.

5 In pairs, role-play two negotiation situations. Student A go to page 73. Student B go to page 74.

6 REFLECT | Society 'Life is all about negotiation. Even if you are not in business, you have opportunities to practise everyday'. Do you agree? Why/Why not?

☐ I can accept or refuse an offer in a negotiation.

LESSON 4A

READING AND VOCABULARY

1 Read the first paragraph of an article about economics. What is 'economics'?

2 Read the article on page 31 and choose the correct answers.

1 Why does the author consider that a pros and cons list isn't very effective?
- **a** It doesn't take the relative importance into account.
- **b** It gives a false illusion of control over the outcome.
- **c** We only use it because we're used to doing it.
- **d** A problem isn't always just about two alternatives.

2 The author implies that we put things off because:
- **a** we are naturally inclined to be lazy.
- **b** we don't care enough about future benefits.
- **c** we don't have enough willpower.
- **d** we don't sufficiently analyse our motives.

3 What had the biggest impact on whether people ate the chocolate cake?
- **a** how full they were feeling at the time
- **b** how difficult they thought it was to get
- **c** how friendly the researchers were
- **d** how fond they were of chocolate cake

4 Which phrase could correctly replace 'falling prey to' in line 70?
- **a** being left unaffected by
- **b** being damaged by
- **c** being influenced by
- **d** being enhanced by

5 What lesson does the author think we should learn from the law of diminishing returns?
- **a** Don't expect too much.
- **b** Don't make risky investments.
- **c** Don't do anything too obvious.
- **d** Don't overdo things.

3 Study the words in the box and discuss their meaning with a partner. Then replace the underlined parts of the sentences from the text with one or two synonyms from the box.

bear in mind cancel out detrimental
dispassionate impartial negate notion
persevere pitfall plough on propensity
snare

1 Just one of the cons might easily <u>outweigh</u> all of the pros.

2 A cost-benefit analysis allows you to be more <u>objective</u>.

3 There are also other costs to <u>take into account</u>, such as the cost in your time.

4 People have a <u>tendency</u> to overvalue immediate rewards.

5 Another <u>trap</u> is the sunk-cost fallacy.

6 Because you have already invested, you should <u>persist</u> no matter what.

7 After a certain point, investing more money does not lead to increased benefits, and may even have a <u>damaging</u> impact.

8 Nowadays, it's worth considering this <u>concept</u> when it comes to free social media sites.

☐ **I can identify specific details in an article and talk about behavioural economics.**

HOW TO APPLY BEHAVIOURAL ECONOMICS TO YOUR DAILY LIFE

Most people think that economics is all about money, but in fact, it's far broader than that. Economics is really all about making choices and decisions. These might indeed be related to money. For example, [1] is it more economical to go to a cheaper supermarket if a taxi there and back needs to be included in the cost? However, economic principles, especially those of behavioural economics, can be usefully applied to all areas of our lives.

3.9

A Possibly, the first thing we can take from economics is the importance of doing a cost-benefit analysis when making big decisions. Comfortable though we may be with making a list of pros and cons, we should recognise that it is actually a rather ineffective tool. Just one of the cons might easily outweigh all of the pros. A cost-benefit analysis is something altogether more sophisticated, which allows you to be more objective. For example, let's say that you have to decide whether to make a journey by train or aeroplane. The financial cost of each journey is obvious, but there are also other costs to take into account, such as the cost in your time, the cost in terms of how tired you'll be on arrival, the environmental cost and so on. Give each of these a score out of five, and then weigh them up against the potential benefits, scored in the same way, and the choice becomes much easier.

B There are also certain in-built human biases we ought to bear in mind, for example, something known as 'present bias'. Behavioural economics teaches us that people have a tendency to overvalue immediate rewards over long-term payoffs. A famous study showed that given the choice between receiving less money now, or more money later, most people would choose the former, even though they'd end up less well-off. This is also the reason why people procrastinate, or why you should never go food shopping when you're hungry. Once aware of this propensity however, you can make sure you avoid it. For example, if you put your money in a savings account where you can't get at it easily, you'll overcome the tendency to want to spend it straightaway, rather than wait.

C Another trap many people fall into is the sunk-cost fallacy. [2] A fallacy is an idea that is often believed to be true, but which is, in fact, false. The sunk-cost fallacy is the idea that because you have already invested time or money in something, you should persist with it no matter what. One study which demonstrated this tendency asked people to imagine they were at a birthday celebration and that they were offered chocolate cake. The researchers told some people this was from a local supermarket, and others that it was an expensive handmade cake from a shop almost an hour away. [3] Having been told the cake had required a significant investment of time and money seemed to make people much more likely to eat it all, even though they felt uncomfortably full, or weren't that keen on chocolate cake. The sunk-cost fallacy often leads us to do things which are really against our best interests. For example, maintaining a friendship with someone we don't really like anymore, because we have known them a long time, and feel that [4] nothing can be done about it. Or persisting with a business idea, even when it's clear that it isn't working and is actually losing us money. [5] Our decision-making ability can be dramatically improved by recognising when we may be falling prey to this fallacy.

D Even when we've made a good decision, we should also be aware of the law of diminishing returns. This economic concept states that after a certain point, investing more money (or effort) does not lead to increased benefits, and, notwithstanding the objective risk, may even have an adverse impact. For example, if you get your friends round to help you decorate your room. To begin with, having more people to help seems constructive, but if you invite too many friends round, you'll end up with a problem: imagine 20 or 30 people all trying to paint the same room at the same time! This law can also be applied to eating pizza; the first few slices are great, but after that, it becomes less and less palatable, and if you kept going, you might even feel nauseous. This principle might seem obvious, but it is really a reminder that doing your best is good enough. If you keep pushing and trying to do even more, you'll end up subject to the law of diminishing returns.

E Finally, be aware that, according to economists, there's no such thing as a free lunch. Apparently, this expression comes from a time when it was common to give away lunch when you bought a drink. [6] The lunch would be made as salty as possible, so you'd end up spending far more than anticipated on (expensive) beverages. Nowadays, it's worth considering this concept when it comes to free social media sites: watch for the snare – if you aren't paying for a product, you ARE the product.

LESSON 5A GRAMMAR

1 Read the extract from an online article. Why do you think this was the outcome of the experiment?

A recent experiment asked participants how much of their income should be put aside for retirement. Before asking the question, they showed half the participants a photo of themselves. The researchers had had the photos digitally altered to make the people in them look older. Those participants who were shown the photos of themselves consistently chose to put more of their savings aside for their future selves.

The Passive

2 Look at the underlined phrases in the text in Exercise 1 and answer the questions.

1 What do all three phrases have in common grammatically?

2 How are they grammatically different?

3 THINK BACK In pairs, look at the underlined sentences from the text on page 31 and discuss why you think the Passive has been used in each case.

4 Match sentences 1–6 from Exercise 3 with reasons for using the Passive a–f.

a ☐ We are more interested in the action than who does it.

b ☐ The agent is unknown, irrelevant or so obvious we don't need to express it.

c ☐ We want to avoid personal responsibility or blame.

d ☐ We want to sound more objective or talk about general opinions.

e ☐ We often put information that we know about at the beginning of a sentence and new information at the end of it.

f ☐ It is better not to start a sentence with a long complex subject.

Grammar Reference > pages 68-69

5 3.10 PRONUNCIATION Listen to six sentences and write down how many words you hear in each sentence (contractions such as *I've* count as two words). What do you notice about the pronunciation of the verb *to be*? Listen again and repeat.

6 Complete a text about Economics with the Passive form of the verbs in brackets in the correct tense.

VERSATILE CAREER OPTIONS

Economics is about much more than money and the skills that can [1]_____ (develop) from studying it, like an analytical mind and a strong economic awareness of the world, may [2]_____ (transfer) to numerous industries. During the course, you [3]_____ (require) to employ critical thinking skills (for example interpretation, evaluation, inference, problem solving and decision making) so be prepared for a lot of challenges, but it is worth the effort. It [4]_____ (find) that Economics graduates earn more than any other graduates, apart from those who [5]_____ (award) a medical degree. After having completed their studies, they may [6]_____ (employ) in business, industry, education or the civil service. Economists [7]_____ (often/perceive) as game-changers in many industries, which makes the job pretty exciting, contrary to popular belief.

7 Study *Watch Out!* and choose the best way of continuing the sentences.

1 Behavioural Economics is well worth studying.
- **a** Good decisions are made in all areas of life when people use it.
- **b** It is used for making good decisions in all areas of life.

2 A new role is being created in my department.
- **a** Sameer will probably be given the job.
- **b** The job will probably be given to Sameer.

3 My brother is an economist.
- **a** He has just been awarded a promotion.
- **b** A promotion has just been awarded to him.

4 Despite the promotion, he was not entirely happy.
- **a** A bigger pay rise had been promised to him.
- **b** He had been promised a bigger pay rise.

WATCH OUT!

In passive sentences where the verbs have two objects (e.g., *give*, *show*, *tell*, *lend*, *promise*, *buy*, etc.) either object can come at the beginning. We usually put the 'new' information at the end.

8 Rewrite the sentences using the Passive where appropriate. In pairs, discuss and explain your choices.

1 The fact that he had already spent good money on the ticket convinced him to stay.

2 An unknown person had added too much salt to the food.

3 People are hardly ever aware of their unconscious biases.

4 People believe that animals never fall into the trap of the sunk-cost fallacy, only humans.

5 I made a terrible mistake.

6 A cost-benefit analysis is more complex than a list of pros and cons.

9 Choose the best options to complete the text.

Economics. Why bother?

You may think that the only time [1]*you use economics / economics is used* is when you're trying to decide which pair of jeans you can afford, or when you're saving for a special holiday. However, [2]*at least a basic knowledge of economics is required / you require at least a basic knowledge of economics* for many areas of our lives, not just financial decisions.

[3]*It is often said / People often say* that in economics the majority is always wrong. Through studying economics [4]*people teach us / we are taught* how to make better decisions than we might otherwise. [5]*Our unconscious biases and tendencies have to be taken into account / We have to take our unconscious biases and tendencies into account*, and it's difficult to do that if [6]*no one has ever made us aware of them / we have never been made aware of them.*

The transferable skills which [7]*teachers teach us / we are taught* in Economics make it a great foundation for many careers.

10 SPEAKING In pairs or small groups, discuss the questions.

1 Do you agree that everyone should be taught basic economics? Say why.

2 What transferable skills do you think could be learnt from other academic subjects, e.g. History?

Now go to Workbook page 23 for the next lesson.

☐ **I can use the Passive to focus on the action and be more objective.**

1 Read the essay about buying local and make a list of reasons the author mentions for and against buying local.

2 Complete the collocations in the sentences with the vocabulary from the box.

buy carry display go on mooch around
run shop around stock up

1 You can usually find a good price if you _____ for the best deal.
2 It's much cheaper to _____ in bulk if you have a place to put it.
3 I need to _____ a few errands this morning, but we can meet later.
4 I usually do a big shop at the supermarket, but then _____ on essentials locally.
5 When I'm bored, I like to _____ the shops, even if I have no money.
6 Just because it's pay day, you shouldn't _____ a shopping spree and spend it all.
7 I love to walk around the souk and look at how the salespeople _____ their wares.
8 It's a huge department store, so it should definitely _____ the products you're looking for.

3 Look at this alternative introduction to the essay in Exercise 1. Which introduction is better? Say why.

In recent years, there has been a growing movement towards buying local. People are starting to see that this is more beneficial for the environment, and for the local economy.

4 Study Active Writing. Then find examples of ways in which extracts 2–5 are paraphrased in the essay in Exercise 1.

1 There is a growing movement towards buying local. *In recent years, there has been a move away from stocking up on essentials at mega supermarkets.*
2 disadvantages
3 reason
4 a growing number of people are concerned about
5 I would argue that

ACTIVE WRITING | Paraphrasing

It is important to use paraphrasing in order to avoid repetition, which may cause the reader to lose interest in your writing. It helps the reader to follow the way in which your ideas are linked through the text.

Some common ways of paraphrasing are:

- using synonyms,
- changing the form of words, e.g., from verbs to nouns or adjectives, or vice versa,
- changing from active to passive, or vice versa,
- changing the grammatical structure.

Note that successful paraphrasing requires the use of multiple techniques each time.

5 In pairs, read the essay question and make a list of arguments for and against it.

Increasingly, people see shopping not as a necessity but as a leisure activity. Is this a positive thing? Discuss the arguments of both sides and give your opinion.

6 WRITING TASK Write your essay. Use your ideas from Exercise 5 and remember to paraphrase.

Use the Graphic Organiser to help you plan your writing.

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BUYING LOCAL: GOOD OR BAD?

There is a growing movement towards buying local. What are the reasons for this, and what possible disadvantages might there be?

In recent years, there has been a move away from stocking up on essentials at mega supermarkets towards buying more frequently from local retailers. In my opinion, there are several excellent reasons for this trend, but also a number of pitfalls to buying local.

Perhaps the most important rationale for buying local goods is the growing awareness of climate change, and the obvious issues related to goods being flown in from the other side of the world. In addition, more and more people are perturbed about products having been manufactured under terrible working conditions. Cheaper though the items may be, worries about modern slavery often negate any discount.

Another benefit of buying local is that such shops frequently offer fresher foodstuffs, and display their wares for the customer to choose from. It is also quite easy to get in contact with the owner and ask them to carry the products you need.

Last but not least, there is the positive aspect of time one saves when shopping locally – you do not need to spend the whole day in a shopping centre; instead you are able to devote some of it to your family and friends.

In spite of these benefits, it should be recognised that there are some clear drawbacks to shopping locally. Price is definitely an issue; although shopping in big supermarkets is time-consuming and definitely not eco-friendly, convenience stores are always more expensive so many people economise by buying in bulk from chain stores and prefer to shop around for the best deals.

There is also likely to be much less choice available in local shops. Many people enjoy spending hours mooching around the shops in a big shopping centre – whether we like it or not, it has become part of our culture. It is somewhat harder to go on a shopping spree if there is only one local clothes boutique.

In conclusion, while there are undoubtedly some downsides to buying locally, no one wants bricks-and-mortar shops to disappear and to be forced into a situation where they are unable to run errands in their neighbourhood. I would argue that the potential benefits for our local economy and for the world as a whole clearly cancel out any disadvantages.

☐ I can use paraphrases when writing a for-and-against essay.

04 Tastes

VOCABULARY Adjectives related to food, partitives, verbs related to eating, food items extended, idioms
GRAMMAR Advanced conditional structures, inversion in conditional forms
READING Identifying paraphrases, synthesising information
LISTENING Understanding the development of ideas in a vlog talking about table manners
SPEAKING Proposing solutions, giving reasons and justifications
WRITING A restaurant review
VIEWING AND PRESENTING Local and traditional food, appetite triggers, food production, solutions to world food problems, table manners

LESSON 1A

VOCABULARY AND SPEAKING

1 **4.1 Listen to a food stylist talking about her job and answer the questions.**

1 What personality traits and skills does a food stylist need?
2 Why is a food stylist necessary?
3 What tools of her trade does she mention?

