



# Jordan High Note

Grade 11  
Semester 1







## Workbook

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# 01

## Get the message

### LESSON 1B VOCABULARY AND GRAMMAR

#### Present and past tenses

#### 1 ★ Match sentences 1–11 with meanings a–k.

- 1  He's been writing thank-you letters all morning.
- 2  I wrote an English essay last night.
- 3  She's writing a text message right now.
- 4  Young people are writing by hand less often these days.
- 5  I was writing to Jad when he called.
- 6  They've written several very long essays.
- 7  We were writing to each other regularly back then.
- 8  I've written down everything she's said so far.
- 9  Fawzi writes at least ten texts every day.
- 10  I'd already talked to that police officer about the burglary, so he knew I was innocent.
- 11  Teenagers rarely write emails.

Present Simple
<b>a</b> routines and habits/things that happen repeatedly
<b>b</b> facts and things that are generally true
Present Continuous
<b>c</b> things happening now or around now
<b>d</b> situations which are changing during the present time
Past Simple
<b>e</b> actions that started and finished at a specific time in the past
Past Continuous
<b>f</b> actions in progress at a specific time in the past
<b>g</b> a long activity interrupted by a shorter one
Present Perfect Simple
<b>h</b> actions and states which began in the past and continue until now
<b>i</b> finished actions in the past when we don't say exactly when they happened

Present Perfect Continuous
<b>j</b> an action in progress or repeated over a period of time up until now
Past Perfect
<b>k</b> an action in the past that was completed before another action or time in the past

#### 2 ★ Choose the correct time expressions.

- 1 I usually take a break from my screen *right now* / *from time to time* to rest my eyes.
- 2 According to my phone, I've spent 67 minutes online *since nine o'clock* / *ever since*.
- 3 We've been learning about ancient methods of communication at school *recently* / *last week*.
- 4 I forgot my password and blocked my email account *the day before yesterday* / *in recent weeks*.
- 5 We were walking on the beach *earlier today* / *once in a while* when we found a message in a bottle.

#### 3 ★★ Complete the sentences with the forms from the box. There are two extra forms.

are becoming   are you using   do you have  
do you know   don't usually send  
'm talking   never writes   ~~prefer~~   writes

- 1 Most teenagers prefer texting to calling.
- 2 My friends and I \_\_\_\_\_ emails.
- 3 Once in a while, Zeina \_\_\_\_\_ books.
- 4 \_\_\_\_\_ your laptop right now? I'd like to borrow it.
- 5 Can I call you back? I \_\_\_\_\_ to someone else at the moment.
- 6 Landline telephones \_\_\_\_\_ less and less common these days.
- 7 \_\_\_\_\_ how much credit you've got left on your phone?

4 ★★ Complete the pairs of sentences with the correct endings in bold.

1 all morning / three times today

- a I've been texting Heba \_\_\_\_\_.  
b I've texted Heba \_\_\_\_\_.

2 two essays today / that essay since morning

- a Lama's been writing \_\_\_\_\_.  
b Lama has written \_\_\_\_\_.

3 English for very long / how to write in English yet

- a Abbas hasn't learnt \_\_\_\_\_.  
b Abbas hasn't been learning \_\_\_\_\_.

5 ★★ Complete the story with the correct forms of the verbs from the box.

concentrate ~~drop~~ go happen leave  
lose not be not hear sit steal

Hani was riding his bike when he <sup>1</sup>*dropped* his phone. He <sup>2</sup>\_\_\_\_\_ on the road, so he <sup>3</sup>\_\_\_\_\_ it fall. He arrived at school and <sup>4</sup>\_\_\_\_\_ straight to his first lesson. He <sup>5</sup>\_\_\_\_\_ in English class when he realised that he <sup>6</sup>\_\_\_\_\_ it. He thought he <sup>7</sup>\_\_\_\_\_ it at home, but when he got back at the end of the day, it <sup>8</sup>\_\_\_\_\_ there. He never found out what <sup>9</sup>\_\_\_\_\_ to it and assumed that someone <sup>10</sup>\_\_\_\_\_ it.

6 ★★ Use the prompts to write questions.

- 1 you / receive / any hand-written letters / recently?  
*Have you received any hand-written letters recently?*

- 2 social media / change / the meaning of friendship?  
\_\_\_\_\_

- 3 you / watch / the documentary / about communication through the ages / yesterday?  
\_\_\_\_\_

- 4 Grandma / know / how to switch on the computer?  
\_\_\_\_\_

- 5 you / see / her photos on social media / before you met her?  
\_\_\_\_\_

- 6 you / have a bad dream / when / I / wake / you up?  
\_\_\_\_\_

7 ★★ Complete the news story with the correct forms of the verbs in brackets.

Members of an Australian family <sup>1</sup>*found* (find) the world's oldest message in a bottle over 100 years after German researchers <sup>2</sup>\_\_\_\_\_ (throw) it into the Indian Ocean.

The Illman family <sup>3</sup>\_\_\_\_\_ (walk) on the beach in Perth in Australia, when they <sup>4</sup>\_\_\_\_\_ (come across) a bottle lying in the sand. Tonya Illman <sup>5</sup>\_\_\_\_\_ (pick it up) and <sup>6</sup>\_\_\_\_\_ (discover) a note inside. Researchers <sup>7</sup>\_\_\_\_\_ (write) the note 132 years earlier.



## LESSON 2B READING AND VOCABULARY

1 Read the article quickly and find the 5 forms of written communication which are mentioned.



# COMMUNICATING with THE PAST

**The Rosetta Stone is nothing much to look at.** Nevertheless, visitors to the British Museum flow endlessly past the piece of rock, despite being unable to make out what is written on it. If they could, they might be disappointed to discover that it is a kind of tax document. However, as the museum guides explain, the Rosetta Stone is the star of an incredible story about figuring out how to communicate with the past.

The tale begins over 2000 years ago in Egypt. When Pharaoh Ptolemy IV died, his six-year-old son became the ruler. This was the start of years of chaos as rival groups tried to influence him. Eventually, the boy-pharaoh grew up and, with the assistance

of powerful priests, he took control. In 196 BCE, like all the other pharaohs before him, he wished to announce to the world the importance of his role. The Rosetta Stone is one of 18 stones that were put in temples around Egypt; their purpose was both to point this message and to bring into law some very generous tax breaks for priests. The stone is of particular historical importance because the 'memo' it contains is written in three languages: Greek, an Egyptian language called Demotic, and hieroglyphics like those found on tombs.

The Rosetta Stone remained in Egypt for 2000 years. Then in 1801, it was captured by the British Army

and taken to London. There, academics tried to figure out what was written on it, but nobody could understand the hieroglyphics. That was, until a researcher named Thomas Young came across a group of symbols that spelled the name 'Ptolemy'. His work was continued by Jean-François Champollion who finally figured out how to read the mysterious text in 1882. Young and Champollion's work allowed us to work out exactly what is written on all the great objects and monuments of Egypt. However, despite the best efforts of linguists and code breakers, a number of unexplained manuscripts and mysterious languages have proved unsolvable. A notable example is

Rongorongo, which scholars believe may be a written language from  
 95 Easter Island. It was found in the 19<sup>th</sup> century on various wooden objects and is made up of symbols showing animals, humans and plants. There have been many attempts to work  
 100 out what meaning it conveys. This suggested that it may be related to the cycles of the moon. It is also possible that Rongorongo is not written text at all, but is in fact an  
 105 early kind of memory aid or even simply decoration.

Then there's the beautiful Voynich Manuscript, a book which has been dated to the early 15<sup>th</sup> century. It is  
 110 thought to be written in a European language – though not a familiar one – and contains strange pictures of plants and animals. Some researchers have suggested it is a  
 115 fake and others a guide to medieval medicine. Because it remains so mysterious, it has inspired many contemporary films and books.

Finally, according to some estimates,  
 120 the Tartaria Tablets, which were unearthed in Romania in 1961, are over 7000 years old. This would make the symbols on these small round discs the earliest known form of writing. As  
 125 with many messages from the past, opinions differ and even the experts can be sure of almost nothing. One day, someone will almost certainly spell out what these strange  
 130 messages mean, and where mystery remains, investigation will surely continue.

## 2 Read the article again and choose the correct answers.

- 1 How can the author's opinion of the Rosetta Stone best be summarised?
  - a Its popularity as a museum exhibit is difficult to explain.
  - b It is far more significant than it looks.
  - c It is a disappointment for most museum visitors.
  - d It is a dull administrative document.
- 2 Which is true about the Rosetta Stone?
  - a It was made for a child ruler.
  - b It was the only one of its kind.
  - c Its sole aim was to announce the importance of the pharaoh.
  - d It contains a multilingual message.
- 3 What did Thomas Young manage to do?
  - a understand some symbols
  - b spell Ptolemy
  - c read the Rosetta Stone
  - d understand some tax breaks
- 4 What does the author say about Rongorongo?
  - a It may not actually be writing.
  - b It is a kind of calendar.
  - c It is a kind of decoration.
  - d It tells stories of the natural world.
- 5 Which object does the author say has become a part of popular culture?
  - a the Rosetta Stone
  - b the Rongorongo carvings
  - c the Voynich Manuscript
  - d the Tartaria Tablets
- 6 What does the author believe about mysterious texts from the past?
  - a There are some texts we will never be able to work out.
  - b We should only try to understand written languages, not symbols.
  - c It's impossible for experts to agree about any texts from the past.
  - d We'll always try to make sense of them.



## LESSON 3B VOCABULARY | Idioms and phrases related to communication

### 1 ★ Match the two parts of the sentences.

- 1  Sharing a house creates a strong
  - 2  My tutor and I really hit it
  - 3  My friends and I always have
  - 4  I met our new neighbours and I took
  - 5  I'm not good at making
  - 6  Although I may come across
  - 7  Thankfully, Fadia made
  - 8  I always try to strike up
  - 9  If someone pays you
- a to them immediately.  
 b a favourable impression on her new tutor.  
 c bond between young people at university.  
 d small talk and I often end up saying silly things.  
 e off, so I'm looking forward to our lessons together.  
 f as a confident person, I'm actually quite shy.  
 g a compliment, smile and say 'thank you'.  
 h a laugh when we get together.  
 i a conversation when I meet someone new.

### 2 ★ Choose the correct words to complete the idioms.

- 1 He continued to *throw / fire* questions at someone.
- 2 You insist on having the last *say / word*.
- 3 I didn't like being put *on / in* the spot.
- 4 She didn't have to jump down my *neck / throat*.
- 5 I couldn't get a word in *edgeways / sideways*.
- 6 He refused to let it *drop / stop*.

### 3 ★ Match situations a-f with idioms 1-6 from Exercise 2.

- a  Then the boss asked me to say who I thought was to blame. It was so embarrassing!
- b  You always have to be the last one to speak, don't you?
- c  I told him I didn't want to talk about it anymore, but he wouldn't stop.
- d  He just kept asking me one thing after another for what seemed like ages.
- e  When I told her I was going to be a few minutes late, she got really angry!
- f  She talked so much that I didn't manage to say anything at all during lunch.

### 4 ★★ Complete the conversation with the words from the box.

across bond compliment ~~hit~~  
 impression laugh small strike take

**Amina** So how did your evening go, Huda? Did you and Maha <sup>1</sup>*hit* it off?

**Huda** I'm not sure. I tried to <sup>2</sup> \_\_\_\_\_ up a conversation by paying her a <sup>3</sup> \_\_\_\_\_, but I have a feeling that I came <sup>4</sup> \_\_\_\_\_ as a bit over-enthusiastic.

**Amina** Oh, I wouldn't worry. I'm sure you made a favourable <sup>5</sup> \_\_\_\_\_. People usually <sup>6</sup> \_\_\_\_\_ to you, right? Perhaps you were just trying a bit too hard.

**Huda** Maybe, I mean - we made quite a lot of <sup>7</sup> \_\_\_\_\_ talk, but we also had a <sup>8</sup> \_\_\_\_\_. She's got a good sense of humour.

**Amina** Well, there you go. I mean ... you can't expect to create a strong <sup>9</sup> \_\_\_\_\_ after just one evening out. I think it went better than you imagine.



## LESSON 4B GRAMMAR

## Question tags and echo questions

## 1 ★ Match sentences 1–6 with responses a–f.

- 1  I'm having a great time.  
 2  I met a really nice tourist last week.  
 3  Majeda and Malak have arrived!  
 4  Jawad didn't want to play tennis.  
 5  Reem was wearing some beautiful shoes.  
 6  I can't understand what he's saying.

- a Can't you? Why don't you ask him to speak more slowly?  
 b Was she? She's always so stylish.  
 c Have they? OK, I'll be there in two minutes.  
 d Are you? I'm glad you could make it.  
 e Didn't he? Maybe he doesn't know how.  
 f Did you? What was his name?

## 2 ★★ Choose the correct words to complete the question tags 1–6.

- Omar** Oh, dear. I'm talking too much, <sup>1</sup>*don't / aren't* I? I get nervous in new situations.
- Nader** <sup>a</sup>*Do you*? I hadn't noticed. You seem quite self-confident to me.
- Alia** Everybody likes chocolate <sup>2</sup>*aren't / don't* they? I'm planning to make a chocolate cake for the party.
- Hanan** <sup>b</sup>\_\_\_\_\_? Well, I certainly do, so please go ahead!
- Rashed** You haven't met Adel, <sup>3</sup>*have / haven't* you? He moved in next door recently.
- Amer** <sup>c</sup>\_\_\_\_\_? Hi, Adel. Welcome to the neighbourhood. I'm Amer.
- Fadia** Choose some more music, <sup>4</sup>*will / should* you, Halima? My tablet is on the table.
- Halima** <sup>d</sup>\_\_\_\_\_? Oh, yeah. Right, let's listen to something fun.
- Ramzi** This is a great new sports club, isn't <sup>5</sup>*it / this*? The old club wasn't fun.
- Hani** <sup>e</sup>\_\_\_\_\_? I liked it.

**Jameela** Everything went wrong, <sup>6</sup>*didn't / wasn't* it? I don't know what to do.

**Amal** <sup>f</sup>\_\_\_\_\_? Well, perhaps I can help.

## 3 Now add an echo question to complete gaps a–f.

## 4 ★★★ Complete two conversations at a family party.

**Khalil** Hi there. We haven't met, <sup>1</sup>*have we*?

**Husam** No, I don't think so. I'm Husam – Kamal's cousin. I live in Egypt now.

**Khalil** <sup>2</sup>\_\_\_\_\_? Well, it's nice to meet you. I'm Khalil and I'm in Kamal's sports club, though I don't really know him very well. This is a great party, <sup>3</sup>\_\_\_\_\_? So, what do you think of Kamal?

**Husam** Actually, I find him a bit unfriendly, but don't tell him, <sup>4</sup>\_\_\_\_\_?

**Khalil** Ha! I won't. And, that's his brother, <sup>5</sup>\_\_\_\_\_? The boy with the black hair?

**Husam** Who, Muneer? No, they're friends.

**Khalil** Oh! <sup>6</sup>\_\_\_\_\_?

**Kamal** Change the music, <sup>7</sup>\_\_\_\_\_?

**Omar** Let's put on some traditional music, <sup>8</sup>\_\_\_\_\_?

**Kamal** Whatever you fancy. Do you know that boy who's talking to Husam? He's in our sports club, <sup>9</sup>\_\_\_\_\_?

**Omar** Yeah, I think so. His name's Khalil.

**Kamal** He looks like a nice boy.

**Omar** Well, we can go and say hello, <sup>10</sup>\_\_\_\_\_?

**Kamal** Wait a minute! We can't just walk up and say hello.

**Omar** Of course we can! It's a party after all. It'll be fine.

**Kamal** <sup>11</sup>\_\_\_\_\_? Do the talking though, <sup>12</sup>\_\_\_\_\_?

**Omar** Oh, come on Kamal. Don't be shy.

## LESSON 5B LISTENING AND VOCABULARY



- 1 **1.9** Listen to a radio interview about language and choose the correct answers.

- 1 What is the main topic of this week's programme?
    - a scientific English
    - b translating and interpreting
    - c words and phrases describing emotions
  - 2 The guest on the programme has
    - a written a book.
    - b reviewed a book.
    - c translated a book.
- 2 **1.9** Listen again and complete the sentences.
- 1 There are estimated to be approximately *one million* words in the English language.
  - 2 Words for \_\_\_\_\_ in other languages are often untranslatable.
  - 3 The Danish word 'hygge' describes how people feel when they \_\_\_\_\_ with their friends or family.
  - 4 Traditional Portuguese songs are often a bit \_\_\_\_\_.
  - 5 Professor Amanda Jones says we can often feel \_\_\_\_\_ by our emotions.
  - 6 According to Dr Gray, our \_\_\_\_\_ can increase if we understand more emotion words in other languages.

### Pronunciation



- 3 **1.10** Listen and complete the sentences from the interview in Exercise 1 with a question tag in each gap.

- 1 It is, \_\_\_\_\_?
  - 2 Now, these examples come from a book, \_\_\_\_\_?
  - 3 Well, that covers rather a lot of us, \_\_\_\_\_?
- 4 **1.10** Listen to the sentences from Exercise 3 again. What do you notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag? Choose the correct answer.
- a The sound /t/ is very clearly pronounced.
  - b The sound /t/ disappears.

### ACTIVE PRONUNCIATION

#### Omitting /t/ in question tags

In fast speech, the sound /t/ at the end of the first word in question tags can be omitted (e.g. *isn't it* - /'ɪz(ə)nɪt/, *doesn't she* - /'dʌz(ə)nʃi/).

- 5 **1.11** Listen and tick the question tags where the sound /t/ is omitted.

- 1  Weren't we?
- 2  Hasn't he?
- 3  Can't I?
- 4  Hadn't they?
- 5  Doesn't it?
- 6  Wasn't he?



- 6 **1.12** Listen and practise saying the sentences.

- 1 The world has become a different place, hasn't it?
- 2 Your little brother gets on your nerves, doesn't he?
- 3 I should release the negative emotions, shouldn't I?
- 4 The idea of people flying is ridiculous, isn't it?
- 5 We could at least try to break the ice, couldn't we?



- 7 **1.13** Complete the sentences with question tags. Listen and check.

- 1 Zeina likes people paying her compliments, *doesn't she*?
- 2 Yousuf has been firing questions at you all day, \_\_\_\_\_?
- 3 Our boss is completely fed up with all the paperwork, \_\_\_\_\_?
- 4 Suha was bewildered by the maths questions, \_\_\_\_\_?
- 5 He could try to work harder at school, \_\_\_\_\_?



- 8 Now practise saying the sentences in Exercise 7.



## LESSON 6B SPEAKING



- 1 1.16 Listen and repeat the phrases. How do you say them in your language?

## SPEAKING | Expressing emotions

## EXPRESSING ANXIETY

It's been keeping me up at night.  
I'm worried sick about my mum's health.

## EXPRESSING RELIEF

I can breathe a sigh of relief now.  
That's a weight off my mind.

## EXPRESSING ANNOYANCE AND FRUSTRATION

That noise is driving me up the wall!  
His loud laugh really gets on my nerves.  
I've had it up to here with your complaints.

## EXPRESSING SURPRISE OR DISBELIEF

You've got to be kidding me!  
Get out of here!  
Who would have thought it?

## EXPRESSING SADNESS

I'm feeling a bit down in the dumps.  
I'm feeling a bit blue.  
I'm heartbroken.

## EXPRESSING ENJOYMENT OR HAPPINESS

I'm walking on air!  
I can't stop smiling!

- 2 Choose the correct words to complete the sentences.

- 1 Get *out / off* of here!
- 2 I'm worried *sick / ill*.
- 3 That's a weight off my *brain / mind*.
- 4 Now I can *breathe / blow* a sigh of relief.
- 5 You've got to be *kidding / joking* me!
- 6 It's been keeping me *out / up* at night.
- 7 Who would have *understood / thought* it?
- 8 I'm feeling a bit *up / down* in the dumps.

- 3 What do the phrases express?  
(A = annoyance, S = sadness, H = happiness)

- 1 I'm heartbroken. A / S / H
- 2 He is driving me up the wall! A / S / H
- 3 I'm walking on air! A / S / H

- 4 I'm feeling a bit down in the dumps. A / S / H
- 5 I'm feeling a bit blue. A / S / H
- 6 I can't stop smiling! A / S / H
- 7 I've had it up to here with you! A / S / H
- 8 That music gets on my nerves. A / S / H

- 4 Choose the correct phrases to complete the mini-conversations. Ignore the gaps.

- Faten** What's the matter with you?  
**Eman** The neighbours are playing loud music again. <sup>1</sup>*It's driving me up the wall! / I'm walking on air!*  
**Faten** <sup>2</sup>*What a pain!*  
**Eman** Maybe I should go and talk to them.  
**Faten** I think you should. I mean - <sup>3</sup>\_\_\_\_\_
- Mazen** The farmer's horse died. <sup>4</sup>*He's heartbroken. / It really gets on his nerves.*  
**Adel** Oh no! Poor thing. <sup>5</sup>\_\_\_\_\_
- Aisha** How did the interview go?  
**Ghada** I got the job! <sup>6</sup>*I'm feeling a bit blue. / I can't stop smiling!*  
**Aisha** That's awesome! <sup>7</sup>\_\_\_\_\_
- Fadi** Just calm down!  
**Hassan** But my phone is broken again! <sup>8</sup>*I'm feeling a bit down in the dumps. / I've had it up to here with it!* I want my money back!  
**Fadi** <sup>9</sup>\_\_\_\_\_ That's the third time this month.  
**Hassan** <sup>10</sup>\_\_\_\_\_

- 5 1.17 Now complete gaps a-f in Exercise 4 with responses. Listen and check.



