

Jordan High Note

Grade 11
Semester 2

Workbook

Evaluation and Adaptation Committee

Prof. Nayel Darweesh Al-Shara'h (Head)
Dr. Manal Fahed Aburumman (Coordinator)
Prof. Sahail Mahmoud Asassfeh Dr. Marwan Ali Jarrah Dr. Hadeel Fakhri Bader

Publisher: The National Center for Curriculum Development

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

 06-5376262 / 237

 06-5376266

 P.O.Box: 2088 Amman 11941

 @nccdjor

 feedback@nccd.gov.jo

 www.nccd.gov.jo

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

First edition (trial) © Pearson Education Limited and York Press Ltd. 2024
Second edition (revised and updated) © Pearson Education Limited and York Press Ltd. 2025

ISBN:

The Hashemite Kingdom of Jordan
Deposit number by the National Library Department

Primary indexing data for the book

Book title	Jordan High Note, Grade 11: Workbook, Semester 2
Prepared by	Jordan National Center for Curriculum Development
Publication data	Amman: National Center for Curriculum Development, 2025
Classification number	
Descriptors	/English Language//Courses//Secondary Education/
Edition data	Second Edition, Revised and Updated

The author bears full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

Academic arbitration
Prof. Thafer Y. Assaraira

The right of Daniel Brayshaw to be identified as the author of this work has been asserted by him in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): م 2025 / هـ 1446

Jordan High Note

Grade 11
Semester 2

Workbook

Acknowledgements

The publishers would like to thank Halina Lewandowska for writing the Active Pronunciation sections.

Image Credit(s)

The publisher would like to thank the following for their kind permission to reproduce their photographs:

123RF: krmelda 42; **Alamy Stock Photo:** Action Plus Sports Images 35, Cory Seamer 32; **Getty Images:** alvarez 20, FORGEM 21, josekuba 37, Kuleshin 29, MileA 21, Oliver Furrer 31, vgajic 5, yongyuan 30; **Shutterstock.com:** Avallonkino 30, Cast Of Thousands 19, ESB Professional 34, Fotoluminate LLC 11, Gorodenkoff 27, Ground Picture 26, Klara Zamourilova 38, lukas_zb 19, Marcos Mesa Sam Wordley 19, Monkey Business Images 6, olesia_g 43, Omar Al-Hyari 11, Photo Nature Travel 18, 23, Rosanne de Vries 15, Sabphoto 15, Thomas Barrat 11, Vova Shevchuk 27, wavebreakmedia 6

Cover Image: *Front:* **Getty Images:** Chris Ryan

All other images © Pearson Education

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

CONTENTS

06 <i>Where we live</i>	LESSONS 1B–5B 4–8 Self-assessment 9 Revision 10–11
07 <i>Is it fair?</i>	LESSONS 1B–5B 12–16 Self-assessment 17 Revision 18–19
08 <i>Digital perspectives</i>	LESSONS 1B–6B 20–24 Self-assessment 25 Revision 26–27
09 <i>Highs and lows</i>	LESSONS 1B–5B 28–32 Self-assessment 33 Revision 34–35
10 <i>Culture vulture</i>	LESSONS 1B–5B 36–40 Self-assessment 41 Revision 42–43

PHRASAL VERBS	44
PREPOSITIONS	45–46
WORD BUILDING	47
PRONUNCIATION TABLE	47
REVISION ANSWER KEY	48–49

LESSON 1B VOCABULARY AND GRAMMAR

Modal and related verbs

1 ★ Match the underlined modal verbs in sentences 1–5 with their functions a–e.

- 1 ☐ You have to make your bed at a youth hostel.
- 2 ☐ You must not take room keys out of the hotel.
- 3 ☐ I could swim like a fish at the age of four.
- 4 ☐ If there's a fire, you must use the stairs, not the lift.
- 5 ☐ You don't have to switch on the light – it's automatic.

- a necessity
- b prohibition
- c external obligation
- d no necessity
- e ability

2 ★ Choose the correct forms to complete the sentences.

- 1 We only moved in a week ago and we've already *managed* / *forbidden* to get to know the neighbours.
- 2 Only local residents are *required* / *permitted* to park in the streets here.
- 3 You are *allowed* / *supposed* to sort your recycling carefully.
- 4 The city has *succeeded* / *obliged* in reducing the traffic significantly.
- 5 Glass is strictly *forbidden* / *permitted* in the swimming pool area.

3 ★★ Rewrite the sentences so that they have the opposite meaning.

- 1 We have to arrive exactly on time.
We don't have to arrive exactly on time.
- 2 You mustn't wear jeans in the restaurant.

- 3 Customers may park here.

- 4 I couldn't find my glasses.

4 ★★ USE OF ENGLISH Choose the correct words a–c to complete the text.

VISITING THAILAND

There are some things you ¹__ know before visiting Thailand. Thai people are more laid back than the average tourist, so you ²__ lose your temper and you ³__ raise your voice at anyone in public. Thai people never point the soles of their feet at anyone or anything, so you ⁴__ never sit with your feet up on a table, for example. Finally, remember that it is ⁵__ to touch any exhibit in historical museums.

- | | | |
|---------------|-----------------|---------------|
| 1 a ought to | b don't have to | c are able to |
| 2 a couldn't | b mustn't | c don't have |
| 3 a could | b couldn't | c shouldn't |
| 4 a have to | b should | c could |
| 5 a permitted | b forbidden | c obliged |

5 ★★ Complete the sentences with the correct forms of *be able to* or *have to*.

- 1 Unfortunately, we *weren't able to* see the new flat because they'd lost the key.
- 2 Good news! Grandma _____ come next weekend.
- 3 We _____ pay for the garage; it was for free.
- 4 Don't worry! You _____ book the tickets. I'll take care of everything.

- 6 ★★ Complete the mini-conversations with the forms in bold.

HAVE TO / OUGHT TO / MUSTN'T / BE ABLE TO

Amina I ¹**mustn't** forget to collect that parcel from the post office today.

Dana You ²_____ write yourself a note.

Amina Would you ³_____ do it, Dana?
You're nothing like as busy as me.

Dana Well, I suppose so, if I ⁴_____.

ALLOWED TO / MUST / REQUIRED TO / MAY

Kareem Am I ⁵_____ pay a deposit before I move in to my room?

Manager Yes, all students ⁶_____ pay two months' rent in advance.

Kareem And ⁷_____ I pay that with a credit card?

Manager No, sorry. I'm only ⁸_____ accept cash or a bank transfer.

HAVEN'T BEEN ABLE TO / SUPPOSED TO / COULDN'T / SUCCEEDED IN

Ali You were ⁹_____ video call me, Issa. What happened?

Issa I ¹⁰_____ find your details, Ali.
Didn't you see my email?

Ali I ¹¹_____ log on since yesterday.
Something's wrong.

Issa Sometimes, I think technology has only ¹²_____ making life more complicated!

- 7 ★★★ **USE OF ENGLISH** Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 You should recycle your rubbish. **SUPPOSED**
You are supposed to recycle your rubbish.

2 I was able to pick up the language quickly. **SUCCEEDED**
I _____ the language quickly.

3 In the UK, it isn't necessary to carry an ID card. **REQUIRED**
You _____ an ID card in the UK.

- 4** How many bags can I take on the aeroplane? **ALLOWED**

How many bags _____ on the aeroplane?

- 8 ★★★ Complete the notice with one word in each gap.



HOSTEL RULES

For your safety and comfort here are a few guidelines we ask you to follow.

- 1 Only paying guests are allowed in the hostel.
- 2 Use of portable audio speakers is completely _____ throughout the hostel.
- 3 All guests are _____ to keep noise to a minimum after 10 p.m.
- 4 Guests _____ leave all areas clean and tidy after use. No exceptions!
- 5 Animals are not _____ in the hostel.
- 6 Guests _____ leave food behind when they check out of the hostel.

- 9 ★★★ Write a paragraph about the things you are and aren't allowed to do.

LESSON 2B **VOCABULARY**

Pronunciation



1 **6.4** Listen to some sentences about education. What happens to the sounds /t/ and /d/ in the underlined phrases?

- 1 You know education is very important, don't you?
- 2 How much of your time, would you say, is spent on academic study?
- 3 I held your hand on your first day at school.
- 4 Can't you understand this homework?

ACTIVE PRONUNCIATION |
Assimilation of /t/ + /j/ and /d/ + /j/ sounds

When English speakers talk quickly, they do not always pause in between each word; they link different sounds and words together into connected speech. Sometimes two sounds blend together to form a completely new sound. This often happens with /t/ and /j/, which come together to become /tʃ/ (as in *choose*), and with /d/ and /j/ which become /dʒ/ (as in *jeans*).

- I met you. (/t/ becomes /tʃ/)
- He told you. (/d/ becomes /dʒ/)

2 **6.5** Listen and notice how the sounds /t/ and /d/ change. Practise saying the words in isolation and in phrases.



- 1 hold hold you
- 2 did did you
- 3 would would you
- 4 meet meet you
- 5 hit hit you
- 6 get get you

3 Now practise saying the sentences from Exercise 1 in pairs.



LESSON 3B GRAMMAR

Articles

1 ★ Cross out *the* where it is NOT correct.

- 1 Have you ever been to the United Arab Emirates or ~~the~~ Egypt?
- 2 You should spend less on the clothes and more on the healthy food.
- 3 I love the hot drinks like the tea or the coffee.
- 4 If I could live anywhere, I would definitely choose the Amman.
- 5 The moon shone down on the Wadi Rum that night.
- 6 The Egyptian pyramids are a very popular tourist attraction.
- 7 The sea in the Caribbean is the bluest sea I've seen since I was in the Thailand.
- 8 The fastest way to get to Amman is to fly directly into the Queen Alia International Airport.

2 ★ What do the underlined words refer to? Choose *B* for a building or *I* for an institution.

- 1 Spending time in hospital is especially difficult for children. B / I
- 2 The hospital is an important landmark in our town. B / I
- 3 Fadi always loved school. B / I
- 4 Ali walks past the school every day. B / I
- 5 Turn right when you see the gates of the university and the garage is on your left. B / I
- 6 Ali isn't going to university now. B / I
- 7 I went to the college next to the hospital. B / I
- 8 My sister left college last year. B / I
- 9 Students go to college when they leave school. B / I
- 10 Hala's father works near the college. B / I

3 ★★ Complete the signs and notices with *a*, *an*, *the* or $\emptyset$ (no article).

WELCOME TO ¹ $\emptyset$ BELGIUM.

² _____ STATUE OF LIBERTY IS CLOSED FOR MAINTENANCE TODAY.

Save ³ _____ Pacific Ocean!

Raspberries 3 JOD ⁴ _____ kilo.

BELIEVE IN ⁵ _____ YOURSELF

4 ★★ Complete the telephone conversation with *a*, *an*, *the* or $\emptyset$ (no article).

Lama Hi, Nour! I hear you've moved into ¹ a new flat. How is it?

Nour Lama! It's nice to hear from you. ² _____ flat is great. My room is a bit small, but it's only 400 JOD ³ _____ month, so I can't complain, and I've got ⁴ _____ really nice flatmates too. There's Dana from ⁵ _____ USA and Muna from ⁶ _____ Dubai.

Lama It sounds like a real international community you've got in your flat. Where exactly is it?

Nour It's on ⁷ _____ road, near ⁸ _____ university. Would you like to come round for ⁹ _____ cup of tea?

Lama I'd love to. What number is it?

5 ★★★ Write a paragraph about a well-known city in your country.

LESSON 5B VOCABULARY | Household problems and solutions

1 ★ Match the two parts of the sentences.

- 1 ☐ The fishermen spent the morning trying to undo the tangled
 - 2 ☐ During the storm, our windows shattered
 - 3 ☐ Well, of course it will shrink
 - 4 ☐ Once the screen on your phone becomes as
- a if you wash it at 90 degrees!
b and left glass on the floor.
c scratched as this, it's very difficult to make out any messages or pictures.
d ropes of their nets.

2 ★ Choose the correct words to complete the sentences. In one sentence both answers are possible.