Adjectives to describe food

2 **4.1 Listen again and match the food from the recording with the adjectives that describe it.**

1 tender _____
2 velvety _____
3 scalding _____
4 soggy _____
5 gristly _____
6 mouldy _____
7 stodgy _____
8 succulent _____
9 gooey _____

3 **Decide whether the adjectives in the box have negative (N) or positive (P) connotations. Then complete the customer comments with the correct adjectives.**

☐ chewy ☐ fluffy ☐ greasy ☐ mouldy
☐ scalding ☐ soggy ☐ stodgy ☐ tempting
☐ tender ☐ velvety

1 I was expecting the steak to be _____, but instead, it was tough and very _____.
2 I couldn't drink the tea immediately – it was _____ and burnt my tongue!
3 The mashed potatoes were light and _____ – better than the _____ chips my sister had – dripping with oil!
4 They served the fish with a smooth and _____ sauce.
5 The kunafa looked lovely, but it was too heavy and _____ for me.
6 The croutons should have been light and crisp, but they'd been in the soup too long and were all _____!
7 I sent back my cheese board because the cheese was _____!
8 The baklava looked _____, but I'd eaten a lot and I just finished off the meal with a peach.

4 **4.2 Listen to a food artist talking about his job. Complete the sentences with 1–4 words in each gap.**

1 The job of a food artist is considered _____ by many.
2 The speaker was impressed when he saw a cake that resembled a _____.
3 Some food art is _____ as its main purpose is to be displayed.
4 The speaker suggests that people can look up _____ on the Internet.

ACTIVE VOCABULARY | Partitives

Partitive expressions allow us to quantify things, usually uncountable ones, e.g., *information* is uncountable, but if we use *a piece of* with *information*, then we can count it (*one piece of information, two pieces of information*, etc.)

It is possible to use some partitives with different nouns, e.g., *a piece of advice / fruit*, but there are often specific nouns that collocate with specific partitives, e.g., *a fit of anger, a clove of garlic.*

Partitives

5 **4.3 Study Active Vocabulary. Then listen and complete the partitives with the nouns to make collocations from the recording.**

1 a clove of _____
2 a dab of _____
3 a drop of _____
4 a dusting of _____
5 a handful of _____
6 a heel of _____
7 a scoop of _____
8 a segment of _____
9 a slice of _____
10 a spoonful of _____
11 a sprig of _____
12 a sprinkle of _____

6 **Choose the correct partitives to complete the sentences.**

1 Always add a ***pinch / drop*** of salt to beaten eggs.
2 I had two ***handfuls / scoops*** of vanilla ice cream with a ***sprig / sprinkle*** of grated chocolate and it was delicious.
3 We used to dip ***segments / slabs*** of oranges into sugar as a snack when we were children.
4 She finished off the cake with a ***dab / dusting*** of icing sugar.
5 I like a ***scoop / heel*** of bread with my soup.
6 There was a ***pinch / dab*** of chocolate sauce on her nose after she'd made the cake.
7 The only green vegetable my dad will eat is a ***handful / sprig*** of peas now and again.
8 We should all eat five ***portions / cloves*** of fruit and vegetables every day.

7 **SPEAKING If you could choose to have a job related to food, what would it be and why? Think about: food stylist, food artist, chef, chocolate taster.**

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

1 Is the local food and cuisine in your country more popular than the cuisine of other cultures? Say why.
2 What is your regional cuisine famous for? Describe the food using the words and phrases from this lesson.
3 Why are traditional foods important to a culture?

Now go to Workbook page 28 for the next lesson.

☐ I can use adjectives and partitive expressions to talk about food.

نسخة قيد الإعداد والتحرير

LESSON 2A

READING AND VOCABULARY

1 Match the highlighted words and phrases in the article to the underlined parts of the sentences.

1 Even if you're not particularly hungry, if you smell freshly baked bread, you get a sudden message from your stomach.
2 It's important to let your body digest dinner before doing anything energetic.
3 When I come home from sports training, I usually eat everything I can find.
4 Come over now and I'm sure I can quickly cook something to eat.
5 Even when you're watching your diet, I think something tasty and full of unhealthy ingredients is OK just occasionally.

2 Match questions 1–7 with writers A–C. Each writer may be chosen more than once.

Which writer ...

1 ☐ connects an appetite trigger to an emotion or a state of mind?
2 ☐ wants the reader to visualise a situation?
3 ☐ believes people are manipulated to eat unhealthily?
4 ☐ mentions something that does not only trigger a desire for food?
5 ☐ mentions more than one sense that reacts to the appetite trigger?
6 ☐ compares his appetite trigger with other people's?
7 ☐ cites other appetite triggers that do not affect him?

3 Read extract *a* and its paraphrase *b*. Then study Active Reading and answer questions 1–3 below.

a I used to be a midnight snacker. I'm sure this is what triggered my sleepless nights.
b He blames the onset of his insomnia on late night eating habits.

1 Which phrase from extract *a* is reflected in the reporting verb *blame* in paraphrase *b*?
2 In sentence *b*, find synonyms for *triggered*, *sleepless nights* and *I used to be a midnight snacker.*
3 What other main difference do you notice between the extract *a* and the paraphrase?

What tickles your taste buds?

4.4

Everyone knows that it's important to have a regular routine regarding meals, but it's also true to say that it's often impossible to ignore hunger pangs outside regular mealtimes, when we give in to temptation of one type or another and indulge ourselves. We wanted to hear what can trigger people's appetites – when and why they succumb to temptation. Here are some contributions from different readers. Can you relate to any of these?

A Picture the moment. You've had a really filling meal of dumplings and tender chicken casserole, and you're chilling out on the sofa watching an hour or so of mindless TV to let your dinner go down and forget the day's issues. It's a police series, nothing too exciting. But then, oh no – the detective goes into a fish and chip shop. Your senses are suddenly on full alert. You can smell the vinegar, hear the chips sizzling in the fryer, and your stomach rumbles. The policeman bites into the fish, and your mouth starts to water. What do you do? Well, what I do is head for the kitchen, rustle up what I've just seen on the screen – and then feel awful afterwards. I can't resist the foodie delights I see on TV. The saltiness of the fish, the feeling of greasy chips on my fingers. Irresistible! Pictures in a book or magazine or online don't do it for me, but moving visuals do. It's useless trying to ignore the pangs, I'm afraid. I'm a lost cause.

B I'm usually careful to avoid the temptations that lead to snacking between meals. But, unfortunately, when boredom sets in, the healthy habits waver. Some of my friends maintain that it's stress or anger that leads them straight to the crisp packet or a slice of gooey cream cake. They say that comfort eating helps them cope with whatever situation it is that they're facing. I have no such excuses. My hunger pangs strike when I'm between activities. Work's done, but I have an hour to kill before meeting up with friends, and more likely than not, I'm fed up with trawling through social media. My brain thinks, 'What shall I do now?' And my stomach kicks in with, 'Well, I've got an idea! Remember that box of chocolates you got for your birthday?' And before I know it, the box is beside me, half empty … And, unlike my friends – I don't feel better afterwards – I'm just too full!

C We're continually being bombarded with information, advice, warnings and threats relating to healthy eating, but then the shops and supermarkets sabotage everything. I could be walking down the street to the bus stop without a thought of food in my head – when the smell of freshly baked bread wafts out of the baker's and stops me in my tracks. I'm sure most people would agree that smells like this have the uncanny ability to communicate directly with our stomachs, completely bypassing the brain. So, then I devour a gooey chocolate cake and feel really guilty. The supermarkets are even worse. They've researched the smells that trigger food responses in us, and they purposely release them in certain aisles to encourage us to buy. For me, smell is a very powerful sense and it can take me back to a childhood walk in the country, or, in the case of bread, chocolate and coffee – straight into a café or a shop!

ACTIVE READING | Identifying paraphrases

- You can use **reporting verbs** to introduce paraphrased opinions and information, e.g., *criticise*, *blame*, *verify*, etc.

  Some people don't know when to stop eating and ***he says that this is completely their own fault****.*

  Paraphrase: *He* ***criticises*** *people who lack self-control over their eating.*
- The paraphrase may use **synonyms**: *He thinks that … – He is of the opinion that …*
- The paraphrase may be shorter and **combine information** from more than one sentence.

4 Complete the sentences with the verbs from the box.

bombarded devoured sneak strike succumbed trawl triggered wafting water wavering

1. I had to _____ through all my old emails to find the information I was looking for.
2. I was starving and _____ the whole plate of sandwiches in five minutes.
3. The smell of roast lamb _____ from the kitchen always makes my stomach rumble.
4. By the fifth kilometre of the marathon, my enthusiasm for the experience was _____.
5. When I was young, I used to _____ into the kitchen to snack at night.
6. We're _____ with adverts for fast food every day on TV and online.
7. The smell of my mum's lemon cheesecake always makes my mouth _____.
8. His action _____ a massive response from the people.
9. My hunger pangs _____ when I miss breakfast and skip straight to lunch.
10. Fadi _____ to temptation and had a second serving of the stew.

5 SPEAKING In pairs, discuss appetite triggers that you have, which foods you find hard to resist and what you do to practise self-control over your eating.

☐ **I can identify paraphrases in an article and talk about appetite triggers.**

LESSON 3A GRAMMAR

1 **4.5 Read the questions from the interview. Then listen to the interview, summarise the speaker's answers and compare them with your ideas.**

1. Why don't more people eat organic foods?
2. Why is it important to develop organic foods?
3. What can big food producers do to help?
4. Why have pesticides been used for so long?
5. Do you think pesticides will be completely banned in the future?

DUCKS LEND A HELPING BEAK

Chinese farmer, Tang, employs a strange group of workers in his fields – ducks! They gorge themselves on the insects and weeds, which would otherwise destroy his crops, and in addition to this, they also fertilise the soil. [A]Had this ancient Chinese tradition not been rediscovered, farmers, like Tang, would be forced into using a whole range of pesticides to deal with increasing numbers of insects, breeding because of today's higher temperatures. As it is, his organic rice now commands high prices. However, as the tempting crops begin to bear fruit, the ducks are withdrawn. [B]Were they to continue, the crop itself might well disappear along with the insects and weeds! This technique is being used in villages all across Asia, in France and South Africa. [C]Should it be adopted on a larger scale in other places, it could reduce our dependency on pesticides.

Advanced conditional structures

2 **Sentences a–f from the recording in Exercise 1 use advanced conditional forms. Read them and answer questions 1–3.**

1 ☐☐ Can you find two sentences where the 'if' clause is less likely than with a normal conditional form?

2 ☐☐ Find two sentences which emphasise and focus on nouns by using the structure *If*+noun/pronoun+*to be*. What is the difference in time reference between them?

3 ☐☐ Find two sentences where *if* has been replaced. How do these changes affect the meaning?

a But for the greed of the big industrial manufacturers, we wouldn't be in this situation now.

b If the big food producers were to find alternative ways to protect crops ... this might safeguard people's health.

c If it weren't for farmers having used these pesticides so much over the decades, the bee populations would be much safer now.

d As long as more and more people demand it, then things will change!

e If you should ever talk to a beekeeper, they'll tell you about the real problems bees are encountering.

f If it hadn't been for lack of information, I'm sure people would have started eating organic foods a long time ago.

Grammar Reference > page 69

Inversion in conditional forms

3 **Look at the three underlined sentences in the text above and answer the questions. Then rewrite the sentences using basic conditional forms.**

1 Which word that usually appears in basic conditional sentences has been omitted?

2 What has happened to the word order of these sentences?

3 What has happened to the word *not* in the sentence that is negative?

4 Why has inversion been used in the sentences?

Grammar Reference > pages 69-70

4 **Rewrite the sentences using conditional sentences with inversion.**

1 They don't use insecticides because they don't want the rice to be contaminated with chemicals. Were they _____.

2 They shared the advice online so that other farmers could learn about it. Had _____.

3 The ducks eat the weeds so that the crops aren't strangled by them. Should _____.

4 Reversing climate change would lower global temperatures. Should _____.

5 Choose the correct options to replace the underlined words and phrases in the text. Then decide which of them have similar use.

1 *Unless / Imagine*
2 *If you knew / If you didn't know*
3 *If you had done / If you were to do*
4 *If you served / If you didn't serve*
5 *If they were / If they weren't*
6 *If / Unless*
7 *If you had / If you didn't have*
8 *If / If not*
9 *Apart from / If not*
10 *If it's / Should it be*

PONDERING OVER A MENU

[1]Supposing you had to organise a feast, what sort of food would you serve? [2]Without knowing all your guests' dietary preferences, it would be hard to decide. You could play safe and get in a huge amount of pizza, chicken nuggets or burgers.
But [3]should you do that, the vegetarians might feel left out. However, [4]as long as you served up fluffy roast potatoes and succulent cheesy omelettes, they should be happy. [5]Unless they were vegans, of course. [6]Assuming you decided to go for a buffet, you would encounter other problems. [7]Provided that you had plenty of space and enough money to hire a cook, it would be a great option. [8]Otherwise, people would have to eat standing up and you'd have to cook yourself. In any case, you should avoid scalding hot soups that get cold fast and deep-fried food that may become soggy. [9]But for dishes like those, anything could be on the table. [10]On condition that it's healthy and fresh.

6 Complete the table with the words and expressions from the box.

assuming on condition otherwise
provided (that) should+noun without

Very similar to *if*. Normal condition.	as long as, ...
The condition is taken for granted.	supposing, ...
Adds a negative meaning to the condition.	unless, ...
Adds a negative meaning to the condition and requires a gerund or a noun.	but for, ...

7 Choose the correct words and phrases to complete the article about a bird called the greater honeyguide.

[1]***Supposing / Provided*** that you were trying to find a hive full of honey in the wild ([2]***unless / assuming*** you weren't a bee!) – how would you go about it? Well, [3]***should / but for*** you belong to a certain African tribe, the Yao in Mozambique, you'd give a particular call involving a complicated rolling rrrr sound and, [4]***otherwise / provided that*** your call was correct, a bird called the greater honeyguide might appear and show you the way.
[5]***But for / Assuming*** the help of this amazing bird, the search for honey would be long and complex and, more often than not, unsuccessful. Scientists call this an example of mutualistic behaviour – animal and man interacting for a common outcome. The Yao need the honey from hives, which are usually hidden high up in tall trees, and [6]***on condition that / unless*** guided there by the honeyguide, there would be little chance of finding them. In return, the birds feed on the wax and grubs that remain after the honey has been extracted. [7]***Unless / As long as*** the Yao don't deny the birds their reward, as has unfortunately happened in other places, the special relationship will go on. And long may it continue, [8]***without / otherwise*** a nourishing food source would remain unexploited.

8 SPEAKING Think about the steps involved in food production. Tell your partner your opinion of these activities.

Now go to Workbook page 30 for the next lesson.

☐ I can use conditional forms to make hypotheses about the past, present and future.

LESSON 4A SPEAKING

1 **4.6 Listen to two students talking and answer the questions.**

1 Which problem are they discussing?
2 What consequences do they talk about?
3 What solutions do they propose?

2 **4.6 Listen again and complete the phrases in the Speaking box with one word in each gap.**

SPEAKING | Proposing solutions, giving reasons and justifications

When discussing and justifying options, always acknowledge the other person's suggestions politely, even if you disagree.

Proposing options

Another [1]_____ forward could be (organising courses).

In my opinion, we should also be [2]_____ at (giving tips about ...)

We need to [3]_____ this problem head on.

Given the difficulty/urgency of the problem, we need to ...

Giving reasons (justifications)

My [4]_____ for saying that is ...

The reasoning [5]_____ that is that ...

The logic underpinning such an approach is that ...

What I'm [6]_____ to say is that some people ...

Acknowledging another person's suggestions

Actually, that's a really [7]_____ option.

I see where you're going with that.

Good thinking.

You're spot on.

