

Action Pack 12

Twelfth Grade Student's Book

Cheryl Pelteret,
Liz Kilbey
and Judith Greet

Action Pack is a twelve-level course for Jordanian students, leading them from the Basic to the Secondary stage. It is based on the most modern methods of language teaching, combining a topic-based approach with functional language practice, careful attention to grammar and vocabulary and a comprehensive skills syllabus.

This level is for Grade 12 students.

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إدارة المناهج والكتب المدرسية

Cheryl Pelteret,
Liz Kilbey
and Judith Greet

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Comprehension

4 Read the article again and answer the questions.

- 1 Does the writer of the article believe that the way in which bilingual people see the world depends on which language they are using? Justify your answer.
- 2 What does the phrasal verb *carry out* in **bold** in the second paragraph mean?
- 3 Read the concluding paragraph again. Answer the questions in the paragraph to give your opinion. Do you agree with the writer's opinion? Justify your answer with examples.

Tip!

Think about the context in which the phrasal verb occurs.

Grammar: Phrasal verbs

5 Complete the sentences using the correct form of the phrasal verbs in the box. If necessary, use a pronoun (*it/them/me*). Consider whether the two parts of the verb can be separated or not. One verb is not needed.

look into come up with come about
point out get away with carry out leave out

- 1 As part of the interview, we will be asking all candidates to _____ a short task.
- 2 Ali thought that he _____, but the teacher caught him trying to cheat in the exam.
- 3 Last night, I watched an interesting documentary about how the ice age _____.
- 4 I've been thinking about a subject for my History project, and I've _____ some ideas.
- 5 I usually add chocolate to the recipe when I make this cake, but as I haven't got any today, I'm going to _____.
- 6 Thank you for writing to us about the non-delivery of your parcel. We promise to _____ immediately.

Vocabulary

6 Work in pairs.

- 1 **DW** Look up the words in the box in a dictionary. Note down eight phrasal verbs.

look get take go

- 2 Make as many sentences as possible using these phrasal verbs.

Writing

7 Write an open letter in response to the question from a magazine below. You should refer to the listed topics and use phrasal verbs correctly. Write about 80 words.

I'm going to live and study in Jordan for a year. I'm going to stay with a host family. Could you tell me a bit about living in Jordan?

food shopping eating out language meeting people
school rules public transport money travel sightseeing

Writing skills: Giving advice

You can frame your open letter with advice structures, and back them up with your own experiences.

Have you thought about ...?

You should ..., no doubt about it.

If I were [coming to Jordan for the first time], I would ...

My main recommendation is that you ...



Speaking

- 1 Work in pairs. What do you understand by the term 'gender-neutral'? How do you think that the sentence in the box can be made gender-neutral?

Every fireman should do his job responsibly.

Listening

- 2 Listen to two students discussing the 'gender-neutral' issue in exercise 1. Check your answers and complete the table.

Gender-specific words	Gender-neutral words
businessman, businesswoman	
salesman, saleslady	
headmaster, headmistress	
he or she	

Vocabulary

- 3 Choose the best options to complete the sentences. Then compare with a partner.
- For centuries, *mankind has* / *humans have* preserved culture through storytelling.
 - A *postman* / *postal worker* delivers your post.
 - During the flight, the *flight attendants* / *stewards and stewardesses* will serve you drinks.
 - At the book fair, everybody was buying *their* / *his* favourite books.
 - If you need to report a crime, speak to a police *woman* / *officer*.

Pronunciation: Sentence stress (1)

- 4 Listen to the two questions. Which word is stressed in each question? How does it change the meaning of the question?
A: What do you think? **B:** What do you think?
- 5 Listen to another sentence said in four different ways. Match each one to its implied meaning.
- Perhaps I can buy something else.
 - Perhaps I could hire one.
 - Someone else might be able to.
 - I know you think I can, but you're wrong.

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.




The limits of my language are the limits of my world.
 Ludwig Wittgenstein (1889 CE–1951 CE)



Grammar: Question tags

6  Match the sentences from the recording and the question tags. Listen and check.

- | | |
|------------------------------------------------------------|---------------|
| 1 You did English at university last year, | a don't I? |
| 2 You don't understand what <i>gender-neutral</i> means, | b shall I? |
| 3 I'll tell you what I understand by the term, | c didn't you? |
| 4 That doesn't help me to answer the question in my essay, | d do you? |
| 5 I have to start my essay, | e does it? |

7  Listen to the first two questions from exercise 6 again. You will hear each question twice. Mark the intonation. Does it rise or fall? How does the different intonation change the meaning?

8 Write the question tags.

- | | |
|--------------------------------------------|---------------------------------------|
| 1 You can't help me with this, ...? | 5 Your mother comes from Madaba, ...? |
| 2 She wasn't there yesterday, ...? | 6 They sold their house, ...? |
| 3 We should try to help, ...? | 7 You'll phone me later, ...? |
| 4 You haven't got a pen I can borrow, ...? | 8 It doesn't rain here, ...? |

Speaking

9 Work in pairs. Take turns to ask and answer questions on these topics. Use question tags and the correct intonation.

family friends free-time activities holidays school studies future studies

Reading

10 Read the opening paragraph of a competition entry in a magazine and answer the questions.

Something worth waiting for

It was the day after my school graduation and my parents had been acting secretly all week, so I knew something was going to happen – I just didn't know what!

- 1 How do you think the author felt that morning? How does he/she let you know this?
- 2 What do you think might happen in the rest of the story? What clues are you given in the introduction?
- 3 Now read the rest of the story on page 79 of the Activity Book to find out: What details does the author include? What details does he/she ignore? Why do you think he/she does this?

Writing

11 Read the rest of the recount on page 79 of the Activity Book again. Put the paragraphs in the correct order. Then fill in the gaps with your own ideas.

Speaking

1 Work in pairs and do the quiz. Are the statements true or false?

How much do you know about sign language?

- | | T | F |
|-------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| 1 It was invented in the sixteenth century but was not developed until the following century. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 There are about seven million deaf people who use sign language as their first language or mother tongue. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 All users of sign language are deaf. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 There is one universal sign language. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Sign language is not fixed; it is constantly changing. | <input type="checkbox"/> | <input type="checkbox"/> |

Reading strategies

Learning new vocabulary

- When you are reading a text quickly to understand the general meaning, circle any unfamiliar words but do not worry about them.
- Try to guess the meaning of the words you do not know. Read the text again carefully.
- Check the words in a dictionary and write them in your notebook to help you to remember them. Write an example sentence to show how it is used in context.

Vocabulary

2 The words in the box are all connected with languages. Which two words have the same meaning?

dialect first language foreign language
mother tongue register sign language

Reading

3 Read the magazine article and check your answers to exercise 1. Correct the false statements.

Speaking with signs

It is believed that the Italians were the first people to come up with a sign language system in the sixteenth century. The idea was then taken to France in the seventeenth century, where the language was developed further.

- 5 One of the early developers of sign language was Charles-Michel de l'Épée, whose mother tongue was French. He picked up sign language while he was working with deaf people in Paris in the eighteenth century. The language was being used by two deaf sisters as a form of communication. De l'Épée then set up a school for deaf people, which was replicated across Europe.
- 10 It was the first time that sign language was actively taught, and it made an enormous impact on the lives of deaf people.

Just as there are different spoken languages in countries around the world, each country has its own sign language. Sign language is used as a first language by about 70 million people in the world. The use of sign and

- 15 spoken languages does not differ. Both can be used to provide and share information, tell stories, have informal discussions and give formal talks. Both have different registers and dialects, and both are constantly evolving. Many varieties of the Arabic Sign Language have been developed, and there are almost as many Arabic sign languages as there are Arabic-speaking
- 20 countries.

- Recently, the benefits of learning sign language are being promoted not only to deaf people, but also to those with normal hearing. In some schools, sign language is being offered as a foreign language. Since, like all languages, sign language has a grammatical structure, it is now being recognised and
- 25 taught as an optional foreign language.

Learning sign language is of enormous benefit to anyone, whether they can hear or are deaf. Like learning any new language, it involves and challenges the brain. It also allows people who master sign language to be able to communicate with a new international community.

Comprehension

4 Read the article again and answer the questions.

- 1 In what way do you think that being taught sign language has made an enormous impact on the lives of deaf people?
- 2 'Sign language is a language in its own right, just as all spoken languages are.' Do you agree or disagree? Justify your answer.
- 3 Do you agree that hearing people would benefit from learning sign language? Why/Why not?

Grammar: Revision of passive forms

5 Complete the text with the correct passive form of the verbs in brackets.

Jordanian Sign Language, or *Lughat al-Ishara al-Urdunia* (LIU), is the sign language that **(1)** _____ (use) in Jordan. The language has several dialects. LIU **(2)** _____ (relate) to other sign languages in the Middle East, but none of these **(3)** _____ (research) extensively.

An introductory grammar of Jordanian Sign Language **(4)** _____ (publish) in 2004 CE. By publishing this book, it **(5)** _____ (hope) at the time that hearing Arabs with an interest in sign language would learn more about the grammar of LIU and other sign languages in general. The publication is a very important achievement for LIU because, before 2004 CE, very little research about sign languages of the Middle East **(6)** _____ (carry out). Interest in LIU has grown since then, and at the moment, a lot of research into the language **(7)** _____ (do).



Speaking

6 Work in small groups and discuss these questions.

- 1 How often do you read extensively (for enjoyment) in English?
- 2 What kind of English books or other publications do you read?
- 3 How do you think your reading has helped your English?
- 4 What do you find difficult about extensive reading in English, and how do you think these problems can be overcome?
- 5 What are you currently reading?

Academic skills: Extensive reading

- Choose material to read that interests you.
- Make sure the material is appropriate for your level of English.
- Re-read books that you have enjoyed.
- Remember that you are reading for enjoyment and general understanding. It is not necessary to understand all of the words.
- As you read more frequently, try to vary the type of books that you choose and start choosing books at a slightly higher level.
- Keep a reading record and make a note of your goals and achievements.

Writing

7 A magazine has announced a competition for its readers. To win, you should write a story of about 200 words with the title 'Something worth having'.

Writing strategies

Personalising your writing style

When writing a competition entry, you need to make your writing style stand out. To do this, you should

- think about the best way of answering the question or responding to the title
- write about what you know
- focus on details that you find important; this will give you your own unique viewpoint
- read as much as you can, note down phrases and vocabulary you like, but do not copy other writers
- think about your audience. Who will be reading what you write?

Unit 9



The world of business

Grammar

unreal past forms for past regrets; unreal past forms for present wishes

Before you begin

- 1 Look at the photographs. What would you want to know about China if you were visiting the country on a business trip?
- 2 **DW** Which of the following do you think is most and least essential in a business meeting? Check the meanings of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary.

Research box

? What are the world's top three economies?

be prepared for detailed questions do a deal give a business card
make small talk negotiate shake hands tell a joke

- 3 **▶▶** This is an interview with a Jordanian businessman about his experiences in China. Listen and read. Did the interview help you to answer the question in exercise 2?

Doing business in China

Today, we talk to Mr Ghanem, a businessman based in Amman who often visits China. We asked him when he first started doing business with China.

'I've been doing business with China for many years.

- 5 My first trip there was in 2004 CE, and it was not very successful.'

Why was it not successful?

- 'I worked for a small computer company in Amman. They sent me to China when I was still quite young. If
10 only the company had realised that the Chinese respect age and experience more than youth!'

Did you make any mistakes on that visit?

- 'Yes! I wish I had researched Chinese culture before I visited the country. In order to be successful in China,
15 you need to earn their respect. Chinese business people will always ask about a company's successes in the past. However, because I worked for a new company, I could not talk about its track record. We did not do any business deals on that first trip.'

When did you learn how to be successful in China?

- 'I joined a larger company and they sent me on a cultural awareness course. On my next visit to China, it felt as if I

hadn't known anything on my first visit!'

What advice can you give to people wanting to do business in China?

- 25 'Before I visit a company, I send recommendations from previous clients. I also send my business card with my job position and qualifications translated into Chinese.'

Can you tell us about your last meeting in China?

