



# Jordan High Note Grade 11 Semester 1

## Workbook

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منهاجي  
متعة التعليم الهادف



# 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 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.



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 a story, <sup>4</sup>*will / should* you, Halima? The book of short stories 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 dinner.

**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 dinner, <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 TV programme, <sup>7</sup> \_\_\_\_\_?

**Omar** Let's watch some sport, <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 dinner 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 VOCABULARY

### Vocabulary extension

#### 1 Match the adjectives from the box with their definitions.

astonished bewildered devastated  
ecstatic exasperated livid tense terrified

- 1 very frightened **terrified**
- 2 very surprised \_\_\_\_\_
- 3 very annoyed about something \_\_\_\_\_
- 4 very angry about something \_\_\_\_\_
- 5 unable to relax because you feel nervous \_\_\_\_\_
- 6 very happy about something \_\_\_\_\_
- 7 very confused \_\_\_\_\_
- 8 very unhappy about something \_\_\_\_\_

#### 2 Choose the correct words to complete the text.

For days, the scientists and I felt <sup>1</sup>**exasperated** / **terrified** as we had not found any of the animals we were looking for. So we were all <sup>2</sup>**exasperated** / **astonished** when the first large animal we saw was a gorilla. We had not known the gorillas lived in this area. When the gorilla saw us, it looked <sup>3</sup>**ecstatic** / **tense** and nervous. I slowly took out my camera, but when I pointed it at the animal, it suddenly became <sup>4</sup>**livid** / **astonished**. It gave a loud roar and ran towards us. We were <sup>5</sup>**terrified** / **livid**, but we didn't move and the gorilla stopped, looking <sup>6</sup>**bewildered** / **exasperated**. Then it turned around and slowly walked away. I felt <sup>7</sup>**ecstatic** / **tense** when I was able to take a fantastic photo of the beautiful animal before it disappeared. What an amazing experience!

### Pronunciation



#### 3 1.9 Listen and complete the sentences with a question tag in each gap.

- 1 This trip is very interesting, \_\_\_\_\_?
  - 2 These photos of gorillas come from a book, \_\_\_\_\_?
  - 3 That surprises us, \_\_\_\_\_?
- 4 1.9 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 1.10 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 1.11 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 1.12 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.

**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 and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the words from the box. There are three extra words.

carry get across hit it off laugh pass on  
real bond strike up took to

- We \_\_\_\_\_ right from the start.  
We talked all day!
- We created a \_\_\_\_\_. I felt like I'd known her for a year, not an hour.
- I don't usually like someone immediately but I really \_\_\_\_\_ him.
- My grandparents are really funny. We always have a good \_\_\_\_\_.
- It's sometimes difficult to \_\_\_\_\_ a conversation with people you don't know.

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

- I found it hard to understand what the physics teacher was talking about. **FIGURE**  
→ I found \_\_\_\_\_ what the physics teacher was talking about.
- You must explain your idea very clearly so he understands. **SPELL** → You must \_\_\_\_\_ your idea so he understands.
- Rana has drawn my attention to a problem. **POINTED** → Rana \_\_\_\_\_ a problem to me.
- I couldn't process so much information. **TAKE** → I \_\_\_\_\_ all the information.

### 3 Complete the text with the correct words.

I'm a very good student, so I was really <sup>1</sup>**ecstatic / devastated** when I found out I'd failed an exam. I was really <sup>2</sup>**livid / down in the dumps** while my friends who had passed felt like they were walking on air! I genuinely felt <sup>3</sup>**thrilled / heartbroken** for them but at the same time I was <sup>4</sup>**terrified / bewildered** as to why I hadn't passed.

### 4 Complete the mini-dialogues with a question tag or an echo question.

- A** I'm sure you felt stressed out, \_\_\_\_\_?  
**B** I sure did.
- A** He paid me a lot of compliments.  
**B** \_\_\_\_\_? That's nice!
- A** Don't tell anyone my secret, \_\_\_\_\_?  
**B** Of course not!
- A** I'm always making mistakes, \_\_\_\_\_?  
**B** But you always correct yourself!
- A** We hadn't had such a good laugh for ages, \_\_\_\_\_?  
**B** Right! I really enjoyed myself.
- A** Let's go to the Dead Sea, \_\_\_\_\_?  
**B** That's a great idea!

## USE OF ENGLISH

### 5 Choose the correct words a-c to complete the text.

People <sup>1</sup>\_\_\_\_\_ recording information in the form of writing since ancient times. Subjects were usually connected to religion, science, trade and government, although historians have also <sup>2</sup>\_\_\_\_\_ across letters people wrote to stay in touch in those times.

The spread of postal services in the 19<sup>th</sup> century permitted families and friends to <sup>3</sup>\_\_\_\_\_ messages to each other by letter. <sup>4</sup>\_\_\_\_\_ in contact was much easier than it had ever been.

But why bother writing a letter when you can make small <sup>5</sup>\_\_\_\_\_ on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

- |                    |                   |                      |
|--------------------|-------------------|----------------------|
| <b>1 a</b> were    | <b>b</b> had been | <b>c</b> have been   |
| <b>2 a</b> been    | <b>b</b> gone     | <b>c</b> come        |
| <b>3 a</b> convey  | <b>b</b> carry    | <b>c</b> write       |
| <b>4 a</b> Staying | <b>b</b> Passing  | <b>c</b> Maintaining |
| <b>5 a</b> chat    | <b>b</b> speak    | <b>c</b> talk        |

## READING

6 Read the text. Match sentences A–F with gaps 1–6 in the text.

- A Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.
- B It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English.
- C This was attributed to a mixture of cultural reasons and past government policies.
- D Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.
- E India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries.
- F The vast majority of students at secondary school learn a foreign language, which is often English.

## WRITING

7 Read the task below.

Social media sites are never popular for long because people invent other sites that are more interesting. Do you agree?

- 1 Decide if you agree or not.
- 2 Research facts to support your ideas.
- 3 Plan an analytical essay in paragraphs.

Write your essay.

## The next lingua franca

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. <sup>1</sup> \_\_\_\_\_ However, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important.

On the other hand, the situation in other countries is different. <sup>2</sup> \_\_\_\_\_ English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future.

There are many reasons for this. Firstly, having a good command of a foreign language can help young people be successful in their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun! <sup>3</sup> \_\_\_\_\_ This is a great way of promoting global understanding too.