3 **4.7 Complete the conversation with the correct words and phrases from the Speaking box. Listen and check.**

Laila What else could we write about? How about food waste? Did you know that a third of the food that we produce is wasted?

Reem No, I didn't. What is the [1]_____ behind that, do you think?

Laila Let me see ... Hmm ..., as supermarkets have appearance quality standards, they reject perfectly good food just because it doesn't look right.

Reem I see where you're [2]_____ that. What else? We should also [3]_____ at bulk-size packaging in shops.

Laila And large portions served in restaurants? We're consuming ever bigger meals than 30 years ago. People will rarely buy a second helping, but they'll take the option of a larger size.

Reem [4]_____ thinking!

Laila What I'm [5]_____ say is that they do it so as not to appear so gluttonous.

Reem Probably. Last but not least, households buy more food than needed.

Laila You're [6]_____ on! OK, so we've got the reasons. Now what about the solutions to the problem?

4 **In pairs, discuss solutions for the problem in Exercise 3. Compare with another pair. Use the phrases from the Speaking box.**

☐ I can propose solutions, and give reasons and justifications when talking about food.

1 4.8 **Listen to Zeina talking about table manners on her vlog. Which of the things in the photos does she mention?**

2 Put topics a–f in the order Zeina mentions them.

a ☐ Reasons for the importance of good table manners
b ☐ Whose responsibility developing children's manners is
c ☐ Imposing rules at mealtimes
d ☐ Zeina's own manners
e ☐ Reasons for the decline in manners
f ☐ How she found out about changes in table manners

3 Complete the sentences with the correct forms of the words from the box.

become bring feeling haul mind slurp

1 The programme on nutrition really _____ home to me how dangerous some foods are for our health.
2 I got _____ over the coals a lot as a child for sneaking chocolate bars into class and eating them.
3 I hate hearing someone _____ their drink – it is so rude!
4 I've got a sinking _____ that the bill for this meal is going to be astronomical.
5 Children asking permission to leave the table has definitely _____ a thing of the past in my country.
6 My mum used to tell me to _____ my manners when I ate at schoolfriends' houses.

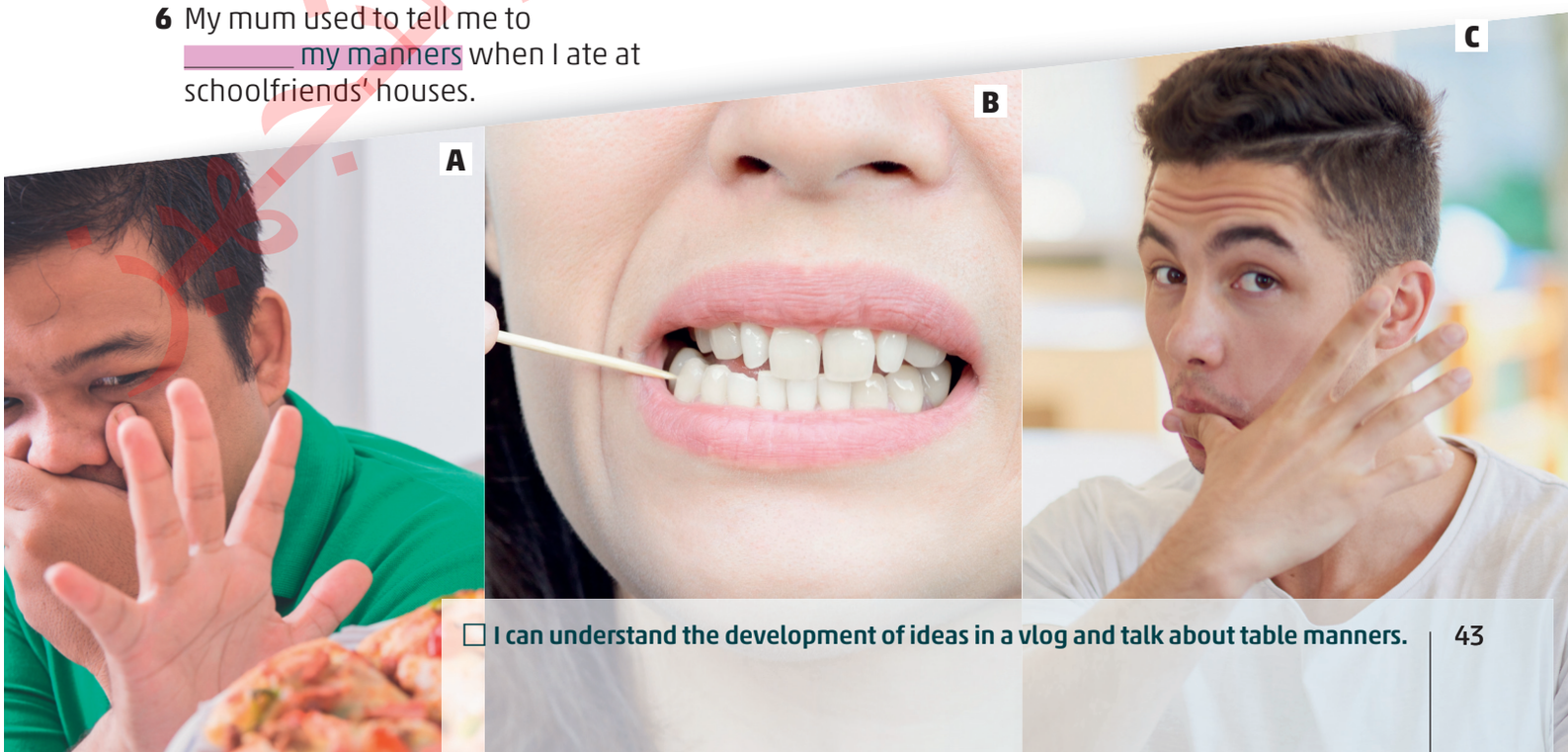
4 4.8 **Listen again and complete each sentence with a word or a short phrase in each gap. What is Zeina's excuse for not always having good table manners, and why?**

1 Zeina thinks her parents would most likely object to her not using a/an _____ when eating on her own.
2 Zeina was particularly surprised by a/an _____ about modern table manners.
3 Zeina uses the word _____ to describe how the children behaved in a restaurant.
4 Zeina believes that the most important thing about having good table manners is that it is a sign of _____ for others.
5 Zeina uses the word _____ to describe her attitude to people throwing food around the table.

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

1 Do you think good table manners are important today? Say why. What can we learn about a person from their table manners?
2 Do you think table manners have changed in your country since you were a child? Is this a good or a bad thing in your opinion? Say why.
3 List any table manners you think are special to your country. Do you know any examples of table manners in other countries that are different to yours? Give examples.

Now go to Workbook page 32 for the next lesson.



☐ I can understand the development of ideas in a vlog and talk about table manners.

1 Read two reviews of the same restaurant and answer the questions.

1 What facts do the reviewers agree and disagree about?
2 Do you consider both reviews informative and fair? Say why.
3 Who do you think the target audience is for the reviews? Say why.
4 Why might some people leave an inaccurate / incorrect review online?

2 Read the reviews again and tick the pieces of advice about writing a review that are correct.

1 ☐ Always use a formal style.
2 ☐ Offer a recommendation.
3 ☐ Summarise your opinion in the conclusion.
4 ☐ Give brief background details, including the name and when you went there.
5 ☐ Describe the restaurant in detail.
6 ☐ Use direct language if you disapproved of something.
7 ☐ Give your personal impression.
8 ☐ Engage the reader from the beginning.

3 Match the colloquial words and phrases from the box with their more formal synonyms.

give it a wide berth hype I'll give it that
a letdown made out that value for money
yearn for

1 a disappointment _____
2 indicated _____
3 avoid _____
4 advertising and previews _____
5 really desire _____
6 not too expensive _____
7 that's one point in its favour _____

4 Study the Writing box and complete it with examples from review A.

WRITING | A restaurant review

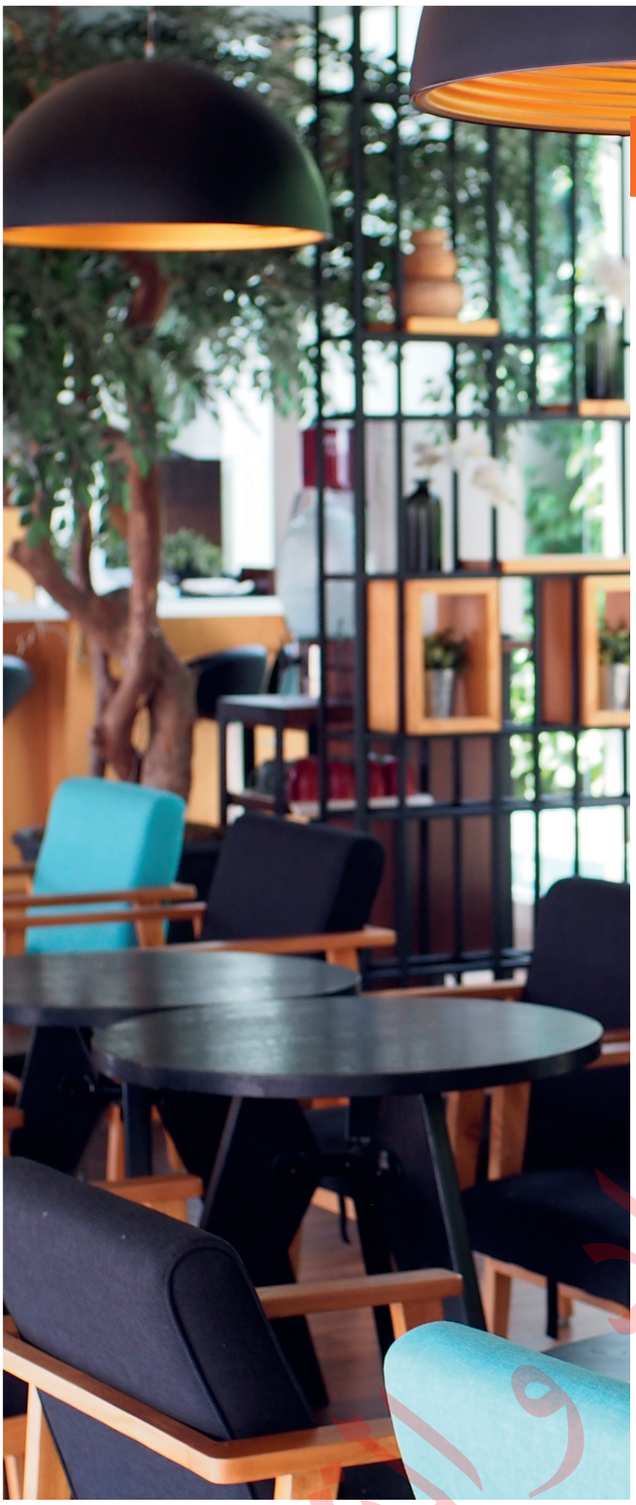
- Use nominalisation (verb becomes a noun) to avoid wordiness, e.g.,
  The designers have cleverly used various shades of blue to create a beautifully relaxing eating area = [1]_____
- Use synonyms to avoid repetition, e.g.,
  stunning = amazing duck = [2]_____
- Use words and phrases of comparison and contrast, e.g.,
  In common with ... As many other restaurants have done ... Other restaurants have done likewise/ similarly ...
  By way of contrast ...
- Use phrases of recommendation, e.g.,
  I cannot praise it [3]_____.
  If [4]_____ somewhere new and exciting then ...
  This restaurant should be a first choice for a big celebration.
  I would have to say that the restaurant doesn't score highly on the value for money scale.

5 Using nominalisation, rewrite the sentences starting with the words given.

1 Fusion food has risen in popularity in recent years and this has influenced many restaurant menus.
The _____.
2 The restaurant is easily accessed from a rear car park, which has contributed to its success.
Easy _____.
3 Experts have advised people to eat more healthily and this is beginning to affect the number of fast food outlets.
Expert _____.

6 WRITING TASK Rewrite review B to make it less direct and better balanced. Use as many points from the Writing box as you can.

Use the Graphic Organiser to help you plan your writing.



THE BIG COMBO – BIG TASTES

A Do you appreciate the delicate spices that flavour Asian food and yet often yearn for some naughtily unhealthy American burgers or deep-fried chicken? Yes? Then you will love the new fusion restaurant – The Big Combo. In common with other fusion restaurants, it brings together the tastes of different cultures in an unexpected way. I ate there last night and, as I'm a great fan of both American and Asian cuisine, I'd been really looking forward to the evening. It certainly didn't disappoint.

The décor is stunning. Clever use of various shades of blue has created a relaxing eating area, and there are some amazing food art works on the walls. The tables were simple in a classy, minimalistic way with a total absence of flowery centrepieces or sauces.

However, what made a lasting impression on me was the food. Every dish on the menu sounded tempting, but I eventually went for the southern fried duck. This combined deep-fried breadcrumbed duck (a US dish) with a velvety Peking sauce and a generous portion of pancakes (from Asia). It was a combination that I would never have believed would work, had I not tried it myself. The meat was both tender and crisp – a difficult balance. In the hands of a less skilled chef it could have become either tough and chewy, or greasy and soggy. Here, it was perfect.

If you are looking for somewhere new and good value for money that provides an exciting eating experience, then you need look no further than The Big Combo. I cannot praise it highly enough. The service, atmosphere and quality of the food were all excellent. Were it not for the calorie content of many of the dishes, I would be happy to eat there every day of the week!

(NEVER) MIND THE DINER!

B Went to the new fusion restaurant that's just opened and what a letdown! All the hype made out that it was going to be a really affordable eatery with a menu to suit all tastes. No way. Pricy, tiny portions, dirty cutlery and rude staff. And if you don't want meat, then you're out of luck. Decor's good – will give it that. But take my advice and give it a wide berth!

☐ I can write a restaurant review.

TRICKS THAT THE FOOD INDUSTRY FEEDS US

These days manufacturers know that quite a lot of people want to feel that they are eating more healthily. Yet there is generally a bigger profit margin on junk food and it's more likely to be purchased as an impulse buy. So, they reason, rather than actually producing healthier food, why not just make it *seem* healthier?

You might notice breakfast cereal with a big splash of colour on the packet, announcing, 'no artificial flavours or colouring'. Fair enough, but if you concluded that made it healthy, you'd be gravely mistaken. What about the nine teaspoons of sugar in every serving? Or how about reduced-fat peanut butter? Surely this must be better for you than the regular kind? Not if the fat has been replaced by sugar or corn syrup.

If we want to eat healthily, we need to take some responsibility for casting a more critical eye over some of the manufacturer's claims. Look at the label. The ingredients are listed in weight order, from biggest to smallest. So, if sugar is in the top three ingredients, as it is in most cereals, you can be sure that there's a lot. Also, when comparing products, look at the amount per 100 grams, not per portion (the manufacturers might be giving an unrealistically tiny portion to make it look better).

Generally speaking, you can assume that the longer the list of ingredients, the worse it is likely to be for you. That's why a slab of dark chocolate is likely to have much less sugar and other additives than a so-called healthy cereal bar. Research by the consumer group, *Which?*, found that more than half the cereal bars they analysed contained over 30 percent sugar. Veggie crisps may be made of vegetables, but if they're deep fried and greasy, with high levels of sodium, plain popcorn would be a much healthier choice.

And watch out for other clever tricks from the junk food industry aimed at getting you to eat more, such as biscuit packets that won't seal until you have devoured six or seven of them, extra large 'grab bags' of crisps, or ploys used by supermarkets to get you to buy more unhealthy food, such as tempting BOGOF deals ('buy one, get one free'). As a final tip, you'll probably buy healthier food if you plan ahead what to get, and remember – don't go shopping when you're ravenous.