- 30 'Of course! I arrived on time. You must not arrive late, as this shows disrespect. Then, when I met the company director, I shook hands with him gently. I began the meeting by making small talk about my interesting experiences in China. During the meeting, I
35 made sure that my voice and body language were calm and controlled. I never told a joke, as this may not be translated correctly or could cause offence.'

Was it a successful meeting?

- 40 'Yes, it was. I knew that the director had researched my business thoroughly before the meeting, so I was prepared for his detailed questions. When I began negotiating, I started with the important issues. The Chinese believe in avoiding conflict. It is always important to be patient. I was prepared to compromise, so in the end, the meeting
45 was successful.'

Comprehension

4  Listen to and read the interview again and answer the questions.

- 1 Why was Mr Ghanem's first business trip to China not successful?
- 2 What do you think is a 'track record' (line 18)?
- 3 What does the word 'his' in **bold** in the text refer to?
- 4 What changed when Mr Ghanem visited China for the second time?
- 5 What similarities do you think there are, in terms of expectations at business meetings, between China and Jordan?
- 6 Do you think that you would be a successful business person in China? Why/Why not?

Tip!

Read carefully the sentence that has the pronoun, as well as the sentences before and after it.

Grammar: Unreal past forms for past regrets

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

- 1 Ali did not pass his exams. If only he _____ harder last year. (study)
- 2 Ziad did not know about Chinese culture when he went on a business trip to China. He wishes he _____ a cultural awareness course. (do)
- 3 It was too hot to go to the beach yesterday. If only it _____ cooler. (be)
- 4 I feel ill. I wish I _____ so many sweets! (not eat)

Speaking

6 Work in pairs.

- 1 Make sentences using *I wish* or *If only* to talk about things that you regret from the past. You can use these examples if you wish:
 - take piano lessons when I was a child
 - visit England last summer
 - read more classic novels in Grade 11
 - visit my grandparents yesterday
 - help my mother more in the kitchen
- 2 Think about one of the scenarios below. Use *I wish* or *If only* to talk about the regrets that you have.
 - an exam that you did not do as well in as you expected
 - a holiday or short trip that was not as enjoyable as you had hoped it would be
 - a telephone call or meeting that was not successful

Writing

7 Write an informal letter to a friend about some of your wishes and regrets. Write about 100 words.



Writing skills: An informal letter

When you write an informal letter, use language that is similar to spoken English. Use abbreviations instead of full forms.

I wish I hadn't given up the piano. Last year, we always played basketball after school, but I'd rather have played tennis.

Informal letters usually have idioms and phrasal verbs, and use active rather than passive verbs.

Please let me know if ...; someone told me that ... I wasn't put off by ...

Tip!

When you are working out the meaning of a word, check its prefixes and suffixes for meaning too.

Vocabulary

- 1 **DW** The words in the box below are all related to trade. Check the meaning of any word(s) that you do not know in the Glossary on pages 95–96 or in a dictionary. Using as many of the words as you can, try to write a few sentences about what trade is.

agreement dominate export (n) extraction
Gross Domestic Product import (n) reserve (n)

Speaking

- 2 Work in pairs. Discuss these questions.
- 1 Why do countries need to export and import goods?
 - 2 Why should our community buy Jordanian goods?
 - 3 Which of the following goods do you think Jordan exports?

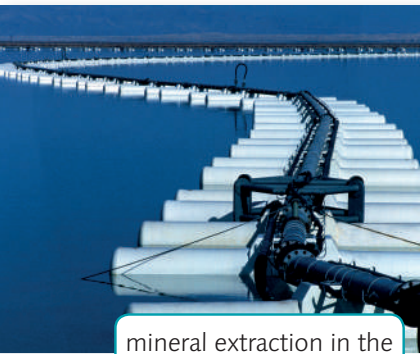
fertiliser gas knitwear minerals
oil pharmaceuticals vegetables

Reading

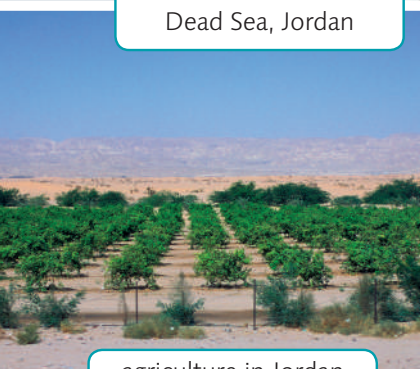
- 3 Read the business report about Jordanian imports and exports. Check your answers to exercise 2.



Port of Aqaba, Jordan



mineral extraction in the Dead Sea, Jordan



agriculture in Jordan

Our country's imports and exports

In this report, we will look at the countries that Jordan trades with and what goods it exports and imports.

First, let's look at exports. Jordan is rich in potash and phosphate, and the extraction industry for these minerals is one of the largest in the world.

- 5 (1) _____ Pharmaceuticals and other industries represent 30% of Jordan's Gross Domestic Product (GDP), and 75% of Jordan's pharmaceuticals are exported. (2) _____ Most of Jordan's exports go to Iraq, the USA, India and Saudi Arabia.

Now let's look at imports. Unlike some other countries in the Middle East, 10 Jordan does not have large oil or gas reserves. (3) _____ Its other main imports are cars, medicines and wheat. In 2013 CE, 23.6% of Jordan's imports were from Saudi Arabia. This was followed by the EU, with 17.6% of its imports. Other imports have come from China and the United States.

Jordan has more free trade agreements than any other Arab country, and it 15 trades freely with many countries, including the USA, Canada and Malaysia. Which other areas are important for Jordan's trade? Jordan first signed a trade agreement with the EU in 1997 CE. It signed a free trade agreement with Egypt, Morocco and Tunisia in 2004 CE. In 2011 CE, another trade agreement was made with the EU, Egypt, Morocco and Tunisia. (4) _____

- 4 Read the report again. Complete the text with these sentences.

- A** Trade with the EU and North Africa in particular is likely to grow.
B However, the majority (65%) of the economy is dominated by services, mostly travel and tourism.
C Not surprisingly, two of Jordan's largest exports are chemicals and fertilisers.
D For that reason, Jordan has to import oil and gas for its energy needs.

Comprehension

5 Read the report again and answer the questions.

- 1 What does the article suggest that many of Jordan's fertilisers are made from?
- 2 Why does Jordan import a lot of oil and gas?
- 3 Which country supplies Jordan with most of its imports?
- 4 Why is trade with the EU and North Africa likely to grow?

Vocabulary

6 Choose the correct word(s) to complete the text about exports from Jordan to the European Union.

exported had exported imported was exported
was imported were exported

Jordan has sold goods to the EU for many years. In fact, it **(1)** _____ many products to the EU even before the 1997 CE trade agreement was made. The chart shows goods that Jordan **(2)** _____ to the EU in 2011 CE. Chemicals accounted for about 37.2% of its exports. Jordan also exported a lot of metals (16.8%) as well as manufactured goods (11.2%). Smaller amounts of food, live animals and machinery **(3)** _____ to the EU. The section called 'other' included sales of goods related to forestry and mining.

Reading strategies

Reading between the lines

- Read the questions carefully and look for any information in the text that relates to the question. The answers to some questions might not be obvious.
- Look for words and phrases that could give you a clue to the answer.
- Try to 'read between the lines': what meaning is implied, even if it is not said directly?
- Read the question again. Can you answer it now?

Tip!

Read all the possible answers before you decide on the correct one.

Speaking

7 Exercise 6 analyses the chart of exports from Jordan to the EU. Use this paragraph to note down ideas about the second chart. Then, discuss the chart with a partner, analysing exports from the EU to Jordan.

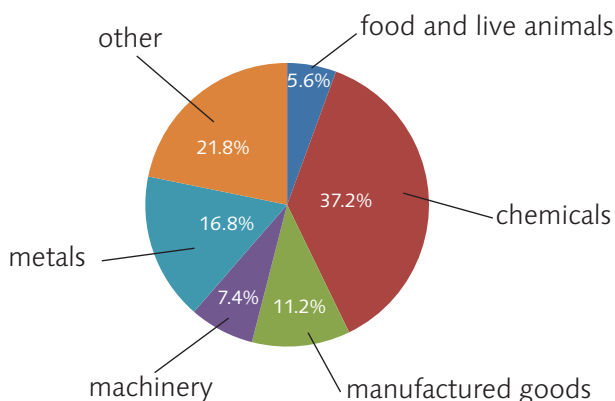
Writing

8 Choose or invent a product. Note down its good and bad qualities. Write a paragraph of 100 words about it, ending with your opinion.

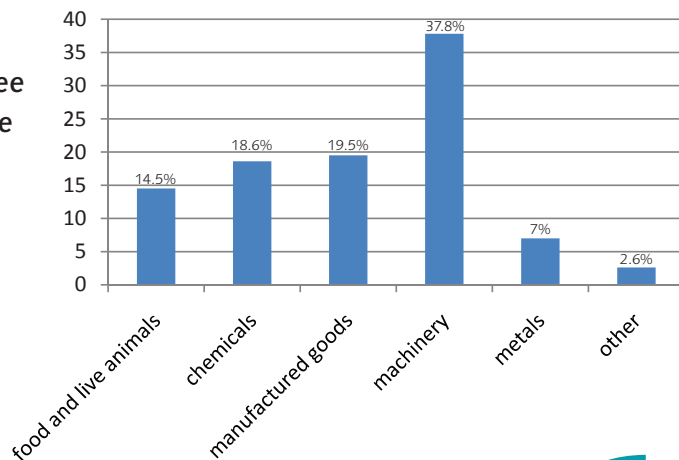
Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

“Unless the exchange be in love and kindly justice, it will but lead some to greed and others to hunger.”
Gibran Khalil Gibran
(1883 CE–1931 CE)

Exports from Jordan to the EU



Exports from the EU to Jordan





Speaking

- 1 Work in pairs. Discuss these questions.
 - 1 Have you ever travelled by plane?
 - 2 Where do you think you can fly to in the world directly from Jordan?
 - 3 Do you think there are more or fewer planes in the sky today? In your opinion, is this a positive or a negative development? Why?

Listening

Listening strategies

Listening for numbers

- When there are a lot of numbers in a recording, first write down the numbers you hear.
- When you listen again, make a note of what the numbers refer to.
- While listening, be careful to distinguish between numbers that are easily confused, such as *thirteen* and *thirty*.

- 2 Listen to an interview with a former pilot from Royal Jordanian Airlines, and answer the questions.

- 1 How many planes did the airline have in 1964 CE?
- 2 Who did the airline help in 2014 CE, and in what way?

Comprehension

- 3 Listen again and choose the correct answer.


- 1 What was the destination of the airline's first flight?
 A Beirut B Cairo C Kuwait City D Amman
- 2 How many people did the airline carry in 1964 CE?
 A 4,200 B 39,000 C 87,000 D 3.3 million
- 3 What happened in 1965 CE?
 A Royal Jordanian began to use modern jets.
 B Royal Jordanian first flew to Europe.
 C Royal Jordanian became the main airline in the Arab world.
 D Royal Jordanian flew directly to New York.
- 4 When did Alia change its name to Royal Jordanian Airlines?
 A 1977 CE B 1986 CE C 1999 CE D 1965 CE
- 5 How many people does Royal Jordanian employ today?
 A 600 people B 4,500 people C 750 million people
 D 3.3 million
- 6 What is helping charities an example of?
 A the airline's corporate responsibility B the airline's revenue
 C the airline's plans to expand D the airline's wish to help orphans



Grammar: Unreal past forms for present wishes

- 4 Choose the most suitable verb form to complete these sentences.
 - 1 Ziad is not very good at basketball. He wishes he _____ taller!
(is / were / will be)
 - 2 I can't do this exercise. I wish I _____ it. (understood / understand / understanding)
 - 3 Mr Haddad does not understand the Chinese businessman. If only he _____ Chinese. (speak / spoke / had spoken)
 - 4 Jordan needs to import a lot of oil. If only it _____ larger oil reserves.
(has / had / had had)

Pronunciation: Sentence stress (2)

- 5  Listen to this sentence said in four different ways. Match each one to its implied meaning.

The first ever Alia flight was in 1963 CE.