I don't blame you.  
I know, right?  
I'm really pleased for you.  
I'm so sorry to hear that.  
What's the worst that could happen?

## LESSON 7B **WRITING** | An analytical essay

Start with an introduction so readers know what you will be looking at.

Use a paragraph for each idea with evidence to support each one.

Start each paragraph with a topic sentence.

Remember to include the sources you researched to each idea.

Write a conclusion to summarise what you have said.

### Is social media not suitable for older people?

Social media is certainly suitable for older people, although many are not aware of the benefits it can bring. These include being able to keep in touch with friends and family, and being entertained.

Many older people need to be taught the benefits of social media. <sup>1</sup>\_\_ to a recent report, around 12% of people over 60 in Jordan do not use the Internet. Some that do use the Internet don't know how to use social media sites. However, the same report <sup>2</sup>\_\_ out that more than 75% of Internet users over 60 believe that social media can help them make friends and if that number could be increased, it could really help them.

Social media can be a great way to help elderly people who might not be able to leave their houses because of health or mobility problems. <sup>3</sup>\_\_ the website Life Connects writes, because many older people are not able to see friends or family very often, they can struggle with loneliness. If these people are taught how to use social media, they will be able to make contact with people living anywhere. They can also use social media to not only talk to their friends, but see them as well.

Social media can also help older people remain active and interested in the world around them. As well as providing them with 24-hour news, social media sites can offer films and games. Recent studies <sup>4</sup>\_\_ that 52% of people over 60 in Jordan believe that social media has a positive affect on how they feel.

Social media may not be ideal for all older people but there are many advantages it can bring including the ability to stay connected and active.

### 1 Match words a-d with the essay gaps.

- a**  points                      **c**  As  
**b**  report                        **d**  According

### 2 **WRITING TASK** Read the task below and write your analytical essay.

Books are better than social media because, if one day we lose the ability to use the Internet, there will be no records left online. Do you agree?

### ACTIVE WRITING | An analytical essay

#### 1 Research and plan your essay.

- Do you agree or disagree with the statement?

#### 2 Write your essay.

- Support your arguments with facts.

#### 3 Check that...

- you have included all your sources.

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use the present and past tenses to talk about different actions.	Student's Book pp. 4–5	
2	I can identify the author's opinion and talk about animal communication.	Student's Book pp. 6–7	
3	I can talk about making new friends.	Student's Book p. 8	
4	I can use question tags and echo questions to keep a conversation going.	Student's Book p. 9	
5	I can identify specific information in a radio interview and talk about emotional intelligence.	Student's Book p. 10	
6	I can use fixed phrases to express emotions.	Student's Book p. 11	
7	I can write an analytical essay.	Student's Book pp. 12–13	

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

I want to improve	How I can improve

**3 What can you remember from this unit?**

New words I learnt	Expressions and phrases I liked

## LESSON 1B VOCABULARY AND GRAMMAR

## Future forms for predictions

1 ★ Complete the sentences with the correct forms of *will* or *going to* and the verbs in brackets. Sometimes more than one answer is possible.

- 1 My grandfather is 89 years old, but he's in great shape, so I'm sure he 's going to live/ll live (live) to be 100.
- 2 Many experts expect that technology \_\_\_\_\_ (improve) living conditions for people in the developing world, but there's no evidence of that.
- 3 Look at these statistics – they are very optimistic. Without a doubt, crime figures \_\_\_\_\_ (continue) to decrease in the near future.
- 4 Some people fear that robots \_\_\_\_\_ (take) control of society soon, but I think that's unlikely.

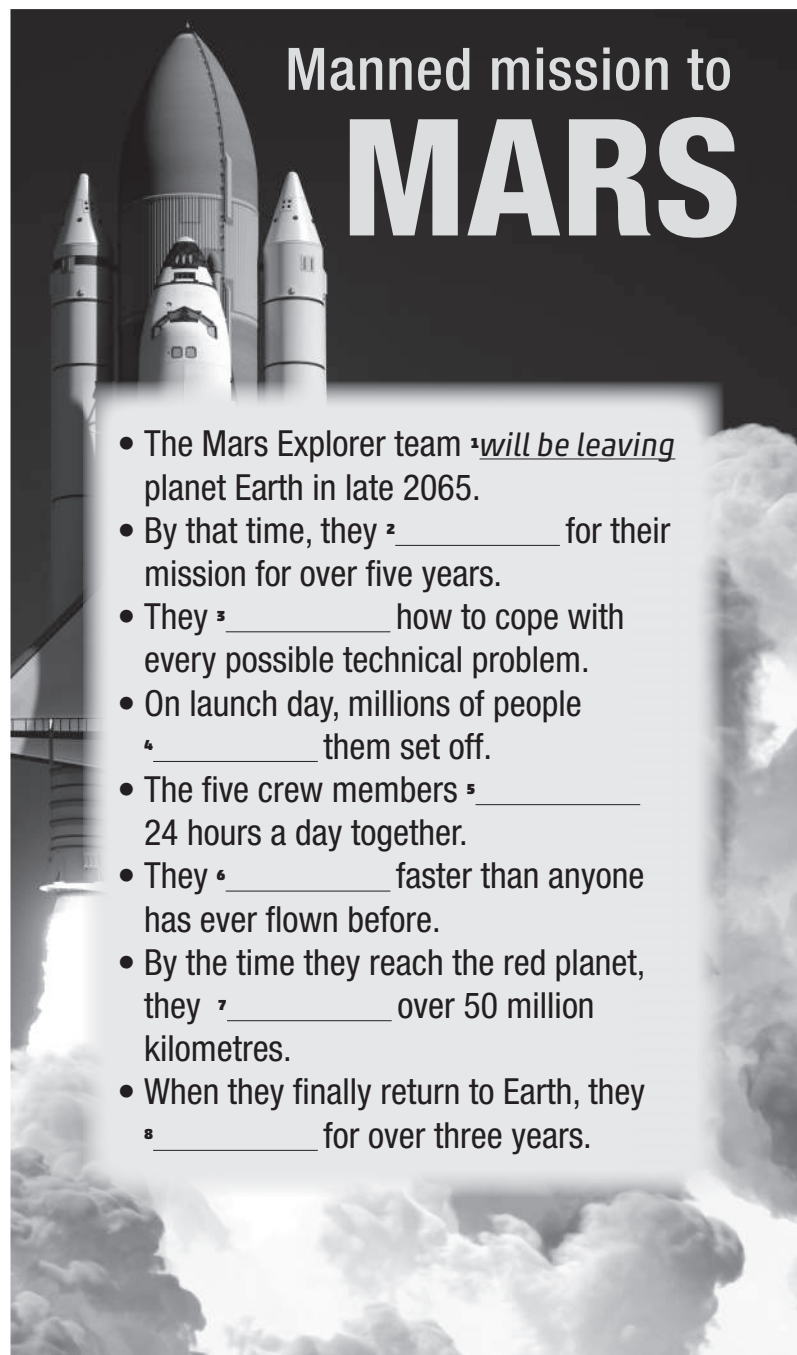
2 ★ Match sentences 1–5 with explanations a–c.

- 1  We'll be sleeping under the stars at this time next week.
- 2  Dana and Eman will have watched the entire first series by the end of today.
- 3  Please don't complain. I'll be revising while you're relaxing on the beach!
- 4  Unfortunately, we won't have arrived by the time the restaurant closes at 9 p.m.
- 5  By the time we reach the entrance, we'll have been waiting for three hours!

- a an activity in progress at a specific time in the future  
 b an activity which will be completed by a specific time in the future  
 c an activity which continues up to a specific point in the future

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

- 1 You've done so much revision you're *bound* / *unlikely* to pass your exams.
- 2 With such strong winds, the airport is *unlikely* / *sure* to be open.
- 3 Although we can't be certain, we think the pool is *sure* / *likely* to be busy today.
- 4 After her injury, it's *unlikely* / *likely* that Laila will reach the finals.



## Manned mission to MARS

- The Mars Explorer team <sup>1</sup>*will be leaving* planet Earth in late 2065.
- By that time, they <sup>2</sup>\_\_\_\_\_ for their mission for over five years.
- They <sup>3</sup>\_\_\_\_\_ how to cope with every possible technical problem.
- On launch day, millions of people <sup>4</sup>\_\_\_\_\_ them set off.
- The five crew members <sup>5</sup>\_\_\_\_\_ 24 hours a day together.
- They <sup>6</sup>\_\_\_\_\_ faster than anyone has ever flown before.
- By the time they reach the red planet, they <sup>7</sup>\_\_\_\_\_ over 50 million kilometres.
- When they finally return to Earth, they <sup>8</sup>\_\_\_\_\_ for over three years.

4 ★★ Complete the factfile on page 14 with the forms from the box.

will be flying ~~will be leaving~~  
 will be spending will be watching  
 will have been training  
 will have been travelling  
 will have covered will have learnt

5 ★★ Write the questions.

1 Will you be watching the match tomorrow?

No, I won't be watching the match tomorrow.

2 \_\_\_\_\_  
 Yes, Faten will have finished school by 4 p.m.

3 \_\_\_\_\_  
 I'll have been training for nine years by the time I qualify as a surgeon.

4 \_\_\_\_\_  
 Yes, I'll have read both books by the weekend.

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

In the not-too-distant future ...

1 Driverless cars will almost certainly reduce the number of road accidents. **SURE**

Driverless cars are sure to reduce the number of road accidents.

2 Powerful computers will almost definitely become smaller, faster and cheaper. **CERTAIN**

Powerful computers \_\_\_\_\_ smaller, faster and cheaper.

3 The human race probably won't go and live on another planet. **UNLIKELY**

The human race \_\_\_\_\_ on another planet.

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

1 I hope that by the age of 30, I'll be running my own successful tech business.

2 Is Abeer likely \_\_\_\_\_ apologise for her behaviour?

3 By the time they get home, Abbas and Jaber will have \_\_\_\_\_ travelling for 18 hours!

4 Do you think you'll \_\_\_\_\_ finished your project before next week's deadline?

5 I think it's likely that \_\_\_\_\_ the year 2050, doctors will have found a cure for cancer.

6 Five years \_\_\_\_\_ now, Kamal will have gained his degree in astrophysics.

8 ★★★ Complete the text with the correct forms of the verbs in brackets.



By the time I get on the train next Saturday, I <sup>1</sup> ll have been planning (plan) this trip for two months! I <sup>2</sup> \_\_\_\_\_ (save up) enough money to pay for a rail pass which <sup>3</sup> \_\_\_\_\_ (allow) me to travel around Europe for one month. I've got a few days left before my trip, during which I <sup>4</sup> \_\_\_\_\_ (prepare) my bags and buying any last-minute things I need for the journey. When I arrive at the platform on Saturday, my friend Hamed <sup>5</sup> \_\_\_\_\_ (wait) for me. We <sup>6</sup> \_\_\_\_\_ (travel) everywhere by train and staying in different towns and cities on the way. By the end of the week, I hope we <sup>7</sup> \_\_\_\_\_ (reach) Athens. I'm really excited about this trip. We've spent so much time preparing that I think our plan <sup>8</sup> \_\_\_\_\_ (bound/succeed). What could possibly go wrong for us?

9 ★★★ Make six statements about what you will be doing, will have done and will have been doing when/by the time you finish this English course.

## LESSON 2B VOCABULARY | Threats to the environment

### 1 ★ Complete the sentences. Find the new words in the wordsearch.



- 1 Rain that contains lots of pollutants is called a\_\_d\_r\_\_in.
- 2 Coal, oil and gas are examples of f\_\_ss\_\_lf\_\_e\_\_s.
- 3 The gradual increase in the Earth's temperature is called global w\_\_\_\_\_g.
- 4 The disappearance of areas that are home to plants and animals is called loss of h\_\_b\_\_t\_\_.
- 5 Poisonous gases produced by transport engines are called vehicle e\_\_ss\_\_\_\_\_.

### 2 ★ Match the compound nouns from the box with the definitions.

endangered species   exhaust fumes  
greenhouse effect   ozone layer  
renewable energy   toxic waste  
water scarcity   wind turbine

- 1 types of animals in danger of extinction  
*endangered species*
- 2 lack of water \_\_\_\_\_
- 3 power produced by wind, sun, etc.  
\_\_\_\_\_
- 4 a machine used to produce electric power  
\_\_\_\_\_
- 5 chemicals and other harmful waste products \_\_\_\_\_
- 6 poisonous gases produced by engines of non-electric vehicles \_\_\_\_\_

7 part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth \_\_\_\_\_

8 process by which gases trapped in the atmosphere cause the planet to heat up  
\_\_\_\_\_

### 3 ★★ 2.3 Find the stressed word in these compound nouns. Listen and check.



- 1 climate change
- 2 industrial waste
- 3 wind turbine
- 4 endangered species

### 4 ★★ Complete the signs with one word in each gap.

SAVE OUR TREES. STOP <sup>1</sup>ACID RAIN!

Burning fossil fuels = a hole in the ozone  
<sup>2</sup>\_\_\_\_\_. Stop the cycle of destruction!

MAKE PUBLIC TRANSPORT FREE TO  
REDUCE VEHICLE <sup>3</sup>\_\_\_\_\_.

CLOSE FACTORIES  
THAT PRODUCE <sup>4</sup>\_\_\_\_\_  
WASTE NOW!

The planet belongs to all living things:  
protect <sup>5</sup>\_\_\_\_\_ species and stop  
habitat <sup>6</sup>\_\_\_\_\_.

WATER <sup>7</sup>\_\_\_\_\_ WILL LEAD TO WAR!  
WE ARE THIRSTY FOR CHANGE!



LESSON 3B LISTENING AND VOCABULARY



1 **2.5** Listen to Part 1 of a lecture. What is the main topic? Choose the correct answer.

- a The impact of climate change on our clothing choices.
- b Green is the new black: the rise of eco-fashion.
- c How your clothes are ruining the natural environment.



2 **2.6** Listen to Part 2 of the lecture and tick the things that are mentioned.

- 1  water use
- 2  corruption
- 3  pesticides
- 4  chemical waste
- 5  blistering heat
- 6  consumerism
- 7  greenhouse gases
- 8  public opinion

3 **2.6** Listen to Part 2 again and complete the sentences with no more than three numbers or words in each gap.

- 1 It takes around 7600 litres of water to produce a pair of jeans.
- 2 \_\_\_\_\_ has caused severe damage to the environment in many countries.
- 3 What used to be the Aral Sea in Kazakhstan is now just a dry desert with \_\_\_\_\_.
- 4 Apart from the overuse of pesticides and water, clothes manufacturing also produces a lot of \_\_\_\_\_.
- 5 Because of 'fast fashion', the number of times people wear an item of clothing has gone down by \_\_\_\_\_ in the last 15 years.
- 6 Multinational companies in the fashion industry are likely to continue prioritising \_\_\_\_\_ over ethical values.

4 ★★★ What environmental issues are most important to you? Write a short paragraph and explain your reasons.

Pronunciation

5 **2.7** Read some words from the lecture in Exercises 1 and 2. How are the underlined vowel sounds pronounced? Listen and check.



- 1 jeans, heat, freak, feed
- 2 middle, river, wind, humiddy

ACTIVE PRONUNCIATION

/i: / and /ɪ / sounds

/i: / and /ɪ / are similar sounds in English. The spelling of words which include these vowel sounds is not always a clear guide to their pronunciation.

- /i: / (long) typically appears in words which are spelled with *ee* (e.g. *seen*), *ea* (e.g. *please*), and *ie* (e.g. *piece*).
- /ɪ / (short) typically appears in words which are spelled with *i* (e.g. *big*, *window*, *spirit*).

6 **2.8** Write the words from the box in the correct column. Listen, check and repeat.



extinct freeze greenhouse habitat  
predict sea species similarity

/i: / feet	/ɪ / fit
	<i>extinct</i>

7 **2.9** Listen and notice how the vowel sound changes.



- 1 steal still
- 2 field filled
- 3 cheap chip
- 4 leak lick
- 5 sleep slip
- 6 whele will
- 7 feeling filling

Practise saying the pairs of words.

8 **2.10** Listen to these pairs of words. Tick the word you hear first.



- 1  slip  sleep
- 2  pill  peel
- 3  bitten  beaten
- 4  list  least
- 5  fit  feet
- 6  lid  lead

## LESSON 4B READING AND VOCABULARY

### 1 Match sentences 1–4 about four different animals with pictures A–D.

- 1  It is made angry by the colour red.
- 2  It buries its head in the sand when it is afraid.
- 3  It can only remember things for seconds.
- 4  It becomes two living creatures if cut in half.

### 2 Which of the sentences in Exercise 1 do you think is true? Read the article quickly and check your ideas.

# ANIMAL MYTHS

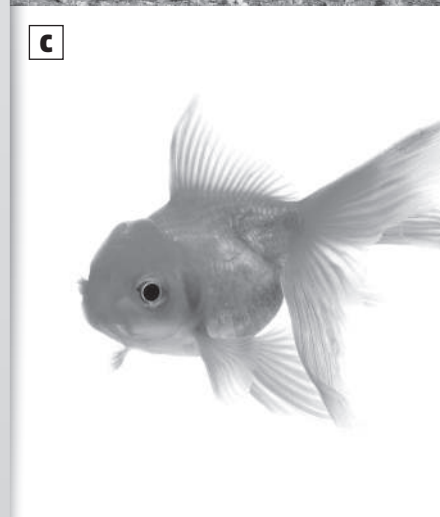
**a** Criticising my brother's driving is like a red rag to a bull. He'll lose his temper and you'll end up walking instead of getting a lift! The idiom 'like a red rag to a bull' is a useful way of describing something that is guaranteed to make another person angry, but where does it come from? Well, it's common knowledge that the colour of blood makes bulls angry – that's why a matador's cape is red, right? Wrong: bulls are actually colour-blind and it is the movement of the cape, and not its colour, that makes them charge at you. This is one of many common myths about the walking, flying, swimming and crawling creatures with whom we share our beautiful planet.

**b** The idiom 'as blind as a bat' is often used to describe someone who can't find something that's right in front of them. However, even a thorough search is unlikely to reveal a truly blind bat because in fact, all species in the bat family have eyes and are capable of sight. About 70% of the nocturnal animals use something called echolocation to navigate, but that doesn't mean they can't see. The remaining 30%, mainly the larger species, can see well at night. Another bat myth is that they love human hair. While they are known to occasionally dive towards people at high speed, scientific evidence shows that they are actually hunting insects and are not irresistibly attracted to your beautiful long hair!

**c** The idiom 'to bury your head in the sand' means to ignore a problem in the hope that it will go away. The saying is based on the behaviour

of ostriches, known for using their beaks to dig holes in which to hide their head from enemies. The only problem is that this is not actually normal ostrich behaviour. The myth that the world's largest birds do this is probably based on the writings of Pliny the Elder. He was a famous Roman naturalist who suggested around two thousand years ago that ostriches 'imagine, when they have thrust their head and neck into a bush, that the whole of their body is concealed.' Considering ostriches are the fastest creatures on two legs and have a kick powerful enough to kill a lion, they are much more likely to run or fight than try to hide.

**d** Moving from underground to underwater, there are several common myths about marine creatures. Firstly, the idea that fish, and especially goldfish, have a memory of just a few seconds is something people seem to remember, but ought to forget. Experiments suggest a fish's memory is much better than that, and can be counted in months rather than seconds. Next, sharks and the disturbing idea that these incredible predators can detect a single drop of blood in the water from miles around. True, though these often solitary hunters have poor eyesight, they do have a highly developed sense of smell, with some species able to detect a single drop of blood in about 50 litres of water. However, rather disappointingly (unless you're a fish or another of the shark's favourite food), their noses are not as sensitive as is generally believed when it comes to blood.





**e** Finally, let's head back to dry land where the insects and invertebrates live. Firstly, despite the rumours, earthworms do not actually become two separate slimy worms if you split them in half. Only a limited number of earthworm species can survive such serious injury – only the front half of the worm (where the mouth is located) is able to feed and so survive. Moving from zero to eight legs, you'll no doubt be relieved and thankful that it's not true that over a lifetime people swallow a large number of spiders during their sleep. While sleeping, we make all kinds of noises and movements that warn spiders of danger and prevent them from becoming unwanted furry snacks. So, armed with that knowledge, I wish you a peaceful night's sleep, and if you are curious to learn more, there are plenty more myths connected to animals that you can read about online.

**3 Read the article again and match questions 1–10 with paragraphs a–e. Each paragraph may be chosen more than once.**

Which paragraph ...

- 1**  contains good news for animals that might be hunted by a particular predator?
- 2**  explains why a type of animal is not eaten as some people believe?
- 3**  reveals that a particular animal's eyesight is more sensitive than is often believed?
- 4**  suggests ancient origins for a particular myth?
- 5**  mentions an important brain function that lasts much longer than commonly thought?
- 6**  explains that a certain animal suffers from some vision deficiency but otherwise its eyesight is fine?
- 7**  suggests that a particular truth will be a relief to a lot of people?
- 8**  mentions a myth linked to the desire to avoid being seen by predators?
- 9**  gives a specific example of an idiom in the context of the writer's family?
- 10**  mentions a feeding behaviour that is often misinterpreted as an attack on a human?