1 Look at photos 1–4. Which is the healthier option? Say why.

- Cereal bar or dark chocolate bar?
- Regular peanut butter or reduced-fat peanut butter?
- Veggie crisps or popcorn?

2 Complete the advice in the Life Skills box with 1–3 words in each gap. Then read the article again and check.

LIFE SKILLS | How to think critically about food choices

1 Don't assume that [1]_____ fat, or no [2]_____ or colouring means that food is healthy.
2 Look at the labels. The ingredients are printed in [3]_____, with the first few items being the most important. It is vital to check how much saturated fat, sugar and [4]_____ the product contains.
3 When making comparisons between different foods, don't look at the amount of saturated fat and other ingredients per [5]_____, but per 100 grams, so you can be sure you're comparing like-for-like.
4 As a general rule, the lengthier the [6]_____, the less healthy a food item is likely to be, as there are likely to be a lot of [7]_____.
5 Don't let the [8]_____ industry entice you into eating more than you had planned.
6 If you're feeling [9]_____, it probably isn't a great time to do your weekly food shopping.

3 4.13 Listen to four interviews with shoppers and decide if the speakers are thinking critically about their food purchases. Say why.

4 DEBATE In groups, discuss the question. Use the arguments below to help you.

What are the pros and cons of introducing a tax on junk food?

FOR

- **Would encourage people to eat less sugar, salt and fat.**
- **Could encourage manufacturers to make food healthier.**
- **Tax could be spent on healthcare.**

AGAINST

- **Difficulty in deciding which foods to tax.**
- **Poorer people are likely to be taxed more as junk food is cheaper.**
- **Exercise is as important as healthy eating.**

5 Do the task below.

LIFE SKILLS | Project

Work in pairs or small groups.

- Choose one of the following types of food: breakfast cereals, biscuits, confectionery, ready meals. Carry out an investigation into your chosen food (at home and perhaps in a shop).
- Look at some different examples and compare the nutritional information. Which ones are healthier or less healthy? Say why.
- Look at the suggested portions and compare them with what you would usually eat. Do any of these portion sizes surprise you?
- Do any of the products set out to appear healthier than they really are? How? Think about what aspects are emphasised, or may be hidden away in small print.
- Report back to your class.

05 Do your best

VOCABULARY Idioms (studying), collocations with *attempt* and *effort*, verbs + dependent prepositions, discipline, personal qualities, prepositional phrases, synonyms
GRAMMAR Modals and related verbs
READING Identifying specific details
LISTENING Recognising word clusters in fast speech
SPEAKING Buying time
WRITING An essay
VIEWING AND PRESENTING Study habits, exam experiences, motivation, interviews

LESSON 1A
VOCABULARY AND SPEAKING

1 **5.1 Listen to three students talking about their learning preferences. Make notes about what they say and then answer the questions.**

1 Where and how does each student prefer to study? Say why.
2 What can stop them from being able to study or perform effectively?

Idioms

2 **5.2 Complete the sentences from the recording with the correct forms of the idioms from the box. Then listen and check.**

breeze through something
drum something into someone
get your head down
get the hang of something go blank
keep (someone) on track run on empty

1 I'm exhausted and really _____.
2 You might just _____ and be unable to think of anything when you get into the quiet of the exam room.
3 They just _____ the information _____ us, repeating it again and again.
4 I've always _____ exams, really. Never had to make much effort.
5 I realised that I would really need to _____, concentrate and work harder.
6 We don't mess about, and we _____ each other _____; staying really focused.
7 I'm really _____ what's needed for the exam now.

نسخة قيد الإعداد والتجهيز

How to use your time most productively

Khalil
My top tip is to stop trying to multitask. I used to think it was very efficient, but in fact it usually backfires [1]_____ you. Rather than trying to cram too many different tasks [2]_____ the same couple of hours, I now apply myself [3]_____ one task at a time, and get loads more done.

Issa
Get your desk tidy first – as the saying goes, 'a cluttered desk is a sign of a cluttered mind'. It may take you an hour to sort the papers [4]_____ piles, but you'll be in a better mental state to start cramming [5]_____ your exam.

Aisha
I do think it's important to work at a desk. Working on a sofa is a terrible idea. Your brain associates this place [6]_____ sleep and rest, and you'll soon find your studying is a lost cause.

Randa
Take more breaks. Most people find it hard to concentrate for more than 30 minutes at a time. They get started and then their focus goes and they spend ages staring blankly [7]_____ the screen. Turn off all your notifications – they're designed to distract you [8]_____ what you're doing. Try using the Pomodoro Technique: you work for 25 minutes, then take a five-minute break. Do that four times and then take a longer break: go for a walk or snack [9]_____ fruit. You'll be amazed how much more you get done.

Collocations with *attempt* and *effort*

3 Study *Watch Out!* Then match the collocating adjectives for *attempt* and *effort* with their definitions.

frantic futile half-hearted last-ditch
misguided strenuous sustained valiant

1 Very brave
2 With no enthusiasm
3 Achieving nothing
4 Based on wrong information
5 After a series of failures
6 Almost out of control
7 Using a lot of energy
8 Determined and continuing for a long time

WATCH OUT!

An *attempt* is when you try to achieve a specific goal, e.g., *I made a few* ***half-hearted attempts***.

An *effort* can replace an *attempt* in many cases, especially when you are more positive about the outcome, e.g., ***a determined effort/attempt***.

More negative adjectives are used with *attempt*, but *effort* can collocate with both positive and negative adjectives.

Verbs + dependent prepositions

4 Read Active Vocabulary. Then complete the discussion forum with the correct prepositions.

ACTIVE VOCABULARY |
Verbs + dependent prepositions

Some verbs are usually followed by a specific preposition before the object of the verb, e.g., *He* ***apologised for*** *being late.*

Some verbs pair with different prepositions with a change in meaning, e.g., *You should start* ***cramming for*** *your exam.*

Trying to ***cram*** *too many different tasks* ***in/into*** *the same couple of hours is quite challenging.*

5 SPEAKING In pairs, talk about a new study habit presented in this lesson that you would like to implement. Say why.

Now go to Workbook page 36 for the next lesson.

☐ I can use verbs and dependent prepositions, collocations and idioms to talk about studying.

نسخة قيد الإعداد والتجهيز

LESSON 2A GRAMMAR

1 5.3 **Listen to Aisha, Muna and Rola talking about their experiences of exams. For each speaker, note down what exam or test they were taking, and what happened to them on the day.**

Modal and related verbs

2 5.4 THINK BACK **Choose the correct forms to complete the sentences from the recording. Then listen and check.**

1. I ***can't / mustn't*** say I enjoyed the exams though.
2. I probably ***must / ought to*** have put in a bit more effort.
3. I ***need to / can't*** do a lot of revision to get stuff to stick.
4. I ***had to get / must have got*** at least a six in order to study Psychology this year.
5. Oh dear, I can imagine what ***can't / must*** have happened.
6. I ***needn't have / shouldn't have*** bothered revising at all!
7. Surely, they ***have to / must*** give you a second chance when something like that happens?
8. It ***mustn't / can't*** have been that bad, you passed after all, didn't you?
9. I ***needn't / mustn't*** be impatient.
10. The driving examiner turned to me and said, 'You ***have to / may*** drive on now.'
11. I ***couldn't / didn't need to*** understand what he meant.
12. I ***must / should*** have been practising every day, but I hadn't taken the trumpet out of the box for weeks.

3 **Match sentences 1–12 from Exercise 2 with their functions a–g. Say if the sentences refer to the past or present. How is the form of the verbs different when we refer to the past?**

a ☐☐ ability **b** ☐☐ mild obligation
c ☐☐☐ strong obligation
d ☐ lack of obligation **e** ☐ permission
f ☐ prohibition **g** ☐☐ speculation

Grammar Reference > page 70

4 5.5 **Study *Watch Out!* Then think of two different possible meanings for sentences 1–3. Listen and check your ideas.**

1. He must be responsible.
2. He could have eaten it.
3. He won't tell anyone.

WATCH OUT!

Modal verbs are weak words in a sentence, so they are not emphasised. However, sometimes we can stress them to convey different meanings and so their functions change.

- If we stress the modal verb *may/might/could*, it expresses possibility, e.g., You ***may/might/could*** *have told me.* (*It was possible.*) Compare: If we stress the main verb, we can *use may/might/could* with a similar meaning to *should* to complain, e.g., *You might/could have* ***helped*** *me!* (*Why didn't you?*)
- If we stress the modal verb *must*, it will express speculation, e.g., *She* ***must*** *be home. I can hear somebody talking.* Compare: *He must* ***stay*** *home and do homework.* (obligation)
- If we stress the modal verb *won't*, it will express refusal, e.g., *She* ***won't*** *go to school. I can do nothing about it.* Compare: *He won't* ***do*** *it again. It was too stressful.* (prediction)

Grammar Reference > pages 70-71

5 Rewrite the underlined parts of the sentences with modal verbs and the correct forms of the verbs. There is one sentence where this is not possible. Say why.

1 I don't seem to be able to keep the information in my head.
2 I was required to pass it in order to study Psychology.
3 I was supposed to get up at about 7 a.m.
4 I was so tired I managed to sleep right through the alarm.
5 Were you allowed to take the test again?
6 I mean, surely I wasn't meant to overtake all the cars.

6 Complete the second sentence using the word in bold so that it means the same as the first one.

1 It wasn't necessary for you to make so much effort. **NEEDN'T**
You _____.
2 I can't find my key anywhere. Perhaps I left it at home? **MIGHT**
I can't find my key anywhere.
I _____.
3 He wasn't allowed to enter the building. **BANNED**
He _____.
4 You shouldn't have told him. **SUPPOSED**
You _____.
5 They made me attempt it, even though I knew it was futile. **FORCED**
They _____.
6 You weren't meant to see that! **SEEN**
You _____!

7 Complete the story with the correct forms of the verbs from the box.

be forced to couldn't can't have
might not manage to must be must have
need to not be allowed to shouldn't

A COOING DISTRACTION

This is the kind of story that you [1]_____ even believe really happened – but I promise it did! I was taking my final exams at school and we were all sitting in the big hall. It was really hot, so the teacher [2]_____ to open all the windows. Usually, the school kept them closed because they were very high up, which meant the teacher [3]_____ climb up a step ladder to open them.

Anyway, the exam started and I was just getting my head down when I heard a kind of rustling noise. To be honest, I thought it [4]_____ someone fiddling with the exam papers or looking for something in their bag, though we weren't actually allowed to bring in bags. I didn't give it too much thought until I heard another strange noise, a kind of cooing. I looked up and saw that a bird, a pigeon to be precise, was flying round the room. It [5]_____ come in through the open windows.

The teacher made a speech about how we [6]_____ let it deflect our attention from our exam, and that we [7]_____ talk or anything, and then he started going around, climbing on the step ladder and trying to shoo the pigeon out of one of the windows. But the pigeon just [8]_____ find its way out at all. It was getting more and more agitated, and making more and more noise. The teacher [9]_____ expected us to just ignore it all!

Eventually, she [10]_____ direct the pigeon towards an open window, and it flew off, no doubt very relieved to have escaped.

8 SPEAKING Tell your partner about an exam experience you had, either positive or negative. What did you learn from the experience? Use modal and related verbs.

Now go to Workbook page 38 for the next lesson.

☐ I can use modal and related verbs to complain or express possibility.

LESSON 3A READING AND VOCABULARY

1 What factors do you think contribute to sporting success? In pairs, choose three most important qualities from the box.

being a self-starter boundless energy
natural aptitude perseverance
raw talent rivalry self-conviction
stubborn streak tenacity
willingness to make sacrifices

2 Read the article about sports psychology on page 53. Complete the gaps, 1–4, in the text with paragraphs, A–E. There is one extra paragraph.

3 Complete the sentences with the highlighted collocations from the text, making any necessary changes.

1 Please wish me luck. I'm about to _____ an exciting new project!
2 Let's look back at the original plan. We mustn't _____ our main objectives.
3 The engineers are _____ each other and working together as a team.
4 All of their energy is being _____ helping their community.
5 Our hopes of having a family picnic are being _____ rainy weather.
6 The teacher praised everyone's artwork. Then he _____ his favourite painting.

4 SPEAKING In pairs, think about a time when your doubts or fears have got in the way of your success. What advice do you think a sports psychologist might give you?

A Sports psychology, in most major team sports, has been something of a game changer. The sports psychologist not only works with individual players, but with the team as a whole, and also liaises with the coaches. In professional football, tactical analysis of play has long-been used as part of any club's methodology. Teams rewatch past games to study the mechanics of each move and sequence. With the addition of sports psychology, they monitor the replays for the psychology behind certain actions, too.

B The tennis player talked about playing at her highest level, as well as how developing a pre-match routine proved to be a failsafe way of settling her nerves. She has managed to enhance her performance by learning how to block out distractions such as television cameras or the noise of the crowd. She also added that negative thought processes feature less in her life overall now.

C These examples demonstrate a dual aspect of the sports psychologist's contribution: a commitment to protect and improve the well-being of the client and, in turn, the greater probability of favourable outcomes in their chosen sport. It is a winning formula of care channelled into measurable results.

D So, what do sports psychologists actually do, and what qualifies them to do it? In terms of qualifications, degree courses in sports psychology are widely offered at universities around the world. Alternatively, those with an undergraduate degree in psychology may add to it by pursuing specialist postgraduate studies such as sports medicine or physiology.

E Sports psychologists use strategies that help players to focus on their aims. These may include goal-setting or visualisation, which are techniques that have been shown to improve concentration and performance. Professional sportspeople require extensive resilience, which sports psychologists help them to maintain, as well as strategies for being positive or remaining calm in difficult moments.

☐ I can identify specific details in an article and talk about success.

MIND AND BODY

5.7

Sports psychology examines the processes and effects of sport from a psychological perspective. Highly-skilled sports stars at the peak of fitness may be outstanding physically, but is this enough? Experts broadly agree that it is not.

It takes an exceptional individual to perform in any high-stakes tournament and to compete under enormous pressure and scrutiny, but that is what professional athletes do for a living. In spite of their dedication and skill, even the best of sportspeople can be plagued by doubts and fears. The need to be in the right mindset to perform, unhindered by nerves, has paved the way for a relatively new role in the sports sector, that of the sports psychologist. The field of sports psychology has grown rapidly in recent years and has become a mainstream element of professional sports. Now, when sports celebrities thank their manager, their coach, and their supporters, it is not unusual for them to single out their sports psychologist for special praise. It seems unthinkable that any serious player or team would be without one today.

1 ☐ The discipline typically combines research and theory with the applied practice of psychology in physical exercise and sports. Qualified sports psychologists help sportspeople to be mentally prepared for effective training and optimum performance, but let us look in more detail at how they do this.

2 ☐ They also teach coping skills for dealing with anxiety and intense career stress - for example, using muscle relaxation, breathing exercises and meditation. When players get injured, the sports psychologist supports them through their recovery with a customised programme for their physical pain management as well as their mental wellness. If a player's confidence becomes eroded by an injury they have sustained, the sports psychologist works closely with them, strategically building the player back up to a position of self-belief.