- 1 Remember to switch off the electricity before you *replace* / *fix* a light bulb.
- 2 Please don't spill blackcurrant juice on anything as it's impossible to *mend* / *get rid of* the stains.
- 3 You should *repair* / *replace* your dishcloth every week as it gets full of bacteria.
- 4 Why *get rid of* / *do up* a perfectly good lamp when you could easily mend it?
- 5 I managed to *fix* / *repair* the kettle, so we didn't need to buy a new one.
- 6 Osama knows how to *mend* / *replace* simple electric appliances like toasters and kettles.
- 7 We've decide to *do up* / *soak* my little sister's bedroom as a surprise.

3 ★★ Replace the underlined parts with pronouns. Make any other necessary changes.

- 1 I'll wipe down the table.
I'll wipe it down.
- 2 We're doing up the kitchen.

- 3 The cushions don't go with the sofa.

- 4 It's hard to keep up with the cleaning.

4 ★★ Complete the sentences with one word in each gap.

- 1 We're *doing* up my bedroom and we need some m_____ tape so we can paint straight lines.
- 2 When you've finished making your lunch, take the d_____ and wipe d_____ the kitchen surfaces.
- 3 The best way to d_____ with stains and tough patches of dirt is to s_____ the item of clothing in lots of warm water and soap.
- 4 I came a_____ this jar in the bottom of the freezer, but I'm not sure what's in it because I forgot to l_____ it.

5 ★★★ Complete the note with one word in each gap. Sometimes more than one answer is possible.

Jobs to do

- We need to get ¹*rid* of all the old bits of wood in the back yard.
- The lock on the downstairs bathroom door is broken. ²_____ the broken lock.
- The old BBQ in the back garden is really dirty and needs to be wiped ³_____. Plus, one of its legs is broken and needs to be ⁴_____ if possible.
- The lawn mower ⁵_____ down last week – try to ⁶_____ it.

6 ★★★ Write a note describing four jobs that need doing around your house. These can be real or invented.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use modal and related verbs to talk about necessity, prohibition, advice, ability or permission.	Student's Book pp. 4–5	
2	I can talk about mobile lifestyle.	Student's Book p. 6	
3	I can use articles to talk about general and specific things.	Student's Book p. 7	
4	I can identify specific details in an article and talk about houses and space.	Student's Book pp. 8–9	
5	I can talk about household problems and solutions.	Student's Book p. 10	
6	I can give instructions.	Student's Book p. 11	
7	I can write a report.	Student's Book pp. 12–13	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 Comfortable, *medium-sized* / *confined* room for rent in shared house with storage.
- 2 Can you *change* / *repair* this light bulb, please? This one's stopped working.
- 3 You need a *dustpan and brush* / *dishcloth* to sweep up that shattered glass.
- 4 Oh no! There's a *stain* / *soak* on the new carpet. I hope I can remove it.
- 5 All the leads behind the TV are *blocked* / *tangled*.

2 Replace the object with a pronoun. Change the word order where necessary.

- 1 I'll wipe down *the table*. ***I'll wipe it down.***
- 2 We're doing up *the kitchen*.

- 3 I came across *this ring* when I was vacuuming. _____
- 4 Get rid of *these empty bottles*, please.

- 5 Can you pick up *the fork*, please?

- 6 They can't deal with *stress*.

- 7 You need to mop up *that water*.

3 Choose **two** correct options to complete the sentences.

- 1 We ***have to*** / *mustn't* / ***ought to*** call the plumber. I can't fix this leaking pipe myself.
- 2 Luckily, I *could* / *was able to* / *managed to* make new friends quickly at university.
- 3 You *needn't* / *don't have to* / *can't* repair the flat tyre today. We can do it tomorrow.
- 4 The shop *isn't obliged to* / *mustn't* / *doesn't have to* remove the scratches from your smartphone screen free of charge, but you can ask.
- 5 You are *not allowed to* / *not permitted to* / *not obliged to* work unless you have a visa.
- 6 People driving a car *are required to* / *are able to* / *should* carry a driving licence.

4 Complete the text with $\emptyset$ (no article), *a/an* or *the*.

Snapshots of My Life

BY FARID

Although some people in ¹_____ Jordan live in flats, ²_____ lot of people prefer houses. They tend to be more spacious and often have ³_____ garden. My uncle and aunt live in ⁴_____ small house in ⁵_____ country.

The view from ⁶_____ top of ⁷_____ nearby cliffs over ⁸_____ sea is ⁹_____ most amazing one I have ever seen! I've been to visit them four or five times ¹⁰_____ year ever since I can remember and we often drive to ¹¹_____ mountains and go hiking. Now that I'm at ¹²_____ college, I can't visit so often.

Next year, I'm going to study in ¹³_____ USA at ¹⁴_____ Washington University, and after that I want to travel round ¹⁵_____ South America. But I know I'll always come and visit my aunt and uncle in their beautiful home near the sea.

USE OF ENGLISH

5 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

STRATEGY | Transformations

Do not change the key word. Remember that there is a word limit so always check the number of words.

- 1 It's a lot colder in England in winter than in Jordan. **SIGNIFICANTLY**
_____ in winter than it is in Jordan.
- 2 I managed to find somewhere to study German as soon as I arrived. **ABLE**
_____ somewhere to study German as soon as I arrived.
- 3 You're allowed to ride a bike on local roads. **PERMITTED**
Bike riders _____ on local roads.

- 4 In Spain, you should eat an orange with a knife and fork. **SUPPOSED**
In Spain, _____ an orange with a knife and fork.
- 5 I think Maths is slightly more difficult than Physics. **MARGINALLY**
I think Physics _____.
- 6 How many suitcases can I take on the train? **ALLOWED**
How many suitcases _____ on the train?
- 7 I was able to pick up the language quickly. **SUCCEEDED**
_____ English quickly.
- 8 In some countries, it isn't necessary to carry an ID card. **REQUIRED**
You _____ an ID card in some countries.

LISTENING



- 6 6.8 You are going to listen to an international student called Hala talking about her life.

Complete the notes below with 1–3 words in each gap.

- Hala says people who have grown up in different cultures are known as 1 _____.
- Many of Hala's new friends want to 2 _____.
- Hala speaks 3 _____ fluently.
- The most important factor in keeping up friendships at a distance is 4 _____.
- Hala will complete her university course in 5 _____.



SPEAKING

- 7 Look at the photos. In pairs, take turns to describe the photos and then discuss the questions below.

STRATEGY | Photo comparison

Do not describe each photo individually. Find some things which are similar and some things that are different.



- 1 Would you prefer to live in the house or the apartment block? Say why.
- 2 Some people say that the location of a house is more important than its size. Do you agree? Say why.

WRITING

- 8 Your municipality wants to improve the town centre and make it better for people. Your college principal has asked students to write a report on the situation. In your report, you should:

- describe some of the problems in the town centre.
- suggest what improvements should be made to solve these problems.

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

LESSON 1B VOCABULARY AND GRAMMAR

Reported speech

1 ★ Read the reported statements and choose the correct forms to complete the sentences in direct speech.

- 1 She asked what I had been thinking about at the meeting.

'What *were you thinking / have you been thinking* about at the meeting?'

- 2 He said we should only talk about important things.

'We should *only have talked / only talk* about important things.'

- 3 He asked us whether we believed the weather was getting hotter.

'Did you / Do you believe the weather is getting hotter?'

- 4 She said people had talked about the effects of global warming.

'People *have talked / talk* about the effects of global warming.'

- 5 He said that their recycling efforts would help.

'Our recycling effort *will / would* help.'

2 ★ Choose the correct forms to complete the news report.

Students went to a meeting about climate change yesterday. Our reporter asked student representative, Alia Altahhan why ¹*had students / students had* joined the meeting. Alia said that they ²*are / were* extremely concerned about the state of the planet and ³*have / had* decided to join the discussion after hearing about similar meetings taking place around the world ⁴*the week before / last week*. When interviewed, Alia asked why ⁵*factories weren't / weren't factories* doing more about cutting pollution.

3 ★★ Complete the sentences with *asked*, *said* or *told*.

- 1 The police officers *asked* me whether I was 18 years old.
 2 The security guard _____ us not to enter the building.
 3 The firefighters _____ we had to stay behind the barriers.
 4 The conductor _____ if he could see our tickets.
 5 The driving instructor _____ you that you needed to slow down.

4 ★★ USE OF ENGLISH Choose the correct words a-c to complete the text.

I met a guy at a talk last week. He looked a bit confused, so I asked him ¹ ___ I could help him. He said that he wanted to know how he ² ___ get to the lecture theatre. He told me that he ³ ___ to this university before. So I told him that I ⁴ ___ show him the way. He thanked me and we went ⁵ ___.

- 1 a that
 b why
 c if
 2 a couldn't
 b could
 c wants
 3 a wasn't
 b hadn't been
 c hasn't been
 4 a can
 b will
 c would
 5 a apart
 b other
 c together

5 ★★ Complete the reported questions. Only change the tenses if necessary.

- 1** 'Why are you leaving early?'
He asked us why we were leaving early.
- 2** 'Were you at the meeting yesterday?'
She wanted to know if I _____.
- 3** 'What will you be asking for?'
She's just asked us _____.
- 4** 'How many people went to the meeting last week?'
He asked how many people _____.
- 5** 'How long have you all been preparing the dinner?'
He wanted to know _____ dinner.
- 6** 'Are you hopeful the meeting will be successful?'
She often asks me _____.

6 ★★★ Report the comments and questions. Only change the tenses if necessary.

- 1** 'Could I ask you a few questions here and now?'
He asked if he could ask me a few questions there and then.
- 2** 'They have been trying to find the answer to the maths problem.'
She said _____.
- 3** 'We and a few other friends had a meeting last week.'
They say _____.
- 4** 'Stop what you are doing right now!'
She ordered us _____.
- 5** 'It has been a successful day at work today.'
They said _____.

7 ★★★ Report the sentences. If it's possible to report them in two ways, write both answers.

- 1** 'People are getting really upset about the issue.'
She said that people were getting really upset about the issue.
- 2** 'This conference is amazing.'
She says that _____.
- 3** 'I love helping other people.'
She said that she _____.
- 4** 'The conference has been a great success.'
She says that the conference _____.

8 ★★★ Use the prompts to report the conversation.

Last week ...

- Rashed** Are you going to the lecture this afternoon, Osama?
- Osama** I'm not sure, but I might. Who else will be there?
- Rashed** Salah and Talal will be going.
- Osama** Did you tell Ziad about it?
- Rashed** Yes, I did.

- 1** Rashed asked Osama whether he was going to the lecture that afternoon.
- 2** Osama replied that _____.
- 3** Then he asked _____.
- 4** Rashed told him that _____.
- 5** Osama wanted to know if _____.
- 6** But he said that _____.

LESSON 2B **VOCABULARY** | Social issues

1 ★ Match the two parts of the sentences.

- 1 Businesses are now very aware of the importance of gender

2 The city is trying to do more about the problem of homelessness,

3 Youth unemployment is a problem in many countries,

4 Climate change doesn't need to be a problem

5 The university is against racism,

6 We are hoping to reduce poverty
- a if all countries work against it.

b and will help people of any nationality.

c equality, and women should have the same pay as men.

d which is why we are training young people in new skills.

e by giving more people better paid jobs.

f and shelters are available for people who need a bed for the night.

2 ★★ Complete the table with these words, making any necessary changes. Can you add any words?

comfort form free govern home
organise product short use weak

-dom	
-ment	
-tion	
-ness	
-en	
-able	
-al	
-ful	
-ive	
-less	

3 ★★ Choose the correct words to complete the sentences.

- 1 This is a good law, but I am not sure it is *enforce / enforceable*.

2 The factory has grown recently, and has been more successful since the *expanse / expansion*.

3 The university in our city is an important *institution / institutionalise*.

4 How can the factory *justify / justifiable* polluting the river like that?

5 It is good that men and women get *equal / equality* pay in this business.

6 Keep your argument simple and try not to *complicate / complicated* it.

4 ★★ USE OF ENGLISH Complete the text with the correct words formed from the words in bold.