**Vocabulary**

**4 Match the highlighted words from the text with the definitions.**

- 1** usually alone, not with others solitary
- 2** awake and active at night \_\_\_\_\_
- 3** covered in liquid and not nice to touch \_\_\_\_\_
- 4** covered in thick, soft hair \_\_\_\_\_
- 5** related to the sea \_\_\_\_\_
- 6** an animal without a backbone \_\_\_\_\_

**5 Complete the sentences with the correct forms of the words from Exercise 4.**

- 1** Insects are invertebrates because they do not have a backbone.
- 2** Goldfish are \_\_\_\_\_ creatures that many people keep as pets.
- 3** I don't like holding fish because they are cold and \_\_\_\_\_.
- 4** Tortoises are \_\_\_\_\_ creatures and are usually seen alone.
- 5** Children love small \_\_\_\_\_ animals like rabbits and guinea pigs.
- 6** Owls are \_\_\_\_\_ animals that can see very well at night.



## LESSON 5B SPEAKING



- 1 2.14 Listen and repeat the phrases.

### SPEAKING | Problem-solving

#### EXPRESSING INDECISION

I'm torn between a new drinking fountain and a plastic recycling bin.

I'm on the fence about the advertising campaign.

I'm having second thoughts.

I can't make up my mind.

On the one hand, this is a fun idea, but on the other hand, not everybody can afford it.

I can't put my finger on it, but something's not right with it.

#### EXPRESSING AGREEMENT

You're spot on! / Absolutely!

That's what I was going to say!

#### EXPRESSING DISAGREEMENT

It doesn't grab me.

I think we're on the wrong track.

That's a good point, but I don't know if everybody will agree.

OK, but another option might be to reduce plastic use within the town.

Seriously?!

#### REACHING A DECISION

So, let's make a decision on this.

OK, so will we go with the first one?

It looks as if we agree that the first poster is more suitable.

- 2 Choose the correct words to complete the sentences.

- 1 It looks as if / like we agree that we need a recycling bin in each classroom.
- 2 I'm on / over the fence about it to be honest.
- 3 OK, but another option / decision might be to wait a bit longer.
- 4 So, let's do / make a decision on this, shall we?

## DROWNING IN OLD CLOTHES?

BRING THEM TO CLOTHES SWAP DAY.



- 3 2.15 Complete the conversation with the correct words from the Speaking box. Listen and check.



**Fadi** So we have to choose one of these posters to promote our environmental campaign – the school clothes swap day. What do you think? I'm <sup>1</sup>torn between these two.

**Talal** That's what I was going to <sup>2</sup>\_\_\_\_\_! I can't make up my <sup>3</sup>\_\_\_\_\_ which one though. I mean – on the one <sup>4</sup>\_\_\_\_\_, the poster with the wave of clothes is visually striking, but on the other hand, the one with the two guys is quite funny.

**Fadi** It is, but something about it doesn't <sup>5</sup>\_\_\_\_\_ me. I can't quite put my <sup>6</sup>\_\_\_\_\_ on it. Maybe it needs a better caption or something?

**Talal** That's a good <sup>7</sup>\_\_\_\_\_, but I'm not sure I can think of anything better.

**Fadi** Maybe something like 'Clothes swap day – not just for girls!'

**Talal** Hmm. I think we're on the wrong <sup>8</sup>\_\_\_\_\_ with the gender thing. How about 'You never know what you'll find at clothes swap day'. Sort of like these two guys found each other among the clothes, if you know what I mean.

**Fadi** I think you're <sup>9</sup>\_\_\_\_\_ on! I like it!

**Talal** OK, so will we <sup>10</sup>\_\_\_\_\_ with this one then?

**Fadi** Definitely. I'll change the caption and print a few off.

- 4 Which poster do the friends decide to use?

- 5 ★★★ Write a short conversation between two friends who want to organise a fundraising event for their school. Use phrases from this lesson.

## LESSON 6B GRAMMAR

## Future forms for plans and hopes

1 ★ Read the sentences. Then complete the rules with the structures and names of tenses in bold.

- 1 The shopping centre opens at 10 a.m. (**Present Simple**)
- 2 I'm **going to** give these old blankets to the charity shop.
- 3 I **will** take a packet of the paper straws, thanks.
- 4 As usual on the show, we'll be showing you how to reuse everyday items. (**Future Continuous**)
- 5 We're meeting early to go to the car boot sale. (**Present Continuous**)

## Rules

- a We use *Future Continuous* to talk about an action that is expected to happen in the normal course of events.
  - b We use \_\_\_\_\_ to talk about a timetabled or scheduled future event.
  - c We use \_\_\_\_\_ to talk about something which has already been decided.
  - d We use \_\_\_\_\_ to talk about a future arrangement with another person.
  - e We use \_\_\_\_\_ plus bare infinitive to talk about a future action decided at the moment of speaking.
- 2 ★ Choose the correct forms to complete the sentences about a car boot sale.
- 1 The monthly sale *starts / is starting* at 10 a.m.
  - 2 I *'m going to try / try* and sell all my old sports equipment.
  - 3 As usual, they *'re / 'll be* selling tickets at the gate.
  - 4 I *'m meeting / 'll meet* my cousin there at 9 a.m. to set up our stall.
  - 5 It sounds fun – maybe we *'re going to / 'll come* along too.

3 ★★ Look at the poster and complete the sentences with the correct forms of the verbs in brackets. Sometimes more than one answer is possible.

- 1 The annual charity day *begins* (begin) at 9 a.m.
- 2 29 July? Yes, I think I \_\_\_\_\_ (come).
- 3 It's been decided that we \_\_\_\_\_ (raise) money for a children's charity.
- 4 As in previous years, the head teacher \_\_\_\_\_ (announce) how much money we have raised at the end of the day.
- 5 On 28 July, my classmates and I \_\_\_\_\_ (bake) cakes to sell.

4 ★★★ Put the words in order to make sentences.

- 1  the winners / announce / they / to / are / about  
*They are about to announce the winners.*
- 2  planning / we / go / on holiday / this summer / to / are  
\_\_\_\_\_
- 3  are / you / apologise / at once / to / !  
\_\_\_\_\_
- 4  begin / is / the concert / due / at 8 p.m. / to  
\_\_\_\_\_
- 5  hoping / turtles and dolphins / to / we're / see  
\_\_\_\_\_
- 6  of / my summer job / thinking / quitting / I'm  
\_\_\_\_\_
- 7  the café / shut down / is / on Friday / to  
\_\_\_\_\_

5 Now match the sentences in Exercise 4 with the explanations a–d.

- a for plans
- b when something is happening very soon
- c for timetabled events
- d for formal or official arrangements, instructions or commands

6 ★★★ Use each future form to write sentences about you and your plans.

**ANNUAL  
CHARITY DAY**

North School

29 July, 9 a.m.



## LESSON 7B WRITING | A formal email

Begin with an appropriate formal greeting.

State your reasons for writing in the introduction.

In the main paragraphs, state the problem and offer some solutions.

In the final paragraph, ask the recipient of the email to take some action.

Mention that you expect a reply before you sign off.

Sign off with an appropriate farewell that matches the greeting you began with.

**To:** City Council  
**Subject:** Air pollution

<sup>1</sup>Dear Sir/Madam,

I am writing <sup>2</sup>to express my concern about plans to construct a new concert hall on the site of the city park on South Road. While a concert hall would certainly be a desirable facility, the current plans present a number of major problems.

Like many city centre residents, my family and I live in an apartment and value the park for green environment. On any day, people of all ages can be found walking, jogging, cycling and rollerblading there. Outdoor exercise is vital for physical and mental well-being and I am <sup>3</sup>worried that removal of the park would have a serious impact on residents' health.

With its mature trees and good-sized lake, the park is home to many birds and wild animals. <sup>4</sup>We are told that the city's expansion in recent years has already caused a great deal of habitat loss. I find it unacceptable that yet another part of the city's green space would be sacrificed under the current proposals. It is <sup>5</sup>essential that preservation of the area for the benefit of the animal population is taken into consideration <sup>6</sup>I urge you to seek an alternative location in an area which would benefit from development I look forward to <sup>7</sup>hearing from you.

<sup>8</sup>Yours faithfully,

Ramzi Quadi

### 1 Replace the underlined parts in the email with the words and phrases from the box.

concerned Dear Mrs Musa I would ask you  
It is said vital with regard to  
your response Yours sincerely

- |                        |         |
|------------------------|---------|
| 1 <u>Dear Mrs Musa</u> | 5 _____ |
| 2 _____                | 6 _____ |
| 3 _____                | 7 _____ |
| 4 _____                | 8 _____ |

### 2 Which word is not possible in each sentence?

- I am contacting you with regard to a(n) *complex / ideal / significant* problem.
- This is a *fundamental / major / viable* problem for the town and its citizens.
- What is needed is a *pressing / simple / workable* solution.

### 3 WRITING TASK Read the headline from a newspaper and write a formal email to your local council about the problem.

AIR POLLUTION FROM CARS IS A SIGNIFICANT PROBLEM IN OUR CITY

#### ACTIVE WRITING | A formal email

##### 1 Plan your email.

- Make a note of the problems air pollution can cause.

##### 2 Write the email.

- State your reason for writing.
- Explain the problem / give solutions.
- Ask the council to take action.

##### 3 Check that ...

- all the relevant information is there.

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use a variety of forms to talk about future predictions.	Student's Book pp. 16–17	
2	I can talk about threats to the environment.	Student's Book p. 18	
3	I can understand signposting in a lecture and talk about climate change.	Student's Book p. 19	
4	I can identify specific details in an article and talk about endangered species.	Student's Book pp. 20–21	
5	I can use fixed phrases to express indecision, agreement, disagreement.	Student's Book p. 22	
6	I can use a variety of forms to talk about plans and hopes.	Student's Book p. 23	
7	I can write a formal email.	Student's Book pp. 24–25	

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

I want to improve	How I can improve

### 3 What can you remember from this unit?

New words I learnt	Expressions and phrases I liked

## LESSON 1B VOCABULARY AND GRAMMAR

## Past and present habits

## 1 ★ Match sentences 1–7 with their meanings a–g.

- 1  Imad was forever bursting into tears.  
 2  Asma is constantly showing off.  
 3  Lubna will forget to take her contact lenses out.  
 4  My uncle would always take me swimming.  
 5  I used to love winding my brother up.  
 6  We watched that show every week.  
 7  You always mess about in class.

**a** a repeated past action or state; it might still happen in the present

**b** a typical characteristic of a person

**c** a repeated action in the present

**d** an annoying repeated habit in the past

**e** a past state or action which no longer exists

**f** a habit or repeated action in the past, but not a state

**g** an annoying repeated habit in the present

## 2 ★ Complete the mini-conversations with the correct Present or Past Continuous forms.

**Hamed** Have you fallen out with your sister?

**Ali** To be honest, my sister and I <sup>1</sup>are *always falling out* (always/fall out) and it really upsets me.

**Hala** Why did Amani lose her job?

**Fatima** She <sup>2</sup>\_\_\_\_\_ (constantly/be) late and didn't seem interested in her work.

**Husam** Why don't you like the twins?

**Osama** They <sup>3</sup>\_\_\_\_\_ (forever/talk) behind people's backs.

**Mazen** Why did they stop playing rugby?

**Salah** Because they <sup>4</sup>\_\_\_\_\_ (constantly/injure) themselves.

3 ★★ Complete the sentences with the correct forms of *used to* or *would* and the verbs in brackets. Sometimes more than one answer is possible.

1 When we were younger, my sister and I used to share (share) a bedroom.

2 How \_\_\_\_\_ (stay) in touch with your friends before you got your first phone?

3 My brother was the baby of the family and everybody \_\_\_\_\_ (make) a big fuss of him.

4 When I was young, I \_\_\_\_\_ (not think) I would ever become an adult.

5 When Rola was younger, she \_\_\_\_\_ (suddenly/start) crying for no reason.



4 ★★ Match sentences 1–4 with responses a–d. Then complete the responses with *will/won't* or *would/wouldn't*.

- 1  'My parents don't let my brother use their car.'
- 2  'Jameel is thinking of travelling again.'
- 3  'I never really believed anything he said.'
- 4  'Lama's hearing is getting really bad.'
- a 'Yes, well, he *won't* stay in one place for more than a few months.'
- b 'Well, she \_\_\_\_\_ keep listening to loud music.'
- c 'That's not surprising. He \_\_\_\_\_ tell the most ridiculous stories.'
- d 'Well, he \_\_\_\_\_ go too fast whenever he drives.'

5 ★★ Complete the mini-conversations with one word or a contraction in each gap.

**Adnan** Did you <sup>1</sup>*use* to walk to school when you were little?

**Hani** No, my mum <sup>2</sup>\_\_\_\_\_ always give me a lift.

**Dalia** My sisters <sup>3</sup>\_\_\_\_\_ use to argue, but these days they are <sup>4</sup>\_\_\_\_\_ falling out.

**Heba** It's the same for me. I <sup>5</sup>\_\_\_\_\_ always the peacemaker in our household.

**Amer** Why <sup>6</sup>\_\_\_\_\_ you always shouting at me?!

**Jameel** Because you annoy me!

**Amer** You didn't <sup>7</sup>\_\_\_\_\_ to lose your temper so often.

**Jameel** That's because you <sup>8</sup>\_\_\_\_\_ constantly winding me up!

6 ★★★ Choose all the correct forms to complete the text. Sometimes more than one answer is correct.

I didn't do well at school. My concentration span <sup>1</sup>\_\_\_\_\_ very short, and I was constantly getting into trouble for not listening. I often <sup>2</sup>\_\_\_\_\_ bored in class. I <sup>3</sup>\_\_\_\_\_ out of the window all the time and daydream. I <sup>4</sup>\_\_\_\_\_ listen to what the teacher was saying and found it hard to focus. One time I <sup>5</sup>\_\_\_\_\_ asleep in a test!

- |                        |                        |
|------------------------|------------------------|
| 1 <b>a</b> would be    | 4 <b>a</b> didn't      |
| <b>b</b> used to be    | <b>b</b> wouldn't      |
| <b>c</b> was           | <b>c</b> didn't use to |
| 2 <b>a</b> would feel  | 5 <b>a</b> fell        |
| <b>b</b> felt          | <b>b</b> used to fall  |
| <b>c</b> used to feel  | <b>c</b> would fall    |
| 3 <b>a</b> would stare |                        |
| <b>b</b> used to stare |                        |
| <b>c</b> was staring   |                        |

7 ★★★ Write a paragraph comparing your English language skills as a beginner with your current abilities. Use structures from this lesson.



## LESSON 2B LISTENING AND VOCABULARY



**1** **3.4** Listen to a radio programme about the influence of books. Match speakers 1–4 with types of books they chose a–d.

- |  |                                      |
|--|--------------------------------------|
| <b>1</b> <input type="checkbox"/> Faisal | <b>a</b> self-help                   |
| <b>2</b> <input type="checkbox"/> Alia   | <b>b</b> historical non-fiction      |
| <b>3</b> <input type="checkbox"/> Nadia  | <b>c</b> semi-autobiographical novel |
| <b>4</b> <input type="checkbox"/> Hassan | <b>d</b> young adult novel           |

**2** **3.4** Listen again and choose the correct answers.

- 1** In the introduction, which of the following is presented as an opinion and not a fact?
- a** Young people are particularly influenced by books.
  - b** Older people read less than younger people.
  - c** People read books for many reasons.
- 2** Faisal didn't expect the book to be so
- a** challenging.    **b** easy.    **c** boring.
- 3** Why did Alia feel a personal connection to the book?
- a** It has a character who is similar to her.
  - b** It deals with an issue which affects her.
  - c** It made her extremely emotional.
- 4** What does Nadia say about the book she read?
- a** It wasn't fun to read.
  - b** It changed her life.
  - c** It taught her a valuable lesson.
- 5** When Hassan got the book, he felt
- a** surprised.    **b** excited.    **c** disappointed.

### Pronunciation

**3** **3.5** Listen to some pairs of sentences from the recording in Exercise 1, paying particular attention to how the underlined words differ from each other. What do you notice about their pronunciation?



- 1 a** Some pick up a book in order to learn something new or find out information.
- b** It contains some really inspirational ideas about how to make the most of your life.
- 2 a** Faisal, let's start with you.
- b** Can you believe that?

### ACTIVE PRONUNCIATION

#### Weak vowel forms

If a word in a sentence does not carry the main message, English speakers usually make it sound 'weaker' by using the neutral vowel sound /ə/. This may take place with:

- determiners (e.g. *some, this*)
- conjunctions (e.g. *than, and*)
- pronouns (e.g. *he, them*)
- auxiliary verbs (e.g. *can, have*)
- prepositions (e.g. *at, of*)

When these words are emphasised, quoted or said at the end of the sentence, they can be pronounced with full vowels.

**4** **3.6** Listen to these sentences. Which of the underlined words are strong forms?



- 1** At the time, I didn't know him at all.
- 2** Maher's charming and trustworthy, and he's very hard-working.
- 3** I have checked that we have all the documents.
- 4** She's thinking of taking some time off.

**5** **3.6** Listen again and repeat the sentences in Exercise 4.

**6** **3.7** Which words in these sentences have a weak form? Listen and check.



**7** Now practise saying the sentences.

- 1** He's always put him on a pedestal.
- 2** Some artists tend to be hypocritical.
- 3** Entertainment can be seen as a distraction.
- 4** Millennials and baby boomers could not be more different.



## LESSON 3B VOCABULARY | Personal qualities and behaviour

### 1 ★ Choose the correct words to complete the sentences.

- 1 Mrs Baqer is a very *capable* / *conceited* teacher and I'm sure you'll benefit from her lessons.
- 2 She's such a(n) *inspirational* / *tough* teacher that all her students want to be like her.
- 3 The doctor was always very *bigoted* / *charming* and knew what to say to help her patients relax.
- 4 It's fine to be *hypocritical* / *idealistic*, but sometimes you have to be practical too.
- 5 Truly *dedicated* / *pushy* musicians are constantly practising.
- 6 Why can't you act your age and stop being so *dedicated* / *immature*?
- 7 Nawal proved she was *compassionate* / *charming* by volunteering to help out at an animal shelter.
- 8 He's a very *inspirational* / *decent* person and will always act in the proper way.
- 9 Omar would always get *defensive* / *trustworthy* if a teacher criticised his written work.
- 10 Was the politician being *sincere* / *modest* when he said the government would tackle climate change?

### 2 ★ Match the words from the box with their definitions.

bigoted ~~conceited~~ hypocritical modest  
passionate pushy tough trustworthy

- 1 constantly telling people how great you are conceited
- 2 determined to get what you want \_\_\_\_\_
- 3 feeling very strongly about something \_\_\_\_\_
- 4 not talking in a proud way about your achievements \_\_\_\_\_
- 5 saying one thing, but doing something different \_\_\_\_\_
- 6 can always be trusted \_\_\_\_\_
- 7 able to deal with difficult situations \_\_\_\_\_
- 8 intolerant of other people's beliefs and practices \_\_\_\_\_

### 3 ★★ Use the words from Exercise 2 to complete the descriptions.

- 1 Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's hypocritical.
- 2 Sawsan won't take 'no' for an answer. She'll keep asking until she gets what she wants. She's \_\_\_\_\_.
- 3 Laith is a highly skilled pianist, but he doesn't show off about it. He's \_\_\_\_\_.
- 4 Suha hates anyone who is different from her. She's really \_\_\_\_\_.
- 5 Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself. She's \_\_\_\_\_.
- 6 Jameela believes she's a better person than all her friends. She's so \_\_\_\_\_.
- 7 If you want to be sure a secret is kept, tell Randa. She's \_\_\_\_\_.
- 8 Khalil's life is completely dedicated to tackling pollution. He's \_\_\_\_\_ about it.

### 4 ★★ Complete the online comment with one word in each gap.

MY  
SAY!

Share it with the world at [haveyoursay.com](http://haveyoursay.com)

Don't you just <sup>1</sup> loathe it when someone you <sup>2</sup> a \_\_\_\_\_ proves to be a bad <sup>3</sup> i \_\_\_\_\_ on others? It seems to happen all the time these days. Athletes who we <sup>4</sup> i \_\_\_\_\_, singers whose music we find <sup>5</sup> i \_\_\_\_\_, actors who we put on a <sup>6</sup> p \_\_\_\_\_ because of their talents and abilities, activists that we admire as <sup>7</sup> s \_\_\_\_\_ examples for hope and change. But instead of being figures that we can look up <sup>8</sup> t \_\_\_\_\_, they turn out to be totally <sup>9</sup> h \_\_\_\_\_! They say one thing and then do something completely different! It drives me crazy!

- 5 ★★★ Write a short news article about somebody famous who has been in the media recently. Use the words and phrases from this lesson.

## LESSON 4B READING AND VOCABULARY

1 Read the text quickly. Tick the section of a newspaper where you would find this article.

A  **BUSINESS**

B  **PEOPLE**

C  **LIFESTYLE**

D  **Books**

# CHARLES DICKENS AND THE POOR

Like many people who later became successful writers, Charles Dickens grew up in a nice house and received a good education. However, this was to change when he was only 12 years old. In 1824, his father found that he owed people a lot of money and he was sent to prison with Charles's mother. Charles had to stop going to school, live alone and get a job to <sup>1</sup> *make ends meet*. He worked in a factory, putting labels onto bottles. He was paid very little and lived <sup>2</sup> \_\_\_\_\_.

He loathed every minute of it.

• • •

15 Fortunately for Charles, his father did not stay in prison for long. Although Charles's mother wanted him to continue working at the factory, his father disagreed, and Charles went back to school. However, it was his experience at working with other poor people in a factory that made Dickens the <sup>3</sup> \_\_\_\_\_ writer he became, aware of the difficult lives many people were living.