- a There were other flights before 1963 CE, but not Alia flights.
 - b Alia's first flight was not in 1964 CE.
 - c There were no Alia flights at all before 1963 CE.
 - d Alia did other things before its first flight in 1963 CE.
- 6 The word in **bold** in each sentence indicates the stress. Say the sentences. How does the meaning of each sentence differ?
- a I retired when I was 60, which was in 1999 CE.
 - b I **retired** when I was 60, which was in 1999 CE.
 - c I retired when I was **60**, which was in 1999 CE.
 - d I retired when I was 60, which was in **1999** CE.

Speaking

- 7 Work in pairs and discuss these questions.

- 1 Which are the most interesting places that you have visited in Jordan?
- 2 Which do you think are the best places for tourists to visit in Jordan?
- 3 How important do you think tourism is to the Jordanian economy?

Listening

- 8  Listen to a radio programme about Jordan's tourism industry. At what rate is the tourism sector growing annually?

Comprehension

- 9  Listen again and answer the questions.

- 1 What percentage of the country's workforce is in tourism?
- 2 Why has money been invested in some of the historic cities?
- 3 Why do tourists usually like to go to Aqaba?
- 4 Why have loans and grants been given to areas of the country that tourists do not usually visit?
- 5 What examples are given of the different types of tourism that are being promoted?

Speaking

- 10 Work in pairs and give your preferences and opinions.

- 1 Would you prefer an activity holiday or a beach holiday? Why?
- 2 Would you rather go to a natural attraction or a historic city? Why?
- 3 In your opinion, should more money be spent on tourist facilities? Why/Why not?
- 4 If you worked in tourism, would you prefer to work for a hotel, restaurant, tour company or something else?

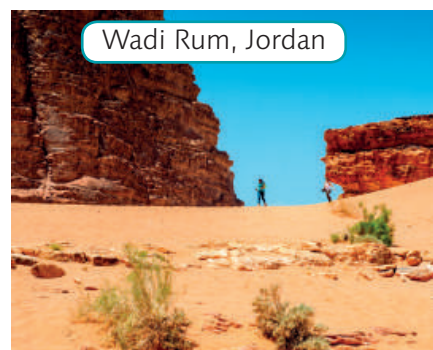
Writing

- 11 Write a review of a hotel or restaurant that you have been to. Write about 200 words. Refer to page 79 of the Activity Book for guidance.

Speaking strategies

Using correct sentence stress

- The part of the sentence which is stressed is the most important point, so you need to think carefully about the meaning that you wish to imply.
- Listen to the recording and repeat the sentences you hear. Practise saying other sentences with the stress in different places.



Wadi Rum, Jordan

Writing strategies

Expressing opinion in reviews

When writing a review, you need to develop different ways of showing how the event/restaurant/hotel affected you.

- Try using a spider diagram to give yourself ideas for the description in the review. This way you will have a bank of ideas before you start to plan.
- Balance each negative idea with a positive one as much as possible. You should write logically, even if the experience has been unpleasant.
- Reviews are not formal writing. Imagine that your readers are people with viewpoints, experience and needs that are similar to yours.

Project

Research and write about a successful person.

Your task

- In groups of three, discuss the questions below. Make notes.
- Think about who you would like to research and write about.
- Use the Internet or a library to research information about the person that you have chosen. Check the Academic skills box for information about conducting research.
- Take notes of the most useful information. Include dates and important facts.
- When you have done your research, discuss the questions again. How has your opinion changed? Make notes.
- Plan your work. Organise your information into clear paragraphs. Include a topic sentence and a conclusion.
- In your write-up, explain why you chose this person, with reference to your answers to the questions.
- Prepare an e-presentation and present your work to the class.

Academic skills: Research skills

- When you research information, make sure that you use only reliable sources. Not all information on the Internet is accurate.
- Try to use more than one source of information. If all the sources have the same facts, they are probably accurate. If they give different facts, look for other sources.
- Always make a note of the sources you have used and put these at the end of your text.
- Check the dates of your sources of information. Are they up to date?
- Only give relevant information about a person. If you are describing why the person is successful in business, information about the person's hobbies, family, etc. might not be relevant.

Questions

- What is the dictionary's definition of 'success'? Do you agree with it? Why/Why not?
- Is success important? Why/Why not?
- How do you measure success?
- Is it possible to teach success to others? If so, how can this be done? If not, justify your answer.

Project self-assessment tool

- 1 How useful was the list of research skills?
- 2 How much of the language from the module did you use in your project?
- 3 How did you plan your project?
- 4 How did you present your project? How could you have improved it?

a

What do you think this person is doing?

c

Would you like to be a doctor? Why/Why not?

d

What do you think is happening in this photograph?

b

What are these people doing? Do you think they all have the same nationality?

Choices

Overview

- read about a career of an interpreter, curriculum vitae and covering letters
- listen to a radio programme about careers and an interview with a woman talking about career change
- use vocabulary related to skills
- use zero and first conditionals with future time phrases and the third conditional
- talk about career choices, and evaluate applicants for a job
- write a curriculum vitae and a covering letter

Project

Research your future career choices and carry out a job interview.

Unit 10



Career choices

Grammar

zero and first conditionals with future time phrases; the third conditional

Before you begin

Research box



What are the six official languages used at the United Nations?

- 1 Work in pairs. What do the photographs above represent? At international conferences, how do people from different countries understand each other?
- 2 **DW** Which of the following can help you to understand foreign languages? Check the meanings of any word(s) that you do not know in the Glossary on page 96 or in a dictionary.

headphones interpreter regional rewarding
secure seminar translation

- 3 Fatima Musa is talking about her career as an interpreter. Listen and read. Check your answers to exercise 1.

My job as an interpreter

My name is Fatima Musa and I have worked as an interpreter for five years. Many students have emailed me about my work because they want to know what it would be like to do my job. So here is my reply.

I have always been fond of languages. My father worked in many different countries when I was young and we usually travelled with him. When we visited a country, I always wanted to learn the language. At school I was very good at English. Therefore, I decided on a career as an interpreter.

My job now involves going to important conferences and seminars around the world. When a person speaks in English at a conference, I listen to what they say through headphones. I then translate into Arabic while the speaker is talking. I give the translation through headphones to other people at the meeting. This means that anyone in the room who speaks Arabic can understand what people are saying.

Is it an easy job? Not at all. English is not the same in all English-speaking countries. For example, the

English words that are used in India are sometimes different to the words that people use in the UK, the USA or Australia. As well as knowing regional English, you also need to know a lot of specialist language. Some of the words that are used to talk about business, science or law, for example, make it almost a different language!

Unless you have a language degree, you will not be able to become an interpreter. Provided that you have a postgraduate qualification, you will probably get a job as an interpreter quite quickly. If you get an interview for a job, you will need to show that you have good listening skills and a clear speaking voice. You will also need to show that you can think quickly and that you are able to concentrate for long periods of time. If you are successful, it is a secure and rewarding job. You will probably need to travel a lot, but that is not a problem as long as you enjoy visiting other countries.

It is a very responsible job. I am aware that if I translate things badly, it could affect an important law or trade agreement between countries. However, you get a huge feeling of satisfaction when you know that people understand everything that you translate.

Comprehension

4  Listen to and read the talk again and complete the sentences.

- 1 Fatima Musa's job involves going to ...
- 2 As well as knowing regional English, you also need to know ...
- 3 Unless you have a language degree, you will not ...
- 4 Provided that you have a postgraduate qualification, you will probably get ...
- 5 You will probably need to travel a lot, but that is not a problem as long as ...

5 Do you think you have the necessary qualifications to be an interpreter? Would you like to be an interpreter? Why/Why not? Discuss with a partner.

Grammar: Zero and first conditionals with future time phrases

6 Choose the correct option to complete the sentences.

- 1 Unless you have a language degree, you *do / will* not be able to become an interpreter.
- 2 If you get an interview for a job, you *needed / will need* to show that you have good listening skills.
- 3 If you are successful, it *is / will be* a secure and rewarding job.
- 4 You get a huge feeling of satisfaction when you know that people *understand / understood* everything you translate.

Tip!

Check if you need to decide on the verb tense in the dependent clause or the main clause.

Speaking

7 Complete the sentences so that they are true for you.

- 1 I will enjoy my job provided that ...
- 2 I think I will be successful as long as ...
- 3 Even if I travel a lot, ...
- 4 I will not work abroad unless ...
- 5 If I get the job I want, ...

8 Work in pairs and discuss the following questions.

- 1 When do you get a huge feeling of satisfaction?
- 2 What are examples of jobs that you will not get unless you have a degree?
- 3 What do you think you will need to show if you have an interview for a job?
- 4 Do you think that it is more important to be secure, or to be happy in your job? Why?
- 5 How useful do you think languages are?

Writing

9 Write about 80 words to describe your ideal job. Why did you choose this job? How will you feel if you get it?



Speaking strategies

Answering questions fully

- Before you speak, consider the points that you want to make. Plan what you want to say.
- You can improve your answers by giving examples and explaining the reasons for your opinion. Don't forget to use linking words and sequencing adverbs.
- Always try to answer in depth and use advanced-level vocabulary.



Listening

1 Listen to a radio programme about careers. Which of the following are spoken about?

- advertising banking career advisor doctor
ICT lawyer surveyor teacher

2 Listen to the radio programme again and complete the sentences with expressions from the box that ask for or give advice.

- you could if I were you why don't you

- Before you find a full-time job, _____ consider doing voluntary work?
- _____, I'd find out about training courses.
- As you have a Geology degree, _____ do a course in Land Surveying and become a surveyor.

Speaking

3 Complete the following mini-dialogues by giving advice.

- A: I would like to get a job as a teacher of English.
B: _____ study English at university?
- A: I want to learn Chinese, but they don't teach it in my school.
B: You _____ do a Chinese course online.
- A: I don't understand what we have to do for homework.
B: _____, I would ask the teacher.

Grammar: The third conditional

4 Complete these sentences with the correct form of the verbs in brackets. Listen and check.

- I _____ (have got) the job if I _____ (have) some experience.
- If you _____ (do) the course, you _____ (have) enough experience to apply for the job.

5 Work in pairs. Complete each sentence with your own ideas, using the third conditional.

- If there had been email in the 1960s, ...
- If people had had mobile phones in the past, ...
- If people had known about global warming in the past, ...

Quotation Read the quotation. Do you agree with it? Why/Why not? Translate the quotation into Arabic.

*"I've learned that making a living is not the same thing as making a life."
Maya Angelou (1928 CE–2014 CE)*

Tip



Make sure the expression you choose fits the sentence grammatically.

Listening strategies

Predicting answers

- Before you listen, read the sentences thoroughly, so that you understand them, and then you can focus on the missing words.
- Ask yourself if the missing word is a verb, a noun or an adjective, etc. Do you know which part of the verb you are listening for?

Pronunciation: Intonation


- 6 1  Listen and repeat these questions. Which one shows puzzlement? Which one shows encouragement?
- a *How can I get work experience without getting a job first?*
 - b *Before you find a full-time job, why don't you consider doing voluntary work?*
- 2  Now listen and repeat these questions.
- c *What advice can you give?*
 - d *Are there any jobs which train young people while they are working?*




Speaking

- 7 Work with a partner. Is it usual for people to change jobs in their lifetime? What reasons might there be for people to change their jobs?

Listening

- 8  Listen to Mrs Jammal talking about a change in career. Which job is more rewarding: her first job or the job that she does now?

Comprehension

- 9  Listen again and choose the best answer for each question.
- 1 Why did Mrs Jammal stop her job as manager of a small company?
- A She had her first baby. B She got a better job.
 - C She had a third child. D She did not like the job.
- 2 Why did she decide to become a nurse?
- A It was better paid.
 - B She was impressed with the doctors and nurses when her son was ill.
 - C She could not find any other work when her son was ill.
 - D The hospital was closer to her home.
- 3 Which skills does Mrs Jammal need to use now as a nurse which she did not need as a manager?
- A communication skills
 - B the ability to stay calm under pressure
 - C physical skills D analytical skills

Grammar: The third conditional with *could* and *might*

- 10 Complete the sentences so that they are true for you. Use ***could*** and ***might*** instead of ***would***.
- 1 If I hadn't come to this school, ...
 - 2 If I hadn't grown up in this city, ...