University Equality Policy
At this university, we reject any and all ¹*discrimination* (**DISCRIMINATE**) based on race, gender, religion or age. We believe in ²_____ (**FREE**) of speech and will never accept any ³_____ (**PERSECUTE**) of individuals based on their ⁴_____ (**PERSON**) beliefs. Should anybody feel they have suffered ⁵_____ (**VICTIM**), an ⁶_____ (**INVESTIGATE**) will be carried out and suitable disciplinary action will be taken.

5 ★★★ Write a short news report based on one of the topics in Exercise 1.

LESSON 3B VOCABULARY

Vocabulary extension

1 Complete the collocations in bold with the correct forms of the words from the box.

angle bright ~~prove~~ share

- His parents said he wasn't working hard enough and his terrible exam results have proven **them right**.
- Does anyone have any _____ **ideas** for Maha's surprise family party?
- To find a solution I think we need to **look at the problem from a different** _____.
- Please _____ **your thoughts** on what you think went wrong.

Pronunciation



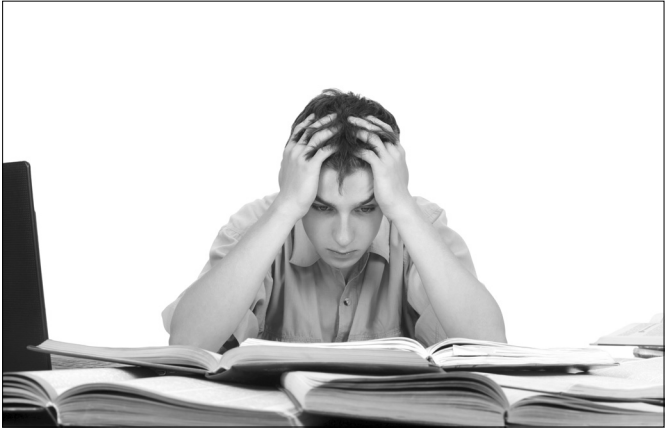
2 **7.6** Listen to some sentences from about films, focusing on the underlined syllables. Can you hear any extra sound there?

- In the film, a man lives on a road with no pavement - his home is Australia in case you couldn't tell!
- This film is about a talent show where actors spend their time trying to win the show to raise a bit of cash.

ACTIVE PRONUNCIATION | Aspiration

We sometimes add an extra puff of air after /p/, /t/ and /k/ before we move on to the next sound. This happens only if:

- the sound is at the beginning of a stressed (or the only) syllable.
- the sound is immediately followed by a vowel (e.g. *p^haper*, *c^har*, *t^houch*).



3 **7.7** Listen and repeat the words. The aspirated sounds have been underlined.



/p ^h /	/t ^h /	/k ^h /
p <u>o</u> or	t <u>a</u> lent	c <u>u</u> rrent
P <u>o</u> lish	t <u>i</u> me	c <u>a</u> pital
u <u>n</u> popular	r <u>e</u> turn	o <u>cc</u> ur
i <u>m</u> portant	p <u>o</u> tential	u <u>n</u> common

4 **7.8** Tick the words where the underlined sounds include aspiration. Listen and check. Practise saying the words.



- | | |
|---|--|
| 1 ☐ v <u>i</u> tamins | 5 ☐ t <u>u</u> rtoise |
| 2 ☒ r <u>e</u> pair | 6 ☐ c <u>l</u> ock |
| 3 ☐ d <u>r</u> op | 7 ☐ m <u>e</u> chanic |
| 4 ☐ l <u>o</u> cation | 8 ☐ c <u>o</u> mputer |



LESSON 5B **GRAMMAR**

Reporting verbs

1 ★ Put the words in order to make sentences.

- 1** promised / the police officer / she / would / that / investigate the matter
The police officer promised that she would investigate the matter.
- 2** was due next lesson / the teacher / the students / reminded / their homework / that

- 3** to collect / Salwa / agreed / from school / her sister

- 4** the doctor / us / much more exercise / to get / advised

- 5** for / apologised / waking / Noura / the baby

- 6** insisted on / his original birth certificate / Rakan / bringing / the secretary

2 ★ Match sentences in direct speech a–f with reported sentences 1–6 from Exercise 1.

- a** ☐ 'I'm afraid we need to see the original, not a copy.'
- b** ☐ 'You really should walk, run or swim more.'
- c** ☐ 'Don't forget to hand in your essays next lesson.'
- d** ☐ 'I'll look into this for you, Madam.'
- e** ☐ 'OK, I'll pick her up, Mum.'
- f** ☐ 'Oh, I'm so sorry I woke her up!'

3 ★★ Choose the correct words a–c to complete the sentences.

- 1** Mazen agreed ___ the old man was discriminated against.
a that **b** to **c** she
- 2** The man at the information desk advised ___ to leave our phone number.
a that **b** we **c** us

- 3** Nader offered ___ lend Maher his car for the weekend.
a to **b** for **c** he would
- 4** The musician objected ___ playing only his hits at the concert.
a that **b** to **c** for
- 5** The police praised Imad ___ saving the man's life.
a on **b** of **c** for

4 ★★★ Rewrite the sentences in reported speech using a suitable reporting verb.

- 1** 'I wish I hadn't bought white trainers.'
Osama regrets/regretted buying white trainers.
- 2** 'I will cook for you on Saturday.'
Nadia _____.
- 3** 'I was wrong.'
Muna _____.
- 4** 'Why don't we have a picking-up-litter day?'
Rashed _____.
- 5** 'Ali is so negative.'
Tareq _____.

5 ★★★ Choose five of the reporting verbs from this lesson and use them to report things that people have said to you recently.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use reported speech to talk about what someone else said.	Student's Book pp. 16-17	
2	I can talk about social issues.	Student's Book p. 18	
3	I can identify specific details and talk about social issues in documentary films.	Student's Book p. 19	
4	I can understand complex and compound sentences in articles.	Student's Book pp. 20-21	
5	I can use reporting verbs to summarise what someone said.	Student's Book p. 22	
6	I can express and challenge opinions.	Student's Book p. 23	
7	I can write an article.	Student's Book pp. 24-25	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words from the box.

accept discriminate employ equal
judge

- He _____ how many sandwiches he would need for the family party and didn't make enough.
- We think some of the boss's attitudes are _____ as he tends to give men more opportunities than women.
- The school called the boy's parents because his behaviour in class was completely _____.
- _____ means that everyone has exactly the same rights.
- Some countries have very high _____ and it is difficult for young people to find a job.

2 Rewrite the sentences in reported speech, making any necessary changes.

- 'The report the newspaper published yesterday has caused a lot of discussion'. Mr Bager said _____.
- 'Don't block the doors of the building!' We ordered them _____.
- 'Why can't you listen to what we are saying?' He asked us _____.
- 'Everyone who has taken part in the beach clean-up today will come back next week.' We told the journalists that _____.
- 'We are going to be at the meeting this afternoon.' They said that _____.

3 Rewrite the sentences in reported speech, using the reporting verbs from the box.

accuse advise apologise deny insist
promise

- Rana: 'I didn't take a photo of her!' _____
- Nasser: 'I'll work hard at university, honestly!' _____
- 'I'm really sorry I criticised your idea,' Rola said to me. _____

- Khalil: 'You really must come to the talk next week!' _____
- The teacher: 'I think you copied the essay from the Internet.' _____
- Majeda: 'It's a good idea to arrive early.' _____

USE OF ENGLISH

4 Complete the text with the correct form of the words in brackets.

STRATEGY | Word formation

First, decide if you need a noun/verb/adjective, etc. in each gap. For example, if you have a determiner (e.g. *the, a/an, my/your/their*, etc.) in a sentence, you need to form a noun.

The Student Union

The Student Union is an ¹ _____ (**ORGANISE**) that helps students when they go to a Jordanian university. The Union aims to help students interact with other students and teaching staff as well as helping them in their studies. Some students are quite young when they start their studies and can feel ² _____ (**COMFORT**) in their first weeks. The Union will be pleased to ³ _____ (**CLEAR**) any doubts students have, however small you might think they are.

The Student Union also aims to raise students' awareness of Jordanian culture and helps them to interact in a positive way to the local community. Finally, the Union can help students enjoy the ⁴ _____ (**ENTERTAIN**), social and sports activities available to them at university.



The University Of Jordan

READING

5 Read the three texts in *Getting Your Message Across*. Match the sentences below to the correct person A–C.

Which person ...

- 1** has used social media to try and get changes made? _____
- 2** realised what they were doing wasn't effective? _____
- 3** believes you don't need a lot of money to campaign for change? _____

SPEAKING

6 Read the texts in *Getting Your Message Across* again. In groups discuss the following questions.

- 1** Which of the people do you agree with most? Say why.
- 2** Which of the issues do you think is the most important? Say why.
- 3** Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.

WRITING

7 You saw this advertisement on a student website. Write your article.

ARTICLES WANTED

Are the same subjects popular with girls and boys? Are there any differences between the careers boys and girls are encouraged to follow?

Write an article answering these questions.

 Use the Graphic Organiser to help you plan your writing.

GETTING YOUR MESSAGE ACROSS

Have you ever supported a social issue?

We asked three people to tell us what they think about the different ways people make themselves heard.

A

Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing. Having money is important, but in reality all you need is determination and a little time. I've been trying to persuade people in my community to help an environmental charity by donating just a few coins each week. At first people were not keen, but my persistence has paid off and now a lot of people give me a little money – and that is really helping the charity.



B

As far as I'm concerned, social media is the obvious way to get your message across. All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.



C

Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very popular with tourists who often leave litter there. I used to go to the beach every weekend and pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.



LESSON 1B VOCABULARY AND GRAMMAR

The passive

1 ★ Rewrite the sentences in the passive.

- 1 This German company manufactures hybrid engines.
Hybrid engines are manufactured by this German company.
- 2 By 2035, you could embed a chip like this in your wrist.
By 2035, a chip like this _____.
- 3 Over two million people have downloaded this 'body tracking' app.
This 'body tracking' app _____.
- 4 An insect caused the malfunction.
The malfunction _____.
- 5 Somebody was regularly hacking into celebrities' smartphones.
Celebrities' smartphones _____.
- 6 Most people are going to use wearables in the near future.
Wearables _____.

2 ★★ Complete the sentences with *by* or *with*.

- 1 The first real smartphone was created by a famous company.
- 2 Our household appliances are made _____ only the highest quality materials.
- 3 The original smartwatch was designed _____ the inventor, Steve Mann.
- 4 A device this simple can be operated _____ a young child.
- 5 The sculpture was made _____ electronic waste.

3 ★★ Complete the sentences with the correct forms of *be*.

- 1 The burnt appliance could be smelled in every room of the house.
- 2 The facial recognition software is going _____ updated for the new model.
- 3 This device shouldn't _____ used by anyone under the age of 16.
- 4 I _____ asked for my password every single time I wanted to log in.

4 ★★ Complete the sentences with the correct passive forms of the verbs from the box.

employ invite ~~persuade~~ sell tell

- 1 I regret being persuaded to buy this phone.
- 2 I would really like _____ by one of the giant tech companies.
- 3 Young people don't need _____ how to use new devices, they just know instinctively.
- 4 The new phone implants are going to _____ in all kinds of shops.
- 5 The teacher congratulated them on _____ to take part in the science fair next week.

5 ★★ Complete the letter with the correct passive forms of the verbs in brackets.

Dear Sir or Madam,

I am writing to complain about one of your company's smartwatches, which ¹was given (give) to me last week. Firstly, it ² _____ (wrap) in large amounts of unnecessary plastic packaging. Don't you think your products ³ _____ (should/package) in a more eco-friendly way? Secondly, the watch clearly ⁴ _____ (not/check) before ⁵ _____ (send) from your factory, as the all-important charging cable ⁶ _____ (not/include). Could a cable please ⁷ _____ (send) to us as soon as possible? We would appreciate it if this ⁸ _____ (could/do) without unnecessary plastic packaging.

Yours faithfully,

Amani Alra'i



6 ★★★ USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 I expect that they will deliver the parcel by four o'clock. **DELIVERED**

I expect the parcel to be delivered by four o'clock.

- 2 The teacher said we mustn't use our phones during the exam. **TOLD**

We _____ use our phones during the exam.

- 3 The fridge will automatically order more milk before you run out. **ORDERED**

More milk _____ by the fridge automatically before you run out.

- 4 We ought to recycle old devices to avoid waste. **SHOULD**

Old devices _____ to avoid waste.