25 When he left school, Dickens started off working in the law, but he always loved writing, and soon became a journalist. He started writing stories in magazines, and his stories were very popular. When he was older, Dickens used to live in a part of London where there was a workhouse in the same street. He was aware of the <sup>4</sup> \_\_\_\_\_ children who had to live and work in these terrible places. And so he wrote *Oliver Twist*, about a boy who spent time in a workhouse before living in places in London that were so poor that children had to <sup>5</sup> \_\_\_\_\_ or go hungry. Like his earlier stories, *Oliver Twist* was published in a magazine, which his

readers could read part of every month. His readers were shocked when they learnt that this was not only a story, but based on real events and people in the capital city. Many people did not realise that there were skinny children looking for work and food in London at that time.

Dickens certainly <sup>6</sup> \_\_\_\_\_ with the poor, but he also believed that being poor often led to a life of crime. We can see this in the character Fagin in *Oliver Twist*, who makes poor children work for him as thieves. For Dickens, the best escape from poverty was through education. Dickens did not forget that he had to stop going to school when his father was sent to prison and he later helped to support the so-called Ragged Schools, where children of the poorest families in the country could <sup>7</sup> \_\_\_\_\_ and get a good education.

Dickens was able to help schools like this because in later life, he was a very successful writer. As well as *Oliver Twist* (1839), Dickens wrote many other famous novels including *Nicholas Nickleby* (1839), *David Copperfield* (1850) and *Great Expectations* (1861). Poor people often feature in Dicken's novels which continue to entertain us today. They are great stories, and are often very funny, <sup>8</sup> \_\_\_\_\_ people who think they are important because of their jobs or money. Many of his books have been made into films.

Perhaps the most important aspect of his novels, however, is that he shone a light on lives of poverty that were often hidden or ignored at that time.



**2 Read again and complete the sentences with the correct word or phrase.**

beg compassionate empathised  
 feel at home hand-to-mouth  
~~make ends meet~~  
 making fun of malnourished

**3 Read the text again and choose the correct answers.**

- 1** How does the author of the article feel about Charles Dickens' life as a child?
  - a** She says it was like most writers.
  - b** She suggests it made him into a successful writer.
  - c** She says it was very different to most writers.
  - d** She thinks he probably enjoyed it.
- 2** What two experiences helped Dickens to write *Oliver Twist*?
  - a** Working for a magazine and living in London.
  - b** Working in a factory and living near a workhouse.
  - c** Visiting a prison and knowing poor people.
  - d** Going to school and working with poor people.

**3** What does the author suggest Dickens thought of poor people?

- a** They were always good people.
  - b** They were often lazy.
  - c** They needed an education or they might become criminals.
  - d** They were usually bad people or thieves.
- 4** What made Dickens want to help the Ragged Schools?
- a** He wanted to help poor people get an education.
  - b** He wanted to use some of the money he got from writing.
  - c** He wanted to feel at home at the schools.
  - d** He wanted to learn about poor children's education.
- 5** Why does the author think Dickens' novels have been so successful?
- a** They are all very funny.
  - b** They have been made into films.
  - c** They make fun of people.
  - d** They are really good stories.
- 6** What does the author think Dickens' novels have taught us?
- a** How to stop people being poor.
  - b** How to make fun of important people.
  - c** To be aware of poverty.
  - d** How to write great stories.



# LESSON 5B GRAMMAR

## Relative and participle clauses

1 ★ Choose the correct relative clause a–e to complete the sentences.

- 1 Bluetooth, *b*, is actually a kind of wireless connection. D / ND
- 2 The headset \_\_\_ is really uncomfortable to wear. D / ND
- 3 Ergonomic keyboards, \_\_\_, make typing more comfortable. D / ND
- 4 This record player, \_\_\_, was made in Italy. D / ND
- 5 This is the Walkman \_\_\_. D / ND

- a which often look rather strange
- b *which sounds like a dental problem*
- c which can play records at different speeds
- d which my mum used to play her music on when she was a teenager
- e which came with my phone

2 Look at sentences 1–5 again and choose D for defining or ND for non-defining relative clause.

3 ★ Tick the sentences from Exercise 1 where you can replace *which* with *that*.

- 1  2  3  4  5

### I-talk 7 review ★★★★★

The *I-talk 7*, <sup>1</sup>*which* has been completely redesigned since the *I-talk 6*, is possibly the best new phone on the market. Produced in South Korea, <sup>2</sup>\_\_\_\_\_ *I-talk* has its headquarters, this is a bright new star in a competitive market. For those of you <sup>3</sup>\_\_\_\_\_ budget won't stretch to more expensive brands, we really recommend the *I-talk 7*. Virtually all of the quality issues <sup>4</sup>\_\_\_\_\_ affected the company's earlier models have been solved in the *I-talk 7*. Users <sup>5</sup>\_\_\_\_\_ care about the quality of their photographs will be happy with the new dual lens camera. The only complaint <sup>6</sup>\_\_\_\_\_ we can think of is that the range of colours is limited to blue, black and grey.

4 ★★ Complete the text with *who*, *which*, *that*, *where* or *whose*. Find the sentence where you can omit the pronoun.

5 ★★★ Rewrite each pair of sentences as one sentence using a relative clause.

1 I was talking about an app. It's really cool.  
*The app (which/that) I was talking about is really cool.*

2 Sami lives round the corner. I play football with him.

3 These headphones stopped working after two days. I paid a fortune for them.

4 I bought my computer at a shop. It has closed down.

6 ★★★ Rewrite the sentences using participle clauses.

1 What's the name of that website that sells retro-tech?

*What's the name of that website selling retro-tech?*

2 The flip phone, which was designed in the 1990s, is rapidly becoming popular again.

3 There are very few people who are still using analogue televisions.

4 Users who are used to the old system may find the new one confusing.

7 ★★★ Write one sentence about each of the following topics using defining and non-defining relative clauses.

- an important personal possession
- a person you admire
- a place you enjoy going with friends
- your favourite social media platform
- a friend or relative's annoying habit



LESSON 6B **SPEAKING**

- 1 **3.15** Listen and repeat the phrases. How do you say them in your language?

**SPEAKING** | Generalising**WHAT YOU THINK IS GENERALLY TRUE**

**On the whole**, I don't like taking risks.

**In general**, I'm a very calm person.

**In some/many/most cases**, it's quicker to send an email than to talk on the phone.

**Broadly speaking**, Gen Z have an entrepreneurial spirit.

**By and large**, young people do more sport.

**More often than not**, young people communicate using messaging apps.

**Nine times out of ten**, I agree with her, but this time I think she's wrong.

**90 percent of the time**, I include emojis.

**To some/a great extent**, electronic devices are a distraction in the classroom.

Older people **tend to think/say/believe** that teenagers spend too much time relaxing.

**There's a tendency for** elderly people to be suspicious of the Internet.

**ACKNOWLEDGING THAT YOU ARE GENERALISING**

**This is a bit of a sweeping statement**, but younger people often take offence easily.

**I may be overgeneralising**, but I think young people are losing the art of conversation.

**You might think this is an overgeneralisation**, but old people can't handle technology.

- 2 Replace the underlined parts of the sentences with the correct phrases from the Speaking box. Use the words in bold.

1 Broadly speaking, Generation Z lead healthier lifestyles than Generation X did in the past. **LARGE**

*By and large*

2 Nine times out of ten, a person's outlook on life becomes similar to that of their parents. **PERCENT**

3 In most cases, what seems shocking to one generation appears normal to the next. **OFTEN**

- 4 In general, our generation is no better or worse behaved than the previous one.

**WHOLE**

- 3 Complete the conversation with the correct words from the Speaking box.

**Teacher** On the <sup>1</sup>whole, do you think life was better for your parents' generation, Zeina?

**Zeina** No, I don't. <sup>2</sup>\_\_\_\_\_ speaking, I think our lives are better. I mean – imagine having no phones or Internet!

**Teacher** Well, yes. What about you, Amina?

**Amina** There's a <sup>3</sup>\_\_\_\_\_ for young people to think that life must have been worse without technology, but my dad is always saying how grateful he is to have seen what life was like back then. To some <sup>4</sup>\_\_\_\_\_, I think people were more able to appreciate the simple pleasures in life.

**Teacher** I see. And you Khawla?

**Khawla** Well, <sup>5</sup>\_\_\_\_\_ and large, the world was a greener and less polluted place back then. However, I suppose in <sup>6</sup>\_\_\_\_\_, I believe life is better these days.

- 4 ★★★ Write a short paragraph in which you make several generalisations about life in the past in your country.



## LESSON 7B WRITING | An opinion essay

Summarise the topic of the essay and state your position.

Set out your arguments in two or three paragraphs, including the two topics given in the question.

Each paragraph should be about one main idea and should start with a topic sentence.

Include one idea of your own.

For each argument, give further details, reasons and examples.

Summarise the main points of the essay and restate your opinion on the topic.

<sup>1</sup>It is sometimes held that in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, <sup>2</sup>I firmly believe that there are many ways teens can benefit from the wisdom and experience of their grandparents. Perhaps the most obvious topic which grandparents can tell us about is the past. <sup>3</sup>In my opinion, hearing our grandparents' stories helps us understand the past in new ways.

Our lives may be different from those of our grandparents, but there are plenty of life lessons that we can learn from them. Whether it is a clash between you and your parents or a row with a friend, <sup>4</sup>my personal conviction is that the best advice comes from those who have already dealt with such problems.

Grandparents may not be able to teach us about modern technology, but there are plenty of valuable skills we can learn from them. Growing up, they may have learnt how to sew or knit <sup>5</sup>for instance, or perhaps how to cook, bake, fix a bike or decorate a house.

In conclusion, <sup>6</sup>I would say that there are a great many things that teenagers can learn from their grandparents including family history, life lessons and practical skills.



### 1 Read the task. Tick three topics that you could include as 'your own ideas'.

Some people believe that grandparents have little to teach their teenage grandchildren in the modern world. Do you agree?

- 1  communication skills
- 2  caring for the elderly
- 3  non-digital games and activities
- 4  education for the over 70s
- 5  practical skills, e.g. baking

### 2 Now read the essay. Which topic from Exercise 1 did the author include as her own idea?

### 3 Read the underlined phrases in the essay. What are they used for? (P = personal opinion, I = impersonal view, E = example)

- 1 P / I / E      3 P / I / E      5 P / I / E  
2 P / I / E      4 P / I / E      6 P / I / E

### 4 WRITING TASK Read the task and write an opinion essay.

Some people say that parents put too much pressure on their children to succeed. Do you agree?

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use a variety of forms to talk about present and past habits.	Student's Book pp. 30-31	
2	I can distinguish between opinion and facts in a radio programme and talk about life events.	Student's Book p. 32	
3	I can talk about personal qualities and behaviour.	Student's Book p. 33	
4	I can identify attitudes and feelings of characters in a text and talk about the problems of poverty.	Student's Book pp. 34-35	
5	I can use defining and non-defining relative clauses to give additional information.	Student's Book p. 36	
6	I can use generalisations to talk about something that is usually true.	Student's Book p. 37	
7	I can write an opinion essay.	Student's Book pp.38-39	

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

I want to improve	How I can improve

**3 What can you remember from this unit?**

New words I learnt	Expressions and phrases I liked

## LESSON 1B VOCABULARY AND GRAMMAR

### 1 ★★ Put the sentences in order to make a story.

- I stopped my car, got out and stood in the road to see what it was.
- Last night, I was driving back home.
- I felt tired as I had been driving all day.
- By the time I got to the field, the object had disappeared.
- Suddenly, I saw an object in the sky.
- While I was watching the object, it fell into a field.

### 2 Now match the sentences with their meanings a-f.

Past Simple	<b>a</b> <input type="checkbox"/> an action started/finished in the past
	<b>b</b> <input type="checkbox"/> actions which follow each other in a story
Past Continuous	<b>c</b> <input type="checkbox"/> an action in progress at a specific time
	<b>d</b> <input type="checkbox"/> an interrupted past action
Past Perfect Simple	<b>e</b> <input type="checkbox"/> an action which took place before another
Past Perfect Continuous	<b>f</b> <input type="checkbox"/> a situation or an action which continued

### 3 ★★ Use the prompts to write sentences in the Past Perfect Continuous.

- 1** Reem got into trouble at school for using her phone. She / text / during lessons  
*She'd been texting during lessons.*
- 2** Nader had ink all round his mouth.  
He / chew / his pen / during the exam  
\_\_\_\_\_
- 3** The central square was underwater.  
It / rain / for five days  
\_\_\_\_\_
- 4** The gang was convicted of fraud.  
They / print / fake money  
\_\_\_\_\_

- 5** The man became ill while giving a speech.  
He / speak / at a business meeting  
\_\_\_\_\_

### 4 ★★ Complete the text with the forms from the box.

had been    had he forgotten    had fallen  
had he been revising    had been studying  
had been worrying    had never failed

Ali was very tired because he <sup>1</sup> \_\_\_\_\_ for his English exam all night. It <sup>2</sup> \_\_\_\_\_ dark for ten hours and now it was getting light. He took the bus to school. For many weeks, he <sup>3</sup> \_\_\_\_\_ about this exam. He <sup>4</sup> \_\_\_\_\_ an English exam before, but this one was special: if he passed it, he could go to a good college. He opened the paper and looked at the questions. He was shocked. He could not understand any of it! <sup>5</sup> \_\_\_\_\_ the wrong things? Or <sup>6</sup> \_\_\_\_\_ everything he looked at the night before? Then he felt something touch his shoulder. He jumped and suddenly he was back in his chair. His mother was shaking his shoulder. He <sup>7</sup> \_\_\_\_\_ asleep at his desk!

### 5 ★★ Complete the sentences with the correct Past Perfect Simple or Past Perfect Continuous forms of the verbs in bold.

#### 1 PLAY

- a** Hanan's music player *had been playing* for 19 hours when the battery ran out.
- b** Hanan's music player \_\_\_\_\_ nearly 200 songs when the battery ran out.

#### 2 ELIMINATE

- a** The police officer \_\_\_\_\_ all the other suspects when he arrested the criminal.
- b** The police officer \_\_\_\_\_ suspects at an impressive rate.



6 ★★ Tick the correct sentences. Then rewrite the remaining sentences to make them correct.

- 1  Until that night, Raed had never seen snow.  
\_\_\_\_\_
- 2  By the time we opened the door, the noises already stopped.  
\_\_\_\_\_
- 3  The other day, I was talking to a man who said he had seen a famous footballer in our street.  
\_\_\_\_\_
- 4  Suddenly, I was hearing a noise, so I was going upstairs and opening the door to the attic.  
\_\_\_\_\_
- 5  The hikers had been walking in the mountains for six hours when they saw something strange.  
\_\_\_\_\_
- 6  While he was performing, the actor had forgotten what to say.  
\_\_\_\_\_
- 7  While I rowed a boat across the sea, a large dolphin suddenly appeared in the water next to me!  
\_\_\_\_\_

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

- 1 When Nasser arrived at the party, the other boys had already eaten (already/eat) the food.
- 2 There was a strong smell because someone \_\_\_\_\_ (cook) fish.
- 3 Loud music \_\_\_\_\_ (play) and the guests were dancing or chatting to each other.
- 4 Rakan \_\_\_\_\_ (wait) all week for the chance to play football with his friends.
- 5 While they \_\_\_\_\_ (dance), there was a power cut and the music stopped.
- 6 They lit some candles and then everyone \_\_\_\_\_ (sit) in a circle and told stories.

8 ★★ Complete the story with the correct forms of the verbs from the box.

come disappear do find leave  
organise switch take wait work



I was reading a newspaper the other day when I <sup>1</sup>came across a fascinating story. It was about a cleaner who <sup>2</sup>\_\_\_\_\_ in mysterious circumstances. Abbas Akel <sup>3</sup>\_\_\_\_\_ at the East Hotel for exactly 25 years on the day he vanished. He was a popular with everyone and he always <sup>4</sup>\_\_\_\_\_ his job well. The staff <sup>5</sup>\_\_\_\_\_ a surprise party to celebrate Abbas's work anniversary. Everyone <sup>6</sup>\_\_\_\_\_ for him in the dining room when the hotel manager stood up, <sup>7</sup>\_\_\_\_\_ on the microphone and announced that Abbas couldn't be found anywhere. While everyone <sup>8</sup>\_\_\_\_\_ the dining room, the rumours began. Some said he <sup>9</sup>\_\_\_\_\_ a lot of money in a hotel room and gone to the Caribbean. Someone said he <sup>10</sup>\_\_\_\_\_ a job at a bigger hotel. Abbas was never seen again.

9 ★★ Use the prompts to write questions about the story in Exercise 8. Use the Past Perfect Simple or Past Perfect Continuous.

- 1 How long / Abbas / work / at the hotel / when / disappear? How long had Abbas been working at the hotel when he disappeared?
- 2 How / the staff / plan / to celebrate?  
\_\_\_\_\_
- 3 What / happen / Abbas?  
\_\_\_\_\_
- 4 go / the Caribbean?  
\_\_\_\_\_
- 5 get job / a bigger hotel?  
\_\_\_\_\_

10 ★★ Write a paragraph to complete the story in Exercise 8 explaining what happened to Abbas.

## LESSON 2B VOCABULARY | News reporting

### 1 ★ Match the two parts of the sentences.

- 1  I never click on clickbait
- 2  The band's amazing video had gone
- 3  Their app is great, but it will never generate
- 4  Scientists have suggested that humans have shorter
- 5  A new experiment could finally shed
- 6  A Singaporean couple have hit
- 7  A judge has ruled it is not in the
- 8  As a serious newspaper we always attempt to present
- 9  I rarely trust a sensational report unless I can verify its
- 10  The journalist had tried to expose

### 2 ★★ Choose the correct adjectives to complete the extract from a radio show.



#### AND IN TODAY'S PAPERS ...

*The Courier* leads with a <sup>1</sup>*balanced / off-the-record* article about climate change. Leading scientists from around the world give detailed facts about what is happening to the planet, and though it reports the dramatic weather events that might happen, the report never tries to be <sup>2</sup>*sensational / topical*. *The Gazette* has a <sup>3</sup>*heartwarming / heartbreaking* report on the thousands of victims of Hurricane Ivona and *The Record* leads with the same. *The Record* also has <sup>4</sup>*a topical / an exclusive* interview with United manager, Cyriac Jones, about his decision to leave the club after 22 years. And in *The Star* it's the usual <sup>5</sup>*sensational / viral* celebrity nonsense. Salwa, back to you ...

- a attention spans than goldfish.
- b public interest to reveal the details of the recent crime.
- c headlines, though sometimes I'm tempted.
- d enough revenue to keep their business alive.
- e both sides of a story and give the full picture.
- f corruption in a large international business.
- g the headlines after giving birth to quintuplets.
- h viral before the song had even become a hit.
- i sources multiple times on the Internet.
- j light on the mysteries of dark matter.

### 3 ★★ Complete the text with the words from the box.

awareness balanced corruption  
light newsworthy public revenue  
sensational sides verify

#### THE DAILY TARGET: OUR CORE VALUES

We believe it is the media's role to act in the <sup>1</sup>*public* interest and to report a range of <sup>2</sup>\_\_\_\_\_ stories and relevant opinions which inform readers and allow them to make up their own minds about current events. *The Daily Target* will never produce <sup>3</sup>\_\_\_\_\_, one-sided stories, but instead will seek to raise <sup>4</sup>\_\_\_\_\_ of important issues and only report information from sources we have been able to <sup>5</sup>\_\_\_\_\_. We believe in <sup>6</sup>\_\_\_\_\_ news articles that present all <sup>7</sup>\_\_\_\_\_ of a story. In our reporting, we aim to shed <sup>8</sup>\_\_\_\_\_ on the way in which our country is run and to expose <sup>9</sup>\_\_\_\_\_ wherever we find it. We generate <sup>10</sup>\_\_\_\_\_ through advertising, but also through the kind contributions of our readers.

### 4 ★★★ Write a paragraph saying whether you agree or disagree with the following statement, and why.

*Most young people are not interested in world news.*

## LESSON 3B GRAMMAR

## Negative inversion

## 1 ★ Choose the correct forms to complete the sentences.

- 1 At no time *is / it is* the use of such language acceptable.
- 2 Not only *did I feel / felt I* relaxed, but also happy and safe.
- 3 Under no circumstances *I will ever / will I ever* do that again.
- 4 Seldom *I had seen / had I seen* such a lucky escape.
- 5 Little *did they know / they did know* that I had more money in my back pocket.
- 6 Scarcely *the tickets had gone / had the tickets gone* on sale when they were sold out.

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

- 1 a he arrived  
b did he arrive  
c had he arrived
- 2 a would he  
b he would  
c were he
- 3 a Little they did know  
b Little did they know  
c Little they were known
- 4 a they'd begun  
b had they begun  
c they began
- 5 a Not only my father is  
b My father is not only  
c Not only is my father

## 3 ★★ Correct the sentences.

- 1 No sooner Ibrahim arrives at work than people start knocking on his office door.  
No sooner does Ibrahim arrive at work than people start knocking on his office door.
- 2 At no circumstances are students allowed to take exam papers out of the room.  
\_\_\_\_\_
- 3 In no way this article represents my views.  
\_\_\_\_\_
- 4 Scarcely the film had started when members of the audience began to walk out of the cinema.  
\_\_\_\_\_

## 4 ★★★ Complete the sentences with the words in brackets and an appropriate auxiliary verb.

- 1 Barely had we arrived (we/arrived/barely) when dinner was served.
- 2 \_\_\_\_\_ (left/no/they/sooner) the hostel than it started to rain.
- 3 \_\_\_\_\_ (only/it/not) the worst holiday we'd ever had, but also the most expensive!
- 4 \_\_\_\_\_ (in/way/saying/I/no) it is your fault, but we do need to find a solution.
- 5 \_\_\_\_\_ (rarely/felt/I) so unwelcome at someone's house.
- 6 \_\_\_\_\_ (imagine/Tareq/little) that Samer was actually working for the police.