Writing

- 11 Write 100 words about Mrs Jammal. Summarise what she says about her first job and why she decided to change careers.

Tip!

If you have to answer a question that you do not know much about, you can use phrases like 'I would imagine that ...', 'I'm not sure, but perhaps ...', 'It could be/have been ...'

Writing skills: Using linking words

Linking words showing **cause** explain the reason for something.

We couldn't go to the stadium because / as / since there weren't any tickets left.

As / Since / Because I was tired, I went to bed.

We were late because of / due to the traffic.

Linking words showing **result** explain the consequences of an action.

We were caught in traffic, therefore / so we missed the start of the play.

She worked hard; as a result, / because of that, / consequently, she did very well in her exams.



Speaking

- 1 Discuss the questions with a partner.
 - 1 What plans do you have for your career?
 - 2 What is a job application?
 - 3 What should you put in a curriculum vitae and a covering letter when you are applying for a job?

Vocabulary

- 2 **DW** You can see the following words in a curriculum vitae. Which words or phrases apply to skills which people need in a job? Try to work out their meanings. Then check in a dictionary.

achievements adaptable competent conscientious
 contact details enthusiastic keen personal attributes
 qualifications reference training work experience

Reading

- 3 These people are applying for a job at a pharmaceutical company. Read and complete the two curriculum vitae with the headings in the box.

Contact details Name Personal attributes
 Qualifications and training Reference
 Skills and achievements Work experience



- | | | |
|---|------|---------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Name | Tareq Hakim |
| 2 | | 5 North Street, Ajloun |
| 3 | | 2009–2012: shop assistant at a chemist's
2012–2014: reporter for <i>Medicine Today</i>
2014–now: editor at a scientific journal |
| 4 | | Degree in Chemistry (graduated 2008);
Certificate in Journalism (2011) |
| 5 | | Captain of school basketball team;
Voluntary work for a charity that helps elderly people |
| 6 | | I am a conscientious worker and I am very enthusiastic about working in pharmaceuticals. |
| 7 | | Osama Hayek, Chemistry teacher at my secondary school |

Dear Sir/Madam,

I would like to apply for the position of researcher at your pharmaceutical company. As can be seen from the enclosed curriculum vitae that I have a degree in Chemistry. Furthermore, I have worked as a shop assistant at a chemist's, so I know a lot about this industry.

I also have a qualification in Journalism and have worked previously for a scientific journal. I have excellent research skills.

In my spare time, I help elderly people, and I can see the difference that medicines can make to their lives. I am very keen to join a company that can really help people.

I look forward to hearing from you concerning the next stage of my application.

Yours faithfully,
Tareq Hakim

Dear Mr Rahhal,

I am very interested in the position of researcher at your pharmaceutical company. You will see from the enclosed curriculum vitae that I have worked in sales for a large pharmaceutical company for many years. I have been very successful in this job and I was Salesperson of the Year in 2013 CE.

I would now like a new challenge and would be interested in moving into research. I have a degree in Physics.

I am a competent and adaptable worker and I believe that I can be successful in any position.

I like reading and camping. I also like travelling.

References are available on request.

I look forward to hearing from you.

Yours sincerely,
Hisham Khatib

1	Name _____	Hisham Khatib
2	_____	22 East Way, Irbid
3	_____	2010–now: Sales Representative for a large pharmaceutical company
4	_____	Degree in Physics (graduated 2009)
5	_____	I won Salesperson of the Year Award in 2013 CE.
6	_____	I am a very competent worker. I am also adaptable.
7	_____	Samira Rahhal, the director in my current job



Speaking

- 4 Read the requirements of the pharmaceutical company for the position that both Hisham and Tareq have applied for. Who do you think is the best applicant for the job, and why? How could their applications be improved?

Researcher for a pharmaceutical company

An established pharmaceutical company is looking for a researcher. The successful applicant will satisfy the following requirements:

- A good Science degree
- Knowledge of the pharmaceutical industry
- Previous experience of working in this industry
- Excellent research skills

Writing

- 5 You have seen an advertisement for a job that you would like to do. Decide what job the advertisement is for. Write a curriculum vitae and a covering letter. Follow the models in exercise 3.

Academic skills: Formal letter writing

When you write a formal letter, remember to lay it out correctly.

- Lay the letter out correctly with a clear greeting line and sign-off line. Make sure you begin and end the letter appropriately.
- Use formal language; avoid contractions. Use modal verbs. Write short and clear paragraphs. Check your spelling and punctuation so that you give a good impression.

Writing strategies

Writing a curriculum vitae

- A clear, well-laid-out CV is important. Make sure there is adequate line space, and that your headings are in **bold**.
- Use simple, clear language.
- Focus on your achievements, both educational and extra-curricular.
- Make sure that you have included all relevant information for the application.
- Proofread your CV to make sure there are no mistakes.

Project

Research your future career choices and carry out a job interview.

Your task

- Think about your future career. If you are uncertain, write a list of possible areas that interest you, or the kind of work that you would like to do.
- If you can, interview someone you know who does this job or works in this area. Ask them some of the questions below, and add your own.
- Use the Internet to further research the job.
- In your research, answer the questions below.
- Write notes. Use them to write a CV which shows that you are preparing for a career in your chosen area.
- In pairs, decide on five or six good questions for a job interview and prepare some answers. Write notes, but do not write in full sentences.
- Hold a 'mock' interview with your partner to apply for your first job in this area.



Questions

- Why do you want to do this kind of work?
- What different types of work do people with this career do?
- What personal skills, interests or talents do you have that would make you suited to this career?
- What qualifications do you need?
- Where can you study to become qualified for this career?
- Where would you be able to obtain work?

Project self-assessment tool

- 1 How well did you structure your mock interview?
- 2 In your research, did you use the questions given, or did you use ones of your own?
- 3 Is there one area of the interview that you think could be improved? In what way?
- 4 How could you improve your interview skills for another time?



Revision B

Reading

1 Read the first part of this article carefully, and then answer the questions which follow.

Doing an internship


Finding work in a crowded job market can be challenging sometimes, especially for graduates who do not have any work experience. Many employers are looking for people with a proven track record in a particular area of work. However, you need to have a job in order to get experience. Doing an internship is a good way to get around this problem.

Internships provide work experience for university students, graduates and people considering career changes. Although **they** are not usually paid, interns do get many benefits. The most important benefit is considered to be the opportunity to get valuable work experience.



- 1 Why is it sometimes challenging for graduates to get their first job?
- 2 What does the phrasal verb 'get around' in line 7 mean?
- 3 What does the pronoun 'they' in **bold** in line 10 refer to?
- 4 What does the writer feel is the main reason for doing an internship?

Listening

2  Listen to the rest of the article and answer the questions.

- 1 How do many employers view their interns?
- 2 What is meant by 'trial period'?
- 3 What chance do internships provide?

Vocabulary and grammar

3 Choose the correct option in brackets to complete the following sentences.

- 1 The graduation ceremony was a very _____ occasion for everyone. (memory / memorising / memorable)
- 2 Nuts contain useful _____ such as oils and fats. (nutrients / nutritious / nutrition)
- 3 You don't speak French, _____? (don't you / you don't / do you)
- 4 If you _____ to learn a new language, you need to be motivated. (will want / want / wanted)
- 5 If only I _____ lost my ticket! (haven't / didn't / hadn't)

4 Complete the second sentence so that it has the same meaning as the first.

- 1 People say that the brain is like a computer.
It _____ the brain is like a computer.
- 2 Arab mathematicians invented algebra.
Algebra _____ Arab mathematicians.
- 3 Where does the bus go from, please?
Could _____ from?
- 4 I am sorry that I didn't read that book.
I wish _____ that book.

Speaking

- 5 1 If you could go to school anywhere in the world, where would you go? What do you think it would be like? Talk to your partner about this, using the correct language.
- 2 Your school wants to introduce a new subject into its curriculum. All students have been asked to vote on this. These are the subjects that students can vote for:
 - Philosophy
 - Graphic Design
 - Textiles
 - Art History
 - Engineering

Discuss with your partner the advantages and disadvantages of each subject.
Decide on the best two options.

Writing

- 6 Edit the following text. There are three grammar mistakes, one spelling mistake and one punctuation mistake. Find and correct them.

It is believe that when you learn a forein language, it helps to use the language as much you can. You should take every opportunity to engage in the conversation with a native speaker. Reading English books, or magazines also helps.
- 7 Read the information below, and write two sentences about the advantages and disadvantages of doing voluntary work while you are still a student. Use appropriate linking words.
 - practical experience
 - future career choices
 - interviews and your curriculum vitae
- 8 Write a four-paragraph report on the education system in Jordan. Include information about school starting and leaving ages, grades, school subjects, hours and further education.

I Remember, I Remember

Thomas Hood

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
5 He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away!

I remember, I remember,
10 The roses, red and white,
The vi'lets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
15 The laburnum on his birthday,—
The tree is living yet!

I remember, I remember,
Where I was used to **swing**,
And thought the **air** must **rush** as **fresh**
20 To **swallows** on the wing;
My spirit **flew** in **feathers** then,
That is so **heavy** now,
And summer pools could hardly cool
The **fever** on my brow!

25 I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
30 But now 'tis little joy
To know I'm farther off from heav'n
Than when I was a boy.

Vocabulary

1 Answer the questions.

- 1 Why does the poet describe the sun as *peeping in* (line 4)?
- 2 How do the word *wing* (line 20) and the phrase *flew in feathers* (line 21) help us to work out the meaning of *swallows* (line 20)?

Comprehension

2 Answer the questions about the poem.

- 1 How does the poet contrast his memories of the past with the present day in the third stanza? Refer to the words in **bold** in your answer.
- 2 In line 29, the poet refers to his 'childish ignorance'. What was he ignorant about?

Analysis

3 Discuss these questions in pairs.

- 1 In the second stanza, the poet expresses amazement that a tree (*where my brother set / The laburnum on his birthday*) is still living, many years after it was planted. What does this tell us about the poet's views of our relationship with nature?
- 2 The last three lines of the third and fourth stanzas suggest that the author has lost his youthful joy and optimism. Do you agree with this viewpoint? Justify your answer.



🔊 All the World's a Stage

by William Shakespeare (from *As you like it*, Act II Scene VI)

- All the world's a stage,
And all the men and women merely players;
They have their exits and their entrances,
And one man in his time plays many parts, ...
- 5 At first, the infant,
Mewling and puking in the nurse's arms.
Then the whining schoolboy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school. ...
- 10 Then a soldier,
Full of strange oaths and bearded like the pard,
Jealous in honor, sudden and quick in quarrel,
Seeking the bubble reputation
Even in the cannon's mouth.
- 15 And then the justice,
In fair round belly with good capon lined,
With eyes severe and beard of formal cut,
Full of wise saws and modern instances;
And so he **plays his part**.
- 20 ... Into the lean and slippered pantaloon,
With spectacles on nose and pouch on side;
His youthful hose, well saved, a world too wide
For his shrunk shank, and his big manly voice,
Turning again toward childish treble, pipes
25 And whistles in his sound.
Last scene of all,
That ends this strange eventful history,
Is second childishness and mere oblivion,
Sans teeth, sans eyes, sans taste, sans everything.



Vocabulary

1 Answer the questions.

- 1 In lines 10 to 14, the poet describes the soldier's life. Which word refers to a weapon used by soldiers?
- 2 Compare lines 8 and 11. How do they convey the images of a boy and a soldier?
- 3 Describe, in your own words, the image that the poet has created of the old man (lines 20–25). What is the old man wearing? How do his clothes fit him? What does his voice sound like?
- 4 Which word in 'man's last stage' sums up the last line of the speech: *Sans teeth, sans eyes, sans taste, sans everything*?