However, is English really as crucial as the large number of students of English would suggest? <sup>4</sup> \_\_\_\_\_ The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering.

Take the future of business. <sup>5</sup> \_\_\_\_\_ Reports also suggest Arabic and Spanish will be important languages to do business in.

As far as travel is concerned, Chinese is the most spoken language in the world, but as it is complex, it isn't the ideal lingua franca. <sup>6</sup> \_\_\_\_\_ So, English as a vehicle of international communication would seem to be here to stay.



## 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

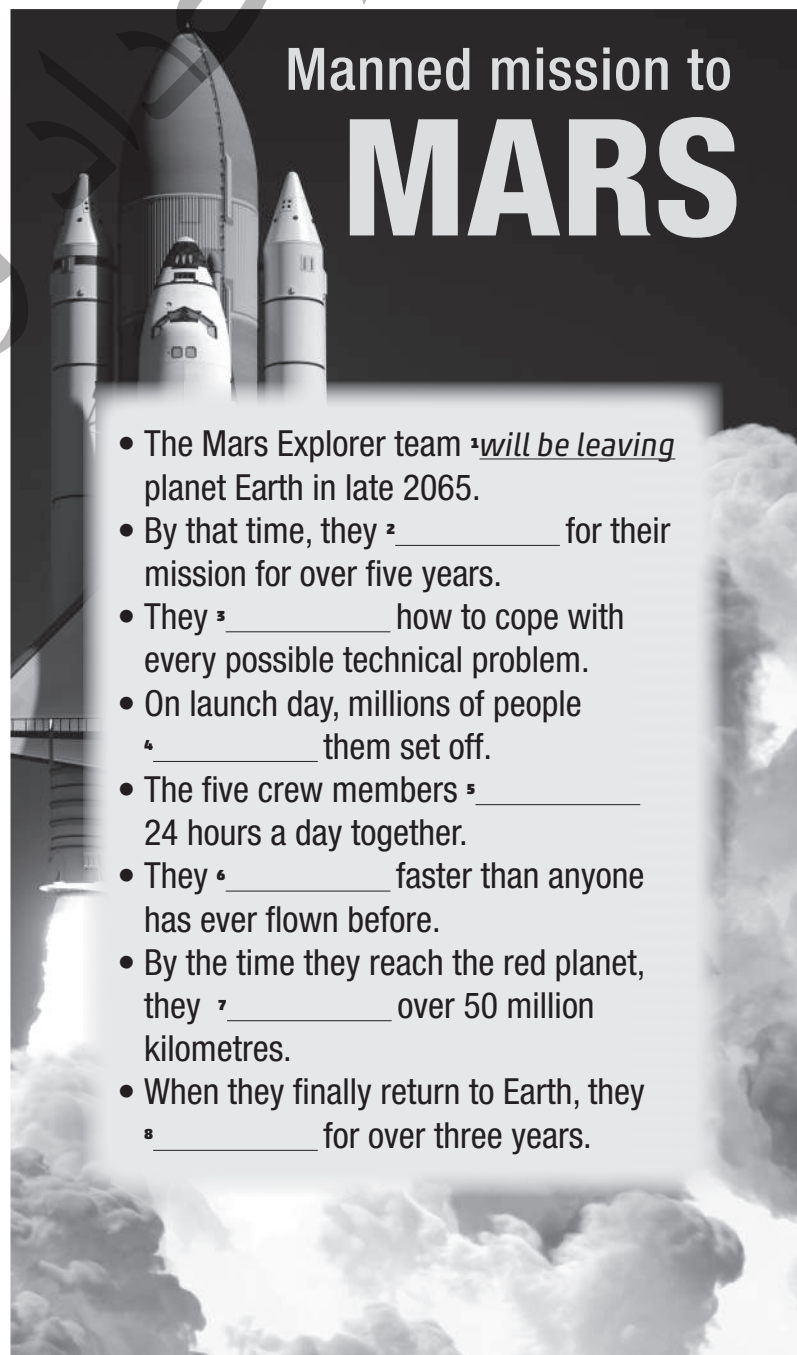
3 ★ Choose the correct words to complete the sentences. In one sentence both answers are possible.

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 12 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 ★ Choose the correct words to complete the sentences.

1 A big **cause / rise** of climate change is greenhouse gases.

2 Developments in technology have **given rise / resulted** to artificial intelligence.

3 As a **consequence / cause** of artificial intelligence, some people have lost their jobs.

8 ★★★ 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.

9 ★★★ 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?

10 ★★★ 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.



- Rain that contains lots of pollutants is called a \_\_d\_r\_\_in.
- Coal, oil and gas are examples of f\_\_ss\_\_lf\_\_e\_\_s.
- The gradual increase in the Earth's temperature is called global w\_\_\_\_\_g.
- The disappearance of areas that are home to plants and animals is called loss of h\_\_b\_\_t\_\_.
- 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 gas   ozone layer  
renewable energy   toxic waste  
water scarcity   wind turbine

- types of animals in danger of extinction  
*endangered species*
- lack of water \_\_\_\_\_
- power produced by wind, sun, etc.  
\_\_\_\_\_
- a machine used to produce electric power  
\_\_\_\_\_
- chemicals and other harmful waste products \_\_\_\_\_
- 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 something trapped in the atmosphere which causes the planet to heat up  
\_\_\_\_\_

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



- climate change
- industrial waste
- wind turbine
- 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 VOCABULARY

Vocabulary extension

1 Complete the sentences with the correct form of the words from the box. More than one answer may be possible.



blister force humid scorch soar  
torrent zero

- 1 If you go to the desert in the summer, you can expect scorching temperatures.
- 2 The coast was hit last night by \_\_\_\_\_ winds which damaged many houses.
- 3 There will be \_\_\_\_\_ temperatures next week as we move into the summer.
- 4 The north of Africa can be cold in the winter, although \_\_\_\_\_ temperatures are unusual.
- 5 \_\_\_\_\_ rain caused flooding in much of the country yesterday morning.
- 6 People who live in the desert are used to the \_\_\_\_\_ heat.
- 7 I don't mind hot countries, but I find the high \_\_\_\_\_ of countries like Thailand difficult to enjoy.

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

Pronunciation



3 2.5 Read some words. How are the underlined vowel sounds pronounced? Listen and check.

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

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*).