## 5 ★★★ Write a short news report about a survival story.

## A LUCKY ESCAPE

While travelling in Thailand in 2001, my dad and his friends had a very lucky escape. He was at a station hoping to catch a train to Bangkok. He joined the queue for tickets, but no sooner <sup>1</sup>\_\_ at the ticket window than he was told that the train was full. According to the clerk, under no circumstances <sup>2</sup>\_\_ and his travelling companions be able to travel to Bangkok that day as planned, as the next available seats were not until the following day. <sup>3</sup>\_\_ how lucky they were.

Disappointed, the group left the station, went for some food and then later found a cheap hotel for the night. Once in their hotel room, they switched on the TV news, and hardly <sup>4</sup>\_\_ to watch when they realised what a lucky escape they had had. That afternoon, there had been a terrible storm and some rocks had fallen onto the railway line. The train hit the rocks and crashed. <sup>5</sup>\_\_ lucky to be alive, but, as I wouldn't be living today without him, so am I.

## LESSON 4B READING AND VOCABULARY

- 1 Read two short web posts about the popularity of radio.  
Match photos A–D with the texts in which they are mentioned.

'Against' post: A, \_\_\_

'For' post: \_\_\_ \_\_\_

*forandagainst.net*

# AT FORANDAGAINST.NET EVERY STORY HAS TWO SIDES

**Against:** by Reem, 19 yrs



The last time I visited my grandfather, he was singing along to the old radio he still has in the corner of his kitchen. It struck me that I hadn't intentionally sat down and listened to the radio for as long as I could remember.

1 \_\_\_ None of us ever listens to the radio, unless we happen to hear it at our grandparents' or when passing a building site!

As a source of music and information, it seems that radio is out of date in the eyes (or more appropriately, the ears) of the digital generation. Statistics support this anecdotal evidence. 2 \_\_\_ Major radio stations seem to be satisfied with keeping their older audience happy. Conversely, streaming services now account for over 50% of millennials' daily listening. It should come as no surprise that those aged 15 to 19 do nearly half their listening on smartphones. Never has it been easier to choose your own music, or to take it with you wherever you go. In fact, I have to wonder why anyone would want to listen to someone else's selection when it's so easy to create your own playlists. 3 \_\_\_ Plus, if you pay for your streaming service, you also eliminate the annoying adverts that invade your headspace constantly on many commercial stations.

If I'm relaxing, I usually choose to watch rather than listen. This means I look online, and never check the radio. If I'm working, the last thing I want is an enthusiastic DJ talking nonsense, followed by a song I don't like, and then another three minutes of boring adverts. No, I'm afraid I can only conclude that radio is practically dead and gone.





**For:** by Manal, 15 yrs

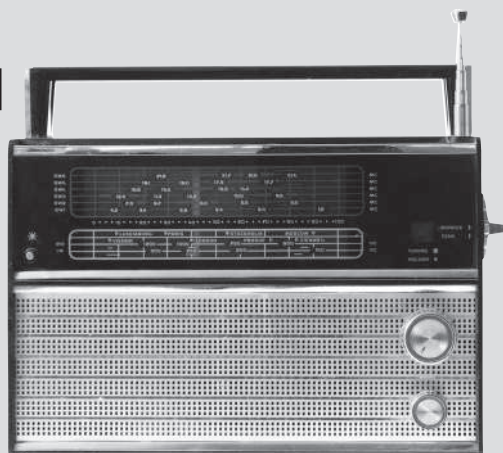


The fact that anyone under the age of 40 would tune in at all is a total enigma to me. Just a few minutes ago, the digital receiver in the living room switched itself off automatically. <sup>4</sup> \_\_\_ This happens a lot in our house. My dad switches the news on first thing in the morning and the station ends up playing all day long. To be honest, I enjoy the noise and music: home wouldn't be home without it.

Radio has been around forever and despite recent allegations in printed media that it is dying, there is evidence to suggest it is very much alive. <sup>5</sup> \_\_\_ The medium is also moving with the times and over half of all listeners now tune in digitally, whether at home, in the car or on the move. You can even 'watch' your favourite radio shows via live feeds online.

Sure, there are streaming services and with them access to more music than you could possibly listen to in a lifetime. While I don't claim to speak for all young people, I'm quietly confident that most of us don't want to have to choose our own music all the time. <sup>6</sup> \_\_\_ In fact, radio is a great way to discover new songs, artists and even styles of music that you might never think to search for yourself. Let's not forget that radio is also much more than just music. There's news, sports, discussion, interviews, factual shows and a whole lot more besides. Radio is here to stay so turn on, tune in, and listen up!

**D**



## 2 Skim the web posts and answer the questions.

- 1** What, according to Reem, is the main reason why young people seldom listen to the radio?

\_\_\_\_\_

- 2** What three advantages to listening to the radio does Manal mention?

\_\_\_\_\_

## 3 Read the web posts again. Complete gaps 1-6 in the text with sentences A-H. There are two extra sentences.

- A** If you do this, you never have to listen to music you don't like.
- B** After being plunged into silence, I realised that as usual, I'd been half-listening to the radio for the last eight hours.
- C** According to research, 89% of people over the age of 15 listened to the radio every week in 2022.
- D** That of course requires a reliable Internet connection and decent battery life.
- E** They reveal that we are abandoning radio in huge numbers.
- F** This is especially true when we are busy studying, exercising, cooking or whatever else we do with music in the background.
- G** Unfortunately, such services are still too expensive for many young people.
- H** When I asked my friends about their listening habits the following weekend, they all confirmed the same thing.



# LESSON 5B LISTENING AND VOCABULARY



**1** **4.7** Listen to a radio phone-in show. Put the photos in the order they are described. There is one extra photo.



**2** **4.7** Listen again. What does each person say about the photographs? Match speakers 1–3 with sentences a–h. There are two extra sentences.

- 1** presenter      **2** Amani      **3** Saleem
- a**  I think it had been taken outside, because you can see grass on the ground.
- b**  To take the best photographs, you needed special training and you needed to buy the best equipment.
- c**  The photographer had told some of the older boys to climb up the tree so you can see them posing on a branch.
- d**  It is a very unusual subject matter.
- e**  The photographer had probably told them not to smile or move because that would spoil the photo!
- f**  It's a very large, landscape photo.
- g**  The photo evokes a very different feel to the last photo we looked at.
- h**  It's certainly a poignant photo which captures a proud family.

## Vocabulary

**3** Match the words from the radio phone-in show with the definitions.

capture   crop   evoke   landscape  
poignant   pose   subject matter

- 1** what people are talking or writing about in art, pictures, etc. \_\_\_\_\_
  - 2** causing a feeling of sadness \_\_\_\_\_
  - 3** succeed in showing something using pictures \_\_\_\_\_
  - 4** a view of the land or countryside \_\_\_\_\_
  - 5** remove parts of a picture, leaving the most important parts \_\_\_\_\_
  - 6** stay in a particular position for a photo or painting \_\_\_\_\_
  - 7** make someone remember or feel an emotion \_\_\_\_\_
- 4** ★★★ Write a short paragraph about a photo that is important to you.

## Pronunciation

**5** **4.8** Read some sentences from the radio show in Exercise 1. Find the stressed syllables in the underline words. What happens to the unstressed syllables? Listen and check.



- 1** You're listening to Imad Haidar on Seaside FM.
- 2** Today, we can all be great photographers.
- 3** But it is easy to forget that before the invention of the digital camera, photography was a real art.
- 4** I've seen children posing for many school photos, but this one is very different to the usual ones, isn't it?

## ACTIVE PRONUNCIATION | /ə/ sound in adjectives

/ə/ is the most common vowel sound in English. It is found in unstressed syllables and it can be spelt with any vowel letter. It appears in many words, including the suffixes used to create adjectives:

- *-ous* /əs/ (e.g. *dangerous*)
- *-al* /əl/ (e.g. *intentional*)
- *-able/ible* /əbl/ (e.g. *comfortable*)
- *-ful* /fəl/ (e.g. *painful*)
- *-less* /ləs/ (e.g. *restless*)

**6** **4.9** Listen and find the unstressed syllable with the sound /ə/ in each adjective.



- 1** edible                      **3** different
- 2** beautiful                  **4** dangerous

**7** Practise saying the words from Exercise 6.

LESSON 6B **SPEAKING**

- 1 **4.11** Listen and repeat the phrases.

**SPEAKING** | Telling an anecdote**SAYING THAT AN ANECDOTE IS ABOUT TO START**

**You'll never believe what happened to me the other day.**

**That reminds me of the pop star I met in my local supermarket.**

**Have I ever told you about the time we went to England?**

**A friend of a friend told me this story.**

**GIVING BACKGROUND INFORMATION**

**I was travelling down to Amman on the bus. Well, I'm not sure if you know my colleague, Sameer, but he's actually related to a famous actor!**

**INTRODUCING A TURNING POINT**

**Suddenly,** I heard a loud noise.

**No sooner had** I got on the bus **than** I noticed it was going in the wrong direction.

**It turned out that** the bus was the express service to Aqaba.

**Before we knew what was happening,** the train pulled out of the station.

**Guess what?**

**SHOWING THE SPEAKER'S ATTITUDE**

**I couldn't believe what was happening.**

**Obviously,** he was trying to travel without a ticket.

**Presumably,** he had left his wallet in the taxi.

**Unbelievably,** he had spent the whole journey sleeping.

**Apparently,** another passenger had bought a ticket for him.

**And then, to top it all,** I had lost my wallet!

**I mean – I've done it, haven't you?**

**Would you believe it?**

**ROUNDING OFF THE ANECDOTE**

**It was probably the most embarrassing moment of my life!**

**I'll never do that again.**

- 2 **Put the words in order to make sentences.**

1 what / to us / couldn't / I / believe / was happening

I couldn't believe what was happening to us.

2 I / have / I / told you / about the time / a shooting star / saw / ever / ?

3 knew / was running / before / towards us / the bull / was happening / we / what / !

4 never / to me / the other day / what / happened / you'll / believe

- 3 **4.12** Put the sentences in order to make an anecdote. Listen and check.



*That reminds me of a story I heard not long ago ...*

- a  Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.
- b  Apparently, he went inside to check the room when suddenly the door closed behind him.
- c  So he started to bang on the door and hoped someone could hear him.
- d  He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.
- e  He was just about to give up when suddenly the door opened.
- f  Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.
- g  There was this waiter who was the last person left in a restaurant at the end of the day.

- 4 ★★★ **Write a funny or scary anecdote.**

## LESSON 7B WRITING | A story

Give your story a catchy/interesting title.

Make sure your story has a clear structure – a beginning, middle and end.

Consider starting the story in the middle of the action for dramatic effect.

Use time linkers to show when things happened.

Use negative inversion to add emphasis.

Use direct speech to make your story more interesting.

### MISSING IN THE DESERT

Fadi had vanished into thin air. He and <sup>1</sup>Hamed had taken their familiar Saturday morning bus ride from the city to the country, then hiked up into the stunning desert hills. When they reached a fork in the path, Hamed stopped to consult the map. <sup>2</sup>The wind was blowing and, though visibility was poor, Hamed was sure that Fadi had been just behind him. Glancing round now though, he found himself utterly alone.

An hour later and <sup>3</sup>Hamed was still searching when suddenly, he spotted a movement to his left. His heart started pounding. 'Fadi!' he yelled, 'Is that you?' Again, there was movement followed by the sudden shock of a deer crashing out of some trees and racing down the steep hill.

<sup>4</sup>Hamed had been searching unsuccessfully for Fadi for several hours. Not only was he desperately worried about Fadi, but he was also hot and tired. He came across a deserted looking hill-top café, and hoping for a cold drink, he went inside. To his surprise, <sup>5</sup>he found a group of young people chatting and unpacking their drones. 'We're the Desert Drone Society' said a young man brightly, 'I'm Kamal. Is everything alright?' Hamed asked for help and within minutes, six drones with cameras had joined the search.

'I think I see him!' yelled one of the pilots suddenly. 'Hold tight!' warned Kamal as, guided by one of the drones, he and Hamed sped off to the rescue on his off-road motorbike. When they reached the spot, Hamed called out, and all of a sudden there was Fadi, exhausted but alive.

#### 1 Read the story and choose the statement that is true.

The twist in the story is that ...

- a** it was all one of the characters' dreams.
- b** Hamed is not alone in the desert.
- c** the story takes place in the future.

#### 2 Match underlined parts 1–5 from the story with their functions a–e. Then write what tense the underlined parts are in.

- a**  a single completed action in the past  
*Past Simple*
- b**  an action completed before a time in the past \_\_\_\_\_
- c**  an event in progress interrupted by a single action \_\_\_\_\_
- d**  an ongoing action forming the background to a story \_\_\_\_\_
- e**  a situation or action in progress up to a time in the past \_\_\_\_\_

#### 3 Find adverbs and adverbial phrases in the story and write them in the correct column.

Manner	Place	Time
<i>suddenly</i>		

#### 4 WRITING TASK Write your story.

##### ACTIVE WRITING | A story

##### 1 Write your story.

- Use a variety of past tenses and time linkers, interesting verbs and adverbs.
- Include some direct speech for interest and negative inversion for emphasis.

##### 2 Check that ...

- you have correctly placed the adverbs you used.
- there are no spelling, grammar or punctuation mistakes.

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use narrative tenses to talk about past events.	Student's Book pp. 42-43	
2	I can talk about the news.	Student's Book p. 44	
3	I can use negative inversion to add emphasis.	Student's Book p. 45	
4	I can recognise bias in news reports and talk about protests.	Student's Book pp. 46-47	
5	I can identify specific details in a radio programme and talk about photos.	Student's Book p. 48	
6	I can tell an anecdote.	Student's Book p. 49	
7	I can write a story.	Student's Book pp.50-51	

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

I want to improve	How I can improve

**3 What can you remember from this unit?**

New words I learnt and most want to remember	Expressions and phrases I liked

## LESSON 1B VOCABULARY AND GRAMMAR



## Gerunds and infinitives

## 1 ★ Match the two parts of the sentences.

- 1  I know I should resist, but I can't help  
 2  Many people fail  
 3  Experts encourage  
 4  Let the delicious flavours  
 5  The curry is so spicy I have difficulty  
 6  Do you happen to know
- a tempt your taste buds.  
 b where I can get my hearing tested?  
 c scratching when I've got an insect bite.  
 d to understand the strong link between smell and taste.  
 e tasting anything except the chilli.  
 f us to take regular breaks from staring at our computer screens.

## 2 ★ Choose the correct forms to complete the sentences.

- 1 Is it usual for under-eighteens *to pay / paying* for eye tests?  
 2 I'm short-sighted, so I wear glasses *helping / to help* me see objects in the distance.  
 3 You're the second person *to ask / asking* me if my hearing is OK today.  
 4 You risk *to damage / damaging* your eyesight if you stare at the sun.  
 5 This camera is brilliant at *take / taking* photos in very low light.  
 6 *To tell / Telling* these smells apart can be very difficult for some people.  
 7 While *working / to work* as a chef, I developed a keen sense of smell.  
 8 We encourage you *having / to have* your glasses cleaned and checked regularly.

## 3 ★★ Complete the text with the correct forms of the verbs in brackets.

I held a snake for the first time at a small zoo. I was surprised **<sup>1</sup>to find** (find) that it was dry and not wet. While **<sup>2</sup>\_\_\_\_\_** (hold) the snake, I felt it begin **<sup>3</sup>\_\_\_\_\_** (wrap) itself round my arm, but I didn't feel threatened. I don't think it intended **<sup>4</sup>\_\_\_\_\_** (do) me any harm. In fact, it seemed **<sup>5</sup>\_\_\_\_\_** (want) to show me affection. Nothing about the snake was what I'd expected. I felt lucky that it had let me **<sup>6</sup>\_\_\_\_\_** (touch) it.

## 4 ★★ Complete the texts with the correct forms of the verbs in bold and an object where necessary.

## READ

Adnan tries **<sup>1</sup>to read** for at least an hour every day. He enjoys **<sup>2</sup>\_\_\_\_\_** while he's travelling to school. His mum won't let **<sup>3</sup>\_\_\_\_\_** at the dinner table though.

## DO

Abeer's parents make **<sup>4</sup>\_\_\_\_\_** her homework as soon as she gets home. They encourage **<sup>5</sup>\_\_\_\_\_** it before anything else. The only way she can avoid **<sup>6</sup>\_\_\_\_\_** it is if she has after-school activities.

## WATCH

Maha can't stand **<sup>7</sup>\_\_\_\_\_** violent films or TV series. She refuses **<sup>8</sup>\_\_\_\_\_** anything where violence is shown as entertainment. **<sup>9</sup>\_\_\_\_\_** comedies on the other hand, she finds a great pleasure.



5 ★★ Complete the text with the correct forms of the verbs from the box.

approach attack be have hunt know  
smell steal take

## BEWARE THE BEARS!

Imagine <sup>1</sup>**having** a sense of smell 700 times more powerful than a human. Grizzly bears' noses are so good that they are able <sup>2</sup>\_\_\_\_\_ a potential meal from up to 18 miles away. This is why it is so important <sup>3</sup>\_\_\_\_\_ careful when you are camping in areas where there are bears. The bears will be the first <sup>4</sup>\_\_\_\_\_ if you leave food out, and you won't be able to prevent them from <sup>5</sup>\_\_\_\_\_ your campsite if they are hungry. <sup>6</sup>\_\_\_\_\_ your food is much easier than spending time <sup>7</sup>\_\_\_\_\_ and while bears are not likely <sup>8</sup>\_\_\_\_\_ humans, can you really afford <sup>9</sup>\_\_\_\_\_ the risk?

6 ★★ Read the sentences. What function do they have? Write **N**, **B** or **P**.

**N** = This is normal.

**B** = This is slowly becoming normal.

**P** = This was true in the past, but is no longer true now.

- 1 I'm getting used to wearing a hearing aid. **B**
- 2 Lama is used to people asking her for advice. \_\_\_\_
- 3 We're already used to the Irish accent. \_\_\_\_
- 4 They're getting used to living here now. \_\_\_\_
- 5 Visitors used to be able to make out the sea from here. \_\_\_\_

7 ★★★ Complete the sentences with the correct forms of **(be/get) used to** and the verbs in brackets.

- 1 Although it's still a bit strange, Kamal *is getting used to living* (live) in the student halls instead of at home with his parents.
- 2 I couldn't concentrate on audiobooks at first, but now I \_\_\_\_\_ (listen) to them and prefer them to print books.
- 3 When my sister was a child, she \_\_\_\_\_ (suck) her thumb all the time.

8 ★★★ Rewrite the sentences using the correct forms of **used to**, **be used to** or **get used to**.

- 1 It's normal for me to find cat hairs on my clothes.  
*I'm used to finding cat hairs on my clothes.*
- 2 Life on the island is slowly becoming normal for the family.  
\_\_\_\_\_
- 3 Asma didn't like the smell of fish in the past.  
\_\_\_\_\_
- 4 Waking up early was slowly becoming normal for Malak.  
\_\_\_\_\_
- 5 Maher played guitar in a jazz band in the past.  
\_\_\_\_\_
- 6 It was normal for Dana to speak to large groups of people.  
\_\_\_\_\_

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

- 1 Using this switch, you can turn off all the lights in the house. **ENABLES**  
This switch *enables you to switch* off all the lights in the house.
- 2 It's my job to test people for colour-blindness. **RESPONSIBLE**  
I \_\_\_\_\_ people for colour-blindness.
- 3 Would you like to try the smelly blue cheese? **FANCY**  
Do you \_\_\_\_\_ the smelly blue cheese?

10 ★★★ Write a short paragraph about a situation in your life when you had to change your habits or routine, or adapt to new circumstances.

## LESSON 2B VOCABULARY | The senses

### 1 ★ Do the words describe pleasant ☺ or unpleasant ☹ smells?

- |                  |     |          |     |
|------------------|-----|----------|-----|
| 1 aroma          | ☺/☹ | 5 smelly | ☺/☹ |
| 2 mouth-watering | ☺/☹ | 6 stench | ☺/☹ |
| 3 overpowering   | ☺/☹ | 7 stink  | ☺/☹ |
| 4 scent          | ☺/☹ | 8 subtle | ☺/☹ |

### 2 ★ Choose the correct words to complete the description.

With 20 minutes to kill, I chose a pleasant-looking café near the river. The <sup>1</sup>*stink* / *aroma* of fresh coffee hit me as soon as I opened the door. I ordered a cup and sat down by the window. The seat was comfortable and whatever they were preparing in the kitchen smelled <sup>2</sup>*mouth-watering* / *overpowering*. 'Croissants' apparently, 'and fresh ones, not frozen' said the owner with considerable pride. I ordered two with honey and butter. The honey was delicious; 'local', apparently, and very <sup>3</sup>*smooth* / *spiky* with a <sup>4</sup>*subtle* / *smelly* hint of lavender. The delicate <sup>5</sup>*stench* / *scent* of the flower garden at the rear of the café came in through the window and added to the pleasant sense of relaxation.

### 3 ★ Match the words from the box with the descriptions.

chirp crunch hum pop rustle screech  
sizzle thud

- steaks under the grill *sizzle*
- a room full of switched on computers \_\_\_\_\_
- biting into a slice of well-toasted bread \_\_\_\_\_
- a person putting a pin in a balloon \_\_\_\_\_
- a heavy book dropped on a wooden floor \_\_\_\_\_
- a car's tyres as the driver takes a corner too fast \_\_\_\_\_
- hungry baby birds \_\_\_\_\_
- a bag of sweets in the cinema \_\_\_\_\_

### 4 ★★ Complete the sentences with one adjective in each gap.

- The jar's paper label came off in the dishwasher, but the *sticky* glue remained on the glass.
- The children decided the hedgehog was simply too s\_\_\_\_\_ to pick up and left it alone.
- The c\_\_\_\_\_ cloth hurt the little girl's face as her mother wiped her clean.
- The si\_\_\_\_\_ material of Amina's new dress felt wonderful.
- The f\_\_\_\_\_ young chick weighed almost nothing in her hand.
- Manal didn't believe that the miracle cream would make her skin look young and s\_\_\_\_\_.