Comprehension

2 Answer the questions about the speech.

- 1 What are the five stages of a human's life, according to the speech? List them in the correct order.
- 2 What does the playwright suggest about the soldier, in lines 10 to 14? Choose the correct answer and justify it.
 - A His life is short.
 - B He does not like conflict.
 - C He is aggressive and gets angry or violent easily.
- 3 How does the playwright describe the appearance of the middle-aged person?
- 4 Look at the phrases in **bold** on lines 19 and 26 of the speech. How is the life of a person compared to an actor in the theatre?
- 5 How does the playwright describe the person in the first and last stage of life?
- 6 What does the playwright mean by the line, '*this strange eventful history*'? (line 27)

Ideas

3 Find a line from the speech that represents the following ideas.

- 1 ageing 2 time 3 careers 4 youth 5 human life

4 Which stage of life is represented as the most positive, in your opinion? Discuss this with reference to the speech and the ideas in exercise 3.

Analysis

5 Discuss these questions in pairs.

- 1 Which simile does the playwright use to describe the schoolboy as he walks to school?
- 2 Find another example of a simile in the speech. Which two things are being compared?
- 3 In your opinion, which stage do you think the playwright believes to be the most positive?
- 4 How could you add meaning to this speech when reading it aloud? Discuss with a partner. Then, read the speech. Do you think you added appropriate expression? Why?
- 5 Read the poem *I Remember, I Remember* again on page 81, and compare both authors' attitudes to childhood. In what ways do they differ? In what ways are they similar? Which one do you prefer?

The Old Man and the Sea

by Ernest Hemingway

Santiago is an old fisherman in Cuba, but for the last eighty-four days he hasn't caught any fish. His friend, a young fisherman named Manolin, helps him to bring in his empty boat every day. Manolin has been Santiago's fishing partner for years. Santiago had taught him all about fishing, and has done so since he was a boy of five years old. Now, the young man's parents want him to fish with a more **productive** partner.

- 5 The next morning, Santiago leaves early and sails far out to sea to try his luck again. Eventually, he feels a bite on one of his **hooks**, and he works out that it must be a big fish, perhaps a marlin. The fish is strong, though, and does not come up to the surface. Instead, the fish swims away, **dragging** the old man and his boat along.

This goes on until the sun goes down, and eventually Santiago can't see the land any more at all.

- 10 As night falls, he wraps the fishing line around himself, and goes to sleep, leaving his left hand on the rope to wake him if the marlin **surfaces**. Soon, the old man is asleep, dreaming of the lions he used to see when he was a boy in Africa.

Santiago is awoken in the night when he feels the marlin pulling on the line in his hand. The marlin leaps out of the water, and Santiago has to hold on to the line with all his strength to avoid being pulled into the sea.

- 15 When he sees the fish at last, he is amazed by its size. After a long and difficult struggle, he manages to pull it closer to the boat and he kills it.

Santiago ties the marlin's body to his boat and prepares to sail home. Before he reaches land, though, he is attacked by several sharks. He kills one with a **harpoon** and another with his knife. The blood in the water attracts more sharks. Santiago has to beat them away with a **club** and is badly injured himself.

- 20 When he arrives back at the harbour, everyone is asleep. Arriving home, Santiago collapses on his bed in exhaustion and falls asleep.

The next morning, Manolin finds Santiago in his hut and cries over the old man's injuries. Manolin **reassures** Santiago that the great fish didn't beat him and that they will fish together again. He tells him that the old man still has much to teach him.

- 25 That afternoon, some tourists see the marlin's skeleton and ask a waiter what it is. Trying to explain what happened to the marlin, the waiter replies, 'shark.' The tourists misunderstand and **assume** that is what the skeleton is. They don't
- 30 realise that it is actually a marlin, the biggest fish ever caught in the village, at more than five metres long.

- 35 Meanwhile, Santiago is sleeping and once again, dreaming of the lions he saw in Africa long ago, when he was young.



Vocabulary

1 Look at the words in the box. Which one means ...

productive hook drag surface harpoon club reassure assume

- 1 a sharp, pointed weapon, like a knife on a long stick?
- 2 a heavy object used for hitting?
- 3 to pull something heavy behind you?
- 4 someone who is successful or who earns you money?
- 5 to believe something without questioning it?
- 6 to say something positive to someone who is worried about something?
- 7 a curved object on which to hang something, for example a fish on a line?
- 8 to come to the top of the ocean or earth?

Comprehension

2 Read the story again and answer the questions.

- 1 What evidence is there at the very beginning of the story that Santiago is a very optimistic and determined person?
- 2 When Santiago feels a bite on his line, he works out that 'it must be a big fish, perhaps a marlin'. What evidence is there that he is correct?
- 3 Why does Santiago go to sleep that night with the line tied around himself? (paragraph 4)
- 4 How does Manolin try to encourage Santiago not to give up fishing? What does this tell you about Manolin's character? (paragraph 9)
- 5 What is the reason for the tourists' misunderstanding about what the skeleton was? (paragraph 10)

Ideas

3 Find a line in the story that represents the following ideas.

- | | |
|-----------------|----------------------|
| 1 memory | 3 strength |
| 2 determination | 4 suffering and pain |

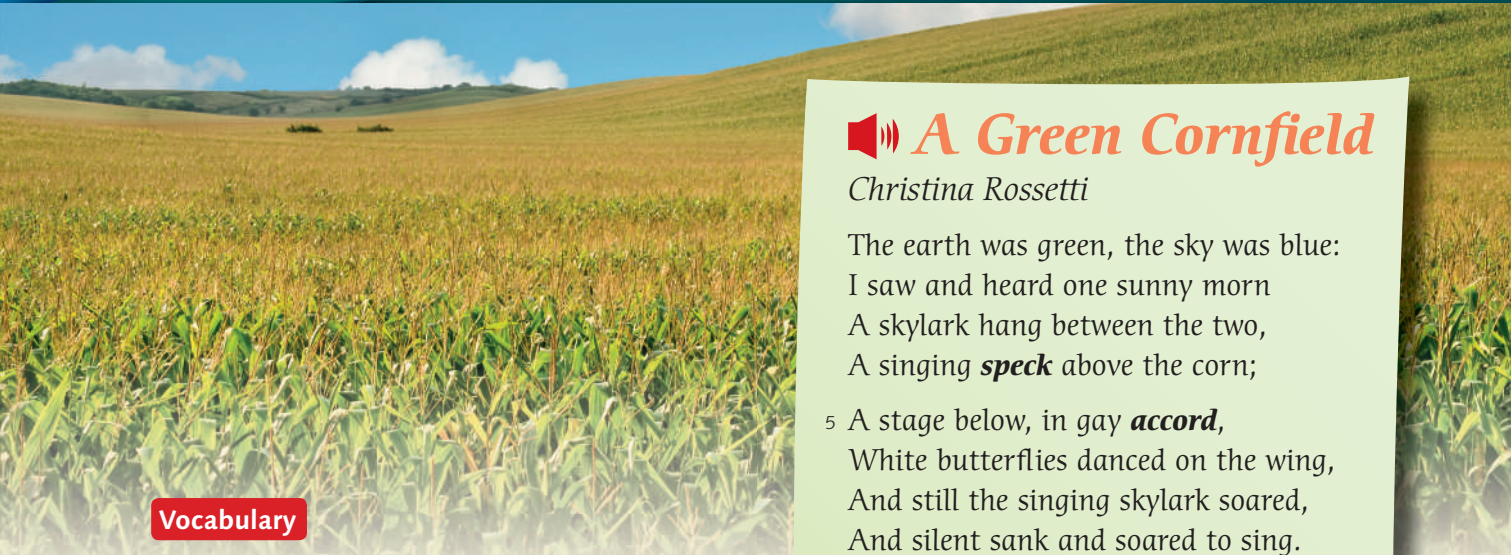
4 In this retelling of the story, strength is represented in many ways. Choose one example of strength and explain its importance.

Analysis

5 Discuss these questions in pairs.

- 1 Why do you think that Manolin's parents want him to stop fishing with Santiago? Do you think they were justified?
- 2 What is the importance of Santiago's dreams of his youth, and of the lions in Africa? How does this relate to the themes in the story?

Literature spot B



Vocabulary

1 Answer the questions.

- 1 Is a **speck** something big or small (line 4)?
- 2 If something is in **accord**, is it in agreement or disagreement (line 5)?
- 3 Does **tender** suggest something fresh and young, or old and strong (line 9)?
- 4 What does a bird do in a **nest** (line 11)?
- 5 Which part of a plant is the **stalk** (line 12)?
- 6 Does **swift** mean slow or fast (line 14)?

Comprehension

2 Choose the correct word to complete the summary of the poem.

The poet describes how (1) _____ (*content / sad / lonely*) she feels as she walks through a cornfield. As she walks along, she sees a skylark (2) _____ (*flying away from the cornfield / flying in the sky / falling towards her*). It doesn't sing as it flies (3) _____ (*lower / higher*). Below it, butterflies (4) _____ (*sit quietly / move slowly / move quickly*) in the cornfield. The poet knows that the skylark's nest is (5) _____ (*visible in / hidden in / far away from*) the cornfield. She (6) _____ (*notices / imagines / knows*) that its companion is also listening somewhere in the cornfield.

Analysis

3 Answer the questions about the poem.

- 1 The poet uses many examples of alliteration. Find one example. What effect is the poet trying to achieve with this technique?
- 2 Find two references to another listener, apart from the poet herself, in lines 10 to 16 of the poem. Who or what is this listener?
- 3 How do we know that the poet leaves the cornfield before the skylark has stopped singing?

A Green Cornfield

Christina Rossetti

The earth was green, the sky was blue:
I saw and heard one sunny morn
A skylark hang between the two,
A singing **speck** above the corn;

- 5 A stage below, in gay **accord**,
White butterflies danced on the wing,
And still the singing skylark soared,
And silent sank and soared to sing.

The cornfield stretched a **tender** green

- 10 To right and left beside my walks;
I knew he had a **nest** unseen
Somewhere among the million **stalks**.

And as I paused to hear his song
While **swift** the sunny moments slid,

- 15 Perhaps his mate sat listening long,
And listened longer than I did.

Around the World in Eighty Days

by Jules Verne

The story, set in 1873 CE, is about an Englishman, Mr Phileas Fogg, who is trying to complete a journey around the world in eighty days. At this point in the story, he and his travelling companion, the Frenchman Mr Passepartout, are travelling through India by train. They have befriended another traveller, Sir Francis Cromarty.

5 The train stopped at eight o'clock, in the midst of a glade some fifteen miles beyond Rothal, where there were several **bungalows** and workmen's cabins. The conductor, passing along the carriages, shouted, 'Passengers will get out here!'

'Where are we?' asked Sir Francis.

'At the **hamlet** of Kholby.'

10 'Do we stop here?'

'Certainly. The railway isn't finished.'

'What! Not finished?'

'No. There's still a matter of fifty miles to be laid from here to Allahabad, where the line begins again.'

15 'Yet you sell tickets from Bombay to Calcutta,' retorted Sir Francis, who was growing warm.

'No doubt,' replied the conductor, 'but the passengers know that they must provide means of transportation for themselves from Kholby to Allahabad.'

'Sir Francis,' said Mr Fogg quietly, 'we will, if you please, look about for some means of conveyance to Allahabad.'

20 'Mr Fogg, this is a delay greatly to your disadvantage.'

'No, Sir Francis; it was foreseen.'

'What! You knew that the way—'

25 'Not at all, but I knew that some obstacle or other would sooner or later arise on my route. Nothing, therefore, is lost. I have two gained days to sacrifice. A **steamer** leaves Calcutta for Hong Kong at noon, on the 25th. This is the 22nd, and we shall reach Calcutta in time.'

There was nothing to say to so confident a response.

Mr Fogg and Sir Francis Cromarty, after searching the village from end to end, came back without having found anything.

'I shall go afoot,' said Phileas Fogg.

30 Passepartout, who had now rejoined his master, made a **wry grimace**, as he thought of his magnificent, but too frail Indian shoes. After a moment's hesitation, he said, 'Monsieur, I think I have found a means of conveyance.'

'What?'

'An elephant! An elephant that belongs to an Indian who lives but a hundred steps from here.'

35 'Let's go and see the elephant,' replied Mr Fogg.