4 2.6 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
	extinct

5 2.7 Listen and notice how the vowel sound changes.



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

Practise saying the pairs of words.

6 2.8 Read these pairs of words. Listen and tick the word you hear.



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

## 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.

## 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. 14–15	
2	I can talk about threats to the environment.	Student's Book p. 16	
3	I can understand signposting in a lecture and talk about climate change.	Student's Book p. 17	
4	I can identify specific details in an article and talk about endangered species.	Student's Book pp. 18–19	
5	I can use fixed phrases to express indecision, agreement, disagreement.	Student's Book p. 20	
6	I can use a variety of forms to talk about plans and hopes.	Student's Book p. 21	
7	I can write a formal email.	Student's Book pp. 22–23	

## 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

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the words from the box. There are three extra words.

acid blistering boiling erosion  
freak freezing fumes greenhouse  
layer ozone scarcity torrential  
turbines vehicle

- 1 The weather is really weird. It's \_\_\_\_\_ cold one minute and then \_\_\_\_\_ hot the next.
  - 2 Pollution in the atmosphere results in \_\_\_\_\_ rain.
  - 3 Soil \_\_\_\_\_ happens when the plants and trees that keep it in place are destroyed by the elements or man.
  - 4 The \_\_\_\_\_ heat caused the pavement to melt!
  - 5 Powerful wind \_\_\_\_\_ use wind power to create energy.
  - 6 A good way of reducing \_\_\_\_\_ emissions is to promote the production of electric cars, which don't produce harmful exhaust \_\_\_\_\_.
  - 7 Because of global warming, \_\_\_\_\_ weather conditions are more common with periods of drought followed by \_\_\_\_\_ rain.
  - 8 Below average rainfall can result in water \_\_\_\_\_.
- 2 Look at the underlined expressions. Tick (✓) the correct ones, cross (X) those that are wrong and correct them.

- 1 I hope I'll earn  so much money by the time I'm 40 that I won't need to work anymore . will have earned
- 2 This time next week, you are going to give  your presentation about climate change but you won't have finished  yet!
- 3 Some scientists think that by the end of the 21<sup>st</sup> century we will be discovering  a cure to many serious illnesses so probably we are going to live  a lot longer.
- 4 By six o'clock, they will be working for  24 hours non-stop to clear up the damage caused by the flood. Extra help is certain to arrive  soon.

### 3 Complete the dialogues with the correct future forms of the verbs in brackets.


- 1 A What are you up to later?  
B Well, I \_\_\_\_\_ (hope) to finish my school project. After that, I \_\_\_\_\_ (go) to the 'Save the Planet' lecture. I've arranged to meet everyone at 5 p.m.
- 2 A Are you ready yet? The guests \_\_\_\_\_ (arrive) soon. It's almost seven o'clock!  
B They \_\_\_\_\_ (come) at eight, not seven. Don't panic!
- 3 A What do you think of the new weather app?  
B I haven't used it yet. I \_\_\_\_\_ (give) it a try later on. Then I \_\_\_\_\_ (let) you know.
- 4 A I \_\_\_\_\_ (plan) to go to the lecture on the blobfish. What time \_\_\_\_\_ it \_\_\_\_\_ (start)?  
B At 2 p.m. So hurry up!

## USE OF ENGLISH

- 4 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 The lecture is going to start soon. **ABOUT**  
The lecture \_\_\_\_\_.
  - 2 It's been so hot today that it's very probable there will be a storm here. **BOUND**  
It's been so hot today that a storm \_\_\_\_\_ here.
  - 3 The bridge was closed because of gale force winds. **TO**  
The bridge was closed \_\_\_\_\_.
  - 4 It is probable global warming will be worse in 50 years. **LIKELY**  
Global warming \_\_\_\_\_ in 50 years.
  - 5 We have arranged to meet on Thursday morning. **PLANNING**  
\_\_\_\_\_ on Thursday morning.
  - 6 Global warming has caused freak weather in many parts of the world. **RISE**  
Global warming \_\_\_\_\_ freak weather in many parts of the world.

## LISTENING



**5**  **2.14** You are going to hear four short recordings. Read questions 1–4 and the possible answers. Then listen and choose the correct answer for each recording.

- 1 You are going to hear a radio weather forecast. What does the presenter announce?
  - a It is about to snow in the south.
  - b The weather will get better.
  - c Temperatures are below 5 °C everywhere.
- 2 You are going to hear two friends talking about something. What are they discussing?
  - a Which animal to sponsor.
  - b Which animal photo to put on a website.
  - c Which animals are in the greatest danger of extinction.
- 3 You are going to hear a student talking to a teacher. Why did the student choose this volunteering project?
  - a It was recommended to him.
  - b It will help him to learn people skills.
  - c He would like to work with animals.

- 4 You are going to hear a young woman talking about a hobby. How does she feel about it?
  - a She finds it boring.
  - b She finds it addictive.
  - c She would like to be better at it.

## WRITING

**6** You see this leaflet about the proposed construction of a new road. You agree with the objections and decide to write a letter to the council.

### Say NO now!

There is a plan to construct a new road link to the town centre to improve access and help businesses including shops.

It is a BIG MISTAKE!

- It will increase noise pollution.
- Vehicle emissions will rise.
- It will damage both the environment and tourism.

**Write your letter.**

## 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 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 When my little brothers argue, I always stop them! **PEACEMAKER**

When my little brothers argue, I \_\_\_\_\_.

2 My grandparents look after us really well when we visit them. **FUSS**

My grandparents always \_\_\_\_\_.

3 A boy at my school often says things to make people angry. **WIND**

A boy at my school always tries to \_\_\_\_\_.

4 The teacher got angry after the children behaved badly in class. **MESS**

The teacher got angry when \_\_\_\_\_.

5 When he was little, my brother used to react badly to silly things. **BLOW**

When he was little, my brother used to \_\_\_\_\_.

5 ★★ 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.'

6 ★★ 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!