### 5 ★★ 5.3 Choose the correct words to complete the mini-conversations. Listen and check.

**Overheard at the campsite.**

**Sami** What's that awful <sup>1</sup>\_\_\_?

**Rakan** I don't know, but it really <sup>2</sup>\_\_\_.

**Sami** We can't camp here. We'll have to move the tent.

**Rakan** But it's already dark, Sami!

**Nada** Samia! Wake up! Can you hear the <sup>3</sup>\_\_\_ of the meat I'm frying for our breakfast?

**Samia** Yes, I can. Plus the whole campsite can probably smell that <sup>4</sup>\_\_\_ smell.

**Nada** Ha! Am I a good friend, or what?

- |                  |          |                  |
|------------------|----------|------------------|
| 1 a aroma        | b scent  | c stench         |
| 2 a stinks       | b chirps | c thuds          |
| 3 a sizzle       | b crunch | c hum            |
| 4 a overpowering | b fluffy | c mouth-watering |

### 6 ★★★ Imagine you are sitting in a busy park on a sunny day. Write a paragraph describing what you can smell, hear and feel.

## LESSON 3B GRAMMAR

## Verbs with gerunds and infinitives

## 1 ★ Complete the sentences with the structures from the box.

deserved discussing   heard the bottle smash  
needs paying   regretted drinking  
remember dreaming   see Jamal fall  
stop looking   watched the children playing

- 1 Fawzi **regretted drinking** a second can of energy drink.
- 2 Did you \_\_\_\_\_ off his bike yesterday?
- 3 The water bill \_\_\_\_\_ this week.
- 4 I \_\_\_\_\_ I could fly last night.
- 5 Khawla \_\_\_\_\_ as it hit the floor.
- 6 Mariam \_\_\_\_\_ together.
- 7 Khalil thought the idea \_\_\_\_\_.
- 8 Please \_\_\_\_\_ at your phone.

## 2 ★ Match each pair of sentences with their meanings a-b.

- 1  Why don't you try using a different app to see if it's any better?
- 2  Huda tried to sing the highest note, but she couldn't quite manage it.
  - a make an effort to do something difficult
  - b do something as an experiment to see what happens
- 3  Lubna remembered to add salt to the soup she was making.
- 4  Farid remembered meeting Habib for the first time.
  - a remember something, then do it
  - b remember that you did something earlier

## 3 ★★ Complete the sentences with the correct gerund or infinitive forms of the verbs in brackets.

- 1 Always remember **to wash** (wash) your hands before you start cooking.
- 2 Getting the grades I need for university means \_\_\_\_\_ (study) hard for the next six months.
- 3 Once your child can walk, he or she needs \_\_\_\_\_ (watch) all the time.

4 Can we stop at the service station \_\_\_\_\_ (use) the bathroom?

5 I really regret \_\_\_\_\_ (go) out last night as I'm exhausted this morning.

## 4 ★★ Choose the correct forms to complete the sentences. Then write C for a complete action or I for an incomplete action.

- 1 We listened to Sana *sing / singing* the song from beginning to end. C
- 2 Reem stood in the garden and felt the rain *fall / falling* on her face.
- 3 Did you see the racing cars *touch / touching* just then on the corner?
- 4 He heard the baby next door *cry / crying* every night through the thin walls.

## 5 ★★★ Complete the text with the correct forms of the verbs from the box.

go on/develop   need/clean   remember/  
smell   smell/food/cook   stop/breathe in  
try/pay   try/repeat   would like/improve

## HOW TO IMPROVE YOUR SENSE OF SMELL

How well-developed is your sense of smell? Can you <sup>1</sup>*smell food cooking* in the neighbours' kitchen, or tell when the bathroom <sup>2</sup> \_\_\_\_\_ before anyone else? If you <sup>3</sup> \_\_\_\_\_ your sense of smell, read on!

## Step 1

<sup>4</sup> \_\_\_\_\_ more attention to familiar smells. For example, before you drink your coffee, <sup>5</sup> \_\_\_\_\_ the delicious aroma. If you <sup>6</sup> \_\_\_\_\_ your food and drink regularly, your sense of smell will start to improve.

## Step 2

<sup>7</sup> \_\_\_\_\_ your sense of smell by training your nose. Choose a few familiar, pleasant scents and take a minute to really smell them. <sup>8</sup> \_\_\_\_\_ this several times a day and your nose will become more sensitive.

## 6 ★★★ Write a short paragraph about something that you believe deserves doing. Have you ever tried doing it? If so, did you like doing it? Explain why.

## LESSON 4B READING AND VOCABULARY

1 Read the article quickly. What do you think would be the best title?

- a Genetic eye conditions
- b Colour vision
- c Art and the eyes



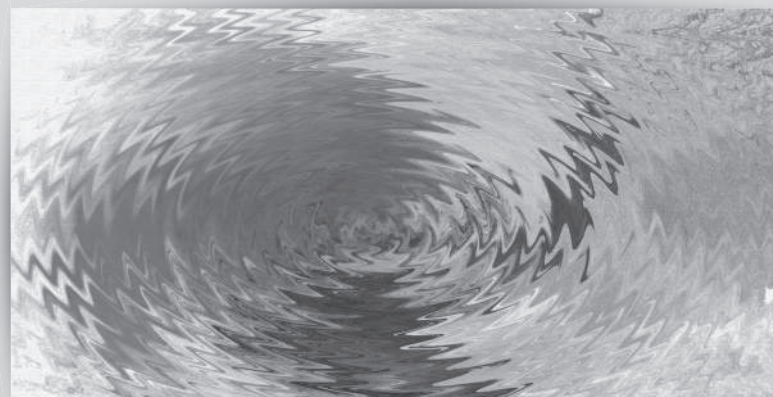
### What colour are your eyes?

Statistically, they are probably brown – like 79% of people on the planet. If you have blue eyes, then you're among the 8–10% of the world's population, while around 5% of us have hazel eyes. If you have green eyes, then you are part of an exclusive group which comprises just 2% of the human race. Extremely unusually, less than 1% of us have something called 'heterochromia' – a genetic condition in which one eye is a totally different colour to the other. Actor Mila Kunis has this condition. Some people with heterochromia say that they enjoy the attention it brings, whereas others never come to terms with their different-coloured eyes and wear contact lenses to disguise them. Heterochromia may affect the way you look, but thankfully the condition doesn't usually affect your vision. However, there are some genetic conditions that can have a radical effect on the way you see the world, particularly when it comes to your perception of colour.

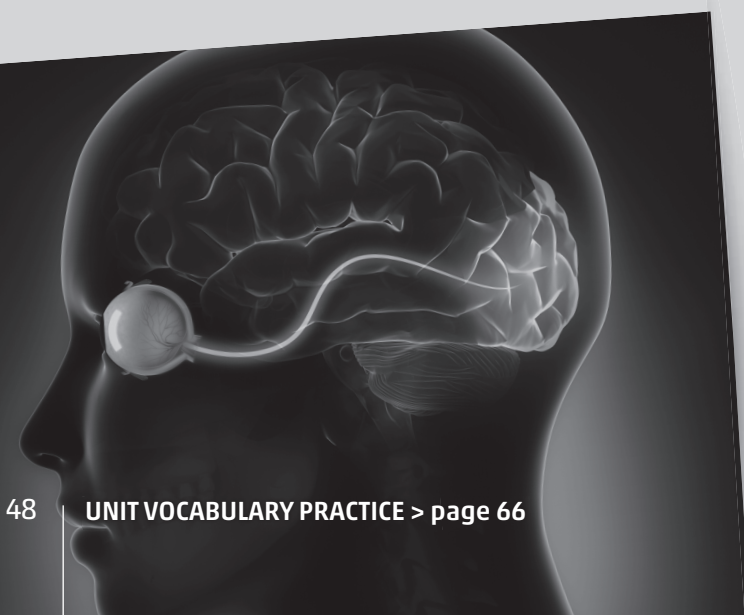
A tiny group of people in the world have a condition called 'tetrachromacy' leading

to the amazing ability to see colours that others are not capable of seeing. To put that in perspective, an 'ordinary' eye can see around one million shades of colour, whereas the eyes of a tetrachromat may be able to see 100 million different shades! The condition is caused by a gene change, and it is thought it affects only women.

It is almost impossible to appreciate what the world looks like to a tetrachromat, but the paintings of Concetta Antico, the only known tetrachromat artist, have given us a fascinating glimpse. As you might expect, her artwork is alive with colour, but her pictures of what she sees in the moonlight or at dawn are particularly interesting. As suggested by these night-time paintings, testing has shown that tetrachromats have enhanced vision in low light conditions. It's not all positive for Antico though – a simple trip to a colourful place such as a market can be an overwhelming experience for her.



She says her favourite colour is white because she finds it a welcome break from her world of colour.





Another genetic condition is synaesthesia. There are many different forms of the phenomenon, but basically it is a mixing of the senses that causes sounds, textures, flavours and shapes to be experienced with their own associated colours.

For example, the sound of a cello may be blue, the taste of chocolate purple and Monday a shade of orange. Around 4% of the population is thought to have synaesthesia and over 70 variations have been recorded. Experiences vary from person to person and are not always associated with vision. As unlikely as it sounds, some people smell the time, while others taste music. There is a strong link between synaesthesia and artistic skill. Musicians Pharrell Williams, and Lady Gaga all claim to have it, and it is thought that, artist Vincent van Gogh was a synaesthete too.

British composer, Nick Ryan, sees colours, shapes and textures that correspond to sound and music. He says it actually makes listening more enjoyable and, like Concetta Antico, he has produced artwork to try and help people appreciate what it is like to have his form of the condition. Together with digital artists, Ryan designed an experience which was enjoyed by audiences in London as part of a festival organised by musician, Imogen Heap. For years, people have debated whether or not what we see is the same as what others see. Science has revealed that people with tetrachromacy and synaesthesia experience a very different world.

## 2 Read the article again and answer the questions.

- 1 Which eye colour is least common among the world's population? *green*
- 2 What is unusual about the eyes of someone with heterochromia?  
\_\_\_\_\_
- 3 What do some heterochromia sufferers do to hide their condition?  
\_\_\_\_\_
- 4 What causes the condition known as tetrachromia? \_\_\_\_\_
- 5 What is unique about the artist Concetta Antico? \_\_\_\_\_
- 6 What drawback of tetrachromacy is described? \_\_\_\_\_
- 7 What simple description of synaesthesia is given in the text? \_\_\_\_\_
- 8 What skill is synaesthesia often associated with? \_\_\_\_\_
- 9 In what way does Nick Ryan say he benefits from his synaesthesia?  
\_\_\_\_\_
- 10 Where was Nick Ryan's artwork shown to the public? \_\_\_\_\_

## 3 Decide if statements 1–6 are true or false.

- 1  The most common eye colour is brown.
- 2  There are thought to be more people with heterochromia than with green eyes.
- 3  Heterochromia has a negative effect on eyesight.
- 4  The colour vision of a tetrachromat is about 100 times more complex than that of a non-tetrachromat.
- 5  Synaesthesia always affects the way a person sees.
- 6  Nick Ryan worked with others to produce his audio-visual experience.





# LESSON 5B LISTENING AND VOCABULARY



1 **5.10** Listen to a radio show. What are the four main ingredients for marmalade?



2 **5.10** Listen again decide if statements 1-4 are true or false.

- 1  Marmalade is traditionally made from a fruit called quince.
- 2  You need sweet, soft oranges to make the best marmalade.
- 3  The British Navy thought that marmalade was good for their sailors' health.
- 4 Marmalade recipes today are much the same as the Scottish trader's wife wrote in the eighteenth century.

3 **5.10** Listen again and complete the sentences with these words.



boiled ~~puree~~ runny sliced  
sugar sweet toast tough

- 1 Marmalade is a kind of thick puree made with lots of oranges and lots of \_\_\_\_\_ to make it sweet.
- 2 The Scottish trader's wife found that the Seville oranges were \_\_\_\_\_ and not \_\_\_\_\_ at all, so she decided to try cooking with them.
- 3 So she peeled the fruit, \_\_\_\_\_ it and \_\_\_\_\_ it with sugar.
- 4 Adding peel to the marmalade when you cook it helps to stop it being too \_\_\_\_\_ so you can put it on \_\_\_\_\_.

## Pronunciation

### ACTIVE PRONUNCIATION

#### Suffixes that move word stress

The stress in some words changes position when a suffix is added to the word, e.g.:

- -ity (e.g. **active** - *activity*)
- -ic (e.g. **economy** - *economic*)
- -ble/-bly (e.g. **prefer** - *preferable/preferably*)
- -ion (e.g. **inform** - *information*)
- -al (e.g. **substance** - *substantial*)

Not all suffixes cause this change:

- -ment (e.g. **develop** - *development*)
- -ly (e.g. **economical** - *economically*)
- -ance (e.g. **insure** - *insurance*)

4 **5.11** Find the stressed syllable in the second word in each pair. Listen and check.



- 1 generous - generosity
- 2 photograph - photographic
- 3 speculate - speculation
- 4 judgement - judgemental
- 5 access - accessible

5 **5.12** Listen to these pairs of words. Tick the pairs which change the stress placement.



- 1  physical - physically
- 2  motivate - motivation
- 3  medicine - medicinal
- 4  punish - punishment
- 5  evolve - evolution

LESSON 6B **SPEAKING**

1 5.14 Listen and repeat the phrases. How do you say them in your language?

**SPEAKING**

## Asking and answering about preferences

## ASKING ABOUT PREFERENCES

Which do/would you prefer? Tea or coffee?

What would you rather do? Eat out or stay in?

## EXPRESSING GENERAL PREFERENCES

I prefer eating at home to going out to a restaurant.

I don't like either of them.

I like them both equally.

I generally favour savoury over sweet dishes.

## MAKING A CHOICE

I'd prefer to have Chinese food rather than Indian.

I'd prefer Chinese food rather than Indian.

I'd rather have Chinese food.

I'd sooner have Chinese food than Indian.

Given the choice, I'd rather eat at home.

I'd go for fish and chips any day/every time.

I have a preference for Italian food.

I have a slight preference for eating Italian food.

## GIVING SOMEONE ELSE THE CHOICE

It's up to you. / It's your call.

Whatever/Wherever/Whichever you prefer.

2 Put the words in order to make phrases that are useful for asking and answering about preferences.

1 rather / you / what / do / would / ?

*What would you rather do?*

2 both / equally / like / them / I

3 choice / I'd / given / prefer / the fish / the

4 go / a takeaway / for / any day / I'd

3 Rewrite the sentences so that they mean the same.

1 I don't like this one or this one. (either)

*I don't like either of them.*

2 I'd prefer to order Chinese food. (sooner)

3 I'd rather sit here than there. (prefer)

4 I'd prefer you not to talk with your mouth full. (rather)

4 5.15 Complete the conversations with one word in each gap. Listen and check.



**Suha** Which do you <sup>1</sup>prefer, Nour? Tea or coffee?

**Nour** Both, please!

**Suha** Oh, that's hilarious. Make a decision or make it yourself, funny girl.

**Nour** <sup>2</sup>W\_\_\_\_\_ you prefer. I like them both <sup>3</sup>e\_\_\_\_\_.

**Suha** OK ... Here you go.

**Nour** Thanks. Urgh! What's this? It tastes awful.

**Suha** I call it 'cof-tea' – half coffee, half tea. You did say it was my <sup>4</sup>c\_\_\_\_\_.

**Nour** I suppose I deserved that.

5 ★★ Write a short conversation between two friends at the market deciding what to buy for lunch.



## LESSON 7B WRITING | A review

Give brief details of where and when you went, and your overall impression.

Describe the event. Include information about what you did and saw.

Describe the positive aspects.

Write about any negative aspects.

Make recommendations.

### **MULTI-SENSORY CINEMA:** review by Jameela Hakim

As advertised all over the city recently, Palm Centre's newest attraction is a multi-sensory cinema. My friend and I decided to <sup>1</sup>\_\_. While it might not suit every kind of film, we found it extremely impressive and <sup>2</sup>\_\_ watching our favourite superhero movie there.

A multi-sensory cinema appeals to all your senses. As well as the usual clear picture and the fabulous surround-sound, the seats in the cinema actually move and shake with the action. There are also some pretty unusual special effects including scent and water. This means that when your favourite superhero is flying across the surface of water, you can actually smell the sea, and feel water and wind on your face.

What my friend and I <sup>3</sup>\_\_ was how, after a few minutes, the effects really became part of the whole experience. It felt like we were right in the centre of the action. Another seriously cool thing was how the effects made the scary moments in the film even more intense. When your seat unexpectedly drops, it really scares you!

If I have <sup>4</sup>\_\_, it's that a multi-sensory cinema is probably best suited to action or horror films only. For those who enjoy calmer, more dialogue-based films, this kind of cinema is overpowering. Also, ticket prices are quite high.

All in all, I'd <sup>5</sup>\_\_ a multi-sensory cinema to fans of action and horror films. By stimulating all your senses, it adds a whole new level of excitement.

### 1 Read Jameela's review and choose the best words to complete the sentences.

- 1 The review is generally *positive* / *negative*.
- 2 It's written in a *formal* / *an informal* style.

### 2 Complete gaps 1-5 in the review with phrases a-e.

- a  one criticism
- b  particularly liked
- c  check it out
- d  thoroughly enjoyed
- e  definitely recommend

### 3 Find and underline five more intensifiers in the review. e.g. *extremely impressive*

### 4 WRITING TASK Write a review of an event, exhibition, museum or show.



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

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

Learning objective		Course material	How confident I am (1–5)
1	I can use gerunds and infinitives to talk about different actions.	Student's Book pp. 56–57	
2	I can talk about the senses.	Student's Book p. 58	
3	I can use verbs with gerunds and infinitives to talk about different actions.	Student's Book p. 59	
4	I can identify clues in a text and talk about disabilities.	Student's Book pp. 60–61	
5	I can identify specific details in a podcast and talk about food and cooking.	Student's Book p. 62	
6	I can ask and answer questions about preferences.	Student's Book p. 63	
7	I can write a review.	Student's Book pp. 64–65	

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

I want to improve	How I can improve

**3 What can you remember from this unit?**

New words I learnt	Expressions and phrases I liked

## PHRASAL VERBS

- be blown away:** I was blown away by the performance of the actress.
- be fed up with:** I'm completely fed up with people gossiping about me.
- be off:** We're all off to the coast for a few days for half-term.
- break down:** The freezer broke down.
- bring about:** Climate change could bring about the end of the world.
- bump into:** I bumped into an old friend yesterday.
- calm down:** I need to calm down, but a wave of anxiety overcomes me.
- clear up:** I joined a group that wanted to clear up the town where I live.
- come across:** I happened to come across this gem of a museum last week on a family trip to Prague.
- come across as:** People are more likely to take to you if you come across as a warm and approachable person.
- come off:** The door handle has come off.
- come up with:** It's a good idea to come up with different arguments.
- cut down on:** Cut down on fatty foods if you want to lose weight.
- end up:** Each year, over £140 million worth of clothing is thrown away and ends up in landfill.
- fall out with:** Dalia's always falling out with people.
- figure out:** After an hour, we figured out how to turn it off.
- fit in:** Desperate to fit in, she did all she could to hide her blindness.
- get something across:** Some animals can get across complex ideas.
- get away with:** I thought I'd got away with it, as I had many times before. But not this time. This time I was going to prison.
- get on with:** How well do you get on with your family?
- get rid of:** Living in a small space means that you have to get rid of your excess possessions.
- go out:** I was watching a film when the lights suddenly went out.
- go with:** OK, so will we go with banning single-use bottles then?
- hang up:** I never knew that we say 'hang up the phone' because phones used to be hung on the wall.
- hold down:** People with autism might have problems at school or with holding down a job.
- laugh off:** Locals living on the street at the centre of the police investigation laughed off the accusation.
- look down on:** Mr Ghanem looks down on anyone who hasn't had a university education.
- look up to:** I've always looked up to Amer because of his determination.
- make out:** These low-frequency sounds enable elephants to make out sounds 285 km away.
- make up with:** Have you made up with Ali yet?
- mess about:** I was quite naughty and messed about from time to time.
- mess up:** It doesn't matter if you mess it up, you can always try again.
- pass on:** I can pass on a message to him if you like.
- pick up:** The world's largest radio dish can pick up signals from even the very deepest realms of space.
- pick up:** Dad's picking up his new electric car tonight at 7 p.m.
- pick up:** As children do, I picked up the new language quite quickly.
- point out:** Jane Goodall pointed out that the animals couldn't communicate using language like people.
- put in:** Concerned individuals put in a Freedom of Information request, which revealed a secret operation to cut down a lot of trees.
- put off:** She discovered that the Braille writing system did not exist in Tibetan, but she didn't let that put her off.
- put off:** I have a bad habit of putting things off.
- put on:** I've been rehearsing for a musical we're putting on next week.
- put up with:** I don't know how you put up with all this noise while you're trying to do your homework.
- send out:** This was a simple piece of technology, that was designed to fit in your pocket and sent out a notification to let you know that someone was trying to contact you.
- set up:** I set up a small business recycling and customising denim.
- show off:** My brother is always showing off.
- spell out:** You must spell out your idea very clearly so he understands.
- stand up for:** He is willing to stand up for the rights of women.
- stay up:** Are you really planning to stay up that long?
- strike up:** Often the best way to strike up a conversation is simply to say something funny about what's happening around you.
- take in:** We should take the possibility seriously that some animals can take in what we are saying.
- take to somebody:** People are more likely to take to you if you come across as a warm and approachable person.
- tell off:** When I was little, my parents were forever telling me off about the things I'd done.
- throw away:** How much rubbish do you throw away every day?
- trick somebody into:** It is relatively easy to trick people into doing something.
- turn out:** It turned out that the girl had a rare disease.
- wind somebody up:** Everyone makes a big fuss of him. It really winds me up.
- wipe down:** I wiped down the wall with a damp cloth.
- wipe off:** Hilary wiped the spilt milk off the table.
- wipe out:** She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group.
- work out:** If things don't work out, try to make the best of the situation.
- work out:** Can you work out the meaning of the title?