They soon reached a small hut. **Enclosed** within some high **palings**, was the animal in question. An Indian came out of the hut, and, at their request, conducted them within the enclosure. The elephant, which was reared, not to be an animal that merely carried things around, but for warlike purposes, was half-domesticated. Happily, however, for Mr Fogg, the animal's instruction in this direction had not gone far, and the elephant still preserved its natural gentleness. Kiouni – this was the name of the elephant – could doubtless travel rapidly for a long time, and, in default of any other means of conveyance, Mr Fogg resolved to hire him. However, elephants are far from being cheap in India as they are becoming scarce. Male elephants, as they are only suitable for circus shows, are much sought after especially as the majority are domesticated. When therefore Mr Fogg proposed to the Indian to hire Kiouni, he refused point-blank. Mr Fogg persisted, offering the excessive sum of ten pounds an hour for the loan of the elephant to Allahabad. Refused. Twenty pounds? Refused also. Forty pounds? Still refused.

Phileas Fogg, without getting in the least flurried, then proposed to purchase the animal outright, and at first offered a thousand pounds for him. The Indian, perhaps thinking he was going to make a great bargain, still refused.

At two thousand pounds the Indian yielded.

'What a price, good heavens!' cried Passepartout, 'for an elephant.'

It only remained now to find a guide, which was comparatively easy. A young Parsee*, with an intelligent face, offered his services, which Mr Fogg accepted, promising so generous a reward as to materially stimulate his zeal. The elephant was led out and equipped. Provisions were purchased at Kholby, and, while Sir Francis and Mr Fogg took the howdahs* on either side, Passepartout got astride the saddle-cloth between them. The Parsee perched himself on the elephant's neck, and at nine o'clock they set out from the village, the animal marching off through the dense forest of palms by the shortest cut.

* *Parsee* – a person living in South Asia but descended from Persia.

* *howdah* – a seat for riding an elephant

Vocabulary

1 Answer the questions.

- 1 What kind of house is a *bungalow* (line 6)?
- 2 How does the word *hamlet* (line 9) suggest that there aren't many houses or people in the area where the train has stopped?
- 3 What form of transport is a *steamer* (line 24)?
- 4 What kind of facial expression is a *wry grimace* (line 30), and why did Passepartout's face show this expression?
- 5 Read line 36 again. Which words tell us that the elephant was kept safely away from direct contact with humans?

Comprehension

2 Answer the questions.

- 1 Why can't the train continue its journey from Kholby to Allahabad?
- 2 Why is Sir Francis annoyed during his conversation with the conductor? What expression is used to mean he is getting annoyed? (line 15)
- 3 How does Mr Fogg deal with the situation when he discovers that his train journey cannot continue? How does his attitude differ from that of Sir Francis? Look at lines 23 to 26.
- 4 Why did the Indian man decide to rear an elephant?
- 5 How do we know that the elephant is not aggressive?
- 6 How many people travel on the elephant?

3 Complete the sentences with the correct word.

calm confident enthusiastic unapologetic worried

- 1 The conductor is _____ about having sold a ticket to Allahabad to the travellers, even though the train will not take them there.
- 2 Mr Fogg is _____ that he will still complete his journey in eighty days.
- 3 Passepartout feels _____ about the prospect of walking the rest of the way to Allahabad.
- 4 Mr Fogg remains _____ while he negotiates the sale of the elephant.
- 5 The guide is very _____ about making the journey by elephant.

4 Complete the sentences 1–3 with the names of the characters.

Sir Francis Passepartout Phileas Fogg

- 1 _____ is prepared to walk the rest of the way to Allahabad.
- 2 _____ thinks that two thousand pounds is too much to pay for an elephant.
- 3 _____ does not know where they are when the train stops.

Ideas

5 Find a line in the story that represents the following ideas.

- 1 time 2 money 3 transport

6 Consider the idea of transport. Compare the train (lines 6–15) and the elephant (lines 38–45). What are the advantages and disadvantages of each mode of transport mentioned, and how does this relate to the rest of the extract?

7 Do you think that this story shows the importance of time? Justify your answer.

Glossary

MODULE 1 - UNIT 1

access /'æksɪs/ (*verb*) to find information, especially on a computer **access (noun) – accessible (adjective)**

blog /blɒg/ (*noun*) a regularly updated personal website or web page, usually written in an informal style **blog (verb)**

calculation /kælkju:'leɪʃən/ (*noun*) a way of using numbers in order to find out an amount, price or value **calculate (verb)**

computer chip /kəm'pjʊ:tə tʃɪp/ (*noun*) a small piece inside a computer which stores information via an electric current

email exchange /'i:meɪl ɪks'tʃeɪndʒ/ (*noun*) a series of emails between two or more people, each email generally a reply to the previous one **email (verb)**

filter /'fɪltə/ (*noun*) a program that checks whether certain content on a web page should be displayed to the viewer **filter (verb)**

floppy disk /'flɒpi dɪsk/ (*noun*) a flexible, removable magnetic disk that stores computer information

ICT /'aɪ si: 'ti:/ (*n. abbrev.*) Information and Communication Technology

identity fraud /aɪ'dentɪti: frɔ:d/ (*noun*) illegal actions using the identity of someone else, normally to buy things

PC /pi: 'si:/ (*noun*) an abbreviation for **personal computer**, a computer that is used by one person at a time

post /pəʊst/ (*verb*) to put a message or document on the Internet so that other people can see it **post (noun)**

privacy settings /'praɪvəsi 'setɪŋz/ (*noun*) controls available on social networking sites which let you decide who can see what information

rely on /rɪ'laɪ ,ɒn/ (*phrasal verb*) to have trust or confidence in something or someone **reliable (adjective)**

sat nav system /sæt nəv 'sɪstəm/ (*noun*)

satellite navigation system a system of computers and satellites, used in cars and other places that tells you where something is, where you are or how to get to a place

security settings /sə'kjʊ:ɪti 'setɪŋz/ (*noun*) controls available on computer programs which let you protect your computer from viruses

smartphone /smɑ:tfəʊn/ (*noun*) a mobile phone with advanced computing technology

social media /'səʊʃəl 'mi:diə/ (*noun*) social interaction between people and communities on websites or blogs

tablet computer /'tæblɪt kəm'pjʊ:tə/ (*noun*) a mobile computer, with a touch screen, processor and battery all in one unit

user /'ju:zə/ (*noun*) a person who uses a product or service, especially a computer or another machine

web-building program /web 'bɪldɪŋ 'prəʊgræm/ (*noun*) a software that helps you to create a website

web hosting /web 'həʊstɪŋ/ (*noun*) the business of housing, serving and maintaining files for one or more websites

whiteboard /'waɪtbɔ:d/ (*noun*) a touchscreen computer program that enables you to draw sketches, write and present ideas and talks to colleagues or students

World Wide Web /wɜ:ld waɪd web/ (*noun*) an information system, known as the Internet, which allows documents to be connected to other documents, and for people to search for information by moving from one document to another

MODULE 2 - UNIT 2

acupuncture /'ækju:pʌŋktʃə/ (*noun*) a system of complementary medicine in which fine needles are inserted in the skin at specific points

ailment /'eɪlmənt/ (*noun*) illness

allergy /'ælədʒi/ (*noun*) a reaction of the immune system when it is sensitive to something; this reaction comes in the form of sneezing, itchy eyes or a skin rash **allergic (adjective)**

antibody /'æntɪ'bɒdi/ (*noun*) a substance produced by the body to fight disease

arthritis /ɑ:'θraɪtɪs/ (*noun*) a disease causing painful inflammation and stiffness of the joints **arthritic (adjective)**

bounce back /baʊns bæk/ (*phrasal verb*) to start to be successful again after a difficult time

commitment /kəmɪtmənt/ (*noun*) a promise to do something or to behave in a particular way **commit (verb) – committed (adjective)**

complementary medicine /kəmplə'mentri 'medsən/ (*noun*) medical treatment which provides an alternative to scientific medical practices **complement (verb)**

conventional /kən'venʃənəl/ (*adjective*) having been used for a long time and is considered usual **convention (noun) – conventionally (adverb)**

cope with /kəʊp wɪð/ (*phrasal verb*) to deal successfully with, or handle, a situation

cross /krɒs/ (*adjective*) angry or annoyed

decline /dɪklaɪn/ (*verb*) to decrease in quantity or importance **decline** (*noun*)

drug /drʌg/ (*noun*) a medicine or a substance used for making medicines

feel blue /fi:l blu:/ (*verb phrase*) [*idiom*] to feel sad

focus on /'fəʊkəs ɒn/ (*phrasal verb*) to direct your attention or effort at something specific **focus** (*noun*) – **focused** (*adjective*)

have the green light /hæv ðə grɪn laɪt/ (*verb phrase*) [*idiom*] to have or give permission to go ahead with something or for something to happen

healthcare /'helθkeə/ (*noun*) the prevention or treatment of illness by doctors, dentists, psychologists, etc.

herbal remedy /'hɜ:bəl 'remədi:/ (*noun*) an extract or mixture of a plant used to prevent, alleviate, or cure disease **remedy** (*verb*) – **remedial** (*adjective*)

homoeopathy /,həʊmi'ɒpəθi/ (*noun*) a system of complementary medicine in which illnesses are treated by minute doses of herbs and other natural substances

immunisation /,ɪmjʊnaɪzɪʃən/ (*noun*) the process by which an individual's immune system becomes protected against an illness **immunise** (*verb*) – **immune** (*adjective*)

life expectancy /laɪf ɪk'spektənsi/ (*noun*) the length of time that a person or animal is expected to live **expect** (*verb*) – **expectation** (*noun*)

malaria /mə'leəriə/ (*noun*) a dangerous disease transmitted by mosquitoes

migraine /'maɪgrɪm/ (*noun*) a very bad headache which often comes with a feeling of sickness and problems with vision

mortality /,mɔ:'tæləti/ (*noun*) death, especially on a large scale (e.g. infant mortality); the rate of deaths that occur (mortality rate) **mortal** (*noun and adjective*) – **mortally** (*adverb*)

obese /əʊ'bi:s/ (*adjective*) extremely fat, in a way that is dangerous to your health **obesity** (*noun*)

optimistic /,ɒptɪ'mɪstɪk/ (*adjective*) believing that good things will happen in the future **optimism**, **optimist** (*noun*)

option /'ɒpʃən/ (*noun*) something that is or may be chosen **optional** (*adjective*)

out of the blue /aʊt əv ðə blu:/ (*adjective*) [*idiom*] apparently from nowhere; unexpectedly

practitioner /præk'tɪʃənə/ (*noun*) someone who is qualified or registered to practise a particular occupation or profession **practise** (*verb*) – **practical** (*adjective*) – **practically** (*adverb*)

publicise /'pʌblɪsaɪz/ (*verb*) to give information about something to the public, so that they know about it **publicity** (*noun*)

raise /reɪz/ (*verb*) ~ **a question** to bring up a problem or cast doubt on something

red-handed /red'hændɪd/ (*adjective*) [*idiom*] in the act of doing something wrong

reputation /,repjʊ'teɪʃən/ (*noun*) the common opinion that people have about someone or something **repute** (*verb*)

sceptical /'skeptɪkəl/ (*adjective*) having doubts; not easily convinced **sceptic**, **scepticism** (*noun*)

see red /si: red/ (*verb phrase*) [*idiom*] to be angry

setback /setbæk/ (*noun*) a problem that delays or stops progress, or makes a situation worse

strenuous /strenjʊəs/ (*adjective*) using or needing a lot of effort

viable /'vaɪəbəl/ (*adjective*) effective and able to be successful **viability** (*noun*)

white elephant /waɪt 'eləfənt/ (*noun phrase*) [*idiom*] something that has cost a lot of money but has no useful purpose