3 ☐ At Chelsea FC in London, they extensively reviewed players' moves to analyse whether they reflected psychological focus or confidence or motivation and, in this way, were able to identify patterns of play which led to success on the pitch. One professor of sport sciences, after observing more than 250 players, was able to conclude that play was more successful whenever players 'scanned', that is, quickly glanced around, before receiving a pass. The same psychology professor also studied 45 years' worth of penalty shoot-outs, measuring the winning games against the length of time a player took to take the penalty kick. The conclusion, in psychological terms, is that waiting too long causes overthinking, which often results in no score.

4 ☐ After all, when we feel our best, we are more likely to do our best. For this reason, even though most of us will not embark upon a career in professional sports, and may never experience the terrifying exhilaration of performing in front of millions of people, and being judged for it, we all stand to benefit from the overall process of sports psychology. In our daily lives, we would all benefit from paying closer attention to our goals and not losing sight of them; relaxing and sleeping well; celebrating important occasions; remaining calm in a crisis; thinking positively; praying and believing we can do our best.

LESSON 4A LISTENING AND VOCABULARY

1 **5.8 Listen to a radio phone-in where four people describe how they motivate themselves. Answer the questions.**

1 What are they trying to motivate themselves to do?
2 What method do they use to motivate themselves?

2 **5.9 Study Active Listening. Then listen to six word clusters and write down what you hear.**

ACTIVE LISTENING |
Recognising word clusters in fast speech

In more careful speech, we can identify specific rules for the way words run together e.g., elision, assimilation or intrusion. However, in faster speech, these rules may not apply, and the sounds in words are changed. This can make them difficult to recognise and understand.

3 **5.10 Listen to the word clusters in more context. Can you understand them better now? Say why.**

4 **5.8 Listen to the radio phone-in from Exercise 1 again. Match each speaker with the aspect of their personality which prevents them from making progress.**

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

a being easily distracted
b being disorganised
c having little self-belief
d being unable to maintain motivation
e being overambitious
f being overly self-critical

5 **Now match each speaker with the disadvantage of the method they use. There are two extra options.**

Speaker: 1 ☐ 2 ☐ 3 ☐ 4 ☐

a It requires a constant fresh supply.
b It wastes valuable time.
c It can be very expensive.
d The method is rather complicated.
e It can undo what you're trying to achieve.
f Choosing a suitable partner is vital.

6 **Complete the sentences from the recording with prepositions.**

1 After a few weeks, I run _____ _____ steam and stop.
2 Someone who would check _____ _____ me from time to time.
3 Someone to pat you _____ the back _____ your achievements.
4 I'm really _____ _____ going, it sounds great.
5 I'd love to go abroad _____ a change.
6 I know that there's a lot _____ stake.
7 _____ personal experience, I know that ...
8 I can sometimes lose faith _____ myself.
9 One of my favourite motivational quotes _____ far is ...
10 We have to be willing to step _____ _____ our comfort zone.

7 **Replace the underlined parts of the sentences with the prepositional phrases from Exercise 6. Make any necessary changes. Then ask and answer the questions.**

1 Why do you think people are often reluctant to do something different?
2 If you were trying to learn a new skill, but losing motivation, what could you do to get the motivation back?
3 Who is the first person you would tell about an achievement, so they could congratulate you on it?
4 What would you be interested in doing: learning to drive or learning to ski? Say why.

8 **SPEAKING Do you agree with the final speaker? Why/Why not?**

Now go to Workbook page 40 for the next lesson.

☐ I can recognise word clusters in fast speech and talk about motivation.

نسخة قيد الإعداد والتطوير

1 Read some real questions asked at job interviews. In pairs or small groups, discuss what you would say if you were asked these questions.

1 If you were a tree, what kind of tree would you be, and why?
2 You've been given an elephant. You can't give it away or sell it. What would you do with it?
3 If you had a choice between two superpowers, being invisible or flying, which would you choose, and why?

2 In pairs, discuss the questions.

1 Why do you think companies might ask the kinds of questions in Exercise 1?
2 What different things might you be interviewed for in the future?

3 Look at some more typical job interview questions and decide on what would be a good answer to each one. What should you not say?

1 What work experience do you have? What did you learn from it?
2 What's your biggest achievement so far?
3 Where do you see yourself in five years' time?

4 *5.13* Listen to two interviews and answer the questions.

1 How well does each interviewee do in your opinion? Say why.
2 What does each interviewee do when they are given a difficult question?

5 *5.13* Study the Speaking box. Then listen to the interviews again and tick the phrases that you hear.

SPEAKING | Buying time

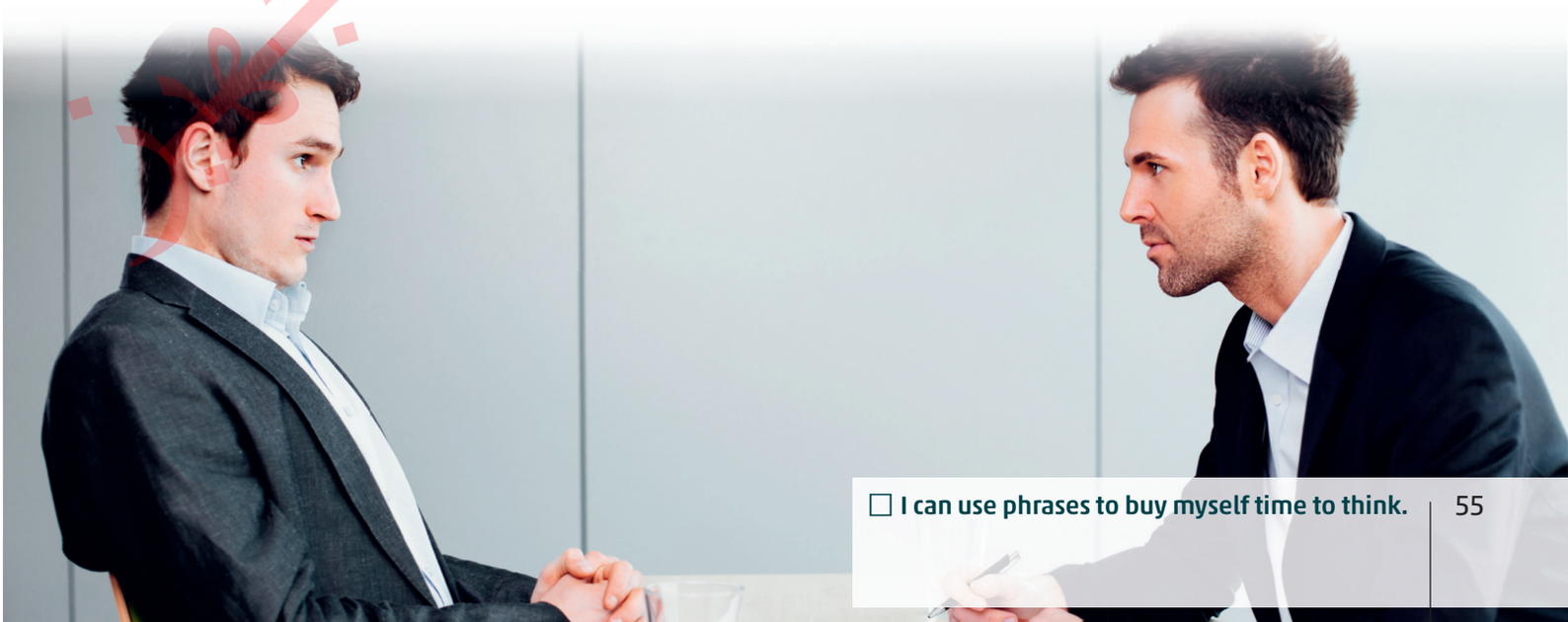
In any interview situation you may be asked a tricky question and find that you just can't think of what to say. You can use these phrases to buy yourself time to think.

- ☐ I'm sorry, I'm really nervous and my mind has gone blank. Let me think about it for a minute.
- ☐ I'm not certain I follow you. Could you explain a bit more about what you mean?
- ☐ Well, I'm glad you asked that question ...
- ☐ So, let me see ...
- ☐ That's quite a tough question. Let me have a minute to think about it.
- ☐ Well, to be honest, that requires a bit of thought ...
- ☐ Actually, I don't really have strong feelings either way ...
- ☐ Could you just explain what you mean by ...?
- ☐ Wow, that really needs a moment's thought ...
- ☐ I suppose it depends on what you mean by ...

6 *5.14* PRONUNCIATION Listen to three of the phrases from the Speaking box. What function does the first word have in each case?

7 *5.14* PRONUNCIATION Listen again and repeat.

8 Work in pairs. Imagine you are being interviewed for a place on a sports team. In turns, interview each other using the questions on page 73 (Student A) and 74 (Student B). If you can't answer a question immediately, use the phrases from the Speaking box to buy yourself time.



☐ I can use phrases to buy myself time to think.

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

1 Look at the Writing task. Do the notes agree with the topic of the panel discussion?

Your class has attended a panel discussion on the topic *Memorisation of facts and figures is useless for our generation*. You have made the notes below:

- Memorisation is a necessary first step in learning. For example, learning letters and sounds in order to read.
- If we don't spend too much time memorising facts, that frees up our time and brain power to do more challenging things.
- If we are too reliant on technology to remember things for us, we may lose our ability to memorise.

Write an essay for your tutor discussing two of the ideas in your notes. Explain which idea is most important and provide reasons to support your opinion.

2 Read the essay written for the task in Exercise 1 on page 57. Answer the questions.

1. Which two ideas did the student choose to discuss from the question?
2. Which idea did the student consider most important? What reasons did they give?
3. What is the topic of each paragraph?

WATCH OUT!

Participle clauses are an alternative way of explaining the reason for / result of something, e.g.,

As he cannot use a calculator, he will have to work out the sum in his head.

Not being able to use a calculator, he will have to work out the sum in his head.

Many people automatically use calculators these days, which has resulted in an inability to do mental arithmetic.

Many people automatically use calculators these days, resulting in an inability to do mental arithmetic.

3 Study *Watch Out!* Then replace the underlined parts of the sentences with participle clauses.

1. Due to the fact that I memorised certain poems at school, I can still recite them.
2. Because I did a lot of revision, I passed the test easily.
3. I missed a lot of training sessions, which left me struggling during the match.
4. Because they know critical thinking is important, teachers try to include it in lessons.
5. I got up late, which meant that I missed my bus to training.
6. As I am not very good at cricket, I need to practise more.

4 In pairs, read the essay question. Which of these methods do you think is most effective and why? Do you agree with the opinions expressed?

Your class has listened to a radio discussion about different ways to learn a language. You have made the notes below.

Ways of learning a language:

- with a self-study app,
- with a teacher,
- living in the country where the language is spoken.

Some opinions expressed in the programme:

- 'A teacher isn't always available in the way that an app is.'
- 'Having lived abroad, I think it's much easier to learn the language because you're surrounded by it all the time.'
- 'A teacher can explain things so you really understand.'

5 WRITING TASK Write an essay discussing two of the ways of learning a language in the notes in Exercise 4. You should explain which way is the best and provide reasons to support your opinion.

Use the Graphic Organiser to help you plan your writing.

نسخة قيد الإعداد والتجهيز

Memorisation of facts and figures is useless for our generation.

Being able to look up facts and figures instantly online, it is debatable whether it is still necessary for students to learn information by heart. However, I believe that there are substantial benefits to memorising key facts.

Those who would agree that memorisation is now an outmoded skill would contend that the time teachers spend drumming information into their students could be better employed in teaching them how to think. It is certainly a practical approach as this way students learn how to interpret and apply the knowledge. This critical thinking skill comes in handy when looking for a job as it is now highly valued by employers, leading to an overall greater emphasis on such skills within the field of education.

On the other hand, having spent a great deal of time learning my times tables as a child, I am now able to easily do simple sums in my head, and I greatly value that ability. Naturally, we all have access to a calculator on our phones these days, but do we really want to be so utterly dependent on technology? We should be able to do basic maths unaided, and we ought to have at least a rudimentary knowledge of world history and science. There is also an argument that we need to continue to use our capacity to memorise or it is likely to atrophy. The brain is quick to adapt to the new normal, and discard any skills it perceives as unnecessary.

In conclusion, while it is of course important to leave room in the curriculum for developing creativity and thinking skills, it is ultimately vital that we continue to memorise. I would therefore argue that we need to retain both our ability to do so, and our ability to function without being reliant on technology.

☐ I can write an essay considering other people's points of view.

CULTURE SPOT The British and the seaside

Today, I'm sharing some really interesting information about the traditional British seaside holiday. Everyone I know has deeply embedded memories about going to the seaside as a child, building sandcastles with buckets and spades under (as we probably mistakenly recall) cloudless skies. I'd never really thought about it as a very British tradition before, but apparently it's quintessentially British! So, check this out!

Royal connections

The transformation of seaside towns into resorts started in 1789 when King George III was advised to spend time close to the sea for his health. The sea air, sea bathing and even drinking seawater were considered beneficial for your health and the king took his royal family to Weymouth, a seaside town on the south coast. The advice benefitted both the king and the town of Weymouth, which became the king's favourite holiday destination, one to which he regularly returned until 1805. Following the king's lead, holidaying at the seaside became extremely fashionable for those in high society and resorts sprang up all round the coast. George IV, his son, was also advised to take the sea air for medical reasons. He favoured Brighton as it was closer to the capital than Weymouth, and this resulted in the rapid growth and popularity of the resort and its nickname of 'London by the sea'. This king's legacy was the construction of the Brighton Pavilion, an innovative and elegant building, incorporating both architectural and interior decorative features from all round the world. The seaside became a playground for the rich, the artistic and the frivolous!

The heyday

The heyday of the seaside resorts in the UK came in the late 1940s, in the post-war years. More people could afford to travel greater distances to stay in the resorts of their choice. By now, many seaside traditions were well-established, and these annual breaks were the time for the traditionally straitlaced Brits to let their hair down and exhibit another side to their character! The seaside brought the opportunity to indulge in food, enjoy the sunshine, and have a lot of fun! The children were treated to sugary candyfloss, rock and ice creams and the parents bought postcards. Many stereotypical images of the British on the beach date from this time: men with socks and sandals and knotted handkerchiefs on their heads; pink-skinned sunbathers whose fair skin couldn't take the sunshine; the stoicism of those determined to enjoy a beach holiday at all costs, in spite of the rain, wind and cold!

Decline and rejuvenation

The British love affair with the seaside came to a sudden end in the late 20th century when cheap flights made it more affordable to visit other countries, where the weather was better and more reliable. Package holidays meant that a family could buy flights and accommodation abroad for the same price as a week at the British seaside, if not less. Seaside hotels closed, piers deteriorated and the end-of-pier entertainers looked for work elsewhere. However, today, after decades of globetrotting, the popularity of the 'staycation', whether for economic reasons or through choice, is growing again. Many British seaside resorts are reinventing themselves and attracting large numbers of foreign tourists, hoping to sample some aspects of the British seaside culture too.

GLOSSARY

frivolous – behaving in a silly way rather than doing serious or sensible things
heyday – the time when something was most popular, successful, or powerful

1 Read the blog and decide if statements 1–5 are true (T) or false (F), or if the information is not given (NG).

1 ☐ The first UK seaside town to become a resort was Weymouth.
2 ☐ Recently, members of the royal family have preferred east coast seaside destinations.
3 ☐ British men used to protect their heads with unusual coverings.
4 ☐ In the 19th century, people were concerned about sunburn.
5 ☐ Package holidays are the most popular type of holiday for foreign visitors.