7 ★★★ 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 a would be  
b used to be  
c was
- 2 a would feel  
b felt  
c used to feel
- 3 a would stare  
b used to stare  
c was staring
- 4 a didn't  
b wouldn't  
c didn't use to
- 5 a fell  
b used to fall  
c would fall

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



## LESSON 2B VOCABULARY

### Vocabulary extension

#### 1 Match the words from the box with their definitions.

~~clash~~ flunk relocate row sibling

- 1 a fight or strong disagreement clash
- 2 move to a new place to live or for work \_\_\_\_\_
- 3 a noisy argument or fight \_\_\_\_\_
- 4 a brother or sister \_\_\_\_\_
- 5 fail to do something \_\_\_\_\_

#### 2 Complete the sentences with the correct form of the words from Exercise 1.

- 1 You must work hard or you might \_\_\_\_\_ your exams.
- 2 When he was younger, my grandfather had to \_\_\_\_\_ to Egypt when he was offered a job there.
- 3 I have always got on well with my sisters and we never had \_\_\_\_\_ when we were younger.
- 4 My mother has five \_\_\_\_\_, two boys and three girls!
- 5 Ali's brothers are very different and they often \_\_\_\_\_ about which book to choose at a library, for example.

#### 3 Write a short paragraph about your siblings. Do you ever have a row or clash over anything? If yes, what about?

### Pronunciation



- 4 3.4 Listen to some pairs of sentences, paying particular attention to how the underlined words differ from each other.

#### What do you notice about their pronunciation?

- 1 a Some people 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.

#### 5 3.5 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.

#### 6 3.5 Listen again and repeat the sentences in Exercise 5.

#### 7 3.6 Which words in these sentences have a weak form? Listen and check.



#### 8 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 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** athletes are constantly training.
- 6 Why can't you act your age and stop being so **dedicated / immature**?
- 7 Nawal proved she was **compassionate / charming** by helping 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 people criticised his 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~~   defensive   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 \_\_\_\_\_
- 9 behaving in a way that shows you think someone is criticising you \_\_\_\_\_

### 3 ★★ Use 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 poet, 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** \_\_\_\_\_, writers whose books 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 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?*

*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

**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. 26-27	
2	I can distinguish between opinion and facts in a radio programme and talk about life events.	Student's Book p. 28	
3	I can talk about personal qualities and behaviour.	Student's Book p. 29	
4	I can identify attitudes and feelings of characters in a text and talk about the problems of poverty.	Student's Book pp. 30-31	
5	I can use defining and non-defining relative clauses to give additional information.	Student's Book p. 32	
6	I can use generalisations to talk about something that is usually true.	Student's Book p. 33	
7	I can write an opinion essay.	Student's Book pp. 34-35	

**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

## VOCABULARY AND GRAMMAR

### 1 Complete the text with the words/phrases from the box. There are two extra words.

compassionate decent despise idolise  
immature influence making a fuss  
modest pushy showing

News stories about <sup>1</sup> \_\_\_\_\_ citizens who help old women across the road, and <sup>2</sup> \_\_\_\_\_ individuals who are concerned about others do make the news from time to time. <sup>3</sup> \_\_\_\_\_ people who perform heroic acts without <sup>4</sup> \_\_\_\_\_ and telling everyone about it can be interesting.

However, the stories in some types of newspapers and websites are often about <sup>5</sup> \_\_\_\_\_, attention-seeking individuals, who simply love <sup>6</sup> \_\_\_\_\_ off. Some of these celebrities even have their own TV shows. Why should the public be interested in who they row with? People like this are a bad <sup>7</sup> \_\_\_\_\_ on young people. Surely, we shouldn't <sup>8</sup> \_\_\_\_\_ them and give them celebrity status!

### 2 Choose the correct words/phrases to complete the sentences.

- 1 I **lost my temper / empathised** with my sister last night. I usually control myself.
- 2 He's **the peacemaker / capable** and always does his best to resolve arguments.
- 3 A good friend should never **talk about / fall out with** you behind your back.
- 4 She doesn't earn much money and finds it hard to **make ends meet / live hand-to-mouth**.
- 5 They are both very **defensive / sincere** and always tell the truth.
- 6 I **admire / loathe** people who behave like that. What she did was unacceptable!
- 7 You can always count on her. She's the most **trustworthy / compassionate** person I know.

### 3 Complete the sentences. Use the Present Continuous or Past Continuous, *will, used to* or *would*. Sometimes more than one answer is possible.

- 1 My sister \_\_\_\_\_ forever \_\_\_\_\_ (borrow) my clothes without asking me. It's very irritating!
- 2 When I was a child, we \_\_\_\_\_ (live) in a house by the sea, but now we live in a city.
- 3 My brother can't keep a secret. He \_\_\_\_\_ (post) anything you tell him on his blog immediately.

### 4 Rewrite the sentences as one sentence using a defining or non-defining relative clause.

- 1 That boy's mum is Japanese. He's fluent in five languages.  
That boy \_\_\_\_\_.
- 2 My grandma's house has no wi-fi. It's very annoying.  
My \_\_\_\_\_.
- 3 They go to that beach in summer. It's their favourite place.  
The beach \_\_\_\_\_.

### 5 Replace the underlined phrase with a participle clause.

- 1 People who want to make an appointment should do so online.
- 2 Did you see that car which was parked next to ours?



## USE OF ENGLISH

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

You might think this is an overgeneralisation but on <sup>1</sup> \_\_\_\_\_ whole I believe that people don't change much. Take my old school friend, Mariam Sabah. Mariam was a quiet girl who everyone looked <sup>2</sup> \_\_\_\_\_ to because she always did the right thing. She was a dedicated student who <sup>3</sup> \_\_\_\_\_ always come top of the class in everything. When she was 14, she seemed to be very grown up in relation to the rest of us. She never behaved badly and always <sup>4</sup> \_\_\_\_\_ a good example. Mariam never went out much but was a very popular girl.

## READING

### 7 Read the article and complete the notes with 1-4 words in each gap.

## HOW SMARTPHONES AFFECT FRIENDSHIPS

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It's like having your friends right in your pocket!

What's really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections.

And when you need some advice, your friends are just a message away. Whether it's sharing a joke to make someone's day better or listening when they need someone to talk to, smartphones make it easy to support each other.

So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

- 1 When it comes to friendship smartphones are \_\_\_\_\_.
- 2 Wherever you are smartphones help you \_\_\_\_\_ with your friends.
- 3 With smartphones you don't need to be with your friends to have \_\_\_\_\_ together.
- 4 You can send a message to your friends if you need \_\_\_\_\_.
- 5 Our friendships can become \_\_\_\_\_ as smartphones help us stay connected.

## WRITING

### 8 Read the task below.

'We learn more from our school environment than we do from our friends.' Do you agree?