MODULE 2 - UNIT 3

apparatus /,æpə'reɪtəs/ (*noun*) the technical equipment or machinery needed for a particular purpose

appendage /ə'pendɪdʒ/ (*noun*) a body part, such as an arm or a leg, connected to the main trunk of the body **append** (*verb*)

artificial /,ɑ:tɪ'fɪʃəl/ (*adjective*) made or produced by human beings rather than occurring naturally **artifice** (*noun*) – **artificially** (*adverb*)

bionic /baɪ'ɒnɪk/ (*adjective*) describing a limb or body part that is electronically or mechanically powered

cancerous /'kænsərəs/ (*adjective*) something that has or can cause cancer, a very serious disease in which cells in the body begin to grow abnormally **cancer** (*noun*)

career /kə'riə/ (*noun*) a job undertaken for a significant period of a person's life and with opportunities for progress

coma /'kəʊmə/ (*noun*) a state of unconsciousness caused by a certain injury and that lasts for an extended period of time

dementia /dɪ'menʃə/ (*noun*) a mental illness the symptoms of which are problems with memory, personality changes and problems with reasoning

expansion /ɪk'spænjən/ (*noun*) the act of making something bigger **expand** (*verb*)

implant /'ɪmplɑ:nt/ (*noun*) a piece of tissue, prosthetic device, or other object implanted in the body **implant** (*verb*)

limb /lɪm/ (*noun*) arm or leg of a person
medical trial /'medɪkəl 'traɪəl/ (*noun*) trial to evaluate the effectiveness and safety of medications **trial (verb)**

MRI /em ɑː 'aɪ/ (*noun*) (Magnetic Resonance Imaging) a scan that uses strong magnetic fields to make a picture of the inside of someone's body for medical reasons

outpatient /'aʊtpeɪʃənt/ (*noun*) someone who goes to a hospital for treatment but does not stay for the night

paediatric /piːdi'ætrɪk/ (*adjective*) describing the area of medicine that deals with children and their illnesses **paediatrics, paediatrician (noun)**

pill /pɪl/ (*noun*) a small round piece of medicine to be swallowed whole

prosthetic /prə'sθetɪk/ (*noun*) an artificial body part; ~ (*adjective*) **limb** describing an artificial body part **prosthetics (noun)**

radiotherapy /ˌreɪdɪəʊ'therəpi/ (*noun*) the use of controlled amounts of radiation (a form of energy) to treat disease, especially cancer

scanner /'skænə/ (*noun*) a medical instrument that uses radiography to produce images of the insides of the human body **scan (verb)**

side effect /saɪd ɪ'fekt/ (*noun*) effects of medicine on your body in addition to curing pain or illness

sponsor /'spɒnsə/ (*verb*) to financially support a person or an event **sponsor (noun) – sponsored (adjective)**

stroke /strəʊk/ (*noun*) an illness when a blood tube in your brain bursts or is blocked, resulting in the brain being unable to function normally

symptom /'sɪmptəm/ (*noun*) a physical problem that might indicate a disease

ward /wɔːd/ (*noun*) a room in a hospital, especially for patients needing similar kinds of care **ward (verb)**

MODULE 3 - UNIT 4

algebra /'ældʒɪbrə/ (*noun*) a type of mathematics system where letters and symbols are used to represent numbers **algebraic (adjective)**

arithmetic /ə'rɪθmətɪk/ (*noun*) the branch of mathematics concerned with numerical calculations such as addition, subtraction, multiplication and division

artificially-created /ɑːtrɪfɪʃəli kri'eɪtəd/ (*adjective*) not real or not made of natural things but made to be like something that is real or natural **create (verb) – creation (noun)**

camera obscura /'kæmərə ɒb'skjʊərə/ (*noun*) Latin for 'dark room'; an optical device that led to photography and the invention of the camera

carbon-neutral /'kɑːbən 'njuːtrəl/ (*adjective*) not affecting the total amount of carbon dioxide in Earth's atmosphere **neutralise (verb) – neutrality (noun)**

composition /ˌkɒmpə'zɪʃən/ (*noun*) [of music] a piece of music that someone has written **compose (verb)**

criticise /'krɪtɪsaɪz/ (*verb*) to judge (something) with disapproval; to evaluate or analyse (something) **critic, criticism (noun) – critical (adjective)**

desalination /diːsæli'neɪʃən/ (*noun*) the process of removing salt from sea water so that it can be used **desalinate (verb)**

fountain pen /'faʊntən pen/ (*noun*) a pen which needs ink cartridge refills and the nib of which takes ink from these cartridges to write

geometry /dʒi'ɒmətri/ (*noun*) the branch of mathematics concerned with the properties, relationships and measurement of points, lines, curves and surfaces **geometric (adjective) – geometrically (adverb)**

grid /grɪd/ (*noun*) [energy grid] a system of wires through which electricity is connected to different power stations across a region

ground-breaking /graʊnd'breɪkɪŋ/ (*adjective*) new, innovative **break (verb)**

inheritance /ɪn'herɪtəns/ (*noun*) money or things that you get from someone after they die **inherit (verb)**

inoculation /ɪn'ɒkjə'leɪʃən/ (*noun*) an injection you can have to protect you from a disease **inoculate (verb) – inoculable (adjective)**

irrigate /ɪrɪ'geɪt/ (*verb*) to supply land with water so that crops and plants will grow **irrigation (noun)**

mathematician /ˌmæθmə'tɪʃən/ (*noun*) a person who studies Mathematics to a very complex level **mathematics (noun) – mathematical (adjective)**

megaproject /megə'prɒdʒekt/ (*noun*) a very large, expensive, ambitious business project
minaret /ˌmɪnə'ret/ (*noun*) the tall, thin tower of a mosque from which Muslims are called to prayer

musical harmony /'mjuːzɪkəl 'hɑːməni/ (*noun*) a pleasant sound in music, made by playing or singing a group of different notes together **harmonious (adjective) – harmonise (verb)**

outweigh /aʊt'weɪ/ (*verb*) to be more important than something else

pedestrian /pə'destrɪən/ (*noun*) someone who is walking, especially along a street or another place that is used by cars **pedestrian (adjective)**

philosopher /fə'lɒsəfə/ (*noun*) someone who studies and writes philosophy professionally

philosophise (verb) – philosophical (adjective)

physician /fə'zɪʃən/ (*noun*) someone qualified to practise medicine, especially one who specialises in diagnosis and treatment

polymath /pɒlɪ,mæθ/ (*noun*) someone who has a lot of knowledge about many different subjects

restore /rɪ'stɔː/ (*verb*) to repair or renovate a building, work of art, etc., so as to bring it back to its original condition **restoration (noun)**

revolutionise /ˌrevə'lʊ:ʃənəɪz/ (*verb*) to completely change the way people do something or think about something **revolution (noun) – revolutionary (adjective)**

sustainability /sə'steɪnə'bɪləti:/ (*noun*) the state of being able to continue forever, or for a very long time; for example, the sustainability of the environment involves emitting less pollution and using less water

sustain (verb) – sustainable (adjective)

vary /'veəri/ (*verb*) to differ according to the situation **variation (noun) – variable (adjective)**

windmill /'wɪnmɪl/ (*noun*) a building that uses its sails and wind power to grind corn into flour

zero-waste /'ziːrəʊ weɪst/ (*adjective*) producing no waste, or having parts that can be reused

MODULE 3 - UNIT 5

breath-taking /'breθ,tetkɪŋ/ (*adjective*) wonderful, awe-inspiring

ceramics /sə'ræmɪks/ (*noun*) the art of producing something made from clay or porcelain, or the clay or porcelain items themselves **ceramic (adjective)**

conservatory /kən'sɜːvətəri/ (*noun*) (American usage for British **conservatoire**) a school where people are trained in music or acting

craftsman /'krɑːftsmən/ (*noun*) someone who is very skilled at a particular craft, a job or an activity that requires skills and in which they make things with their hands

demonstration /ˌdemən'streɪʃən/ (*noun*) an act of explaining and showing how to do something, or how something works **demonstrate (verb)**

furnishings /'fɜːnɪʃɪŋz/ (*plural noun*) the furniture and other things, such as curtains, in a room **furnish (verb)**

glassblowing /glaːsbləʊɪŋ/ (*noun*) the art of shaping a piece of hot, melted glass by blowing air into it through a tube **blow (verb)**

hanging /'hæŋɪŋ/ (*noun*) a large piece of cloth that is hung on a wall as a decoration **hang (verb)**

installation /ˌɪnstə'leɪʃən/ (*noun*) an art exhibit often involving video or moving parts

install (verb)

lifelike /'laɪflaɪk/ (*adjective*) very similar to the person or thing represented

performing arts /pə'fɔːmɪŋ ɑːts/ (*noun*) a type of art that can combine acting, dancing, painting and filming to express an idea

qualify /'kwɒlɪfaɪ/ (*verb*) to be entitled to a particular benefit or privilege by fulfilling a necessary condition **qualification (noun)**

sand artist /sænd 'ɑːtɪst/ (*noun*) someone who models sand into an artistic form **sand art (noun)**

showcase /'ʃəʊkeɪs/ (*verb*) to exhibit or display **showcase (noun)**

textiles /'tekstaɪlz/ (*plural noun*) types of cloth or woven fabric

translation /trænz'leɪʃən/ (*noun*) the process of converting documents from one language to another **translate (verb) – translator (noun)**

underline /ˌʌndə'laɪn/ (*verb*) to emphasise, to highlight

visual arts /'vɪʒuəl ɑːts/ (*noun*) art such as painting or sculpture that you look at, as opposed to literature or music

MODULE 4 - UNIT 6

academic /ækə'demɪk/ (*adjective*) connected with education, especially at college or university level **academic, academy (noun) – academically (adverb)**

Agriculture /'ægrɪ,kʌltʃə/ (*noun*) the science or practice of farming **agricultural (adjective)**

Astrophysics /æ'strɒfɪzɪks/ (*noun*) the study of the chemical structure of the stars and the forces that influence them

Business Management /'bɪznɪs 'mænɪdʒmənt/ (*noun*) an area of study which involves learning about running a company, in areas like controlling, leading, monitoring, organising and planning **manage (verb) – managerial (adjective)**

career advisor /kə'riə ədˌvaɪzə/ (*noun*) someone who provides information to help people to make choices about their training and work **advise (verb) – advice (noun)**

colloquial /kə'lɒkwɪəl/ (*adjective*) (of language or words) used mainly in informal conversations rather than in writing or formal speech

compulsory /kəm'pʌlsəri/ (*adjective*) obligatory; required

contradictory /ˌkɒntrə'dɪktəri/ (*adjective*) if two ideas are contradictory they are completely different and thus unable to both be true **contradict (verb) – contradiction (noun)**

degree /dɪ'ɡriː/ (*noun*) a qualification that is given to you when you have successfully completed a course of study

developed nation /drɪ'veləpt 'neɪʃən/ (*noun*)

a rich country that has many industries, comfortable living for most people, and usually an elected government

drop [a course] /drɒp/ (*verb*) to stop studying a certain subject at university

Economics /ekə'nɒmɪks/ (*noun*) the study of the way in which money and goods are produced and used **economical (adjective) – economically (adverb)**

Engineering /ɛndʒɪ'nɪərɪŋ/ (*noun*) the study of how roads, bridges, machines, etc. are built **engineer (verb and noun)**

enrol /ɪn'rəʊl/ (*verb*) to officially arrange to join a school, university or course **enrolment (noun)**

fluently /'flʊəntʃli/ (*adverb*) speaking a language very well, like a native speaker **fluency (noun) – fluent (adjective)**

get cold feet /get kɔ:ld fi:t/ (*verb phrase*) [*idiom*] to lose your confidence in something

get it off (your) chest /get ɪt ɔf jɔ: tʃest/ (*verb phrase*) [*idiom*] to tell someone about something that has been worrying you

have a head for figures /hæv ə hed fɔ: 'fɪgəz/ (*verb phrase*) [*idiom*] to have a natural mental ability for maths/numbers

keep your chin up /ki:p jɔ: tʃɪn ʌp/ (*verb phrase*) [*idiom*] to remain cheerful in difficult situations; an expression of encouragement

lifelong /'laɪflɒŋ/ (*adjective*) continuing or existing throughout your life

Linguistics /lɪŋ'gwɪstɪks/ (*noun*) the study of the grammar, history and structure of languages **linguist (noun) – linguistic (adjective)**

Marketing /'mɑ:kətɪŋ/ (*noun*) the study of selling products to the appropriate customer **market (verb and noun)**