- 5 The main material in this device is plastic. **MADE**

This device _____ plastic.

7 ★★★ Complete the advert with the correct active or passive forms of the verbs in brackets.



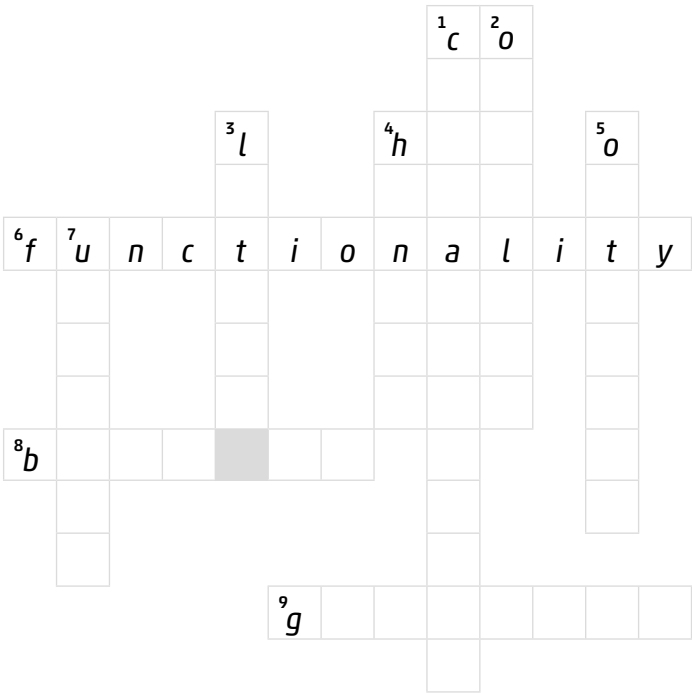
Our Smart Doorbell

¹is manufactured (manufacture) at our factory in Portugal and to date over 10,000 of our doorbells ² _____ (sell) throughout Europe. Our tech engineers ³ _____ (design) this state-of-the-art device. So, what's so special about our doorbell? You ⁴ _____ (can/answer) your door from anywhere with your smartphone. Incredible but true! The on-board camera ⁵ _____ (can/use) to see who's at your door. You can even let visitors into your home when you're not there if you want. To activate this function, the doorbell needs ⁶ _____ (pair) with one of our smart locks. What ⁷ _____ (you/wait) for? Buy one now!

8 ★★★ Write a short paragraph explaining some of the functions of a pair of 'smart shoes'. Use several examples of passive structures.

LESSON 3B **VOCABULARY** | Technology, synonyms

1 ★ Complete the crossword.



Across

- 6 Everything a computer or piece of software can do
- 8 Make a copy of information held on a computer or other device
- 9 Small problems or faults that prevent something from working well

Down

- 1 The ability for one piece of equipment or software to be used with another
- 2 Not in use any more because something newer has been invented
- 3 Newest or most modern
- 4 Deal with something
- 5 Old-fashioned
- 7 Change for something newer or better

2 ★ Choose the correct words to complete the sentences.

- 1 Very few of our new laptops have CD drives as CDs are virtually *obsolete* / *dated*.
- 2 This shop is full of clever little *gadgets* / *glitches* that make excellent presents.
- 3 The app is designed to work on handheld *gadgets* / *devices* rather than laptops.

3 ★★ Complete the mini-conversations with the words in bold. There is one extra word in each group.

LATEST / OUTDATED / UPGRADE / HANDLE

- Alia** Are you still using those ¹**outdated** old headphones, Maha?
- Maha** Sure! I mean, there's nothing wrong with them. I'm not the kind of person who has to have the ²_____ model of everything.
- Alia** Well, I know, but you love music so much that it seems a shame not to have headphones that can ³_____ the bass better.
- Maha** Well, it is my birthday next month – if you know what I mean!

GADGETS / STATE-OF-THE-ART / DATED / COMPATIBILITY

- Talal** Have you thought about ⁴_____?
- Kamal** What do you mean?
- Talal** Well, if you switch brands of gaming console, none of your old games will work.
- Kamal** Hmm. You're right. But all my games are so ⁵_____ now that it probably doesn't matter. Games are my thing. I've saved up the money myself, so I'm going to invest in a ⁶_____ console.

BACK UP / BUGS / UPGRADE / APPLIANCES / OLD-FASHIONED

- Faten** This laptop is full of ⁷_____ – things go wrong every minute!
- Laila** Make sure you ⁸_____ your work then. You really don't want to lose your project.
- Faten** Oh, I will. Don't worry. To be honest, I think it's time for a(n) ⁹_____ – this one is nearly ten years old.
- Laila** Well, yes, it looks kind of ¹⁰_____, and it weighs a ton!

LESSON 5B VOCABULARY

Vocabulary extension

1 Match the adjectives from the box with their definitions.

appealing endless envious influential
upbeat

- 1 Able to change what people do or think. influential
- 2 Attractive or interesting. _____
- 3 Positive and cheerful. _____
- 4 Wanting something that someone else has. _____
- 5 In large quantities or for a long time. _____

2 Complete the sentences with the adjectives from Exercise 1.



- 1 I find the architecture of the city appealing.
- 2 He's very _____ and so he should act responsibly.
- 3 I'm _____ of people who learn Maths easily.
- 4 My piano teacher was very _____ about my progress, which made me feel great.
- 5 I've done _____ revision, so I should pass my exams with good grades.

3 Write a short paragraph about your favourite app.

Pronunciation

4 8.7 Read some sentences about apps. Are the two underlined letters a in each sentence pronounced the same or differently? Listen and check.



- 1 The man used an app to take photos of a star.
- 2 ... but in actual fact it was deceptive because the photo was manufactured.
- 3 This aspect is part of the problem with apps.

ACTIVE PRONUNCIATION | The letter a

The letter a can be pronounced in many ways and the spelling of a word is not always a clear guide to its pronunciation. Two common ways of pronouncing a are:

- /æ/ like in cat, jam (with a very open mouth)
- /ɑ:/ like in start, father (at the back of the throat; this sound is also slightly longer)

5 8.8 Listen to these pairs of words. Tick the word you hear first.



- 1 ☒ bark ☐ back
- 2 ☐ heart ☐ hat
- 3 ☐ parking ☐ packing
- 4 ☐ art ☐ at
- 5 ☐ aunt ☐ ant
- 6 ☐ part ☐ pat
- 7 ☐ hard ☐ had

6 Write the words you ticked in Exercise 5 in the correct place in the chart.

/æ/ cat	/ɑ:/ start
	bark

LESSON 6B GRAMMAR

Impersonal passive structures

1 ★ Study patterns a–c and match them with sentences 1–6.

- a *It + passive + that clause*
- b *subject + passive + to-infinitive*
- c *subject + passive + perfect infinitive*

- 1 ☐ The designer is known to have been heavily influenced by early computers.
- 2 ☐ It is thought that the city's schools will be completely paperless within 50 years.
- 3 ☐ 5G mobile networks are expected to greatly improve Internet connection speeds.
- 4 ☐ It was once believed that guided missiles would be used to deliver post.
- 5 ☐ The company is estimated to have sold nearly ten million handsets in the last ten years.
- 6 ☐ Sales of the company's main product were reported to be steady.

2 ★ Choose the correct forms to complete the sentences.

- 1 *It is / was* said that high-speed rail travel would cause people to stop breathing.
- 2 Over half a million passwords are thought *to be / to have been* stolen in the hack.
- 3 It has often been *remarked / remarking* that the world was a simpler place before people had telephones.
- 4 *We / It* is thought that there are over 1.5 billion websites today.
- 5 *It is being / was* revealed that personal data had been collected illegally by the company.
- 6 The hacker is thought *to be / being* a man in his 30s living somewhere in southern Germany.

3 ★★ Put the words in brackets in order to complete the sentences.

Amazing facts ABOUT THE INTERNET

The Internet ¹*is thought to have contained* (thought / to / is / have contained) five million terabytes of data in 2010.

² _____ (is / it / that / expected) by 2020, there will be 40 billion terabytes of data online.

Of the nearly two billion websites ³ _____ (to / exist / believed) today, it is estimated that less than 200 million are actually active.

Social media users ⁴ _____ (to / are / reported) upload 95 million photographs every day. Rather sadly, ⁵ _____ (said / is / it / that) 70% of them are never looked at by anyone. The first email ⁶ _____ (known / have / is / to / been / sent) by a programmer called Ray Tomlinson. Unfortunately, ⁷ _____ (not / is / known / it) what the message was as Tomlinson can't remember!

4 ★★★ Complete the sentences with the correct impersonal passive forms of the words in brackets. Sometimes more than one answer is possible.

- 1 It *is often remarked* (often/remark) that too much screen time is bad for your eyes.
- 2 IT graduates _____ (expect/pay) a high wage as soon as they graduate.
- 3 Five people _____ (believe/injure) in yesterday's accident.
- 4 It _____ (claim) that wi-fi signals are harmless to birds and insects.
- 5 I _____ (never/expect/do) this in my last job.

5 ★★★ Use impersonal passive structures to report five opinions or beliefs about teenagers and technology.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use the passive to talk about actions.	Student's Book pp. 26–27	
2	I can describe trends and talk about the Internet of Things.	Student's Book p. 28	
3	I can talk about technology and gadgets.	Student's Book p. 29	
4	I can identify specific details in a text and talk about Virtual Reality.	Student's Book pp. 30–31	
5	I can understand and talk about taking selfies.	Student's Book p. 32	
6	I can use impersonal passive structures to talk about beliefs and opinions.	Student's Book p. 33	
7	I can write a balanced for-and-against essay.	Student's Book pp. 34–35	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the text.

Many young people spend a lot of time working on their online image. Some of them ¹*feature* / *curate* their image like this for fun, others feel it is an important part of who they are, and some just want to ²*fit in* / *hold down* with a certain group of friends. Teens use their smart ³*gadgets* / *devices* to blog, comment and communicate their ideas and often post photos that have been ⁴*embedded* / *enhanced* with the ⁵*latest* / *outdated* app installed on their phones.

2 Complete the sentences with the passive form of the verbs in brackets and *by/with* where necessary.

- The number of smart devices that _____ (use) globally is going up all the time.
- I _____ (wake up) the neighbour's faulty burglar alarm again last night.
- They didn't remember that they _____ (ask) to write a review of the new app.
- The factory _____ (just / automate) so some people have lost their jobs.
- I think all our houses _____ (control) powerful computers soon.



3 Rewrite the sentences in the passive.

- More people are buying smart household appliances these days.
More smart household appliances _____.
- People claim that virtual reality experiences are exactly the same as the real thing.
It _____.
- People expect that self-driving cars will reduce the number of traffic accidents.
It _____.
- We believe that at least 20 companies have lost important data due to the recent computer virus.
Important data _____.

USE OF ENGLISH

4 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than five words, including the word in bold.

- The number of users increased dramatically.
DRAMATIC
There _____ the number of users.
- I met an old friend by chance yesterday.
BUMPED
_____ an old friend yesterday.
- There has been a slight drop in the number of sales recently. **DROPPED**
The number of sales _____.
- Some people find it difficult to keep a job.
DOWN
Some people find it difficult to _____.

5 Choose the correct words a-d to complete the text.

MOOC stands for Massive Open Online Course. There has been a ¹___ growth in their number since they appeared early this century. In fact, paper and envelope-based distance-learning courses are rarely found these days, and are considered ²___.

MOOCs use Internet-based learning platforms, whose ³___ is improving all the time. Glitches are unusual. Students rarely come ⁴___ against technical issues provided the device they are using to access their course isn't outdated.

⁵___ in the past educational opportunities were limited by financial resources and geographical location, anyone anywhere can study on a MOOC as long as they have Internet access. It is ⁶___ believed that education is being revolutionised by MOOCs, as the vast majority are free and qualifications are not required to register for them. They are usually taken by people interested in improving their knowledge, or by those who wish to see if they are sufficiently interested in a subject to study it in more depth. ⁷___, MOOCs currently have no formal assessment system or certification.