2 Match the highlighted words from the text with their definitions.

1 A holiday spent in your own country
2 When something is given a new life
3 Travelling around the world
4 Very typically
5 Strict manners
6 Got in a bad condition
7 Relax and enjoy
8 Good for you

3 *CS1.1* Listen to a podcast about the British seaside and answer the questions.

1 Who might find this programme useful?
2 What personal examples does Chloe give when talking about the different traditions?

4 *CS1.1* Listen again and complete the fact files with 1–3 words in each gap.

Pleasure piers

The first ones were built in the [1]_____ century.
The purpose was to transfer people from the [2]_____ to the shore.
The longest is Southend-On-Sea at [3]_____ km.
The oldest is at Ryde on the Isle of Wight, over [4]_____ years old.

Deckchairs

Invented in [5]_____ by John Moore.
First used by passengers on the decks of [6]_____.
Traditional colour of beach deckchairs was [7]_____ and white stripes.

Seaside rock

Very hard and very sweet.
First sold in [8]_____ in 1887.
Skill can take [9]_____ years to perfect.

Fish and chips

The first fish and chip shop in the UK opened in [10]_____.
Fish and chips were traditionally wrapped in [11]_____.
Packaging had to change due to [12]_____ regulations.

نسخة قيد الإعداد والتجهيز

LITERATURE SPOT

Black Beauty

1 Write the highlighted words from the extract on page 61 next to the definitions.

1. [of a horse] make a loud noise
2. a small carriage with two wheels pulled by one horse
3. [of a horse] run quickly
4. a small river
5. a temporary place to stay
6. [of a field] dug and turned over to prepare for planting seeds
7. a horse which is typically no older than four years old
8. [of a horse] made a soft noise

2 Read the extract from Black Beauty on page 61. Decide in which section A–D you can find the following information. You may need to choose a section more than once.

1. Black Beauty's diet when he was very small
2. A type of plant which grows in the pond where Black Beauty lives
3. Black Beauty's father's reputation
4. Where the horses stayed during winter
5. What Black Beauty was called by the master
6. How Black Beauty's mother expected him to walk
7. Black Beauty's view of his mother
8. How Black Beauty's mother felt about her master

3 SPEAKING In pairs, answer the questions.

1. What is your reaction to this extract? Say why.
2. What themes do you think are being introduced in this extract? Say why.
3. What do you think might happen later in the story?

4 LS1.1 Listen to an extract from a lecture on Anna Sewell, the author of *Black Beauty*. Write the correct numbers or dates next to the information.

1. Number of stories and poems that were published by Anna Sewell's mother _____
2. Anna Sewell's age when she was seriously injured _____
3. The year when *Black Beauty* was published _____
4. Anna Sewell's age when she died _____
5. The year when Black Beauty was published in the US _____
6. The amount in British pounds that Anna Sewell was paid for her novel _____

5 LS1.1 Listen again and complete each note with two words from the lecture.

1. Anna Sewell was raised in a family which frequently experienced _____.
2. In her early teens, a serious accident left Anna Sewell unable to _____.
3. Following the publication of *Black Beauty*, the cruel 'bearing rein' became unfashionable and _____ started to be used in its place.
4. Throughout the story, *Black Beauty's* owners treat him with kindness and empathy, or cruelty. This demonstrates another of the book's themes: _____.
5. Due to Sewell's illness, much of the writing for her novel was done by dictating the story to _____.
6. In the US, *Black Beauty* was well-received and was instrumental in improving _____ regarding animal rights.
7. As well as a museum in the house where she was born, Anna Sewell is remembered in both the UK and the US with _____ which celebrate her life and influence.

6 WRITING TASK Write about a typical day in the life of an animal from the point of view of the animal. Include information about their family, their relationship with humans and what could change to make their life better or worse.

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BLACK BEAUTY

by Anna Sewell

A The first place that I can well remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side, we looked into a ploughed field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running brook overhung by a steep bank.

B While I was young, I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove. As soon as I was old enough to eat grass my mother used to go out to work in the daytime and come back in the evening. There were six young colts in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to gallop all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

C One day, when there was a good deal of kicking, my mother whinnied to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

D Our master was a good, kind man. He gave us good food, good lodging, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate she would neigh with joy and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little Darkie?" I was a dull black, so he called me Darkie; then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favourites. My mother always took him to the town on a market day in a light gig.

CULTURAL GLOSSARY

cart-horse – a working horse used to carry heavy loads

Newmarket – a town in the east of England close to Cambridge. It has held famous horse-racing events for over 400 years.

Duchess – typically the title of a female who has a high social rank in society. Although this is not true of Black Beauty's mother, the fact that she has been given that name hints at the respect and value she is given by her owners.

Unit 1

LESSON 1 VOCABULARY AND SPEAKING
WL1.1

absent-minded (adj) /ˌabsənt'maɪndɪd/
assertive (adj) /ə'sɜːtɪv/
assertiveness (n) /ə'sɜːtɪvnəs/
be in line with (something) /bi ɪn 'laɪn wɪð (ˌsʌmθɪŋ)/
be into (something) (phr v) /bi 'ɪntə (ˌsʌmθɪŋ)/
be wild about (something) /bi waɪld ˌəbaʊt (ˌsʌmθɪŋ)/
capable (adj) /'keɪpəbəl/
click with (somebody) /'klɪk wɪð (ˌsʌmbɒdi)/
compassionate (adj) /kəm'paʃənət/
dedicated (adj) /'dedɪkeɪtɪd/
defensive (adj) /dɪ'fensɪv/
discreet (adj) /dɪ'skriːt/
discretion (n) /dɪ'skreʃən/
enthusiastic (adj) /ɪnˌθjuːzi'æstɪk/
forward-looking (adj) /ˌfɔːwəd 'lʊkɪŋ/
get a kick out of (something) /get ə 'kɪk aʊt əv (ˌsʌmθɪŋ)/
highly strung (adj) /ˌhaɪli 'strʌŋ/
high-spirited (adj) /ˌhaɪ 'spɪrɪtɪd/
humble (adj) /'hʌmbəl/
inclusive (adj) /ɪn'kluːsɪv/
inclusiveness (n) /ɪn'kluːsɪvnəs/
inclusivity (n) /ˌɪnkluː'sɪvəti/
kind-hearted (adj) /ˌkaɪnd 'hɑːtɪd/
laid-back (adj) /ˌleɪd 'bak/
like-minded (adj) /ˌlaɪk 'maɪndɪd/
merciful (adj) /'mɜːsɪfəl/
mercy (n) /'mɜːsi/
narrow-minded (adj) /ˌnarəʊ 'maɪndɪd/
passionate about (something) (adj) /'paʃənət əˌbaʊt (ˌsʌmθɪŋ)/
plump for (v) /'plʌmp fə/
resilient (adj) /rɪ'zɪliənt/
say a lot about (somebody) /ˌseɪ ə 'lɒt əˌbaʊt (ˌsʌmbɒdi)/
self-aware (adj) /ˌself ə'weə/
set great store by (something) /ˌset ˌgreɪt 'stɔː baɪ (ˌsʌmθɪŋ)/
sincere (adj) /sɪn'sɪə/
sincerity (n) /sɪn'serəti/
strong-willed (adj) /ˌstrɒŋ 'wɪld/
thin-skinned (adj) /ˌθɪn 'skɪnd/
tight-fisted (adj) /ˌtaɪt 'fɪstɪd/
tough (adj) /tʌf/
trustworthy (adj) /'trʌstˌwɜːði/
underconfident (adj) /ˌʌndə'kɒnfɪdənt/
what makes us tick /ˌwɒt ˌmeɪks əs 'tɪk/

LESSON 2 SPEAKING AND VOCABULARY
WL1.2

cold fish (n) /ˌkəʊld 'fɪʃ/
dark horse (n) /ˌdɑːk 'hɔːs/
go-getter (n) /ˌgəʊ 'getə/
keep yourself to yourself /kiːp jɔː'self tuː jɔː'self/
mover and shaker (n) /'muːvər ənd ʃeɪkə/
smart alec (n) /ˌsmɑːt 'ələk/
smart cookie (n) /ˌsmɑːt 'kʊki/
social butterfly /'səʊʃᵊl 'bʌtəflaɪ/
soft touch (n) /ˌsɒft 'tʌtʃ/

LESSON 3 LISTENING AND VOCABULARY
WL1.3

destiny (n) /'destəni/
disposition (n) /ˌdɪspə'zɪʃən/
hereditary (adj) /hə'redətəri/
imply (v) /ɪm'plaɪ/
moulded (adj) /'məʊldɪd/
nurture (n) /'nɜːtʃə/
offspring (n) /'ɒfˌsprɪŋ/
oversimplification (n) /ˌəʊvəsɪmplɪfɪ'keɪʃən/
proponent (n) /prə'pəʊnənt/
trait (n) /treɪt/
vulnerability (n) /ˌvʌlnərə'bɪləti/

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Unit 2

LESSON 1 VOCABULARY AND SPEAKING
WL2.1

backpedal (v) /ˌbækˌpedl/

be plain sailing /bi ˌpleɪn 'seɪlɪŋ/

drive (somebody) up the wall /ˌdraɪv (ˌsʌmbɒdi) ʌp də 'wɔːl/

driving force behind (something) /'draɪvɪŋ fɔːs bɪˌhaɪnd (ˌsʌmθɪŋ)/

go downhill /gəʊ ˌdaʊn'hɪl/

hobble (v) /'hɒbəl/

in the same boat /ɪn ðə ˌseɪm 'bəʊt/

lurch (v) /lɜːtʃ/

shuffle (v) /'ʃʌfəl/

stagger (v) /'stagə/

steer clear of (something) /ˌstɪə 'klɪər əv (ˌsʌmθɪŋ)/

stride (v) /straɪd/

stumble (v) /'stʌmbəl

surge (v) /sɜːdʒ/

take (somebody) for a ride /'teɪk (ˌsʌmbɒdi) fər ə 'raɪd/

wobble (v) /'wɒbəl/

LESSON 2 READING AND VOCABULARY
WL2.2

alight (v) /ə'laɪt/

bolt (v) /bəʊlt/

catch (somebody's) eye /kætʃ ('sʌmbədiz) aɪ/

collide (v) /kə'laɪd/

drag (v) /dræg/

fall into step beside/with (somebody) (phr v) /fɔːl 'ɪntuː stɛp bɪ'saɪd/wɪð ('sʌmbədi)/

forge (v) /fɔːdʒ/

give (somebody) licence /gɪv (sʌmbədi) 'laɪsᵊns/

glance (v) /glɑːns/

grasp (v) /grɑːsp/

handful (n) /'hændfʊl /

sweep along (phr v) /swiːp ə'lɒŋ/

thunder (v) /'θʌndə/

umpteen (n) /ˌʌmp'tiːn/

LESSON 4 LISTENING AND VOCABULARY
WL2.3

brag about (something) (v) /'brag əˌbaʊt (ˌsʌmθɪŋ)/

knock-on effect /'nɒkɒn ɪˌfekt/

leave your mark /ˌliːv jə 'mɑːk/

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Unit 3

LESSON 1 VOCABULARY AND SPEAKING
WL3.1

bargain basement (n) /ˌbɑːgən ˈbeɪsmənt/
bespoke (adj) /bɪˈspəʊk/
break into (phr v) /ˌbreɪk ˈɪntuː/
bricks-and-mortar (shop) /ˌbrɪks ən ˈmɔːtə (/ʃɒp)/
build up (phr v) /ˌbɪld ˈʌp/
cost-effective (adj) /ˌkɒst ɪˈfektɪv/
knock (something) off (phr v) /ˌnɒk ˌ(sʌmθɪŋ) ˈɒf/
launch a business /ˌlɔːntʃ ə ˈbɪznəs/
pass up (phr v) /ˌpɑːs ˈʌp/
price tag (n) /ˈpraɪs ˌtæg/
set up (phr v) /ˌset ˈʌp/
sign up (phr v) /ˌsaɪn ˈʌp/
spring up (phr v) /ˌsprɪŋ ˈʌp/
turnover (n) /ˈtɜːnˌəʊvə/
USP (unique selling point) /juː es ˈpiː (juːˈniːk ˌselɪŋ ˌpɔɪnt)/
win over (phr v) /ˌwɪn ˈəʊvə/

LESSON 2 LISTENING AND VOCABULARY
WL3.2

cajole (v) /kəˈdʒəʊl/
coax (v) /kəʊks/
coerce (v) /kəʊˈɜːs/
convince (v) /kənˈvɪns/
crafty (adj) /ˈkrɑːfti/
credulous (adj) /ˈkredjələs/
cunning (adj) /ˈkʌnɪŋ/
devious (adj) /ˈdiːviəs/
encourage (v) /ɪnˈkʌrɪdʒ/
entice (v) /ɪnˈtaɪs/
gullible (adj) /ˈgʌləbəl/
incite (v) /ɪnˈsaɪt/
ingenious (adj) /ɪnˈdʒiːniəs/
naive (adj) /naɪˈiːv/
shrewd (adj) /ʃruːd/
sway (v) /sweɪ/
trusting (adj) /ˈtrʌstɪŋ/
unsuspecting (adj) /ˌʌnsəˈspektɪŋ/
urge (v) /ɜːdʒ/

LESSON 4 READING AND VOCABULARY
WL3.3

bear in mind /ˌbeər ɪn ˈmaɪnd/
cancel out (phr v) /ˌkænsəl ˈaʊt/
detrimental (adj) /ˌdetrəˈmentl/
dispassionate (adj) /dɪsˈpæʃənət/
impartial (adj) /ɪmˈpɑːʃəl/
negate (v) /nɪˈgeɪt/
notion (n) /ˈnəʊʃən/
persevere (v) /ˌpɜːsəˈvɪə/
pitfall (n) /ˈpɪtfɔːl/
plough on (phr v) /ˌplaʊ ˈɒn/
propensity (n) /prəˈpensəti/
snare (n) /sneə/

LESSON 6 WRITING AND VOCABULARY
WL3.4

buy in bulk /ˌbaɪ ɪn ˈbʌlk/
display wares /dɪˌspleɪ ˈweəz/
go on a shopping spree /ˌgəʊ ɒn ə ˈʃɒpɪŋ ˌspriː/
mooch around the shops /ˈmuːtʃ əˌraʊnd ðə ʃɒps/
run errands /ˌrʌn ˈerəndz/
shop around for the best deal /ʃɒp əˈraʊnd fə ðə ˌbest ˈdiːl/
stock up on essentials /ˌstɒk ˈʌp ɒn ɪˌsentʃəlz/