Pharmacy /'fɑ:məsi/ (*noun*) the study and practice of preparing drugs or medicines **pharmaceutical (adjective)**

pioneering /'paɪə'nɪərɪŋ/ (*adjective*) introducing new and better methods or ideas for the first time **pioneer (verb and noun)**

play it by ear /pleɪ ɪt baɪ iə/ (*verb phrase*) [*idiom*] to decide how to deal with a situation as it develops

proficiency /prə'fɪʃənsi/ (*noun*) a good standard of ability and skill **proficient (adjective)**

Psychology /saɪkə'lɒdʒi/ (*noun*) the study of the human mind and how it works **psychological (adjective)**

put (my) back into it /pʊt maɪ bæk ɪntəwɪt/ (*verb phrase*) [*idiom*] to put a lot of effort into something

qualifications /'kwɒlɪfɪ'keɪʃənz/ (*plural noun*) official records of achievement awarded upon the successful completion of a course of training or passing an exam **qualify (verb) – qualified (adjective)**

Sociology /sə'sɪə'lɒdʒi/ (*noun*) the study of societies and the behaviour of people in groups **sociological (adjective)**

stand out [from the crowd] /stænd aʊt/ (*phrasal verb*) to be much better than other similar people or things

tuition /tju:ʃən/ (*noun*) teaching, especially in small groups

tutorial /tju:ʃərə:riəl/ (*noun*) a period of intensive teaching and discussion given by a tutor to an individual student or a small group of students **tutor (verb and noun)**

undertake /ʌndə'teɪk/ (*verb*) to commit yourself to do something and to start to do it **undertaking (noun)**

MODULE 4 - UNIT 7

circulation /sɜ:kjə'leɪʃən/ (*noun*) the movement of blood around the body when it is pumped by the heart; also **air ~**, the movement of air **circulate (verb)**

concentration /kɒnsən'treɪʃən/ (*noun*) attention, or attention span **concentrate (verb)**

dehydration /di:haɪ'dreɪʃən/ (*noun*) the state of having drunk too little water **dehydrate (verb) – dehydrated (adjective)**

diet /daɪət/ (*noun*) the kind of food that a person restricts themselves to eat each day **diet (verb) – dietary (adjective)**

diploma /dɪ'pləʊmə/ (*noun*) a document given by an educational institution showing that someone has successfully completed a course of study

dominate /'dɒmɪneɪt/ (*verb*) to be the most important feature of something **dominance (noun) – dominant (adjective)**

immerse /ɪ'mɜ:s/ (*verb*) to be deeply involved in something and spend most of your time doing it **immersion (noun)**

Master's degree /'mɑ:stəz dɪ'ɡri/ (*noun*) a period of one or two years of study which takes place after the completion of a Bachelor's degree

memory /'meməri/ (*noun*) someone's ability to remember things, places and experiences **memorise (verb) – memorable (adjective)**

multilingual /'mʌltɪ'lɪŋgwəl/ (*adjective*) speaking, reading or writing in more than two languages **multilingualism (noun)**

multitask /mʌltɪ'tɑ:sk/ (*verb*) to do several things at the same time

nutrition /nju:trɪʃən/ (*noun*) the process of getting the right kind of food for good health and growth **nutritious (adjective)**

online distance learning /'ɒnlain 'dɪstəns 'lɜːnɪŋ/ (*noun*) a formalised teaching and learning system specifically designed to be carried out remotely by using electronic communication

PhD /piː eɪtʃ 'diː/ (*noun*) a doctorate; the highest degree awarded by a university faculty

postgraduate /pəʊst'grædʒuət/ (*noun*) someone who has finished their first degree and is continuing to study either a Master's or a PhD; ~ **degree** a second degree of Master's or PhD level

private university /praɪvət juːnɪ'vɜːsəti/ (*noun*) a university not operated by a government

public university /pʌblɪk juːnɪ'vɜːsəti/ (*noun*) a university that is funded by public means, through a government

simulator /sɪmjʊleɪtə/ (*noun*) any device or system that simulates specific conditions or the characteristics of a real process or machine **simulate (verb) – simulation (noun)**

undergraduate /ʌndə'grædʒuət/ (*noun*) someone who has not yet completed their first degree

utterance /ʌtrəns/ (*noun*) something that is said, such as a statement **utter (verb)**

vocational /vəʊkeɪʃənəl/ (*adjective*) providing skills and education that prepare a student for a particular job **vocation (noun)**

MODULE 5 - UNIT 8

blame /bleɪm/ (*verb*) to say or think that someone or something is responsible for something bad **blame (noun)**

come about /kʌm ə'baʊt/ (*phrasal verb*) happen or take place

come up with /kʌm ʌp wɪð/ (*phrasal verb*) produce something (an idea), especially when pressured or challenged

cryptophasia /kriptə'feɪzə/ (*noun*) a phenomenon of a language developed by twins that only the two children can understand

dialect /daɪəlekt/ (*noun*) a form of language which is spoken in only one area, with words or grammar that are slightly different from other forms of the same language

dialectal (adjective)

eat out /iːt aʊt/ (*phrasal verb*) eat away from home, especially in a restaurant

evolve /ɪ'vɔːl/ (*verb*) to develop gradually

evolution (noun) – evolutionary (adjective)

extensively /ɪk'sten.sɪvli/ (*adverb*) in a way to cover or affect a large area **extensive (adjective) extend (verb)**

first language /fɜːst 'læŋgwɪdʒ/ (*noun*) a person's native language

get away with /get ə'weɪ wɪð/ (*phrasal verb*) to escape being blamed for something or being punished

intentional /ɪn'tenʃənəl/ (*adjective*) done on purpose **intend (verb) – intention (noun)**

leave [someone or something] out /liːv aʊt/ (*phrasal verb*) to not include (something or someone)

look into /lʊk 'ɪntə/ (*phrasal verb*) to investigate

mother tongue /'mʌðə ˌtʌŋ/ (*noun*) the first and main language that you learnt when you were a child

point [something] out /pɔɪnt aʊt/ (*phrasal verb*) to tell someone some information, often because you believe that they don't know it or have forgotten it

pop /pɒp/ (*verb*) to burst, or to make something burst, with a short, explosive sound

punish /'pʌnɪʃ/ (*verb*) to give someone an unpleasant task in response to bad behaviour

recall /rɪ'kɔːl/ (*verb*) to remember a particular fact, event or situation from the past

register /'redʒɪstə/ (*noun*) a technical term for the words, style and grammar used by speakers and writers in a particular situation or in a particular type of writing

replicate /'repləkeɪt/ (*verb*) to produce a copy of something **replicate (noun)**

spill /spɪl/ (*verb*) to accidentally flow over the edge of a container **spill (noun)**

MODULE 5 - UNIT 9

agreement /ə'ɡri:mənt/ (*noun*) an arrangement or promise to do something, made by two or more people, companies or organisations **agree (verb)**

be prepared for detailed questions /bi ˌprə'peəd fɔː 'diːteɪld 'kwɛstʃənz/ (*verb phrase*) to be ready to understand complicated questions and respond to them appropriately

corporate /'kɔːpərət/ (*adjective*) belonging to or relating to a corporation, a big company or a group of companies acting together as a single organisation **corporation (noun)**

do a deal /duː ə diːl/ (*verb*) to arrange an agreement in business

domestic /də'mestɪk/ (*adjective*) relating to or happening in one particular country and not involving any other countries

domesticate (verb) – domesticity (noun)

export /'ekspɔːt/ (*noun*) goods sold to another country **export (verb) – exportation (noun)**

extraction /ɪk'strækʃən/ (*noun*) the process of removing and obtaining something from something else **extract (verb)**

fertiliser /'fɜːtəlaɪzə/ (*noun*) a substance that is put on the land to make crops grow **fertilise (verb) – fertilisation (noun) – fertile (adjective)**

give a business card /gɪv ə 'bɪznɪs kɑːd/ (*verb phrase*) to give someone a card that shows a business person's name, position and contact details

goods /gʊdz/ (*plural noun*) things that are produced in order to be sold

Gross Domestic Product /grəʊs də'mestɪk 'prɒdʌkt/ (*noun*) the value of a country's total output of goods and services

import /'ɪmpɔːt/ (*noun*) goods bought from other countries **import (verb) – importation (noun) – imported (adjective)**

knitwear /'nɪtwɛə/ (*noun*) clothing made from wool

machinery /mə'ʃɪːnəri/ (*noun*) machines, especially large ones; a system or set of processes for doing something

make small talk /meɪk smɔːl tɔːk/ (*verb phrase*) to have an informal chat with someone in order to start a conversation

mineral /'mɪnərəl/ (*noun*) a substance that is present in some foods and is needed for good health; a substance that is found naturally in the earth **mineral (adjective)**

negotiate /nɪ'ɡəʊʃieɪt/ (*verb*) to discuss something in order to reach an agreement, especially in business or politics **negotiation (noun) – negotiable (adjective)**

pharmaceuticals /fɑːmə'sjuːtɪkəlz/ (*plural noun*) companies which produce drugs and medicine **pharmaceutical (adjective)**

reserve /rɪ'zɜːv/ (*noun*) something kept back or set aside, especially for future use **reserve (verb)**

sales pitch /seɪlz pɪtʃ/ (*noun*) the statements and promises that someone makes to try to persuade someone to buy something

shake hands [with someone] /ʃeɪk hændz/ (*verb*) to move someone's hand up and down in a greeting

tell a joke /tel ə dʒɔːk/ (*verb*) to say something to make people laugh

track record /træk 'rekɔːd/ (*noun*) all of a person's or organisation's past achievements, successes or failures which show how well they have done something

MODULE 6 - UNIT 10

adaptable /ə'dæptəbəl/ (*adjective*) able to adapt to new conditions or situations

adapt (verb) – adaptation (noun)

ambitious /æm'bɪʃəs/ (*adjective*) having a strong desire for success or achievement

ambition (noun)

attribute /'ætrɪbjʊt/ (*noun*) a quality or feature that is considered to be good or useful (in a person) **attribute (verb) – attribution (noun)**

competent /'kɒmpətənt/ (*adjective*) having enough skill or knowledge to do something to a satisfactory standard **competence (noun)**

conscientious /kɒnʃi'entʃəs/ (*adjective*) showing a lot of care and attention (to a task) **conscience (noun)**

curriculum vitae /kə'rɪkjʊləm 'vɪtaɪ/ (*noun*) **CV** a short, written description of a person's qualifications, skills and work experience that they send to potential employers

enclosed /ɪn'kləʊzd/ (*adjective*) placed in an envelope with a letter **enclose (verb)**

enthusiastic /ɪnθjuːzi'æstɪk/ (*adjective*) showing a lot of interest and excitement about something **enthusiasm (noun)**

fond of /fɒnd əv/ (*adjective*) having an affection or liking for someone or something

full-time /fʊl'taɪm/ (*adjective*) **[of a job]** happening or working for the whole of the working week, and not only part of it

headphones /'hedfəʊnz/ (*plural noun*) a piece of equipment that you wear over your ears to listen privately to the radio, music, etc.

intern /ɪntɜːn/ (*noun*) someone who works for a short time in a particular job in order to gain experience **intern (verb) – internship (noun)**

interpreter /ɪntɜː'prətə/ (*noun*) someone who translates spoken words from one language into another **interpret (verb) – interpretation (noun)**

keen /kiːn/ (*adjective*) having or showing eagerness or interest (in something)

reference /rɪ'fərəns/ (*noun*) a person who provides information about your character and abilities **refer (verb)**

regional /rɪ'dʒənəl/ (*adjective*) relating to a particular region or area **region (noun)**

rewarding /rɪ'wɔːdɪŋ/ (*adjective*) giving personal satisfaction **reward (verb and noun)**

secure /sɪ'kjʊə/ (*adjective*) safe; free from danger **secure (verb) – security (noun)**

seminar /'semɪnɑː/ (*noun*) a class on a particular subject, usually given as a form of training

surveyor /sə'veɪə/ (*noun*) a person whose job is to measure the conditions of a building or to record the details of an area of land **survey (verb and noun)**

voluntary /'vɒləntəri/ (*adjective*) done or given by choice **volunteer (noun and verb)**

work experience /wɜːk ɪk'spɪəriəns/ (*noun*) a period of time that someone spends working in a particular place