# PREPOSITIONS

## PREPOSITIONS IN PHRASES

### AT

- at a distance:** People use many ways of communicating at a distance.
- at the age of:** I can't imagine children starting work at the age of eight.
- at the end:** It's a bit sad when he dies at the end though.
- at the moment:** Where is he working at the moment?
- at the time:** We didn't know about the hoax at the time.
- at that time:** At that time, he was working for a different company.
- at the turn of the century:** At the turn of the 21<sup>st</sup> century, the world population was just under seven billion people.

### FOR

- except for:** There was no noise except for the rustling of paper.
- for instance:** For instance, they can make fruit look and taste like meat!
- for safety reasons:** For safety reasons, toxic waste must be stored in sealed containers underground.
- for the better:** The Internet has changed my life for the better.
- for the sake of:** I'm doing this for the sake of my parents.

### FROM

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

### IN

- in addition:** In addition to providing entertainment, the Students' Union organises societies any student can join.
- in conclusion:** In conclusion, the priority is to install a fridge.
- in control:** People feel less in control in crowded spaces.
- in danger of:** One in four mammals is in danger of extinction.
- in fact:** In fact, his younger brother is now quite a bit taller than him.
- in general /particular:** Fluency in a foreign language in general and English in particular is very important for a student's future.
- in many ways:** In many ways, human life on this planet is better than ever.
- in no way:** In no way should we abandon our logical conscious mind.
- in order to:** We need to learn how to recognise our negative emotions in order to be able to control them.
- in somebody's power:** Do everything in your power to stop using plastic.
- in the end:** Dad said that secrets always come out in the end.
- in the long run:** Even when things don't immediately go my way, they usually turn out to be positive in the long run.
- in the middle of:** I was woken in the middle of the night to move my car.
- in the public interest:** We think this story is in the public interest.
- in the wild:** He taught children about how to survive in the wild.
- in touch with:** It's getting easier and easier to stay in touch with people.
- in recent years:** In recent years, text messaging has become popular.
- in those days:** In those days, mobile phones did not have keyboards.

### OFF

- off the record:** This news is off the record. Don't tell anyone.

### ON

- on board:** The video shows the moment when he was taken on board.
- on foot:** She rarely goes into the local village on foot.

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

- on your way:** We heard the good news on our way back today.

- on purpose:** Did the paparazzi cause the crash on purpose?

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

- on the news:** The speaker doesn't enjoy watching violence on the news.

- on the shore:** I love listening to waves crashing on the shore.

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

- on the whole:** On the whole, I thought the film was pretty good.

- on time:** Most of my friends who were invited to the party arrived on time.

### OUT OF

- out of place:** He looked out of place among the families and young couples.

### TO

- face-to-face:** Would you rather speak to her on the phone or face-to-face?

- to my mind:** People sometimes think that stressful or upsetting events shape us negatively, but to my mind, the opposite can also be true.

### UNDER

- under threat:** Condors are now under threat once more.

- under no circumstances:** Under no circumstances should you be here.

### WITH

- with regard to:** I am writing with regard to your advertisement.

### WITHOUT

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

## PREPOSITIONS AFTER NOUNS

- advances in:** Advances in robotics will eliminate semi-skilled jobs.

- advantage of:** What is the advantage of changing the clocks?

- advice for:** Have you got any advice for me?

- alternative to:** Scientists are already working on alternatives to meat.

- campaign against:** It's a campaign against climate change.

- connection with:** We need to open our minds to the possibilities that greater connection with others could bring.

- difference to:** Becoming a 'befriender' is a direct way to make a difference to someone's life.

- disadvantage of:** What are the disadvantages of the new system?

- downside of/to:** There are some downsides to working as a lawyer.

- drawback of/to:** The main drawback of travelling by bus to college is that it takes a long time.

- experience of:** I have experience of this kind of work.

- impact on:** Watching crime on TV has a negative impact on our emotions.

- increase in:** There was a gradual increase in the numbers of IoT devices.

- interaction between:** He fears that such arrangements could limit social interaction between parents and children.

- key to:** For her the key to happiness was being in the natural world.

- preference for:** Regarding wall colour, a few students expressed a preference for bright colour.

- rally against:** We're going to be at the rally against gun violence.

**reason for:** Hisham felt that there was a good reason for what he did.  
**research on:** He's done research on the impact of space on relationships.  
**respect for:** When you share space, you learn respect for others.  
**solution to:** They weren't able to find a solution to the problem.  
**taste in:** You have a really great taste in music.  
**threat to:** Habitat loss is the greatest threat to endangered species.

### PREPOSITIONS AFTER ADJECTIVES

**ashamed of:** Why are many Tibetans ashamed of blindness?  
**based on:** The report is based on a survey of fifty students.  
**bound to:** Technology is bound to make our lives easier.  
**capable of:** Despite her disability, she was capable of doing many things.  
**concerned about:** I'm extremely concerned about my ill cat.  
**conscious of:** Were you conscious of any change in her behaviour?  
**different from:** Trying out something for a few minutes is very different from experiencing it over several months, years or a lifetime.  
**discouraged by:** They got discouraged by obstacles in their way.  
**due to:** His success is due to excellent education.  
**entitled to:** You're entitled to your opinion.  
**excited about:** Are you excited about the Internet of Things?  
**happy for:** She was happy for them to join her if they wanted.  
**likely/unlikely to:** Males are more likely to be colour-blind than females.  
**passionate about:** These young people are passionate about music.  
**related to:** Are the adjectives related to clickbait viral news stories?  
**successful in:** He can help you be successful in your career.  
**sure to:** Driving is sure to become safer in the future.  
**suspicious of:** Many of the local people are suspicious of strangers.  
**surprised at:** The woman was surprised at her friend's behaviour.  
**vital to:** It is vital to be honest with your children.

### PREPOSITIONS AFTER VERBS

**account for:** Recent pressure at work may account for his behaviour.  
**adapt to:** After living in a house, it's hard to adapt to living in a flat.  
**adjust to:** It may not be easy to adjust to the results of climate change.  
**apologise for:** They apologised for not listening to her.  
**appeal to:** This programme appeals to people's emotions.  
**attribute something to:** This was attributed to a mixture of cultural reasons.  
**ban/bar somebody from:** This gym banned thin people from entering.  
**be into something:** They are into experiences rather than material possessions.  
**beg for:** The children begged for food and money on the streets.  
**blame somebody/something for something:** In those days, TV was blamed for the breakdown in communication between parents and kids.  
**bothered by:** I'm really bothered by the amount of plastic we use.  
**campaign against:** They were campaigning against gun violence.  
**comment on:** You can comment on the weather to start a conversation.

**compete for:** Do you need to compete for space with your sister?  
**connect to:** Forums connected to our interests make us feel we belong.  
**connect with:** Does this wire connect your computer with the telephone?  
**contribute to:** This can contribute to the breakdown of the family.  
**cope with:** The project took a year, and there were some setbacks to cope with.  
**criticise somebody for:** Her manager criticised her for being late to work.  
**decide on:** How did you decide on the order of the paragraphs?  
**depend on:** What makes a story worth publishing depends on the newspaper or site.  
**empathise with:** Manage your emotions and empathise with other people.  
**engage in:** The campaigners never engage in any illegal activities.  
**experiment with:** Early cinema pioneers experimented with silent movies.  
**gaze at:** For centuries people have gazed at the stars.  
**go on about:** He'll go on and on about how great he's doing at school.  
**hope for:** We were hoping for an improvement in the weather today.  
**insist on:** He always insists on having the last word.  
**lead to:** Global warming is certain to lead to water shortages.  
**link something to something:** This part of the brain is linked to memory.  
**live on:** She doesn't earn enough money to live on.  
**negotiate for:** Staff are negotiating for better working conditions.  
**praise somebody for something:** I praised her for working so hard on the campaign.  
**prevent (something/somebody) from:** Scientists have recently developed a substance that could prevent ketchup from staying at the bottom of a bottle.  
**protect something/somebody against:** The shelters protect cats against the weather.  
**react to:** She reacted angrily to what someone said during the meeting.  
**relate to:** The growth in organised crime is related to increased poverty.  
**rely on:** If you rely on solar power, you can consider yourself green.  
**remind somebody of something:** That reminds me of a story I heard not long ago.  
**report on:** Can the media report on the private lives of famous people?  
**result in:** Below average rainfall can result in water shortages.  
**result from:** We're still dealing with problems resulting from your errors.  
**slip on something:** My brother slipped on the wet floor in the kitchen.  
**stare at:** She stared at me as if she had seen a ghost.  
**stick at:** It's taught me the value of sticking at something.  
**suspect somebody of:** He had suspected her of lying for some time.  
**switch to:** Many people are switching to online news sites.  
**think of:** He was the first person to think of sending a short message.  
**warn somebody against:** They warned tourists against leaving the tourist centres.

# WORD BUILDING

## PREFIXES

### Prefix

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

### Examples

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

### Prefixes that give an opposite meaning

#### Prefix

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

#### Examples

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

## SUFFIXES

### Noun suffixes

#### Suffix

-age  
 -al  
 -ant/-ent  
 -ation/-ion/-ition  
  
 -cian/-ian  
 -dom  
 -ence/-ance  
 -er/-or/-ist  
 -hood  
 -ice  
 -ing  
 -ism  
 -ment  
 -ness  
 -ship  
 -sis  
 -tion/-sion/-cion

#### Examples

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

### Adjective suffixes

#### Suffix

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

#### Examples

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

### Adverb suffixes

#### Suffix

-ly

#### Examples

effectively, probably

### Verb suffixes

#### Suffix

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

#### Examples

complicate, congratulate  
 shorten  
 clarify, identify  
 victimise, realise  
 commute

# PRONUNCIATION TABLE

## Consonants

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

## Vowels

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

**1 Complete each short text or dialogue with the correct forms of the words in bold.**

**MAKE / LOSE / STAY**

I can't believe we <sup>1</sup>**lost** touch after being such good friends at school. I'm so glad you <sup>2</sup>\_\_\_\_\_ contact again. Let's make sure we <sup>3</sup>\_\_\_\_\_ in touch from now on.

**DELIVER / PASS ON**

**Asma** Will you <sup>4</sup>\_\_\_\_\_ a message to Hala when you see her? Group 1 has cancelled and Group 2 is now coming at 9.15 a.m., but there are only seven of them, so ...

**Sana** What? I'll never remember all that. Write it down and I'll <sup>5</sup>\_\_\_\_\_ it to her office later.

**2 Replace the underlined parts with the correct forms of the phrasal verbs from the box.**

bring about   make out   ~~pick up~~   point out  
spell it out   wipe out

- This device will receive a signal from someone trapped under the snow after an avalanche. pick up
- Space exploration could cause a big change in the way we see our place in the universe. \_\_\_\_\_
- I'd like to bring to your attention a few important rules before the game begins. \_\_\_\_\_
- It was raining so heavily that we could barely see the road ahead. \_\_\_\_\_
- The arrival of the new shopping centre has completely destroyed local shops. \_\_\_\_\_
- Let me explain it clearly for you: if you ever do that again, I will report you to the police. \_\_\_\_\_

**3 Complete the sentences with one word in each gap.**

- Do I really have to spell \_\_\_\_\_ the reasons you should not drop litter?
- Please pay attention while we point \_\_\_\_\_ some of the safety features on this aircraft.
- Sadly, the accident brought \_\_\_\_\_ a serious change in his personality.
- She didn't speak English, but I managed to get \_\_\_\_\_ the fact I needed help.

**4 Replace the underlined words with the adjectives from the box with a similar meaning.**

bewildered   devastated   ecstatic   livid  
tense   terrified

- Saeed didn't tell his friend how frightened he was by the final scene of the film they went to see. terrified
- Salwa was sad when her best friend moved to another city. \_\_\_\_\_
- When Salem returned to find his new car scratched he was angry. \_\_\_\_\_
- Nadia was understandably nervous as she waited for the results of her exams. \_\_\_\_\_
- Kareem was thrilled when he found out he'd got a place at university. \_\_\_\_\_
- Passengers were left confused after the departure gate was changed seven times. \_\_\_\_\_

**5 Write a short description of a time when you received a surprising message.**



## GRAMMAR AND VOCABULARY

## 1 Choose the correct words to complete the sentences.

- Houston has finally managed to *make / lose* contact with Apollo 13 again after nearly 24 hours of radio silence.
- I've no idea where Nawal is now. We *stayed in / lost* touch after she moved to Egypt.
- Could you *spread / pass on* the message to Samer that I'll be ten minutes late?
- Can I *figure / point* out that you are entitled to your own opinions, but not your own facts?
- Over 17 different species have been *wiped / spelled* out this year and it's only March.

/ 5

## 2 Complete the text with the words from the box. There are two extra words.

bewildered lost made stay terrified

I can remember my first day at primary school. When my mother left me at the school gates, I was <sup>1</sup>**terrified**, but the teacher was really friendly and took me into the classroom. I was <sup>2</sup>\_\_\_\_\_ when I saw so many new faces, but the teacher introduced me to another new boy, Hamzah. He gave me a big smile we became friends immediately. When we left school, we <sup>3</sup>\_\_\_\_\_ contact with each other for many years. Then another friend who knew Hamzah <sup>4</sup>\_\_\_\_\_ contact with me and now we all <sup>5</sup>\_\_\_\_\_ in touch.

/ 5

## 3 Choose the correct forms to complete the sentences.

- I \_\_\_ shopping when I heard the news.
  - have been
  - was
  - am shopping
- The researchers \_\_\_ understood the ancient text before that incredible day.
  - had been
  - had never
  - have never

3 I \_\_\_ that this is the best way to spread our message; we need to think of something different.

- haven't agreed
- am not agreeing
- don't agree

4 Gas and oil prices \_\_\_ more and more expensive these days.

- got
- get
- are getting

5 When I got to the stadium, I \_\_\_ a huge queue.

- joined
- was joining
- had joined

/ 5

## 4 Complete the sentences with question tags.

- Let's go out for lunch, **shall we?**
- Don't forget about Sawsan, \_\_\_\_\_?
- I'm still your best friend, \_\_\_\_\_?
- It wasn't the best book, \_\_\_\_\_?
- You will be on time, \_\_\_\_\_?
- It's your birthday today, \_\_\_\_\_?

/ 5

## USE OF ENGLISH

## 5 Complete the sentences with the correct words formed from the words in bold.

- Sorry, we're having technical problems and are \_\_\_\_\_ working on a solution.  
**CURRENT**
- She finds it difficult to strike up a \_\_\_\_\_ with somebody she doesn't know.  
**CONVERSE**
- I don't think I made a \_\_\_\_\_ impression in the interview.  
**FAVOUR**
- When Rola learnt that the new baby was healthy, it was a \_\_\_\_\_ off her mind.  
**WEIGH**
- Amina was \_\_\_\_\_ when her cat died.  
**DEVASTATE**

/ 5

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**1 Complete the sentences with one word in each gap.**

- 1 *Acid* rain is sometimes strong enough to damage the paint on your car.
- 2 Exhaust f\_\_\_\_\_ are extremely dangerous to human health.
- 3 Sometimes the only way to save an e\_\_\_\_\_ species is to move the last remaining animals to a zoo.
- 4 Known deposits of f\_\_\_\_\_ fuels may run out in the next 50-150 years.
- 5 Could technology provide a solution to global w\_\_\_\_\_?
- 6 The disastrous landslide was caused by soil e\_\_\_\_\_ after trees were cut down higher up the slopes.

**2 Complete the weather report.**

\_\_\_\_\_

cold freak gale-force heat hot  
 humidity pour scorching soaked  
 sub-zero torrential

\_\_\_\_\_

And here's the world weather report. It's boiling <sup>1</sup>*hot* in Australia with the blistering <sup>2</sup>\_\_\_\_\_ reaching 45 degrees in many places this week.

Those <sup>3</sup>\_\_\_\_\_ temperatures continue south into Indonesia and Thailand, where it is particularly humid for the time of year – high <sup>4</sup>\_\_\_\_\_ in Vietnam too. You can expect to get <sup>5</sup>\_\_\_\_\_ in South East Asia next week, however, as the heatwave breaks and is replaced by <sup>6</sup>\_\_\_\_\_ rain and the risk of floods and even hurricanes in the coming weeks.

Crossing to Canada, it's a completely different story – heavy snow and <sup>7</sup>\_\_\_\_\_ temperatures making it a chilly minus 9 in Vancouver, and further north it's freezing <sup>8</sup>\_\_\_\_\_, reaching minus 28 in places.

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

- 1 The *marine* / *poacher* caught a little *furry* / *slimy* hamster and gave it to his children as a lovely *chilly* / *cuddly* pet.
- 2 The *skeleton* / *wing* of the sabre-toothed tiger shows that it was one of prehistory's largest *backbones* / *predators*.

**4 Complete the email with the correct forms of the words from the box.**

contribute press tackle urgent viable

Dear Sir/Madam,

I am writing with regard to the <sup>1</sup>*pressing* problem of single-use non-biodegradable plastics your restaurant uses.

The takeaway boxes that stay in your customers' hands for ten minutes could be in the ocean forever, so they <sup>2</sup>\_\_\_\_\_ to the problem of plastic waste. As the majority of your clients probably won't check if the box is recyclable before throwing it in the bin, I believe, it is your company's responsibility to <sup>3</sup>\_\_\_\_\_ this fundamental problem and make a significant change to your packaging.

I would be grateful if you could offer a <sup>4</sup>\_\_\_\_\_ solution as it is a matter of <sup>5</sup>\_\_\_\_\_.

Yours faithfully,  
 Samar Jarrah

**5 What is the weather like in your country? Describe how it varies throughout the year.**

## GRAMMAR AND VOCABULARY

**1 Complete the sentences with one word in each gap.**

- Lack of sleep can *bring about* all sorts of mental and physical health problems.
- Poor exam results can also be d\_\_\_\_\_ t\_\_\_\_\_ worry or lack of sleep.
- Around the world, h\_\_\_\_\_ l\_\_\_\_\_ is having a serious impact on the survival of many species such as frogs.
- Mountain gorillas are amongst the most e\_\_\_\_\_ s\_\_\_\_\_ with only a few hundred individuals left in the wild.
- Global warming has meant there has been f\_\_\_\_\_ w\_\_\_\_\_ around the world.
- Scientists agree that the burning of coal could l\_\_\_\_\_ t\_\_\_\_\_ global warming.

/ 5

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

- The *blistering / heavy* snow means that it's difficult for birds to find food.
- I panicked when I saw a shark's *fin / reptile* sticking out of the water.
- These *extinct / nocturnal* creatures sleep by day and hunt by night.
- This is one of the most complete fossilised dinosaur *skeletons / scales* ever found.
- Two *primates / poachers* were arrested for hunting elephants for their ivory.

/ 5

**3 Choose the correct forms to complete the sentences.**

- By the end of this term, we \_\_\_ English for five years.
  - 'll have been studying
  - 'll be studying
  - 'll have studied
- If you don't charge your phone now, it \_\_\_ completely by lunchtime.
  - will be dying
  - will be dying
  - will have died
- You \_\_\_ sick if you eat any more cake.
  - will have been
  - are going to be
  - will be being

- Long before her birthday, Maha will already \_\_\_ how she wants to celebrate.
  - have been deciding
  - have decided
  - be deciding

- have been deciding
- have decided
- be deciding

- In two weeks' time, I \_\_\_ on a beach.
  - 'll be lying
  - 'll lie
  - 'll have been lying

- 'll be lying
- 'll lie
- 'll have been lying

- 'll be lying
- 'll lie
- 'll have been lying

- 'll be lying
- 'll lie
- 'll have been lying

/ 5

**4 Use the prompts to write sentences.**

- Hmm ... I think / I / have / a cheese sandwich, / please *Hmm ... I think I'll have a cheese sandwich, please.*
- We / plan / go home / as soon as this class finishes  
\_\_\_\_\_
- you / meet / Zeinab tomorrow?  
\_\_\_\_\_
- I / about / put / dinner on the table  
\_\_\_\_\_
- At the moment, / Majeda / think / help a charitable institution.  
\_\_\_\_\_
- Jawad's train / leave / at 10 a.m.  
\_\_\_\_\_

/ 5

## USE OF ENGLISH

**5 Complete the conversation with one word in each gap.**

- A Soon we'll have <sup>1</sup>*been* queuing for this roller coaster for over an hour. My feet hurt.
- B We're nearly there, Omar. We're sure <sup>2</sup>\_\_\_\_\_ enjoy it after all this waiting!
- A With our luck it will <sup>3</sup>\_\_\_\_\_ raining by the time we get on it.
- B Oh, <sup>4</sup>\_\_\_\_\_ you keep complaining all the time?
- A Well, in fact, I am having <sup>5</sup>\_\_\_\_\_ thoughts about this. Last year my uncle got so scared on a roller coaster that he almost had heart attack.
- B Why are you always <sup>6</sup>\_\_\_\_\_ a pessimist?