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Unit 4

LESSON 1 VOCABULARY AND SPEAKING
WL4.1

chewy (adj) /ˈtʃuːi/

fluffy (adj) /ˈflʌfi/

gooey (adj) /ˈguːi/

greasy (adj) /ˈgriːsi/

gristly (adj) /ˈgrɪsli/

mouldy (adj) /ˈməʊldi/

scalding (adj) /ˈskɔːldɪŋ/

soggy (adj) /ˈsɒgi/

stodgy (adj) /ˈstɒdʒi/

tempting (adj) /ˈtemptɪŋ/

tender (adj) /ˈtendə/

velvety (adj) /ˈvelvəti/

LESSON 2 READING AND VOCABULARY
WL4.2

bombard (v) /bɒmˈbɑːd/

comfort eating /ˈkʌmfət ˌiːtɪŋ/

devour (v) /dɪˈvaʊə/

let your dinner go down /ˌlet jə ˈdɪnə ˌgəʊ ˈdaʊn/

rumble (v) ˈrʌmbəl/

rustle up (something) (phr v) /ˌrʌsəl ˈʌp (ˌsʌmθɪŋ)/

sneak /ˈsniːk/

trawl (through) (v) /ˌtrɔːl (ˈθruː)/

trigger (v) /ˈtrɪgə/

waft (v) /wɑːft/

waver (v) /ˈweɪvə/

LESSON 5 LISTENING AND VOCABULARY
WL4.3

become a thing of the past /bɪˌkʌm ə ˌθɪŋ əv ðə ˈpɑːst/

bring (something) home to (somebody) /ˌbrɪŋ (ˌsʌmθɪŋ) ˈhəʊm tə (ˌsʌmbɒdi)/

haul (somebody) over the coals /ˈhɔːl (ˌsʌmbɒdi) ˌəʊvə ðə ˈkəʊlz/

mind your manners /ˌmaɪnd jə ˈmænəz/

slurp your drink /ˌslɜːp jə ˈdrɪŋk/

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Unit 5

LESSON 1 VOCABULARY AND SPEAKING
WL5.1

breeze through (something) (phr v) /ˌbriːz ˈθruː ˌ(sʌmθɪŋ)/

drum (something) into (somebody) (phr v) /ˌdrʌm ˌ(sʌmθɪŋ) ˈɪntə ˌ(sʌmbɒdi)/

frantic (adj) /ˈfræntɪk/

futile (adj) /ˈfjuːtaɪl/

get the hang of (something) /ˌget ðə ˈhæŋ əv ˌ(sʌmθɪŋ)/

get your head down /ˌget jə ˈhed ˌdaʊn/

go blank /ˌgəʊ ˈblæŋk/

half-hearted (adj) /ˌhɑːf ˈhɑːtɪd/

keep (somebody) on track /ˌkiːp (ˌsʌmbɒdi) ɒn ˈtræk/

last-ditch (adj) /ˌlɑːstˈdɪtʃ/

misguided (adj) /mɪsˈgaɪdɪd/

run on empty /ˌrʌn ɒn ˈempti/

strenuous (adj) /ˈstrenjuəs/

sustained (adj) /səˈsteɪnd/

valiant (adj) /ˈvæliənt/

LESSON 3 READING AND VOCABULARY
WL5.2

boundless energy /ˈbaʊndləs ˈɛnədʒi/

channel into /ˈtʃænəl ˈɪntuː/

embark upon /ɪmˈbɑːk əˈpɒn/

liaise with /liˈeɪz wɪð/

lose sight of /luːz saɪt əv/

natural aptitude for (something) /ˈnætʃrəl ˈæptɪtjuːd fə ˌ(sʌmθɪŋ)/

perseverance (n) /ˌpɜːsɪˈvɪərəns/

plagued by /pleɪgd baɪ/

raw talent /rɔː ˈtælənt/

rivalry (n) /ˈraɪvəlri/

scrutiny (n) /ˈskruːtɪni/

self-conviction (n) /sɛlf kənˈvɪkʃən/

self-starter (n) /ˌsɛlf ˈstɑːtə/

single out (phr v) /ˈsɪŋgl aʊt/

stubborn streak /ˈstʌbən striːk/

tenacity (n) /teˈnæsɪti/

willingness to make sacrifices /ˈwɪlɪŋnəs tə meɪk ˈsækrɪfaɪsɪz/

نسخة قيد الإعداد والتجهيز

Unit 1, Lesson 4A Continuous and perfect tenses

Continuous tenses

We use the **Present Continuous** to talk about:

- actions in progress at the time of speaking: *Ali **is having** a shower right now.*
- temporary situations in progress now: *I'**m playing** a lot of football.*
- changes and developments: *We're **becoming** tired of the boy's lies.*

We also use the Present Continuous with *always* or *continually* when something unexpected happens very often. This sometimes, but not always, indicates annoyance: *She's always disturbing me when I'm on the phone.*

We use the **Past Continuous** to talk about:

- actions or activities in progress at a specific time in the past: *This time last year I **was painting** my bedroom.*
- longer actions interrupted by a shorter past action: *She **was doing** an online personality quiz when her boss walked into the room.*

We use the **Future Continuous**:

- to predict something in progress at a point in the future: *Six months from now we'**ll be studying** in different cities.*
- to talk about something that is expected to happen: *You'**ll** all **be coming** back here in one year's time.*
- to ask politely about someone's plans: ***Will** you **be coming** to the meeting after the show?*

Perfect tenses

We use the **Present Perfect Simple** to talk about:

- completed past actions that happened at an unspecified time: *I'**ve visited** many European cities in my life.*
- recent actions with a present relevance/ result: *We'**ve** recently **discovered** a fabulous new restaurant. Let's go there tomorrow.*
- states or actions that began in the past and continue up to now: *She'**s been** a translator for a few years.*
- recent actions where we focus on the result, not the activity: *Adnan'**s published** a book about horses.*

We use the **Past Perfect Simple** to describe:

- actions or states that happened before a specific past time: *It was strange because she'**d bought** lots of apples the night before and when she entered the kitchen there was only one.*
- a clear sequence of events. We use the Past Perfect for the earlier action: *As soon as I'**d heard** the news, I went round to their house.*

We use the **Future Perfect Simple** to talk about an action that will be completed before a particular time in the future: *Next time I see you, you **will have** completely **changed** your eating habits!*

We use the **Present Perfect Continuous** to focus on the continuity of:

- actions that began in the past and continue to the present: *They'**ve been running** for more than an hour.*
- recent actions where we focus on the activity, not the result: *I'**ve been sending off** job applications.*

We use the **Past Perfect Continuous** to talk about continuous actions or situations which happened before a specific time in the past: *I **had been keeping** quiet about my running, and then I won the race.*

We use the **Future Perfect Continuous** to talk about something continuing up to a certain point in the future: *By the end of this month we'**ll have been writing** this book for two years.*

Mind the trap!

Will can be used like *must* to make deductions.

A: *Why isn't she back yet?*

B: *Don't worry. She'**ll have been working** late.*
*She'**ll have got** stuck in traffic.*
*She'**ll be sitting** in a traffic jam.*

نسخة قيد الإعداد والتحكيم

Unit 2, Lesson 3A Inversion and cleft sentences

We use **inversion** and **cleft sentences** for emphasis.

Inversion

In statements, the subject normally comes before the verb. Sometimes, after certain words or expressions, this word order is reversed and this is called inversion. We add the auxiliary *do* with simple tenses such as Present Simple and Past Simple. Inversion is used for dramatic emphasis and is most common in formal English.

No sooner *had I written the essay* ***than*** *I had to start preparing for the final exam.*

Not until *I knew all the details of the conference, did I organise my business trip to Abu Dhabi.*

Only when *I noticed the price did I regret my decision.*

Cleft sentences

We can emphasise certain information in sentences to make it sound more memorable/ dramatic (or to contrast it with a previous statement) by adding certain structures. These include ***what*** + ***be*** and ***it*** + ***be***.

What + ***be*** can emphasise both subjects and objects (but not if they are people).

Being away from home annoys me when I'm travelling. (being away from home = subject)

What *annoys me about travelling is being away from home.*

I didn't enjoy the journey on the crowded train. (the journey on the crowded train = object)

What *I didn't enjoy yesterday* ***was*** *the journey on the crowded train.*

I saw Ali at the station. NOT ~~*What/Who I saw was Ali at the station.*~~

What + ***be*** can also emphasise verbs by adding the auxiliary *do*.

People began to scream.

What *people* ***did*** *was (to)* ***begin*** *to scream.*

Inversion and cleft sentences should not be overused as they can make a text sound unnatural.

Unit 3, Lesson 5A The Passive

Present Simple	*The power* ***is provided*** *by hydrogen fuel-cells.* *Behavioural Economics* ***is used*** *for making good decisions in all areas of life.*
Present Continuous	*The documents* ***are being prepared*** *for you.* *A new role* ***is being created*** *in my department.*
Past Simple	*The first fully electric vehicle* ***was developed*** *in 2013.* *The participants* ***were shown*** *photos of themselves.*
Past Continuous	*Too much water* ***was being wasted****.* *The goods* ***were being flown in*** *from the other side of the world.*
Present Perfect	*All of your suggestions* ***have been taken*** *into account.* *My brother* ***has*** *just* ***been awarded*** *a promotion.*
Past Perfect	*Rescuers set up tents for people whose homes* ***had been washed away*** *in floods.* *A bigger pay rise* ***had been promised*** *to Saeed.*
Modal verbs	*The energy* ***can*** *only* ***be stored*** *for a short time.* *The skills that* ***can be developed*** *from studying economics* ***may be transferred*** *to numerous industries.*
will	*The job* ***will*** *probably* ***be given*** *to Adnan.* *How much* ***will I be charged*** *for the service?*
going to	*They* ***are going to be given*** *wonderful presents.* *The customers* ***are going to be served*** *the chef's finest dishes.*
The Passive infinitive	*A difficult decision* ***had to be made****.* *Issa is expecting* ***to be given*** *a pay rise.*
The Passive gerund	*The crisis will result in more and more shops* ***being closed down****.* *I'd appreciate the concept* ***being explained*** *once again.*

We use the Passive when:

- we emphasise the action more than the agent: *Florida **was destroyed.*** (We're only concerned with what happened to Florida, not the cause.)
  *Florida was destroyed **by** Hurricane Irma.* (We use ***by*** when we mention the agent in Passive sentences: when the action is old information and the agent is new information.)
  *Hurricane Irma **destroyed** Florida.* (In the active sentence, we're focusing on the agent, on what Hurricane Irma did.)
- the agent is unknown or unimportant: *A fully electric vehicle **was developed.*** (We don't know or don't care who developed it, the important thing is the fact that it happened.)
- the agent is 'people in general': *Much less energy **was consumed.*** (Logically, it was everyone or people in general who consumed the energy.)
- the agent is so obvious we don't need to express it: *Aviation fuel **is taxed.*** (Logically we can deduct that the agent must be the government.)
- we don't want to start the sentence with a long complex subject: *The amount of CO_2 in the atmosphere **was** further **reduced by** storing the gas in carbon 'sinks' in abandoned mines deep underground*. (The agent, underlined here, would be a very long and clumsy subject to begin a sentence with.)
- when we want to be tactful and not mention the agent: *All the biscuits **have been eaten**.* (instead of: *You've eaten all the biscuits!*)

In spoken English, the Passive form is often replaced with an active form with the verb *get*.

*The car **got repaired** by the side of the road.*

*I **got hit** by a bicycle while crossing the road.*

*His leg **got broken** when he was skiing.*

Unit 4, Lesson 3A Conditionals

Basic types of conditionals

Zero Conditional describes situations which are always true.

*If I **eat** organic vegetables, I **feel** better.*

*If there **is** too much rain, the crops **are** destroyed.*

First Conditional describes a possible situation in the future.

*If the virus **spreads**, it **will expose** the population to another deadly disease.*

Second Conditional describes an unlikely or imaginary situation in the present or future.

*I **would** exercise more if I **had** more time.*

Third Conditional describes an imaginary situation in the past (something that had a chance of happening, but didn't).

*If there **had been** more information, people **would have started** eating organic foods a long time ago.*

Variations of First and Second Conditionals

We can add *should* to First Conditional sentences to refer to a realistic but hypothetical situation in the future. It sounds a little more tentative/less certain and the effect is often more literary/formal.

If these trends continue, there may be major consequences for our health.

If these trends should continue, there may be major consequences for our health. (more tentative/formal)

We can add *were to* to Second Conditional sentences to refer to an unreal, hypothetical situation in the present/future. Again, it sounds a little more tentative/less probable and the effect is often more literary/formal.

If you consumed a lot of protein, you would gain weight.

If you were to consume a lot of protein, you would gain weight. (more tentative/formal)

Inversion with conditionals

We can use inversion with three types of conditionals.

As with other examples of inversion, we tend to use it in rather formal, literary or dramatic contexts.

Conditional sentences with *should*

To form inversion, we replace *if* + subject + infinitive with ***should*** + **subject** + **infinitive** at the beginning of the clause.

*If these trends **should** continue, there may be major consequences for our health.*

***Should** these trends continue, there may be major consequences for our health.*

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Conditional sentences with *were to*

To form inversion, we replace *if* + subject + *were to* with ***were*** + **subject** + ***to*** + **infinitive** at the beginning of the clause.

*If you **were to** consume a lot of protein, you would gain weight.*

***Were** you **to** consume a lot of protein, you would gain weight.*

Conditional sentences with *had* (Third Conditional)

To form inversion, we replace *if* + subject + Past Perfect with ***had*** + **subject** + **Past Participle** at the beginning of the clause.

*If the manager **had reacted** faster, we might have avoided the economic crisis.*

***Had** the manager **reacted** faster, we might have avoided the economic crisis.*

Unit 5, Lesson 2A Modal and related verbs

We use modal auxiliary verbs and phrases to convey the attitude of the speaker to an event.

Obligation and necessity

We use *must/have to* to talk about what is right or necessary.

- To express a strong obligation coming from the speaker, we use *must* or *have got to*:
  *I **must/have got to** do my homework.*
- To express a strong obligation coming from an external authority, we use *have to* or *be required to*: *You **have to/are required to** obey the law.*
- To express a negative obligation or prohibition, we use *mustn't* or *can't*:
  *You **mustn't/can't** cheat in an exam.* (it's wrong)
- To express lack of obligation or necessity, we use *needn't, don't need to* or *don't have to*:
  *You **needn't/don't need to/don't have to** write this essay.* (but you can)
- *didn't need to* or *didn't have to* mean it was not necessary to do something. The action may or may not have taken place. *I **didn't need/have to** learn the poem by heart.* (so I didn't)
- *Needn't have* means someone did something and later discovered it was not necessary. It indicates regret or relief.
  *I **needn't have** learnt the poem by heart.* (but I didn't know that, so I did)

Related verbs

We use verbs like ***be required to*** / ***be obliged to*** in all tenses to refer to an 'outside authority' that gives orders or sets rules:
*He **was required to** get proper qualifications.*
*We **are obliged** to come to school on time.*

Recommendation and advice

- To express an advisable, but not obligatory action, we use *should, ought to* or *had better*.
  *You **should/ought to/had better** tell your friend the truth.*
  For the past, we use *should* and *ought to*, but not *had better*. They suggest the action was not fulfilled.
  *You **ought not to** have painted the wall blue.* (but you did)
- We can use *might* or *could* for an advisable yet probably unfulfilled action, but we have to stress the main verb, not the modal verb.
  *She might/could **say** something.* (but she probably won't)
  *You might/could **have told me**.* (but you didn't)

Related verbs

We use ***be supposed to*** to talk about what should/shouldn't happen according to rules or according to what is generally expected. It is not used in continuous tenses:
*They **are supposed** to be free.*
*Animals **are not supposed to** suffer like this.*

Ability and willingness

- To express ability, we use *can* and *be (un)able to*: *I **can't/am unable to** give you my phone.*
- To express a general ability over a period of time in the past, we use *could* or *be able to*:
  *He **could/was able to** climb trees when he was younger.*
- To express the ability to perform a specific action in the past, we use *be able to* or *managed to*, but not *could*: *She ~~could~~/**was able to/managed to** prepare the speech in one hour.*

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We can use *couldn't* in negative sentences:
*They **couldn't**/**weren't able to**/**didn't manage to** reach an agreement.*