Write about ...

- 1 values such as honesty.
- 2 skills.
- 3 your own idea.

**Write your essay.**

## 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** The football team *had been playing* for an hour before they scored a goal.
- b** The football team \_\_\_\_\_ three matches without scoring a goal.

#### 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 The guests \_\_\_\_\_ (chat) to each other.
- 4 Rakan \_\_\_\_\_ (wait) all week for the chance to play football with his friends.
- 5 While they \_\_\_\_\_ (talk), there was a power cut and the lights went off.
- 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 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 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 anyone knew who the director was.
- 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 5B VOCABULARY

## Vocabulary extension

### 1 Match the words 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 \_\_\_\_\_

### 2 Complete the sentences with the words from Exercise 1.

- 1 Fadi's grandparents died last year, so this photo of them is very poignant.
- 2 The photographer asked the children to \_\_\_\_\_ in front of the beach.
- 3 The \_\_\_\_\_ of today's lesson is photographers.
- 4 The photographer wanted to \_\_\_\_\_ the light on the lake, and does it well.
- 5 The pictures \_\_\_\_\_ a feeling of relaxation and calm.
- 6 You'll need to \_\_\_\_\_ the passport photo so you can only see your head and shoulders.
- 7 We took a \_\_\_\_\_ photo so that you can see how large the desert is.

### 3 ★★★ Write a short paragraph about a photo that is important to you.

## Pronunciation

### 4 4.7 Read the sentences. Find the stressed syllables in the underline words. What happens to the unstressed syllables? Listen and check.



- 1 You're listening to your teacher.
- 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*)

### 5 4.8 Listen and find the unstressed syllable with the sound /ə/ in each adjective.



- |                 |             |
|-----------------|-------------|
| 1 <u>edible</u> | 3 different |
| 2 beautiful     | 4 dangerous |

### 6 Practise saying the words from Exercise 5.



**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. 36-37	
2	I can talk about the news.	Student's Book p. 38	
3	I can use negative inversion to add emphasis.	Student's Book p. 39	
4	I can recognise bias in news reports and talk about protests.	Student's Book pp. 40-41	
5	I can identify specific details in a radio programme and talk about photos.	Student's Book p. 42	
6	I can tell an anecdote.	Student's Book p. 43	
7	I can write a story.	Student's Book pp.44-45	

**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

## VOCABULARY AND GRAMMAR

### 1 Choose the correct words.

- 1 The journalist **exposed / claimed** his story was true, although it is difficult to believe him.
- 2 Tourists love **posing / peering** for photos in front of famous buildings.
- 3 She spent four years in prison for **hoax / fraud**.
- 4 No one will ever know what really happened. It remains **a clue / an enigma**.
- 5 The men refuted the **expression / allegation** that they had committed the crime.
- 6 I love taking **landscape / composed** photos of the countryside.
- 7 This photo **captures / evokes** a feeling of nostalgia.

### 2 Complete the dialogue.

- A:** I'd like to work in journalism. I think it would be very rewarding to help <sup>1</sup>e \_\_\_\_\_ corruption.
- B:** I agree, although it depends what type of a journalist you are! Some don't work in the <sup>2</sup>p \_\_\_\_\_ interest. They love exaggerating and write <sup>3</sup>s \_\_\_\_\_ stories about things that aren't really very important at all, just to get people to read their reports. People seem to love clicking on their clickbait <sup>4</sup>h \_\_\_\_\_, whatever the story.
- A:** True. What makes a story worth publishing depends on the newspaper or site. Some of them seem to think that stories about absolute rubbish are <sup>5</sup>n \_\_\_\_\_. I'd like to write <sup>6</sup>b \_\_\_\_\_ articles presenting both <sup>7</sup>s \_\_\_\_\_ of a story. I'd really like to shed <sup>8</sup>l \_\_\_\_\_ on issues of real importance that people should know about.
- B:** What if you had to write a really sad, <sup>9</sup>h \_\_\_\_\_ story? Could you do it?
- A:** I guess so, but I'd like to work on happy, <sup>10</sup>h \_\_\_\_\_ ones too which help readers feel good.

### 3 Circle the odd one out.

- 1 glance / race / spot / peer
- 2 shuffle / snap / wander / tiptoe
- 3 bellow / yell / shriek / whisper

### 4 Complete the sentences with the correct form of the verbs in brackets.

- 1 They were delighted as they \_\_\_\_\_ (just / solve) the puzzle.
- 2 Mustafa \_\_\_\_\_ (break) his leg last week. Before he \_\_\_\_\_ (fall), he \_\_\_\_\_ (try) to climb to the top of the mountain.
- 3 The project was great, but when we \_\_\_\_\_ (write) the results on the computer, the electricity \_\_\_\_\_ (go) off and we couldn't finish it.
- 4 The tourists \_\_\_\_\_ (stand) at the bus stop for an hour before the bus \_\_\_\_\_ (arrive).
- 5 The airport \_\_\_\_\_ (close) two days ago because someone \_\_\_\_\_ (phone) to say there \_\_\_\_\_ (be) a bad storm coming. Luckily, it \_\_\_\_\_ (be) only a hoax.

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

Little did    Never have I heard  
 No sooner had    Not only did    Scarcely had  
 Under no circumstances

- 1 \_\_\_\_\_ such a weird story!
- 2 \_\_\_\_\_ should you leave the building.
- 3 \_\_\_\_\_ he run a marathon, but he did it alone!
- 4 \_\_\_\_\_ she made the statement than she realised she had made a big mistake.
- 5 \_\_\_\_\_ he know what a lucky escape he had had.
- 6 \_\_\_\_\_ she started reading when she realised it was a hoax.



## USE OF ENGLISH

6 Complete the text with the correct words formed from the verbs in bold.

# THE DEATH OF THE PRINT MEDIA?

By the year 2000, online news sites had begun to spread, although the vast <sup>1</sup> \_\_\_\_\_ (**MAJOR**) of people still read their news in a traditional print newspaper. Soon after, many people switched to online news sites because of rapid <sup>2</sup> \_\_\_\_\_ (**IMPROVE**) in mobile Internet technology and the digital media itself.