- | | |
|--------------------------|--------------------|
| 1 a slight | b dramatic |
| c short | d forward |
| 2 a upgraded | b declined |
| c embedded | d obsolete |
| 3 a functionality | b appliance |
| c use | d function |
| 4 a down | b on |
| c up | d back |
| 5 a Nevertheless | b Despite |
| c However | d Whereas |
| 6 a obviously | b very |
| c much | d commonly |
| 7 a Though | b Although |
| c However | d Despite |

SPEAKING

6 The photos show technology being used for entertainment. Take it in turns to compare the photos. Then ask the questions.

Student A: Why do people take selfies?

Student B: What are the advantages and disadvantages of virtual reality?



WRITING

7 People spend a lot of time curating their online profiles. Write an essay providing arguments for and against this practice.

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

LESSON 1B VOCABULARY AND GRAMMAR

Conditionals

1 ★ Match the two parts of the sentences.

- 1 ☐ Unless you're very well-off,
 - 2 ☐ Zeinab wouldn't run out of cash every month
 - 3 ☐ You can live on very little
 - 4 ☐ If the exams were easier,
 - 5 ☐ My parents wouldn't be as well-off as they are
- a if she didn't splash out every time she went shopping.
 - b you'll need to borrow money to buy a house.
 - c if I'd gone to a costly private school.
 - d I wouldn't have had to work so hard to pass my exams.
 - e if you manage your finances carefully.

2 ★ Match types of conditionals a-e with sentences 1-5 from Exercise 1.

- a ☐ Zero conditional: a situation that the speaker considers always true.
- b ☐ First conditional: a situation that is likely to happen in the future.
- c ☐ Second conditional: a hypothetical or improbable situation in the present or future.
- d ☐ Mixed conditional: the present consequences of a hypothetical past situation.
- e ☐ Mixed conditional: the effects of a hypothetical present situation on the past.

3 ★ Read the sentences. Then choose the correct words to complete explanations a and b.

- 1 If video games weren't so costly, I'd buy a new one every month.
 - a Video games *are* / *aren't* costly.
 - b I *buy* / *don't buy* a new one every month.
- 2 If you don't buy the car today, it will be more expensive tomorrow.
 - a You are *recommended* / *not recommended* to buy the car today.
 - b The car costs *more* / *less* today than it will tomorrow.
- 3 If we were affluent, we would've bought a big flat.
 - a We *are* / *aren't* affluent.
 - b We *bought* / *didn't buy* a big flat.

4 ★★ Complete the sentences with the phrases from the box. There is one extra phrase.

cancel 'll pick you up weren't struggling
~~would have to~~ wouldn't be feeling
 wouldn't need

- 1 If we spent more on society, fewer people would have to live in hardship.
- 2 If we'd eaten breakfast, we _____ so hungry now.
- 3 If our house hadn't been burgled, I _____ a replacement passport.
- 4 I _____ at 6 p.m. outside the shopping centre unless I hear differently.
- 5 _____ your bank cards immediately if you lose your wallet.

- 5 ★★ Complete the mini-conversations with the correct forms of the verbs in brackets. Use short forms where possible. More than one answer is sometimes possible.

Eman If I ¹ _____ (pass) my exams, I would be at university now.

Dalia True, but at least you are earning money rather than getting into debt.

Fadi Don't you know what to do?

Ali Fadi, if I knew what to do, I ² _____ (not ask) you.

Alma I thought you were one of those unusual people who don't like chocolate.

Heba If I ³ _____ (not like) chocolate, I wouldn't have made chocolate cake, would I?

Nawal If I was richer, I ⁴ _____ (donate) some money to help poor people.

Sana You could donate some food instead.

Nour If you ⁵ _____ (not be) so extravagant during your last shopping trip, you'd have enough money left to go out this weekend.

Muna I know, I know!

- 6 ★★ USE OF ENGLISH Choose the correct words a–c to complete the text below.

1 **a** aren't **b** weren't **c** wouldn't be

2 **a** 're **b** 'd **c** 'll

3 **a** unless **b** as **c** when

4 **a** buy **b** bought **c** 'd buy

5 **a** mightn't **b** might **c** will

6 **a** would be **b** is **c** will be

- 7 ★★★ Complete the sentences with *unless*, *if* or, where possible, *when*.

1 *Unless* you run, you're going to be late for the lesson.

2 You'll laugh _____ I tell you what happened to me yesterday.

3 _____ you don't feel like going, then don't go!

4 Don't bother making coffee for me _____ you're making one yourself.

5 _____ I told you a secret, would you be able to keep it?

6 _____ the clock strikes midday, the race will begin.

- 8 ★★★ Write a paragraph explaining how your life would have been different if you'd grown up in a different country.

LAMP-SHOP

The Adjusta-Lamp Pro is the best smart desk lamp on the market.

Believe us, if they ¹ ___ so great, we wouldn't have installed them as standard in our own offices! Adjusta-Lamp Pro is available now at a bargain price. If you miss this special offer, you ² ___ regret it. Why? Because ³ ___ we say bargain, we mean BARGAIN! If you ⁴ ___ this lamp at any other shop, it would cost at least 99 JOD, but we're proud to offer it for just 59 JOD!

Place your order now as stocks are running out fast! In fact, if we'd known how popular this lamp was going to be, we ⁵ ___ have offered it at such a low price!

24-hour delivery guaranteed – if you'd ordered last night, it ⁶ ___ sitting on your desk right now! Don't wait another day. Order right away!



LESSON 2B **VOCABULARY**

Vocabulary extension

1 **Complete the sentences with the verbs from the box.**

acknowledge admitting make offer take

- 1 It's not easy to acknowledge your mistakes and say sorry.
- 2 In most situations she is incapable of _____ that she's wrong.
- 3 Her 'shortcut' actually took twice as long, but did she _____ the blame or _____ an apology?
- 4 So when I saw him, I decided to try and _____ amends.

2 **Write a note to a friend apologising for something you said or did that upset them.**

ACTIVE PRONUNCIATION |
Intonation in adverbial phrases

English intonation has a pattern which falls and rises again within one phrase. We can use this fall-rise tone in adverbial phrases.

- *in my opinion* (ɪn maɪə'pɪn/jən)
- *to be honest* (tə bi 'ɒnɪst/)
- *to tell you the truth* (tuː tɛl juː ðə truːθ/)

3  **9.3 Work with a partner.**
Practise reading the dialogue.
Then listen and check.





- Abbas** Have you got any interesting plans for summer?

Fadi Actually, we aren't doing anything special this year. Travelling is so expensive.

Abbas If you ask me, it's OK to splash out from time to time.

Fadi To tell you the truth, that's what I told my family, but I couldn't change their minds.

Abbas In my opinion, it's worth going away even if it's just for a couple of days.



LESSON 3B

VOCABULARY | Chance and risk

1 ★ Complete the puzzle with the missing parts of the binomials. What is the mystery binomial?

		3								8
			4							
¹ U	2					5	6	7		
P				and						
S										

- 1 ups and downs
- 2 _____ and take
- 3 _____ and go
- 4 _____ it or leave it
- 5 _____ and then
- 6 safe and _____
- 7 _____ or less
- 8 sooner or _____

The mystery binomial is _____.

2 ★★ Replace the underlined parts with some of the binomials from Exercise 1.

- 1 Wherever my cat has disappeared to, I just hope he'll come home with no problems.
safe and sound
- 2 Visitors to the museum can select from over 100 arcade games from the 1980s and 1990s. _____
- 3 Don't be too hard on yourself. After all, most people fail at something at some point. _____
- 4 Like every business we have our good and bad times but generally we are successful.

- 5 I can't sell it for less than 100 JOD. That's my lowest price - accept it or don't.

- 6 We are almost finished here so I can meet you in about half an hour. _____
- 7 It was uncertain whether the rescue team would be able to save the man in the cave.



3 ★★ Complete the sentences with *chance*, *risk*, *luck* or *opportunity*. Sometimes more than one answer is possible.

- 1 The risk of injury or even death is very high for base-jumping wing-suit flyers.
- 2 You've won three games in a row now - what _____!
- 3 It's already 10 p.m. so there is very little _____ of me staying awake for a whole film.
- 4 Given the _____, I'd love to take a sports car out for a drive.

4 ★★★ Complete the mini-conversations with suitable binomials.

Habib I was worried about you Amer! I'm so glad you are home ¹safe and sound.

Amer I said I'd be back by 9 o'clock and it's ... ten past so I'm ²_____ on time.

Nadia I'm making omelettes if you want one.

Samia Omelettes, huh? Not very exciting. How about something else?

Nadia It's omelettes or nothing!
³_____.

Samia Hmm. Omelettes would be lovely, thanks.

Jaber You really need to wear a helmet when you're on your bike, Nader.
⁴_____ you're going to injure yourself. It's only a matter of time!

Nader I have a helmet. I'm going to put it on now!

LESSON 5B GRAMMAR

wish/if only, past modals

- 1 ★ Choose the correct options to explain the meaning of the sentences in bold.

1 I wish I could stop eating crisps.

The speaker *can* / *can't* stop eating crisps.

2 If only Alia knew how I felt about it.

Alia *does* / *doesn't* know how the speaker feels about it.

3 They shouldn't have bought it.

The speaker is talking about someone who *did* / *didn't* buy something.

4 It was sunny so we didn't need to wear our raincoats.

The speakers *did* / *didn't* wear their raincoats.

5 I should have asked if the boy needed any help.

It was a good idea to ask if the boy needed any help, so the speaker *did* / *but the speaker didn't*.

6 Ali could have given Fadi a lift into town.

Fadi *did* / *didn't* get a lift into town from Ali.

- 2 ★★ Complete the sentences with the correct forms of the verbs in brackets.

- 1 I wish I knew (know) what questions they plan to ask during the English oral exam.
- 2 If only I _____ (walk) to school yesterday instead of going by bike.
- 3 You didn't need to _____ (buy) that new charging cable but I guess it's good we've got a spare one.
- 4 We needn't _____ (bring) our waterproof jackets after all.
- 5 I wish I _____ (can be) at the World Cup finals last month and seen my country play.
- 6 Looking back, perhaps I _____ (should not say) anything, but I did, so it's too late now.

- 3 ★★ Complete the second sentence using the correct forms of the underlined verbs.

1 I wish I were luckier.

I wish I had been luckier the last time I ran to catch the bus.

2 If only I could afford to buy a new scooter.

If only I _____ to buy a new scooter for my sister's last birthday.

3 I wish you 'd been here to watch me perform yesterday.

I wish you _____ here to watch me perform now.

4 If only we 'd known where you were, we'd have come to get you.

If only we _____ where you are, we would come and get you.

- 4 ★★★ Complete the dialogue with the correct forms of the words in brackets. Use short forms where possible.

Ramzi Did you read about that guy who unlocked that safe in Amman?

Hani Er ... what? Is this a joke?

Ramzi No! I read it online. He was visiting The Jordan Museum and there was this safe there that nobody had ever been able to unlock. Anyway, he tried a random combination and opened it first time!

Hani Wow. Pure chance. If only he ¹'d visited (visit) earlier!

Ramzi Ha! I wish I ² _____ (be) there to see that.

Hani So what was inside?

Ramzi Well, he probably ³ _____ (need not bother) because there were just a couple of old documents.



- 5 ★★★ Write a paragraph mentioning two things you regret doing and two things you regret not doing.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

Learning objective		Course material	How confident I am (1–5)
1	I can use mixed conditionals to talk about present effects of a hypothetical situation in the past.	Student's Book pp. 38–39	
2	I can identify specific details in a recording and talk about success and failure.	Student's Book p. 40	
3	I can talk about chance, risk, opportunity and luck.	Student's Book p. 41	
4	I can identify events in a narrative news story.	Student's Book pp. 42–43	
5	I can use <i>I wish/If only/should/need/could</i> to talk about present and past regrets.	Student's Book p. 44	
6	I can discuss advantages and disadvantages.	Student's Book p. 45	
7	I can write a competition entry / a letter of application.	Student's Book pp. 46–47	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 There were some minor *setbacks / flops* at the beginning of the project, but in the end it went well.
- 2 His hard work paid *up / off* and he did really well in the final exams.
- 3 He took a digital presentation to the interview and they loved it. What a *masterstroke / blunder*!
- 4 This is not worth the *chance / risk*. I always prefer to be safe.