/ 5

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# 03 UNIT VOCABULARY PRACTICE

## 1 Match phrases 1–8 with situations a–h.

- 1  be the peacemaker  
 2  empathise with somebody  
 3  give somebody a compliment  
 4  make fun of somebody/something  
 5  make up with somebody  
 6  show off  
 7  talk behind somebody's back  
 8  tell somebody off
- a Poor you! I know exactly how you feel.  
 b Have you heard the news about Hussein?  
 c You look very intelligent in those glasses.  
 d Of course I got top marks in all my exams as usual.  
 e OK! Calm down you two – there's no need to shout at each other.  
 f Ha ha! You dropped your ice cream!  
 g Let's forget about it, OK? I'm sorry.  
 h Why is your room such a mess? I've told you before to keep it tidy!

## 2 Complete the email with one preposition in each gap.

Dear Agony Aunt,

I badly need your advice. I can't put <sup>1</sup>up with my younger sister's childish behaviour anymore. She keeps on blowing things <sup>2</sup>\_\_\_\_\_ of proportion and having a go <sup>3</sup>\_\_\_\_\_ me just because I want to hang out with my friends without her. Sometimes, I think she tries to wind me <sup>4</sup>\_\_\_\_\_ on purpose just before I go out. She either messes <sup>5</sup>\_\_\_\_\_ or loses her temper over unimportant things. Then, she often bursts <sup>6</sup>\_\_\_\_\_ tears and I don't know how to help her. Telling the truth, I don't enjoy it when we fall <sup>7</sup>\_\_\_\_\_. Please, help me Agony Aunt.

Regards,  
Malak

## 3 Complete the questions sent to a problem page with one word in each gap.

## SEND YOUR PERSONAL PROBLEMS TO OUR WEBPAGE AND GET PRACTICAL ADVICE FROM OTHER USERS.

- How can we prepare our older child for the arrival of a <sup>1</sup>new-born baby into the family?
- I'm not very <sup>2</sup>a\_\_\_\_\_y gifted and I'm worried about my exams. What should I do?
- My friend has had a <sup>3</sup>h\_\_\_\_\_d time recently. How can I make her feel better?
- I have no plans for the future. How can I decide what I want to do in the <sup>4</sup>l\_\_\_\_\_g run?
- How can I avoid a <sup>5</sup>c\_\_\_\_\_h between me and my parents over what time I should come home at the weekends?
- I enjoy starting projects but I never finish them. How can I learn to <sup>6</sup>s\_\_\_\_\_k at things?

## 4 Complete the lyrics for a poem with the words and phrases from the box.

beg day home malnourished meet  
skinny ~~to-mouth~~ together

### BEATS FROM THE STREETS

It's not posh down south when you're living hand-  
<sup>1</sup>to-mouth .

Hunger never goes away when you're living  
<sup>2</sup>\_\_\_\_\_ -to-day.

You get your breakfast from the trash, then  
<sup>3</sup>\_\_\_\_\_ for some cash.

Always <sup>4</sup>\_\_\_\_\_ and thin when your meals come from the bin.

Never make ends <sup>5</sup>\_\_\_\_\_ when you're living on the streets.

<sup>6</sup>\_\_\_\_\_ and cold; only young, but feeling old.

Some gather <sup>7</sup>\_\_\_\_\_ to shelter from the weather.

Others stay alone, but no one ever feels at <sup>8</sup>\_\_\_\_\_ .

On the streets. On the streets.

These are the real beats from the streets.

## 5 Write a brief description of what makes a good friend. Mention the kind of behaviour and character traits you would not want in a friend.



GRAMMAR AND VOCABULARY

1 Complete the text with one preposition in each gap.

**EASYTV.CO**

Maha123

**My favourite character** on TV is Nada from the TV series *Help!* I'd love to have a friend like her that everyone can look <sup>1</sup>*up* to. She would never talk <sup>2</sup> \_\_\_\_\_ someone's back and isn't the type to let anyone <sup>3</sup> \_\_\_\_\_, or show <sup>4</sup> \_\_\_\_\_ about her skills and achievements. She always empathises <sup>5</sup> \_\_\_\_\_ the other characters, even if they sometimes make fun <sup>6</sup> \_\_\_\_\_ her. I think Nada is a really good role model.

/ 5

2 Choose the correct words to complete the sentences.

- Intelligent children can get bored if they are not *challenged / resolved* enough.
- If I need help, my best friend Kareem will always *do / make* me a favour.
- Teachers have to *touch / handle* many difficult situations.
- I thought it would be a difficult journey but it turned *out / up* to be an easy one.
- It is terrible that some children are still *going / having* hungry around the world.

/ 5

3 Complete the sentences with the forms from the box.

didn't use to like it ~~is forever asking~~  
used to order will leave will play the drums  
would always remember

- Our teacher *is forever asking* us difficult questions about English grammar!
- Fadia isn't trustworthy - she \_\_\_\_\_ the doors unlocked and forget to turn off the lights.
- Before we started working on our fitness, we \_\_\_\_\_ pizza every night.
- The neighbours \_\_\_\_\_ when we played our music loud.
- I used to rely on my sister because she \_\_\_\_\_ everyone's birthdays.
- The most annoying thing my sister does is that she \_\_\_\_\_ on Saturday mornings.

/ 5

4 Complete the sentences with *where, which, whom*, or *X* (no pronoun). Add commas where necessary.

- Who was that woman *X* taking photographs at the party?
- I waited in a long queue \_\_\_\_\_ was boring.
- Passengers \_\_\_\_\_ sitting in window seats have the best views.
- The receptionist with \_\_\_\_\_ I spoke was very helpful.
- Beirut \_\_\_\_\_ I grew up is the largest city in Lebanon.
- The boy to \_\_\_\_\_ I was talking yesterday was my cousin.

/ 5

USE OF ENGLISH

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

My little sister Faten was not good at sports. My brothers and I often made <sup>1</sup> \_\_\_\_\_ of her because she could not run fast or hit a ball with a racket. But Faten never lost her <sup>2</sup> \_\_\_\_\_ and <sup>3</sup> \_\_\_\_\_ forever asking to play sports with my brothers and other older children. I now realise that she <sup>4</sup> \_\_\_\_\_ carefully watch and learn from every game, and as she got older, she got better and better at every sport she played. Now she is a champion tennis player and if you'd like to <sup>5</sup> \_\_\_\_\_ in her footsteps, she would be happy to tell you how she became so successful.

- |             |             |
|-------------|-------------|
| 1 a fun     | b up        |
| c a fuss    | d ends      |
| 2 a anger   | b temper    |
| c mess      | d behaviour |
| 3 a will be | b was       |
| c would     | d were      |
| 4 a would   | b used      |
| c was       | d is        |
| 5 a go      | b look      |
| c follow    | d find      |

/ 5

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# 04 UNIT VOCABULARY PRACTICE

## 1 Choose the correct words to complete the sentences.

- 1 The journalist *exposed / maintained* the reason why the factory was so polluting.
- 2 Attempting to pay for something with fake bank notes is *fraud / hoax*.
- 3 Investigators found several important *hints / clues* at the crime scene.
- 4 This is one of the most *bizarre / puzzle* stories we've ever reported.
- 5 The accused *claimed / exposed* that he was abroad at the time the crime was committed.

## 2 Complete the text with the words from the box.

clickbait expose interest raise shed spans viral

### WANTED:

Investigative journalist to join our team and help <sup>1</sup>*raise* awareness of important local issues, <sup>2</sup> \_\_\_\_\_ light on the facts behind the headlines and <sup>3</sup> \_\_\_\_\_ corruption in local business and politics. If you dream of reporting in the public <sup>4</sup> \_\_\_\_\_, visit our website for more details.

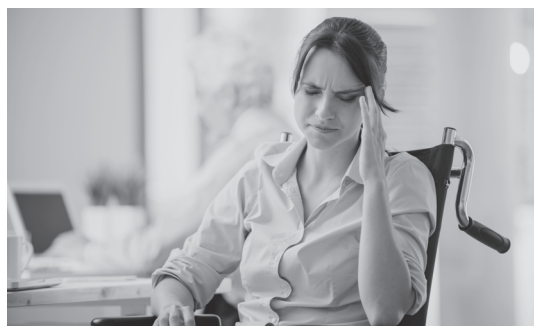
### Got what it takes to write successful

<sup>5</sup> \_\_\_\_\_ headlines? Know what's required to appeal to short attention <sup>6</sup> \_\_\_\_\_ and make a story go <sup>7</sup> \_\_\_\_\_? If so, you could be the one to help us.

Contact Clickplus Marketing for more details.

## 3 Match the two parts of the sentences.

- 1  When Suleiman was offered a job abroad, he immediately seized
  - 2  When I saw some hooligans smashing the windows, I immediately reported
  - 3  The minister promised to release
  - 4  Noura felt overworked and has put in
  - 5  Muna laughed off
- a a statement to the press in the afternoon.  
b a request for a month's holiday.  
c the accusation that she spread the gossip.  
d the incident to the police.  
e the opportunity.



## 4 Choose the correct words to complete the sentences.

- 1 The speaker kept on *mumbling / yelling* quietly under his breath, but I could understand what it was he was saying.
- 2 We were late so we had to *race / glance* to the station.
- 3 Ziad *wandered / tiptoed* past his father's office desperate not to be heard.
- 4 At last she *spotted / gazed* a figure on the horizon and began running towards it.
- 5 He had only *glanced / peered* at the photograph so couldn't remember any details about it.
- 6 Laila, stop it! It's rude to *peer / stare* at people.
- 7 He *muttered / bellowed* something about teenagers, but I couldn't hear exactly what he said.

## 5 Write a short paragraph describing a photograph that is special to you in some way. What happened before and after the photograph was taken?

## GRAMMAR AND VOCABULARY

## 1 Complete the sentences.

- 1 As many people had suggested, the news story about gold in the desert turned out to be a *puzzle* / *hoax*.
- 2 He was a total *enigma* / *fraud* and no one could prove he existed.
- 3 The story *hit* / *woke* the headlines last Friday.
- 4 This book sheds *interest* / *light* on what happened that night.
- 5 The runner *hit* / *exposed* the headlines again by breaking another world record.

/ 5

## 2 Complete the sentences.

corruption   muttering   reported   seized  
verify

- 1 Having lost all his money, he could be heard \_\_\_\_\_ to himself about how unfair life was.
- 2 The journalists in this newspaper always \_\_\_\_\_ their sources.
- 3 The football player \_\_\_\_\_ his opportunity and scored a great goal.
- 4 We \_\_\_\_\_ what we saw to the police.
- 5 He's the famous journalist exposing \_\_\_\_\_ in public life.

/ 5

## 3 Complete the sentences.

- 1 (time / at / no / did / believe / I) \_\_\_\_\_ he would actually turn up on our doorstep.
- 2 (way / no / is / she / in / saying) \_\_\_\_\_ she won't take part in the debate.
- 3 (think / little / they / did) \_\_\_\_\_ someone was recording everything.
- 4 (do / see / seldom / you) \_\_\_\_\_ such beautiful animals up close.
- 5 (so many / never / people / have) \_\_\_\_\_ turned up at the meeting.

/ 5

## 4 Complete the conversation with the correct forms of the verbs in brackets.

- A So how was the film?
- B Well, the whole evening was a disaster. By the time the bus arrived, I <sup>1</sup>**'d been waiting** (wait) in the rain for 20 minutes, and when I finally met up with Issa and got to the cinema, the film <sup>2</sup>\_\_\_\_\_ (already/start).
- A Oh no! Was it a good film at least?
- B Well, I don't know. We had been watching for about 15 minutes when the screen <sup>3</sup>\_\_\_\_\_ (go) blank.
- A What?
- B Apparently they <sup>4</sup>\_\_\_\_\_ (not check) the projector properly, and it broke down. While we <sup>5</sup>\_\_\_\_\_ (wait) for them to fix the projector, they offered us tickets to the other film that was showing, but Issa had already seen it.
- A Oh, dear. So what <sup>6</sup>\_\_\_\_\_ (you/do)?
- B Well, we got our money back and then caught the bus home. A total waste of an evening!

/ 5

## USE OF ENGLISH

## 5 Complete the sentences with the correct words formed from the words in bold.

- 1 This website aims to raise **awareness** of issues that affect young people. **AWARE**
- 2 My computer has broken so I need to find a \_\_\_\_\_. **REPLACE**
- 3 There has been a lot of \_\_\_\_\_ between the neighbours since they had an argument. **TENSE**
- 4 There was a lot of \_\_\_\_\_ in the park as they prepared for the sports day. **ACTIVE**
- 5 The police have released a \_\_\_\_\_ about what happened last night. **STATE**
- 6 The businessman denies the \_\_\_\_\_ that some of the workers made about him. **ALLEGE**

/ 5

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### 1 Complete the sentences with phrases from the box.

colour-blind eyesight hearing loss  
keen sense of smell sensitive palate  
short-sighted

- 1 Many animals have an extremely *keen sense of smell* and can detect food from a great distance.
- 2 Dancing with your head next to a nightclub speaker can result in \_\_\_\_\_.
- 3 A food taster needs to have a very \_\_\_\_\_.
- 4 If someone is \_\_\_\_\_, does it mean they see in black and white?
- 5 I'm \_\_\_\_\_ which means I can't see things in the distance, but I can read without glasses.
- 6 Alia's \_\_\_\_\_ is very poor, so she has to wear very thick glasses.

### 2 Complete the sentences.



- 1 The strong *stench / scent* of fish at the docks is disgusting.
- 2 This smell is *subtle / crunching* and nice.
- 3 As you enter Marina Restaurant, the *mouth-watering / smelly* aroma of garlic fills the air.
- 4 I heard a *thud / roar* when an apple fell from a tree.
- 5 At this time of year, the gardens are filled with the subtle *scent / stench* of wild flowers.
- 6 This particular blue cheese is a bit *smelly / smooth*, but I wouldn't say it *stinks / sizzles*.

### 3 Complete the pairs of sentences with the correct form of the same word or phrase.

- 1 **a** She was *put off* by the idea of swimming after seeing a crocodile in the water.  
**b** You'll be happy to hear we're going to *put off* the test until next week.
- 2 **a** After the earthquake there was \_\_\_\_\_ panic in the surrounding streets.  
**b** Jameel started losing his sight when he was ten, and was completely \_\_\_\_\_ by the age of 16.
- 3 **a** The person who started this company had a \_\_\_\_\_ which has now become reality.  
**b** Kareem has very little \_\_\_\_\_ in his right eye.
- 4 **a** The police officers had to \_\_\_\_\_ the thieves on foot for a short distance.  
**b** We never wanted our only son to \_\_\_\_\_ a career in the army.

### 4 Complete the text with one word in each gap.

Amer and I couldn't be more different when it comes to our taste. I like <sup>1</sup>*mild* food, whereas for Amer, the spicier his food is, the better! He often says what I order is bland. For him, if it's not spicy, then it's not <sup>2</sup>\_\_\_\_\_. He's a real fan of anything savoury, but I prefer <sup>3</sup>\_\_\_\_\_ things. I would happily go straight to the dessert every time! For breakfast we usually have peanut butter on toast. I like my peanut butter smooth, but Amer prefers it <sup>4</sup>\_\_\_\_\_. There is one thing we both agree on though - we like our porridge watery and not <sup>5</sup>\_\_\_\_\_ like cement!

### 5 Complete the sentences with the adjectives from the box.

brilliant deafening ~~petrified~~ proud

- 1 Do I have to have an injection? I'm absolutely *petrified* of needles!
- 2 Salem was a truly \_\_\_\_\_ child.
- 3 When she finished speaking, the applause was \_\_\_\_\_ and she was incredibly \_\_\_\_\_ of herself.
- 6 Write a paragraph about your preferences for food.

## GRAMMAR AND VOCABULARY

## 1 Complete the sentences.

- 1 I can't imagine living without my *short-sighted / eyesight*.
- 2 The only way to *tell the two houses apart / make the two houses out* is to go inside and see how they are decorated.
- 3 There was a truly *mouth-watering / keen* smell coming from the bakery.
- 4 If you leave your football boots wet like that, they'll *stink / stench* even more than usual.
- 5 It takes time to *adjust / change* to life in a new city.

/ 5

## 2 Complete the sentences with one or two words in each gap.

- 1 My brother is *colour-blind*, so he can't tell the difference between colours.
- 2 The \_\_\_\_\_ on my tongue are very sensitive to bitter tastes.
- 3 I don't like \_\_\_\_\_ boiled eggs, so I always boil mine for at least five minutes.
- 4 Talal's pizza was covered in chillies and was so \_\_\_\_\_ that it made him cry.
- 5 It's not pleasant to have such a keen \_\_\_\_\_ of smell when you live near a factory.
- 6 I wear glasses because I am \_\_\_\_\_.

/ 5

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

apply borrow eat go have

- 1 We'd like to encourage you \_\_\_\_\_ for more than one summer job.
- 2 My sister wouldn't let me \_\_\_\_\_ her new hoodie.
- 3 Nader has lived in Spain for years, so he's used to \_\_\_\_\_ a siesta in the afternoons.
- 4 It's too hot to have a full meal at this time of day - I'd rather \_\_\_\_\_ something light.
- 5 I'll never forget \_\_\_\_\_ to that restaurant for the first time.

/ 5

## 4 Complete the sentences with the correct forms of the words in brackets.

- 1 I met my friend in the street and we *stopped to chat* (stop/chat) for a few minutes.
- 2 Osama \_\_\_\_\_ (see/someone/fall over) a shopping bag this morning.
- 3 The kitchen \_\_\_\_\_ (need/clean), but I don't have time now. Will you do it?
- 4 Faten \_\_\_\_\_ (regret/promise) to help now that she has seen how much there is to do.
- 5 We can't simply \_\_\_\_\_ (go on/burn) fossil fuels as if they are harmless.
- 6 I \_\_\_\_\_ (try/give up) sweets last month but I can't live without them.

/ 5

## USE OF ENGLISH

## 5 Complete the sentences with the correct words formed from the words in bold.

There are lots of things that bother me about my flatmate, Hala. First of all, she thinks she's some kind of food expert and is always going on about how <sup>1</sup>*sensitive* (**SENSE**) her palate is. This is particularly annoying because she can't cook to save her life. She made some brownies, but they were so <sup>2</sup>\_\_\_\_\_ (**RUN**) that you couldn't really pick them up. Her cookies on the other hand are so <sup>3</sup>\_\_\_\_\_ (**CRUNCH**) that I actually fear for my teeth. The other really annoying thing is that she never listens properly to what I say. If I didn't know better, I'd say she suffers from some kind of <sup>4</sup>\_\_\_\_\_ (**HEAR**) loss, but in fact, she's just not that <sup>5</sup>\_\_\_\_\_ (**INTEREST**) in me. Finally, she wears too much of an extremely sweet and flowery perfume. The smell is completely <sup>6</sup>\_\_\_\_\_ (**POWER**) and stays in the flat for hours.

/ 5

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# SELF-CHECK ANSWER KEY

## Unit 1

### Exercise 1

1 make 2 lost 3 pass on 4 point 5 wiped

### Exercise 2

2 bewildered 3 lost 4 made 5 stay

### Exercise 3

1b 2b 3c 4c 5a

### Exercise 4

2 will you 3 aren't I 4 was it 5 won't you  
6 isn't it

### Exercise 5

1 currently 2 conversation 3 favourable  
4 weight 5 devastated

## Unit 2

### Exercise 1

2 due to 3 habitat loss 4 endangered species  
5 freak weather 6 lead to

### Exercise 2

1 heavy 2 fin 3 nocturnal 4 skeletons  
5 poachers

### Exercise 3

1a 2c 3b 4b 5a

### Exercise 4

2 We're planning to go home as soon as this class finishes.  
3 Are you meeting Zeinab tomorrow?  
4 I'm about to put dinner on the table.  
5 At the moment, Majeda is thinking of helping a charitable institution.  
6 Jawad's train leaves at 10 a.m.

### Exercise 5

2 to 3 be 4 will 5 second 6 such

## Unit 3

### Exercise 1

2 behind 3 down 4 off 5 with 6 of

### Exercise 2

1 challenged 2 do 3 handle 4 out 5 going

### Exercise 3

2 will leave 3 used to order  
4 didn't use to like it 5 would always remember  
6 will play the drums

### Exercise 4

2 ,which 3 X 4 whom 5 ,where (and comma after 'grew up') 6 whom

### Exercise 5

1c 2b 3a 4b 5c

## Unit 4

### Exercise 1

1 hoax 2 enigma 3 hit 4 light 5 hit

### Exercise 2

1 muttering 2 verify 3 seized 4 reported  
5 corruption

### Exercise 3

1 At no time did I believe  
2 In no way is she saying  
3 Little did they think  
4 Seldom do you see  
5 Never have so many people

### Exercise 4

2 had already started 3 went 4 hadn't checked  
5 were waiting 6 did you do

### Exercise 5

2 replacement 3 tension 4 activity 5 statement  
6 allegation

## Unit 5

### Exercise 1

1 eyesight 2 tell the two houses apart  
3 mouth-watering 4 stink 5 silky

### Exercise 2

2 taste buds 3 runny 4 spicy 5 sense 6 fluffy

### Exercise 3

1 to apply 2 borrow 3 having 4 eat 5 going

### Exercise 4

2 saw someone fall over  
3 needs cleaning 4 regrets promising  
5 go on burning 6 tried to give up

### Exercise 5

2 sticky 3 crunchy 4 hearing  
5 interested 6 overpowering