Many employees of print media <sup>3</sup> \_\_\_\_\_ (**ORGANISE**) lost their jobs due to the widespread closures of local and regional press offices. In order to survive, the national daily print newspapers took the opportunity to develop digital media alternatives. <sup>4</sup> \_\_\_\_\_ (**CLEAR**), this

strategy worked as it pleased both readers who preferred print and the new online readership. However, and perhaps <sup>5</sup> \_\_\_\_\_ (**BELIEVE**), not only are the big printed dailies still here, but they are still the preferred form for people to get news. In the UK, 25% of adults still read a printed newspaper.

So, we can perhaps conclude that digital media isn't simply a <sup>6</sup> \_\_\_\_\_ (**REPLACE**) for old-fashioned print media, but rather a compliment. Anyway, surely it is the <sup>7</sup> \_\_\_\_\_ (**FREE**) of the press that matters, rather than the way information is presented to us?

## LISTENING



7  4.10 You are going to hear part of a radio interview with a journalist.

Listen and choose the correct answer.

- Who or what influences people the most?
  - the Internet
  - the mass media
  - people we know and respect
- Why does Mazen tell the story about *The War of the Worlds* broadcast?
  - To show what a good writer Orson Welles was.
  - To demonstrate people usually trust the media.
  - To show that Americans don't believe fiction.
- What opinion about the media does Mazen express?
  - It should keep people informed about important subjects and people.
  - Journalists should be better trained.
  - It is often deliberately biased.

4 What does Mazen say about fake news?

- The social media is responsible for it.
  - People enjoy passing round untrue stories.
  - It is passed round because people believe it.
- 5 How does Mazen feel about people's attitude to news?
- confused
  - worried
  - frustrated

## WRITING

8 You read this advertisement on your college website about a competition and decide to enter.

### Writing Club

Write a story beginning or ending with the sentence:

*It was the most unusual day Omar had ever had!*

We look forward to reading your story!

Write your story.

## 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
- a tempt your taste buds.  
 b to know 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 **1 to find** (find) that it was dry and not wet. While **2** \_\_\_\_\_ (hold) the snake, I felt it begin **3** \_\_\_\_\_ (wrap) itself round my arm, but I didn't feel threatened. I don't think it intended **4** \_\_\_\_\_ (do) me any harm. In fact, it seemed **5** \_\_\_\_\_ (want) to show me affection. Nothing about the snake was what I'd expected. I felt lucky that it had let me **6** \_\_\_\_\_ (touch) it.

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

## READ

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

## DO

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

## WATCH

Maha can't stand **7** \_\_\_\_\_ violent films or TV series. She refuses **8** \_\_\_\_\_ anything where violence is shown as entertainment. **9** \_\_\_\_\_ 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 **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 \_\_\_\_\_ (play) with dolls.

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 in a football team 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 turn** 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.

When I walked into the café near the river, I smelled the <sup>1</sup>*stink / aroma* of fresh coffee as soon as I opened the door. I ordered a coffee 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*. 'You can probably smell our fresh croissants,' said the owner with considerable pride. So I ordered two croissants with honey. The honey was delicious; it was very <sup>3</sup>*smooth / spiky* with a <sup>4</sup>*subtle / smelly* hint of lavender. The lovely <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 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.

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 fizzy 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 reach the highest shelf, 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 *recite / reciting* the poem from beginning to end. \_\_\_\_\_
- 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/improve need/clean remember/  
smell smell/food/cook stop/smell  
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 doing the following. 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 5B VOCABULARY

## Vocabulary extension

1 Match the food words 1-5 with the words that can describe them a-e.

- |   |           |
|---|-----------|
| 1 <input checked="" type="checkbox"/> yoghurt | a runny   |
| 2 <input type="checkbox"/> chilli sauce       | b sweet   |
| 3 <input type="checkbox"/> nuts               | c smooth  |
| 4 <input type="checkbox"/> soup               | d spicy   |
| 5 <input type="checkbox"/> chocolate          | e crunchy |

2 Which food words can you describe as the following?

- |           |       |
|-----------|-------|
| 1 thick   | _____ |
| 2 watery  | _____ |
| 3 savoury | _____ |
| 4 tasty   | _____ |
| 5 bland   | _____ |

3 Complete the recipe with the words from the box.



boiled food processor pan peel  
simmer slice whiz

Today we're going to make a cabbage soup. First, <sup>1</sup> peel one garlic and an onion. Chop them finely and cook them in a <sup>2</sup> \_\_\_\_\_ until they are soft. <sup>3</sup> \_\_\_\_\_ some cabbage into small pieces and add it to the garlic and onions. <sup>4</sup> \_\_\_\_\_ some water and add it to the mixture. <sup>5</sup> \_\_\_\_\_ the mixture for a few minutes. Then pour the mixture into a <sup>6</sup> \_\_\_\_\_. <sup>7</sup> \_\_\_\_\_ the mixture until you have a nice, smooth soup.

## 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 5.10 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 5.11 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

**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. 48–49	
2	I can talk about the senses.	Student's Book p. 50	
3	I can use verbs with gerunds and infinitives to talk about different actions.	Student's Book p. 51	
4	I can identify clues in a text and talk about disabilities.	Student's Book pp. 52–53	
5	I can identify specific details in a podcast and talk about food and cooking.	Student's Book p. 54	
6	I can ask and answer questions about preferences.	Student's Book p. 55	
7	I can write a review.	Student's Book pp. 56–57	

**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

VOCABULARY AND GRAMMAR

1 Complete the text with the correct words.

I have a keen sense of <sup>1</sup>**aroma / smell** and I could tell something was burning in the restaurant's kitchen. Added to that, my friend and I were seated at a table near to the rubbish bins. The <sup>2</sup>**stench / scent** when someone opened the bins was so <sup>3</sup>**subtle / overpowering** that we felt sick.

Then, my friend told me the colour scheme wasn't very attractive. I am <sup>4</sup>**short-sighted / colour-blind**, so I couldn't <sup>5</sup>**tell / see**. My friend said the colour green was putting her <sup>6</sup>**off / away from** any food.

I don't like strong, <sup>7</sup>**savoury / spicy** food so I ordered a mild curry. It looked <sup>8</sup>**tasty / sweet** enough, but the reality was disappointing. It was <sup>9</sup>**bland / mouth-watering** and had very little taste.