2 Complete the dialogue with the words from the box.

choice clue consider do messed up
off take

- A Oh no! I've really ¹ _____ - I've lost the house key. What shall we do?
- B Well, let's ² _____ our options; we could try to open that window or break it.
- A It won't open. What now?
- B I haven't a ³ _____.
- A It's cold out here. Now I realise how much I ⁴ _____ my house for granted.
- B Have a chocolate. It should take your mind ⁵ _____ the cold.
- A Thanks! That should ⁶ _____ the trick.
- B Well, I think we have no ⁷ _____ but to break the window.

3 Complete the binomial phrases in the sentences with one word.

- 1 You must try to be flexible. There should be some give and _____ in any friendship.
- 2 I think it's more or _____ certain you'll get the job.
- 3 I had to decide if I wanted the job _____ and then. They said they couldn't wait.
- 4 The team has had its _____ and downs but they're doing very well now.
- 5 We got lost in the desert but in the end got home safe and _____.

4 Complete the sentences with a conditional form, using the verbs in brackets.

- 1 If she _____ (not/be) an interesting person, the journalists _____ (not/interview) her.
- 2 People _____ (not/be) successful unless they _____ (know) what they want.
- 3 If he _____ (accept) the job with the travel agency last year, he _____ (be) in Australia now.
- 4 If you _____ (not/give up) languages at school, you _____ (be able) work abroad now.

5 Choose the correct words to complete the sentences. More than one answer is possible.

- 1 I wish everything these days *isn't / wasn't / weren't* so expensive.
- 2 If only my sister *would stop / stopped / had stopped* borrowing my clothes!
- 3 I wish I *studied / would study / had studied* sciences at school, but it's too late now.
- 4 He *needn't have worried / shouldn't have worried / didn't need to worry* about the test. He came top!

USE OF ENGLISH

6 Complete the text with one word in each gap.

FOLLOW YOUR HEART

Working in the travel business appeals to many young people who want to work as a flight attendant. Some of them ¹ _____ to different airlines when they leave school.

One of the benefits of this job is having access to discount airfares. Nevertheless, there are some downsides ² _____ the job too: air crew can work long hours, and passengers aren't always easy to deal with.

There are far more candidates than vacancies, so companies can ³ _____ and choose. Amal, a flight attendant with a major airline, says, 'There's a ⁴ _____ chance that you might succeed so be prepared for rejection. If I ⁵ _____ not followed my heart, I could be very unhappy now. But this is the life for me!'



READING

- 7 Read the article about sports. Match sentences A–E with gaps 1–4 in the text. There is one extra sentence.

STRATEGY | Missing sentences

Read the sentences before and after the gap carefully. Look for reference words, e.g. personal pronouns. Discourse markers such as *in addition*, *however*, will also help you.

- A Although some people might disagree, I can't help feeling that all the examples mentioned reflect the basic goodness of the human being.
- B One interesting example is about two runners who train together.
- C *Survival of the fittest* is the name of the game, and can turn perfectly normal people into unpleasant individuals.
- D Although on the other hand, he might not be so well known today.
- E One of the best known of such sporting moments happened in 2016 in the Triathlon World Series in Mexico.

SPEAKING

- 8 In pairs, take it in turns to ask and answer the question.

We shouldn't take risks in life and we should always play it safe. Do you agree? Say why.

WRITING

- 9 You have seen this advertisement on a student website.

THINKING ABOUT HAVING A **GAP YEAR?**

Then enter this competition and

WIN A FREE COURSE!

The following courses are on offer next summer:

- Work on a conservation project by the Red Sea.
- Learn how to run a successful outdoor activity centre in Australia.

To apply, write a letter telling us why we should choose you.

Write your competition entry.



Use the Graphic Organiser to help you plan your writing.

FAIR PLAY

Anyone who takes part in a competitive sport knows how the natural human desire to win can bring out the worst in people. ¹ ____ Think of the professional footballers who forget all about fair play in an attempt to win their side a penalty.

Fortunately, stories demonstrating the better side of human nature sometimes hit the headlines. ² ____ British runner Jonny Brownlee was about to finish first when the heat made him ill and he was about to fall over.

Jonny's brother Alistair was in third place when he saw his brother and helped to carry him over the finish line.

If his brother hadn't helped Jonny, he probably wouldn't have finished the race. ³ ____

In fact, if we really want to find them, there are lots of stories of sporting heroism.

We can read about rugby players who stop playing to help an injured fellow player, of golfers who admit to doing something wrong even if no one saw, and of Formula One racing drivers stopping to help others who have had a serious accident. ⁴ ____



Jonny and Alistair Brownlee

LESSON 1B VOCABULARY AND GRAMMAR

Past modals of speculation

1 ★ Choose the parts of the sentences that refer to the past.

- 1 This ivory comb *might have been made / might be made* for royalty.
- 2 These enormous footprints *can't have belonged / can't belong* to a human.
- 3 Solid circular earrings like this *must be / must have been* extremely unusual.
- 4 These bronze coins *may have been used / may be used* to pay soldiers.
- 5 He *must have been wearing / must be wearing* this golden mask during burial.
- 6 These pointed wooden swords *might be used / might have been used* for practice.

2 ★ Choose the most suitable answers to replace the underlined parts in the sentences below.

- 1 It's possible that the map was drawn by Egyptian sailors.
 - a The map must have been
 - b The map can have been
 - c The map might have been
- 2 I'm pretty sure that it was not very accurate.
 - a It must not have been
 - b It can't have been
 - c It may not have been
- 3 I assume the owner used it to navigate across the oceans.
 - a The owner would have
 - b The owner might have
 - c The owner can have
- 4 Its maker was quite possibly an explorer.
 - a must have been
 - b may well have been
 - c would have been

5 It's possible that it wasn't the original but a copy.

- a It couldn't have been
- b It can't have been
- c It might not have been

6 My assumption is that other navigation tools were used together with the map.

- a would have been used
- b may have been used
- c might have been used

7 Obviously, in those days, navigators were unable to use GPS because it hadn't been invented.

- a couldn't have used
- b may well not have used
- c might not have used

3 ★★ Complete the second sentence with *must/might/can't/would have been* so that it means the same as the first one.

- 1 It's possible it was a king's helmet.
It might have been a king's helmet.
- 2 I'm sure that it wasn't an ordinary soldier's helmet.
It _____ an ordinary soldier's helmet.
- 3 The helmet was most likely the most important part of his equipment.
The helmet _____ the most important part of his equipment.
- 4 I think we can assume that it was very expensive.
It _____ very expensive.
- 5 I'm sure that it wasn't from this country.
It _____ from this country.
- 6 I'm sure it was even more beautiful when it was new.
It _____ even more beautiful when it was new.

4 ★★ Complete the mini-conversations with the correct continuous modal forms of the words in brackets.

- Issa** I saw Maher going into the shopping centre at 10 p.m. last night.
- Ziad** He ¹*must have been doing* (must/ do) some late night shopping.
- Issa** He ²_____ (can't/shop). All the shops are closed at that time.
- Ziad** True. He ³_____ (might/ go) to see a film. The cinema is open until very late.

- Sana** I thought Sara seemed really tired today.
- Zeinab** She ⁴_____ (must/ revise) until late at night. She's got an exam today.

5 ★★★ USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

- 1 I'm sure it was made of bone. **MUST**
It *must have been made of* bone.
- 2 I'm sure they weren't perfectly geometric. **CAN'T**
They _____ geometric.
- 3 I'm assuming that this part was the lid. **WOULD**
This _____ the lid.

- 4 It's quite likely that this was spherical when it was first made. **MAY**
This _____ when it was first made.
- 5 It's possible that this curved part was shaped by human hands. **MIGHT**
This curved part _____ by human hands.
- 6 I assume that these beige sections were originally brightly-coloured. **WOULD**
Originally, these beige _____ brightly-coloured.

6 ★★★ Complete the sentences with suitable modal verbs and the correct forms of the verbs in brackets.

- 1 Nobody knows exactly what this hollow tube *might have been used for* (use for).
- 2 The owner _____ (shock) when she found out how much the vase was worth.
- 3 We _____ (never/find) the ancient city without the help of the drone.
- 4 In all likelihood, this pocket-sized diary _____ (belong) to a young woman from a wealthy family.
- 5 The man in this photograph _____ (try) to light a fire as you can see him blowing on the dry grass.
- 6 These footprints _____ (leave) by any kind of creature we know as they are simply too big.

7 ★★★ Write a paragraph speculating about a mysterious object you found on a beach. Give some evidence for your speculations.



LESSON 2B **VOCABULARY**

Vocabulary extension

- 1 Are these adjectives, which are related to describing art and colour, positive (P) or negative (N)? Use a dictionary to help you if necessary.
- 1 ☐ distinctive
 - 2 ☐ clashing
 - 3 ☐ rich
 - 4 ☐ insipid
 - 5 ☐ subtle
 - 6 ☐ vibrant
 - 7 ☐ subdued
 - 8 ☐ jarring

- 2 Choose the correct words to complete the text.

My aunt loves to make her own clothes. She sometimes makes a thaob, with its ¹*distinctive* / *jarring* wool threads. She uses dye to give the threads ²*vibrant* / *jarring* colours such as lovely reds or yellows, and her designs sometimes feature ³*rich* / *subtle* decorative birds that are not easy to see at first. I prefer her designs to the ⁴*insipid* / *clashing* clothes you often find in modern shops. These are often dull, in ⁵*subdued* / *vibrant* shades of brown or grey.

Pronunciation

- 3  **10.4** Look at some sentences about the radio programme in the Student's Book. What sound disappears from the underlined parts when the modal forms are contracted? Listen and check.



- 1 Professor Jawad Alqassab must have / must've known a lot about Jordanian embroidery to write a book about it.
- 2 Researchers have suggested that people may have / may've worn the thaob for around 3,000 years.

ACTIVE PRONUNCIATION

Contracted forms of past modals

When using past modal forms, speakers of English often reduce *have* by omitting the /h/ sound.

- *might have* → *might've* /'maɪtəv/
- *would have* → *would've* /'wʊdəv/

- 4  **10.5** Listen to these pairs of past modals. Tick the one you hear first.



- | | |
|--|---|
| 1 ☐ must have | ☒ must've |
| 2 ☐ should have | ☐ should've |
| 3 ☐ might have | ☐ might've |
| 4 ☐ could have | ☐ could've |
| 5 ☐ would have | ☐ would've |

- 5  **10.5** Practise saying the pairs of modals from Exercise 4. Listen again and check.



LESSON 3B GRAMMAR

Reduced adverbial clauses

1 ★ Find the subject of each participle clause.

- 1 Having had guitar lessons for years, Ali amazed the class with his playing.
- 2 Standing in front of the painting, Hala and Faten instantly recognised it as a masterpiece.
- 3 Fadi added more blue paint to the mix, creating a darker shade of green.
- 4 Having been impressed by the sculpture, the child stood with his mother and stared.

2 ★ Match the two parts of the sentences.

- 1 ☐ Having done stand-up comedy for years,
 - 2 ☐ Feeling nervous about giving his presentation,
 - 3 ☐ The actor began to improvise,
 - 4 ☐ Knowing how excited Alia was,
 - 5 ☐ Hala joined the writing class,
 - 6 ☐ Having read the poem many times before,
 - 7 ☐ Not knowing how to speak German,
 - 8 ☐ Having never met before,
- a her father decided not to cancel the trip.
 b Hani knew the words by heart.
 c Fawzi knew hundreds of funny jokes.
 d never having written a story or poem in her life.
 e the musicians needed time to get to know each other.
 f Habib took deep calming breaths.
 g Ali couldn't help with the translation.
 h having forgotten his lines.

3 ★★ Complete the sentences with the adverbial clauses from the box.

After having had ~~Having forgotten~~
 Knowing Never having been
 Not wanting to offend Thinking Wanting

- 1 Having forgotten to plug in my phone, I woke to find the battery dead.

- 2 _____ how difficult my sister can be, I prepared myself for an argument.

- 3 _____ to impress his new teacher, Imad put up his hand every time she asked a question.

- 4 _____ to Cairo, the twins were very excited about their upcoming trip.

- 5 _____ he was doing the right thing, he carried on.