- To express a conditional ability, we use *could*, but not *may* or *might*: *I **could**/~~may~~/~~might~~ show you how to do it.* (but I'm not going to)
- To express our willingness to do something, we use *will* and *would*. The meaning is similar to 'want to'. We use *won't/wouldn't* to express unwillingness.
  *Nader **will** always help you if you need something. He is very kind.*
  *Her friend **wouldn't** even text her.*

Related verbs

*The police **managed to** find the criminal.*
*He **succeeded in** persuading her to help.*

Deduction and possibility

- To express how much we believe something from logical deduction we use *must*, *can't* or *might*.
  *He **must be** an actor*. (from the way he talks)
  *She **can't have studied** in Sweden*. (she doesn't even know how to say 'school' in Swedish)
  *It **might have been** a gift*. (I suppose she didn't buy it for herself, she doesn't like this colour)
- To say something is possible, we use *could*, *may* or *might*, but not *can*. *He ~~can~~/**could**/**may**/**might** be working on a new novel now.*
  Adding *(very) well* shows you think the possibility is stronger. *He could/may/might **very well** have been somewhere else.*
  Adding *even* or *just* shows you think the possibility is weaker.
  *They could/may/might **even** have lost all their money.*
  *It could/may/might **just** be true.*
- To express a negative possibility, we use *may not* or *might not*, but not *couldn't*: *He ~~couldn't~~/**may not**/**might not** remember where he left the books.*
- To show that we have doubts about something, we stress the pronunciation of the modal verbs: *She **may**/**might**/**could** write something*. (but she probably won't)
  *He **may**/**might**/**could** have done it*. (it's possible, I can't remember)

Related verbs

*This film **is likely to*** (might) *win a number of awards.*
*It's a very difficult test. Some people **are bound to*** (are sure to) *fail it.*

No obligation

We use ***don't have to*** and ***needn't*** to mean 'it isn't necessary':
*He **doesn't have to** be experienced.* (but it is not a problem if he is)
Needn't is a modal verb and has the same meaning as *don't need to*:
*Pupils **don't need to**/**needn't** do this.*

The past forms of these verbs have differences in their meanings:
*She **didn't need to** go there.* (we don't know if she went or not)
*She **needn't have gone** there.* (she went, now we know she could have stayed away)

Related verbs

*Human divers **are not required to** do the job.*
*Secret agents **are not obliged to** be good at maths.*

Permission

We use ***can***/***could*** to ask for and give permission. *Could* is generally a little more polite, though intonation is most important in terms of politeness:
Can/***Could*** *I ask you a question?*
*You **can** stay out late tonight. / I **couldn't** stay out late when I was younger.*

Related verbs

*Why **has** water pollution **been allowed** in this country?*
*We **are permitted to** enter the lab.*

Prohibition

We use ***mustn't***, ***can't*** and ***couldn't*** to say that something is not permitted:
*People **can't** treat animals badly.*

Related verbs

*Students **are not allowed to** take mobile phones into exams.*
*In my last job, we **were forbidden to** use the Internet in the office.*

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Irregular verbs

WL5.3

awake /əˈweɪk/	**awoke** /əˈwəʊk/	**awoken** /əˈwəʊkən/
be /biː/	**was/were** /wɒz/wɜː/	**been** /biːn/
beat /biːt/	**beat** /biːt/	**beaten** /ˈbiːtn/
become /bɪˈkʌm/	**became** /bɪˈkeɪm/	**become** /bɪˈkʌm/
begin /bɪˈgɪn/	**began** /bɪˈgæn/	**begun** /bɪˈgʌn/
bet /bet/	**bet** /bet/	**bet** /bet/
bite /baɪt/	**bit** /bɪt/	**bitten** /ˈbɪtn/
bleed /bliːd/	**bled** /bled/	**bled** /bled/
blow /bləʊ/	**blew** /bluː/	**blown** /bləʊn/
break /breɪk/	**broke** /brəʊk/	**broken** /ˈbrəʊkən/
bring /brɪŋ/	**brought** /brɔːt/	**brought** /brɔːt/
build /bɪld/	**built** /bɪlt/	**built** /bɪlt/
burn /bɜːn/	**burned** /bɜːnd/ *or* **burnt** /bɜːnt/	**burned** /bɜːnd/ *or* **burnt** /bɜːnt/
burst /bɜːst/	**burst** /bɜːst/	**burst** /bɜːst/
buy /baɪ/	**bought** /bɔːt/	**bought** /bɔːt/
catch /kætʃ/	**caught** /kɔːt/	**caught** /kɔːt/
choose /tʃuːz/	**chose** /tʃəʊz/	**chosen** /ˈtʃəʊzən/
come /kʌm/	**came** /keɪm/	**come** /kʌm/
cost /kɒst/	**cost** /kɒst/	**cost** /kɒst/
creep /kriːp/	**crept** /krept/	**crept** /krept/
cut /kʌt/	**cut** /kʌt/	**cut** /kʌt/
deal /diːl/	**dealt** /delt/	**dealt** /delt/
dig /dɪg/	**dug** /dʌg/	**dug** /dʌg/
do /duː/	**did** /dɪd/	**done** /dʌn/
draw /drɔː/	**drew** /druː/	**drawn** /drɔːn/
dream /driːm/	**dreamed** /driːmd/ *or* **dreamt** /dremt/	**dreamed** /driːmd/ *or* **dreamt** /dremt/
drink /drɪŋk/	**drank** /dræŋk/	**drunk** /drʌŋk/
drive /draɪv/	**drove** /drəʊv/	**driven** /ˈdrɪvən/
eat /iːt/	**ate** /et/	**eaten** /ˈiːtən/
fall /fɔːl/	**fell** /fel/	**fallen** /ˈfɔːlən/
feed /fiːd/	**fed** /fed/	**fed** /fed/
feel /fiːl/	**felt** /felt/	**felt** /felt/
fight /faɪt/	**fought** /fɔːt/	**fought** /fɔːt/
find /faɪnd/	**found** /faʊnd/	**found** /faʊnd/
fly /flaɪ/	**flew** /fluː/	**flown** /fləʊn/
forbid /fəˈbɪd/	**forbade** /fəˈbæd/	**forbidden** /fəˈbɪdn/
forget /fəˈget/	**forgot** /fəˈgɒt/	**forgotten** /fəˈgɒtn/
forgive /fəˈgɪv/	**forgave** /fəˈgeɪv/	**forgiven** /fəˈgɪvən/
freeze /friːz/	**froze** /frəʊz/	**frozen** /ˈfrəʊzən/
get /get/	**got** /gɒt/	**got** /gɒt/
give /gɪv/	**gave** /geɪv/	**given** /ˈgɪvən/
go /gəʊ/	**went** /went/	**gone** /gɒn/
grow /grəʊ/	**grew** /gruː/	**grown** /grəʊn/
hang /hæŋ/	**hung** /hʌŋ/	**hung** /hʌŋ/
have /hæv/	**had** /hæd/	**had** /hæd/
hear /hɪə/	**heard** /hɜːd/	**heard** /hɜːd/
hide /haɪd/	**hid** /hɪd/	**hidden** /ˈhɪdn/
hit /hɪt/	**hit** /hɪt/	**hit** /hɪt/
hold /həʊld/	**held** /held/	**held** /held/
hurt /hɜːt/	**hurt** /hɜːt/	**hurt** /hɜːt/
keep /kiːp/	**kept** /kept/	**kept** /kept/
know /nəʊ/	**knew** /njuː/	**known** /nəʊn/
lead /liːd/	**led** /led/	**led** /led/
lean /liːn/	**leaned** /liːnd/ *or* **leant** /lent/	**leaned** /liːnd/ *or* **leant** /lent/
learn /lɜːn/	**learned** /lɜːnd/ *or* **learnt** /lɜːnt/	**learned** /lɜːnd/ *or* **learnt** /lɜːnt/
leave /liːv/	**left** /left/	**left** /left/
lend /lend/	**lent** /lent/	**lent** /lent/
let /let/	**let** /let/	**let** /let/
lie /laɪ/	**lay** /leɪ/	**lain** /leɪn/
light /laɪt/	**lighted** /ˈlaɪtəd/ *or* **lit** /lɪt/	**lighted** /ˈlaɪtəd/ *or* **lit** /lɪt/

lose /luːz/	**lost** /lɒst/	**lost** /lɒst/
make /meɪk/	**made** /meɪd/	**made** /meɪd/
mean /miːn/	**meant** /ment/	**meant** /ment/
meet /miːt/	**met** /met/	**met** /met/
overcome /ˌəʊvəˈkʌm/	**overcame** /ˌəʊvəˈkeɪm/	**overcome** /ˌəʊvəˈkʌm/
pay /peɪ/	**paid** /peɪd/	**paid** /peɪd/
prove /pruːv/	**proved** /pruːvd/	**proved** /pruːvd/ *or* **proven** /pruːvən/
put /pʊt/	**put** /pʊt/	**put** /pʊt/
quit /kwɪt/	**quit** /kwɪt/	**quit** /kwɪt/
read /riːd/	**read** /red/	**read** /red/
ride /raɪd/	**rode** /rəʊd/	**ridden** /ˈrɪdən/
ring /rɪŋ/	**rang** /ræŋ/	**rung** /rʌŋ/
rise /raɪz/	**rose** /rəʊz/	**risen** /ˈrɪzən/
run /rʌn/	**ran** /ræn/	**run** /rʌn/
say /seɪ/	**said** /sed/	**said** /sed/
see /siː/	**saw** /sɔː/	**seen** /siːn/
seek /siːk/	**sought** /sɔːt/	**sought** /sɔːt/
sell /sel/	**sold** /səʊld/	**sold** /səʊld/
send /send/	**sent** /sent/	**sent** /sent/
set /set/	**set** /set/	**set** /set/
shake /ʃeɪk/	**shook** /ʃʊk/	**shaken** /ˈʃeɪkən/
shine /ʃaɪn/	**shone** /ʃɒn/	**shone** /ʃɒn/
shoot /ʃuːt/	**shot** /ʃɒt/	**shot** /ʃɒt/
show /ʃəʊ/	**showed** /ʃəʊd/	**shown** /ʃəʊn/
shrink /ʃrɪŋk/	**shrank** /ʃræŋk/	**shrunk** /ʃrʌŋk/
shut /ʃʌt/	**shut** /ʃʌt/	**shut** /ʃʌt/
sing /sɪŋ/	**sang** /sæŋ/	**sung** /sʌŋ/
sink /sɪŋk/	**sank** /sæŋk/	**sunk** /sʌŋk/
sit /sɪt/	**sat** /sæt/	**sat** /sæt/
sleep /sliːp/	**slept** /slept/	**slept** /slept/
smell /smel/	**smelled** /smeld/ *or* **smelt** /smelt/	**smelled** /smeld/ *or* **smelt** /smelt/
speak /spiːk/	**spoke** /spəʊk/	**spoken** /ˈspəʊkən/
speed /spiːd/	**speeded** /ˈspiːdəd/ *or* **sped** /sped/	**speeded** /ˈspiːdəd/ *or* **sped** /sped/
spell /spel/	**spelt** /spelt/	**spelt** /spelt/
spend /spend/	**spent** /spent/	**spent** /spent/
spill /spɪl/	**spilled** /spɪld/ *or* **spilt** /spɪlt/	**spilled** /spɪld/ *or* **spilt** /spɪlt/
split /splɪt/	**split** /splɪt/	**split** /splɪt/
spoil /spɔɪl/	**spoiled** /spɔɪld/ *or* **spoilt** /spɔɪlt/	**spoiled** /spɔɪld/ *or* **spoilt** /spɔɪlt/
spread /spred/	**spread** /spred/	**spread** /spred/
stand /stænd/	**stood** /stʊd/	**stood** /stʊd/
steal /stiːl/	**stole** /stəʊl/	**stolen** /ˈstəʊlən/
stick /stɪk/	**stuck** /stʌk/	**stuck** /stʌk/
strike /straɪk/	**struck** /strʌk/	**struck** /strʌk/
sweep /swiːp/	**swept** /swept/	**swept** /swept/
swim /swɪm/	**swam** /swæm/	**swum** /swʌm/
swing /swɪŋ/	**swung** /swʌŋ/	**swung** /swʌŋ/
take /teɪk/	**took** /tʊk/	**taken** /ˈteɪkən/
teach /tiːtʃ/	**taught** /tɔːt/	**taught** /tɔːt/
tear /teə/	**tore** /tɔː/	**torn** /tɔːn/
tell /tel/	**told** /təʊld/	**told** /təʊld/
think /θɪŋk/	**thought** /θɔːt/	**thought** /θɔːt/
throw /θrəʊ/	**threw** /θruː/	**thrown** /θrəʊn/
understand /ˌʌndəˈstænd/	**understood** /ˌʌndəˈstʊd/	**understood** /ˌʌndəˈstʊd/
upset /ˌʌpˈset/	**upset** /ˌʌpˈset/	**upset** /ˌʌpˈset/
wake /weɪk/	**woke** /wəʊk/	**woken** /ˈwəʊkən/
wear /weə/	**wore** /wɔː/	**worn** /wɔːn/
win /wɪn/	**won** /wʌn/	**won** /wʌn/
wind /waɪnd/	**wound** /waʊnd/	**wound** /waʊnd/
withdraw /wɪðˈdrɔː/	**withdrew** /wɪðˈdruː/	**withdrawn** /wɪðˈdrɔːn/
write /raɪt/	**wrote** /rəʊt/	**written** /ˈrɪtn/

STUDENT A

Unit 3, Lesson 3A Exercise 5, page 29

In pairs, role-play two negotiation situations. Then decide who was the best negotiator. Say why.

Role-play 1

1 You have decided to sell your comic collection at a car boot sale. Decide how much you think it's worth, and what is the minimum price you will accept. Be aware that buyers at these kinds of sales are very much looking for bargains.

Role-play 2

2 You are going to a vintage fair and want to buy an item of clothing for your mother's birthday. You spot the perfect item, but you are a bit worried it will be out of your price range.

Unit 5, Lesson 5A Exercise 8, page 55

Work in pairs. Imagine you are being interviewed for a place on a sports team (you can choose the sport). Take it in turns to interview each other using the questions below. If you can't answer a question immediately, use the phrases in the Speaking box on page 55 to buy yourself time.

1 How did you first become interested in (name of sport)?
2 Who is a sporting hero of yours? Say why.
3 What's your proudest sporting moment?
4 What do your friends and family think about your interest in this sport? Are they supportive?
5 What is the best part about competing?

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STUDENT B

Unit 3, Lesson 3A Exercise 5, page 29

In pairs, role-play two negotiation situations. Then decide who was the best negotiator. Say why.

Role-play 1

You are a collector of rare comics. You have spotted an amazing collection at a car boot sale. You would be willing to pay quite a lot for it, but you're hoping to get a real bargain.

Role-play 2

You are selling clothes at a vintage fair. You have hand selected every item and know that they are quite valuable. However, you haven't actually sold very much today and you would like to get rid of a few more items, even if you have to come down on the price.

Unit 5, Lesson 5A Exercise 8, page 55

Work in pairs. Imagine you are being interviewed for a place on a sports team (you can choose the sport). Take it in turns to interview each other using the questions below. If you can't answer a question immediately, use the phrases in the Speaking box on page 55 to buy yourself time.

1. Have you had any sporting injuries? What happened?
2. How do you manage to fit in practice for your sport?
3. Have you ever had any difficulties with team-mates? What happened and how did you deal with it?
4. What emotions do you feel when you play well?
5. How do you see your future within this sport?

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