2 Choose the correct words to complete the sentences.

- 1 Don't touch that cactus. It's super **prickly / silky / squishy**.
- 2 The child's hands are very **sticky / coarse / spiky** because she has been sticking things with glue.
- 3 We could smell the subtle **scent / aroma / stink** of roses as we entered the room.
- 4 The Maths exam was really **smooth / tough / bland** but I managed to get a good grade.
- 5 There was no noise except for the **humming / buzzing / rustling** of paper as the students began the test.

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

- 1 Soon after the car stopped \_\_\_\_\_ (make) a funny noise, I stopped \_\_\_\_\_ (buy) some petrol.
- 2 Look at that boy \_\_\_\_\_ (leave) the shop! I saw him \_\_\_\_\_ (buy) a very expensive new laptop.
- 3 **A** This wardrobe needs \_\_\_\_\_ (sort) out. It's full of old clothes!  
**B** Sorry. I meant \_\_\_\_\_ (do) it last week!
- 4 **A** Did you remember \_\_\_\_\_ (bring) the tickets?  
**B** Oh no! I remember \_\_\_\_\_ (put) them in my wallet but I can't find them now!

USE OF ENGLISH

4 Complete the text with words a-c.

## Pink noise

More people than we realise suffer from insomnia. They just can't get to sleep or stay asleep. Some insomniacs try to put <sup>1</sup>\_\_\_\_\_ going to bed and when they are eventually ready, they do the most bizarre things just to fall asleep, such as counting sheep. They think it's worth <sup>2</sup>\_\_\_\_\_ anything!

Well, help may be at hand! Scientists have found that 'pink noise' can improve deep sleep. Ocean waves, waterfalls, heartbeats and even traffic are natural examples of this type of noise. Listening to pink noise is <sup>3</sup>\_\_\_\_\_ safe.

- |                    |                       |                    |
|--------------------|-----------------------|--------------------|
| 1 <b>a</b> on      | 2 <b>b</b> up         | 3 <b>c</b> off     |
| 2 <b>a</b> making  | 3 <b>b</b> suggesting | 1 <b>c</b> trying  |
| 3 <b>a</b> finally | 1 <b>b</b> absolutely | 2 <b>c</b> utterly |

## READING

### 5 Read the article and choose the correct answers.

- The information on the Yale tablets tells us
  - how to cook dishes.
  - what people ate every day.
  - what dishes were popular with the wealthy.
- What happened in the 1800s?
  - People started to enjoy food more.
  - Gastronomy began in France.
  - People started to consider eating as a sensual experience.
- The author thinks restaurant owners and cooks should
  - pay more attention to the chemical aspects of cooking.
  - introduce molecular cuisine.
  - consider the diner's whole sensory experience.
- The writer's purpose is to
  - show how gastronomy has changed over time.
  - explain why our senses are important when we eat.
  - teach us about molecular gastronomy.

## WRITING

### 6 You have seen this announcement.

#### WHAT'S ON IN TOWN?

We're looking for reviews of the best places for students to hang out and to eat in town. Tell us about your experiences!

- Describe your favourite places.
- Tell us why you recommend them.
- Is there anywhere you would advise against?

**Write your review.**

## FOOD AND SCIENCE

The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. We tend to associate this concept with top chefs and food connoisseurs who spend their time fine dining and writing reviews of their eating experiences. In fact, it covers such diverse areas as food science, cultural food studies and food manufacturing.

Gastronomy itself has been around as long as food has. Cookery books from different periods in time reveal a lot not only about the food people liked to eat then, but also about society. The oldest 'cookery' books are in fact three tablets from Yale University Babylonian Collection dating back to 1700 BCE. They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads. Interestingly, only the ingredients are listed and there are no cooking instructions.

It was in the 1800s that gastronomy began to emerge as a field of study that went beyond food preparation and simple enjoyment.

Led by the French, gastronomists began to see dining as an experience in which all of the senses interacted, enabling us to fully enjoy a meal. From then on, our understanding of how our senses work and interact with our environment increased hugely.

One interesting scientific development that made a big impact on the world of restaurant and home cooking at the end of the 20<sup>th</sup> century was molecular gastronomy. This concerns the physical and chemical changes that occur during cooking. Chefs who understand this can create mouth-watering and unusual dishes. For instance, they can make fruit look and taste like meat!

However, restaurants that still serve well-known traditional dishes are also enjoyed by everyone. For example, Hashem Restaurant in Amman is famous for its food. It is the oldest restaurant in Amman and serves local food at cheap prices despite that it hosts celebrities and even royalty! Traditional food can be special because it uses the senses to connect to memories too.

## PHRASAL VERBS

- be blown away:** I was blown away by their performance.
- be fed up with:** Our boss is completely fed up with all the paperwork.
- 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 a 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 museum last week on a 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 ends up in landfill.
- fall out with:** Dalia's falling out with her friend.
- 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 before. But not this time. This time I was going to prison.
- get on with:** How well do you get on with Ali?
- 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?
- hang up:** We say 'hang up the phone' because phones used to be hung on the wall.
- hold down:** People with autism might have problems holding down a job.
- laugh off:** Locals laughed off the accusation.
- look down on:** Mr Ghanem looks down on anyone who hasn't had an education.
- look up to:** I've always looked up to Amer.
- 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.
- pick up:** The world's largest radio dish can pick up signals from even the very deepest realms of space.
- pick up:** Dad's picking up his new electric car tonight at 7 p.m.
- pick up:** I picked up the new language quickly.
- point out:** Jane Goodall pointed out that the animals couldn't communicate using language like people.
- put in:** Concerned individuals put in a 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 show 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 planning to stay up that long?
- strike up:** Often the best way to strike up a conversation is 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 cloth.
- wipe off:** Heba wiped the spilt milk off the table.
- wipe out:** 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:** Children shouldn't start working at the age of eight.

**at the end:** It's 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 it at the time.

**at that time:** At that time, he was working two jobs.

**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 his voice.

**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.

**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 skate 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 get a job.

**in control:** People feel less in control in crowds.

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

**in fact:** In fact, his younger brother is now quite 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 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:** 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 us how to survive in the wild.

**in touch with:** It's getting 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 news on our way back.

**on purpose:** Did the boy cause the crash on purpose?

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

**on the news:** I don't enjoy watching 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 it was good.

**on time:** Those who were invited 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 again.

**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, we 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 exercising?

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

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

**connection with:** Think about 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:** A few students expressed a preference for bright colour.