- 6 _____ breakfast, they packed the car and set off on holiday.

- 7 _____ anyone, she decided to keep her opinion to herself.

4 ★★★ Replace the underlined parts with participle clauses.

- 1 Because she thought her driving lesson started at 4 p.m. instead of 5 p.m., she had to wait an hour at the driving school.
Having thought

- 2 I had met her before, so I didn't bother introducing myself properly. _____

- 3 Because he felt it would be a bad idea to be tired, he went to bed early the night before his exam. _____

- 4 The little girl won the race easily, which left her parents open-mouthed. _____

- 5 After I had been to the gym, I showered and had some lunch. _____

5 ★★★ Imagine you are old and looking back on your life. Write a short description of what happened to you beginning with the words below.

Having grown up in ...

LESSON 5B **VOCABULARY** | Performance

1 ★ Complete the pairs of sentences with the words in bold.

1 **COMIC / COMICAL**

- a Are you a _____ actor?
- b He looked _____ in that big hat.

2 **HISTORIC / HISTORICAL**

- a This is an excellent _____ play.
- b Today is a _____ day for the world's largest movie studios.

3 **CLASSIC / CLASSICAL**

- a Don't miss the _____ car show next week!
- b I quite like some _____ music.

4 **TASTY / TASTEFUL**

- a The way the opera house was decorated was very _____.
- b _____ snacks will be available during the break.

5 **LIVELY / ALIVE**

- a The concert was a _____ start to the city's cultural weekend.
- b If only the artist had been _____ to see his painting sell.

6 **INVALUABLE / WORTHLESS**

- a This wonderful book is full of _____ advice for drama students.
- b It seems the final week of rehearsals were _____ as the first night of the play was awful.

7 **CHILDLIKE / CHILDISH**

- a The artist's best work has a _____ innocence about it.
- b I found the director's reaction to the criticism of his film extremely _____.

2 ★ ★ Choose the correct words to complete the sentences.

- 1 The jokes were so _____ it was embarrassing.
 - a comical
 - b cheesy
 - c lively

- 2 It was an awful film; the acting was poor, the special effects terrible and the dialogue _____.
 - a lively
 - b comical
 - c unconvincing
- 3 This _____ performance by my favourite actor is sure to win her plenty of awards.
 - a appalling
 - b offensive
 - c lively
- 4 I dislike this programme because I find the humour _____.
 - a comical
 - b lively
 - c offensive
- 5 This is the best version of the story ever to hit the stage; truly _____ in every way.
 - a exceptional
 - b comical
 - c cheesy

3 ★ ★ USE OF ENGLISH Complete the magazine preview with one word in each gap.

Today's best television

¹**Catch** up on the latest episode of *Family Fun* on JRTV at 7.00 tonight. It's a ²_____ -watch for fans of gentle comedy. If you're more of an action lover, *Mystery Mission 4* on Cloud TV at 9.00 will have you on the edge of your ³_____. The lead was ⁴_____ by Rami Alshawish.

For those that like their comedy a little more lively than *Family Fun*, there's Bob Black doing a classic stand-up ⁵_____ on JRTV+ at 11.00. Watch Bob ⁶_____ jokes, ⁷_____ the punchlines and deal with audience members who are foolish enough to raise their voices to try and ⁸_____ him.

4 ★ ★ ★ Write a message to a friend recommending a TV show or film you love.

1 For each learning objective, write 1–5 to assess your ability.

1 = I don't feel confident. 5 = I feel confident.

	Learning objective	Course material	How confident I am (1–5)
1	I can use past modals to talk about hypothetical situations in the past.	Student's Book pp. 48–49	
2	I can understand and talk about Jordanian embroidery.	Student's Book p. 50	
3	I can use reduced adverbial clauses in written texts.	Student's Book p. 51	
4	I can identify specific details in a text and talk about spoilers.	Student's Book pp. 52–53	
5	I can talk about performances.	Student's Book p. 54	
6	I can negotiate informally.	Student's Book p. 55	
7	I can write an article.	Student's Book pp. 56–57	

2 Which of the skills above would you like to improve in? How?

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

New words I learned	Expressions and phrases I liked

VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

- 1 There was a big bird's nest inside the ancient tree trunk, which was completely *solid / flat / hollow*.
- 2 The sculpture was so *spherical / enormous / curved* they couldn't get it through the door of the exhibition centre!
- 3 They were delighted when they found several *bronze / pointed / bone* coins with their new metal detector.
- 4 The music was so *cheesy / golden / geometric* that we laughed when they played it.
- 5 This intriguing artefact is *circular / ivory / silk* in shape, but no one knows what its purpose was.
- 6 We left the drink in the freezer and soon the lemonade was *solid / spherical / bone*.

2 Complete the sentences with the missing words.

- 1 The **c**_____ refers to the actors taking part in a performance.
- 2 **C**_____ a joke is a more informal way of saying tell a joke.
- 3 The **p**_____ is the storyline of a play, film, TV drama or book.
- 4 The **p**_____ is at the end of a joke and usually makes people laugh.
- 5 A **s**_____ is a genre of comedy series usually broadcast on TV featuring the same actors.
- 6 We say comedians do a **s**_____ - **u**_____ **r**_____ when they tell a series of jokes on stage.

3 Complete the conversation with the correct form of the verbs in brackets.

- A** Look at the circles in the field!
- B** They are so perfect they ¹_____ (can't / make) by a farmer. Farmers don't have the equipment to do it.
- A** But it ²_____ (must / make) by a farmer! Who else would make circles in a field?

B Well, they ³_____ (could / make) by a designer.

A But they still ⁴_____ (would / need) special equipment and why would a designer want to do something like that?

B He or she ⁵_____ (might / look) for attention.

A There are a lot of easier ways to get attention. Anyway, it's private property.

B OK, well, I've got another theory.

A So, who do you think did it?

B Scientists of course! A big, flat field like this ⁶_____ (would / be) the perfect place for them to do an experiment, don't you think?

A Perhaps you're right!



4 Rewrite the sentences, using a participle clause.

- 1 After I had found a nice birthday present, I bought some wrapping paper.

Having found a nice birthday present,
I bought some wrapping paper.

- 2 She looked at the diamond carefully and said, 'I think it's a fake.'

- 3 As she walked into town, she met several old friends.

- 4 As she had studied Mathematics, she was used to making complicated calculations.

- 5 I knew the background to the situation, so I understood how she felt.

- 6 He had watched the film several times, so he remembered every scene.

USE OF ENGLISH

5 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 After I had seen the film, I decided to buy the book. **HAVING**

_____,
I decided to buy the book.

2 I think some medieval traders were very rich. **WOULD**

I think some medieval traders
_____.

3 I don't think you were listening very closely. **CAN'T**

You _____
very closely.

4 She didn't know the city well so she got lost. **KNOWING**

well, she got lost.

5 I think this artefact was definitely used by farmers. **MUST**

I think this artefact _____
_____ by farmers.

LISTENING



6 **10.8** You are going to hear three short recordings. Read questions 1–3 and the possible answers. Then listen and choose the correct answer for each recording.

1 You are going to hear two women talking about buying something. They agree that

- a** they should buy something with white threads.
- b** they should buy a colourful cushion.
- c** they will buy a purse.

2 What did the two friends like best about a TV programme?

- a** the plot **b** the music **c** the acting

3 What is being advertised on the radio?

- a** a play **b** a film **c** an exhibition

SPEAKING

7 In pairs, role play the situation below. Then change roles and do the task again.

STRATEGY | Role play

Try to cover every point and avoid very short statements. Use expressions for making, accepting or rejecting suggestions.

Student A

You are trying to decide what to do with a friend at the weekend, but you like different things. Talk to him/her about the points below. You start the conversation.

- Suggest going to the circus.
- Mention that it's a show on ice.
- It's the last performance this Saturday.

Student B

You are trying to decide what to do with a friend at the weekend. You'd really like to go to see a photo exhibition and Saturday is the last night. Use the phrases below to help you.

- I thought perhaps we could go to ...
- Isn't that a bit childish?
- I don't want to be awkward, but ...
- OK, I could go along with that.

WRITING

8 You have seen this post on a film-lovers website. Write your article.

ARTICLES WANTED!

Are young people today interested in films with a serious message, or do they prefer action films with superficial plots? Give us your opinion referring to films you know.



Use the Graphic Organiser to help you plan your writing.

PHRASAL VERBS

be blown away: I was blown away by the performance of the actress.

be fed up with: I'm completely fed up with people gossiping about me.

be off: We're all off to the coast for a few days for the holidays.

break down: The freezer broke down.

break off: We can break off at any time and go back to our normal lives, whereas the people who live here can't.

bump into: I bumped into an old friend yesterday.

calm down: I need to calm down, but a wave of anxiety overcomes me.

catch up on: Tonight we'll catch up on the latest episode of the show.

chop down: Two cherry trees in the garden were chopped down.

clear up: I joined a group that wanted to clear up the town where I live.

come across: I happened to come across this gem of a museum last week on a family trip to Amman.

come across as: People are more likely to like you if you come across as an approachable person.

come off: The door handle has come off.

come up with: It's a good idea to come up with different arguments.

cut down on: Cut down on fatty foods if you want to lose weight.

drive off: He saw the man get into the car and drive off.

drop out: When she went to university, she was still immature and dropped out after her first year.

eat away at: The stress might eat away at you inside.

end up: Each year, over 125 million JOD worth of clothing is thrown away and ends up in landfill.

figure out: We soon figured out how to do it.

get ahead: She has always been determined to get ahead, so she quickly got a new job.

get by on: When I was at university, I used to be able to get by on 90 JOD a week.

get rid of: Living in a small space means that you have to get rid of your excess possessions.

go out: I was watching a film when the lights suddenly went out.

go with: OK, so will we go with banning single-use bottles then?

hold down: People with autism might have problems at school or with holding down a job.

keep up with: Alia found it difficult to keep up with the other students in class.

leave out: They leave out details which they think are unnecessary.

look up to: I've always looked up to Ali because of his determination.

lose out: Unless you make an effort, you're going to lose out on the job.

mess up: It doesn't matter if you mess it up, you can always try again.

pass on: I can pass on a message to him if you like.

pay off: It hasn't worked yet, but I'm sure our persistence will pay off in the end.

pick up: The world's largest radio dish can pick up signals from even the very deepest realms of space.

pick up: Dad's picking up his new electric car tonight at 7 p.m.

pick up: I picked up the new language quickly.

point out: He pointed out the errors in the text.

put aside: If you don't put aside some money, you will never buy a car.

set out: Five years later, she set out to fly around the globe.

set up: I set up a small business recycling and customising denim.

speak up for: He is willing to speak up for their rights.

speak out against: People need to speak out against discrimination.

spell out: You must spell out your idea very clearly so he understands.

splash out: It's worth thinking twice before you splash out on that shiny new gadget.

stay out: I'm not allowed to stay out after 10 p.m.

stay up: Are you really planning to stay up that long?

strike up: I struck up a conversation with someone on the bus.

tell apart: Rhinoceroses are so short-sighted that they are unable to tell a person and a tree apart.

tell off: When I was little, my parents were forever telling me off about the things I'd done.

throw away: Please throw away this rubbish.

turn out: It turned out that the girl had a rare disease.

wipe down: I wiped down the wall with a damp cloth.

wipe off: She wiped the spilt milk off the table.

work out: If things don't work out, try to make the best of the situation.

work out: I couldn't work out the answer to the question.

PREPOSITIONS

PREPOSITIONS IN PHRASES

AGAINST

against the rules: Her bosses told her that this was against the rules.

AT

at a distance: People use many ways of communicating at a distance.

at stake: There was a lot at stake, but he did it anyway.

at that time: At that time, he was working for a different company.

at the age of: I can't imagine children starting work at the age of eight.

at the end: It's a bit sad when he dies at the end of the film though.

at the moment: Where is he working at the moment?

at the time: We didn't know about the hoax at the time.

at your convenience: I would be glad to attend an interview at your convenience.

BY

by accident: She found the book by accident.

by chance: I met an old friend by chance yesterday.

by law: Endangered species are now protected by law.

FOR

except for: There was no noise except for the rustling of paper.

for fear of: They don't use social media for fear of getting addicted.

(take something) for granted: He took it for granted that sooner or later his boss would come and rescue him.

for instance: For instance, they can make fruit look and taste like meat!

for safety reasons: For safety reasons, toxic waste must be stored in sealed containers underground.

for the better: The Internet has changed my life for the better.

for the sake of: I'm doing this for the sake of my parents.

FROM

from time to time: I used to mess about from time to time.

IN

in addition: In addition to providing entertainment, the Students' Union organises societies which any student can join.

in all likelihood: In all likelihood, we enjoy it more the second or third time because we are now free to notice more of the detail.

in charge of: He had been in charge of a big company for many years.

in conclusion: In conclusion, the priority is to install a fridge.

in contrast: In contrast to Akel's opinion, I liked the film.

in danger of: One in four mammals is in danger of extinction.

in fact: In fact, his younger brother is now quite a bit taller than him.

in general / particular: Fluency in a foreign language in general and English in particular is very important for a student's future.

in many ways: In many ways, human life on this planet is better than ever.

in no way: In no way should we abandon our logical conscious mind.

in principle: It's a good idea in principle, but I need to think it over.

in recent years: In recent years, text messaging has become popular.

in that case: In that case, you should tell him the truth.

in the end: Dad said that secrets always come out in the end.

in the long run: Even when things don't immediately go your way, they usually turn out to be positive in the long run.

in the middle of: I was woken in the middle of the night to move my car.

in the public eye: As an actor, he was used to being in the public eye.

in touch with: It's getting easier and easier to stay in touch with people.

ON

on average: Most people's concentration span is 14 minutes on average.

on foot: She rarely goes into the local village on foot.

on horseback: She usually goes into the local village on horseback.

on your own: I was an only child and I felt bored at home on my own.

on your way: Habib met his friends on his way to school.

on the edge of your seat: I watched the film on the edge of my seat. It was so exciting!

on the fence: I'm on the fence, really. I can't decide what to do.

on the loose: A lion escaped from the zoo and was on the loose.

on the safe side: Buy your own ticket, just to be on the safe side.

on the spot: Think ahead. It's hard to think of good examples on the spot.

on the way out: Plastic cutlery and straws are on the way out.

on the whole: On the whole, I thought the film was pretty good.
on time: Most of my friends who were invited arrived on time.

TO

face-to-face: Would you rather speak to her on the phone or face-to-face?
to my mind: People sometimes think that stressful or upsetting events shape us negatively, but to my mind, the opposite can also be true.
to some extent: Most of us experience anxiety to some extent.

UNDER

under no circumstances: Under no circumstances should you be here.
under threat: Condors are now under threat once more.

WITH

with any luck: With any luck, he won't be living in this way in a few years.
with regard to: I am writing with regard to your advertisement.

WITHOUT

without a (shadow of a) doubt: Without a doubt, the majority of us do our best to avoid seeing spoilers.

PREPOSITIONS AFTER NOUNS

advances in: Advances in robotics will eliminate semi-skilled jobs.
advantage of: What is the advantage of changing the clocks?
advice for: Have you got any advice for me?
alternative to: Scientists are already working on alternatives to meat.
campaign against: It's a campaign against climate change.
difference to: Becoming a 'befriender' is a direct way to make a difference to someone's life.
disadvantage of: What are the disadvantages of the new system?
downside of/to: There are some downsides to working as a lawyer.
drawback of/to: The main drawback of travelling by bus to college is that it takes a long time.
experience of: I have experience of this kind of work.
impact on: Watching crime on TV has a negative impact on our emotions.
key to: For her, the key to happiness was being in the natural world.
preference for: Regarding wall colour, a few students expressed a preference for bright colours.
reason for: Mazen felt that there was a good reason for what he did.

respect for: When you share space, you learn respect for others.
solution to: They found a solution to the problem.
taste in: You have really great taste in books.

PREPOSITIONS AFTER ADJECTIVES

anxious about: He felt anxious about his exam.
based on: The report is based on a survey of 50 students.
bound to: Technology is bound to make our lives easier.
capable of: Despite her disability, she was capable of doing many things.
careful with: Most people are careful with online banking details.
conscious of: Were you conscious of any change in her behaviour?
due to: His success is due to excellent education.
embedded in: I hope you know that cookies are embedded in websites.
entitled to: You're entitled to your opinion.
envious of: It's a way of making people envious of your popularity.
happy for: She was happy for them to join her if they wanted.
inaccessible to: The thick vegetation was inaccessible to walkers.
likely/unlikely to: Males are more likely to be colour-blind than females.
successful in: He can help you be successful in your career.
sure to: Driving is sure to become safer in the future.
suspicious of: Many of the local people are suspicious of strangers.
vital to: It is vital to be honest with your children.

WORD BUILDING

PREFIXES

Prefix

anti- (=against)
co- (= with, together)
extra- (= more than normal)
inter- (= between)
multi- (= many)
over- (= more than expected)
re- (= again)
self- (= me)

Examples

anti-bullying, anti-hacking
co-working, co-pilot
extra-special, extra-large
international, Internet
multi-sensory, multi-talented
overweight, overload
re-establish, re-read
self-confident, self-aware

Prefixes that give an opposite meaning

Prefix

dis-
il-/ir-
im-/in-
mis-
non-/un-

Examples

disabled, disagree
illegal, irregular
immature, insecurity
misjudged, misbehave
nonsense, unacceptable

SUFFIXES

Noun suffixes

Suffix

-age
-al
-ant/-ent
-ation/-ion/-ition

-cian/-ian
-dom
-ence/-ance
-er/-or/-ist
-hood
-ice
-ing
-ism
-ment
-ness
-ship
-sis
-tion/-sion/-cion

Examples

marriage, package
proposal
assistant, president
communication, definition
musician, librarian
freedom
defence, appearance
voyager, sailor, artist
childhood
practice, notice
meaning, revising
optimism, mechanism
government, improvement
weakness, goodness
relationship, friendship
analysis, emphasis
obstruction, suspension, suspicion
activity, reality
pressure, culture

Adjective suffixes

Suffix

-able/-ible
-al
-ed
-ic
-ing
-ive
-ful/-less
-ous
-ory/-y
-ly

Examples

habitable, horrible
informal, social
exhausted, relaxed
artistic, ecstatic
interesting, matching
active, productive
useful, useless
generous, nervous
contradictory, chatty
curly, likely

Adverb suffixes

Suffix

-ly

Examples

effectively, probably

Verb suffixes

Suffix

-ate
-en
-ify
-ise/-ize
-ute

Examples

complicate, congratulate
shorten
clarify, identify
victimise, realise
commute

PRONUNCIATION TABLE

Consonants

p pair, complete, appear
b box, abbreviation, job
t tennis, waiting, attend
d degree, wedding, word
k key, school, think, section
g girl, again, luggage
tʃ check, match, future
dʒ judge, page, soldier
f feel, difficult, laugh, physical
v verb, nervous, move
θ third, author, bath
ð this, father, with
s saw, notice, sister
z zone, amazing, choose, quiz
ʃ ship, sure, station, ocean
ʒ pleasure, occasion
h habit, whole, chcoholic
m meaning, common, sum
n neat, knee, channel, sun
ŋ cooking, strong, thanks, sung
l lifestyle, really, article
r respect, correct, arrival
j year, use, beautiful
w window, one, where

Vowels

ɪ information, invite
ɜ sentence, belt
æ add, match, can
ɒ not, documentary, wash
ʌ love, but, luck
ʊ footwear, look, put
i: reading, three, magazine
eɪ race, grey, break
aɪ advice, might, try
ɔɪ boy, join
u: two, blue, school
əʊ coat, show, phone
aʊ about, now
ɪə appear, here
eə pair, various, square
ɑ: dark, father
ɔ: bought, draw, author
ʊə tour, pure
ɜ: hurt, third
i happy, pronunciation, serious
ə accessory, actor, picture
u situation, visual, influence

REVISION ANSWER KEY

Unit 6

Exercise 1

1 medium-sized 2 change
3 dustpan and brush 4 stain
5 tangled

Exercise 2

2 We're doing it up.
3 I came across this/it when I was vacuuming.
4 Get rid of them/these, please.
5 Can you pick it up, please?
6 They can't deal with it.
7 You need to mop that/it up.

Exercise 3

2 was able to/managed to
3 needn't/don't have to 4 isn't obliged to/doesn't have to
5 not allowed to/not permitted to 6 are required to/should

Exercise 4

1 Ø 2 a 3 a 4 a 5 the 6 the 7 the
8 the 9 the 10 a 11 the 12 Ø
13 the 14 Ø 15 Ø

Exercise 5

1 It's significantly colder in England 2 I was able to find
3 are permitted to ride 4 you're supposed to eat 5 is marginally easier than Maths 6 am I allowed to take 7 I succeeded in picking up 8 are not required to carry

Exercise 6

1 third culture kids 2 travel the world 3 Arabic and English
4 (having a) routine 5 a year's time

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Unit 7

Exercise 1

1 misjudged 2 discriminatory
3 unacceptable 4 Equality
5 unemployment

Exercise 2

1 (that) the report the newspaper had published the day before had caused a lot of discussion
2 not to block the doors of the building
3 why we couldn't listen to what they were saying
4 everyone who had taken part in the beach clean-up that day would come/go back the following week
5 they were going to be at the meeting that afternoon

Exercise 3

1 Rana denied taking a photo of her.
2 Nasser promised to work hard at university.
3 Rola apologised for criticising my idea.
4 Khalil insisted on me coming to the talk the following week.
5 The teacher accused me of copying the essay from the Internet.
6 Majeda advised me to arrive early.

Exercise 4

1 organisation 2 uncomfortable
3 clarify 4 entertainment

Exercise 5

1 B 2 C 3 A

Exercise 6

Students' own answers

Exercise 7

Students' own answers

Unit 8

Exercise 1

1 feature 2 fit in 3 devices
4 enhanced 5 latest

Exercise 2

1 are used 2 was woken up by
3 had been asked 4 has just been automated 5 will be controlled by

Exercise 3

1 are being bought these days
2 is claimed that virtual reality experiences are exactly the same as the real thing.
3 is expected that self-driving cars will reduce the number of traffic accidents
4 is believed to have been lost by at least ...

Exercise 4

1 was a dramatic increase in
2 By chance, I bumped into
3 has dropped slightly recently/has recently dropped slightly/has slightly dropped recently
4 hold down a job

Exercise 5

1 b 2 d 3 a 4 c 5 d 6 d 7 c

Exercise 6

Students' own answers

Exercise 7

Students' own answers

Unit 9

Exercise 1

1 setbacks 2 off 3 masterstroke
4 risk

Exercise 2

1 messed up 2 consider 3 clue
4 take 5 off 6 do 7 choice

Exercise 3

1 take 2 less 3 there 4 ups
5 sound

Exercise 4

1 wasn't/weren't, wouldn't have interviewed 2 won't be/aren't, know 3 had accepted, would be 4 hadn't given up, would be able to

Exercise 5

1 wasn't/weren't 2 would stop 3 had studied 4 needn't have worried/shouldn't have worried

Exercise 6

1 apply 2 to 3 pick 4 slight/slim 5 had

Exercise 7

1 C 2 E 3 D 4 A

Exercise 8

Students' own answers

Exercise 9

Students' own answers

Unit 10**Exercise 1**

1 hollow 2 enormous 3 bronze 4 cheesy 5 circular 6 solid

Exercise 2

1 cast 2 Crack 3 plot 4 punchline 5 sitcom 6 stand-up routine

Exercise 3

1 can't have been made
2 must have been made
3 could have been made
4 would have needed
5 might have been looking
6 would be

Exercise 4

2 Looking / Having looked at the diamond carefully, she said 'I think it's a fake'.

3 Walking into town, she met several old friends.

4 Having studied Mathematics, she was used to making complicated calculations.

5 Knowing the background to the situation, I understood how she felt.

6 Having watched the film several times, he remembered every scene.

Exercise 5

1 Having seen the film

2 would have been very rich

3 can't have been listening

4 Not knowing the city

5 must have been used

Exercise 6

1 c 2 c 3 a

Exercise 7

Students' own answers

Exercise 8

Students' own answers