**reason for:** Hisham felt that there was a good reason for what he did.

**research on:** He's done research on climate change.

**respect for:** When you share space, you learn respect for others.

**solution to:** They didn't find a solution to the problem.

**taste in:** You have a really great taste in films

**threat to:** Habitat loss is the greatest threat to endangered species.

### PREPOSITIONS AFTER ADJECTIVES

**ashamed of:** Why are Tibetans ashamed of blindness?

**based on:** The report is based on a survey.

**bound to:** IoT is bound to make our lives easier.

**capable of:** Despite her disability, she was capable of doing many things.

**concerned about:** I'm concerned about my ill cat.

**conscious of:** Were you conscious of any change?

**different from:** Trying out something for minutes is different from experiencing it over a lifetime.

**discouraged by:** They got discouraged by obstacles.

**due to:** His success is due to excellent education.

**entitled to:** You're entitled to your opinion.

**excited about:** Are you excited about the dinner?

**happy for:** She was happy for them to join her.

**likely/unlikely to:** Males are more likely to be colour-blind than females.

**passionate about:** These young people are passionate about change.

**related to:** Are the adjectives related to clickbait viral news stories?

**successful in:** You want to 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:** She was surprised at her 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.

**appeal to:** This film 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 on the streets.

**blame somebody/something for something:** TV was blamed for the breakdown in communication.

**bothered by:** I'm really bothered by pollution.

**comment on:** You can comment on the weather to start a conversation.

**compete for:** Will you compete for the gold medal?

**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 colours?

**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:** You shouldn't engage in 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.

**insist on:** He always insists on having the last word.

**lead to:** Global warming will lead to water shortages.

**live on:** She doesn't earn enough money to live on.

**negotiate for:** Staff are negotiating for better salaries.

**praise somebody for something:** I praised her for working so hard on the campaign.

**prevent (something/somebody) from:** Scientists have 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.

**relate to:** The increase in poverty is related to unemployment.

**rely on:** If you rely on solar power, you are 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 a job.

**suspect somebody of:** He had suspected her of lying for some time.

**switch to:** 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  
  
 -ty/-ity  
 -ure

#### Examples

marriage, package  
 proposal  
 assistant, president  
 communication, expression,  
 definition  
 physician, 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, slung  
 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

# REVISION ANSWER KEY

## Unit 1

### Exercise 1

1 hit it off 2 real bond 3 took to  
4 laugh  
5 strike up

### Exercise 2

1 it hard to figure out  
2 spell out 3 has pointed out  
4 couldn't take in

### Exercise 3

1 devastated 2 down in the  
dumps 3 thrilled  
4 bewildered

### Exercise 4

1 didn't you 2 Did he 3 will you  
4 aren't I  
5 had we 6 shall we

### Exercise 5

1 c 2 c 3 a 4 a 5 c

### Exercise 6

1 C 2 F 3 A 4 E 5 D 6 B

### Exercise 7

Students' own answers

## Unit 2

### Exercise 1

1 freezing, boiling 2 acid  
3 erosion 4 blistering  
5 turbines 6 vehicle, fumes  
7 freak, torrential  
8 scarcity

### Exercise 2

1 I'll ~~earn~~: will have earned  
2 are going to ~~give~~: will be  
giving won't have finished (✓)  
3 will be ~~discovering~~: will have  
discovered are going to ~~live~~:  
will live  
4 will be ~~working~~: will have  
been working is certain to  
arrive (✓)

### Exercise 3

1 am hoping, am going  
2 will be arriving, are coming  
3 will give, will let  
4 am planning, does (it) start

### Exercise 4

1 is about to start  
2 is bound to happen  
3 due to gale force winds  
4 is likely to be worse  
5 We are planning to meet  
6 has given rise to

### Exercise 5

1 b 2 a 3 a 4 b

### Exercise 6

Students' own answers

## Unit 3

### Exercise 1

1 decent/compassionate  
2 compassionate/decent  
3 Modest 4 making a fuss  
5 pushy 6 showing  
7 influence 8 idolise

### Exercise 2

1 lost my temper  
2 the peacemaker 3 talk about  
4 make ends meet 5 sincere  
6 loathe 7 trustworthy

### Exercise 3

1 is (forever) borrowing  
2 used to live/lived  
3 will post

### Exercise 4

1 That boy, whose mum is  
Japanese, is fluent in five  
languages.  
2 My grandma's house has no  
wi-fi which is very annoying.  
3 The beach where they go  
in summer is their favourite  
place./ The beach (which)  
they go to in summer is their  
favourite place.

### Exercise 5

1 wanting to make  
2 parked

### Exercise 6

1 the 2 up 3 would 4 set

### Exercise 7

1 a magic tool 2 keep in touch /  
stay connected 3 (shared)  
experiences / fun 4 (some)  
advice / someone to talk to /  
support 5 even stronger / more  
meaningful

### Exercise 8

Students' own answers

اجمعة

## Unit 4

### Exercise 1

1 claimed 2 posing 3 fraud  
4 an enigma 5 allegation  
6 landscape 7 evokes

### Exercise 2

1 expose 2 public  
3 sensational 4 headlines  
5 newsworthy 6 balanced  
7 sides 8 light 9 heartbreaking  
10 heartwarming

### Exercise 3

1 race (the others relate to looking)  
2 snap (the others relate to moving)  
3 whisper (the others are loud)

### Exercise 4

1 had just solved  
2 broke, fell, had been trying  
3 was/were playing, went  
4 had been standing, arrived  
5 closed, had phoned, was, was

### Exercise 5

1 Never have I heard 2 Under no circumstances 3 Not only did 4 No sooner had 5 Little did 6 Scarcely had

### Exercise 6

1 majority 2 improvement(s)  
3 organisations 4 Clearly  
5 unbelievably 6 replacement  
7 freedom

### Exercise 7

1 c 2 b 3 a 4 c 5 b

### Exercise 8

Students' own answers

## Unit 5

### Exercise 1

1 smell 2 stench  
3 overpowering 4 colour-blind  
5 tell 6 off 7 spicy 8 tasty  
9 bland

### Exercise 2

1 prickly 2 sticky 3 scent  
4 tough 5 rustling

### Exercise 3

1 making, to buy 2 leaving, buying 3 sorting, to do  
4 to bring, putting

### Exercise 4

1 c 2 c 3 b

### Exercise 5

1 c 2 b 3 c 4 b

### Exercise 6

Students' own answers

فريق الأعداد والمراجحة