



Jordan High Note Grade 11 Semester 1

Workbook

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Workbook





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O1 Get the message

LESSON 1B VOCABULARY AND GRAMMAR

LESSON ID VOCABOLARY AND	JRAITIPAR .
Present and past tenses	Present Perfect Continuous
 Match sentences 1–11 with meanings a–k. ■ He's been writing thank-you letters all 	j an action in progress or repeated over a period of time up until now
morning.	Past Perfect
 2 □ I wrote an English essay last night. 3 □ She's writing a text message right now. 	k an action in the past that was completed before another action or time in the past
 Young people are writing by hand less often these days. I was writing to Jad when he called. They've written several very long essays. We were writing to each other regularly back then. I've written down everything she's said so far. Fawzi writes at least ten texts every day. I'd already talked to that police officer about the burglary, so he knew I was innocent. 	 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
11 ☐ Teenagers rarely write emails.	recent weeks.5 We were walking on the beach earlier
Present Simple	today / once in a while when we found a
a routines and habits/things that happen repeatedly	message in a bottle.3 ★★ Complete the sentences with the form
b facts and things that are generally true	from the box. There are two extra forms.
Present Continuous	are becoming are you using do you have
c things happening now or around nowd situations which are changing during the present time	do you know don't usually send 'm talking never writes prefer writes
Past Simple	1 Most teenagers <u>prefer</u> texting to calling.
e actions that started and finished at a specific time in the past	2 My friends and I emails.3 Once in a while, Zeina
Past Continuous	books.
f actions in progress at a specific time in the past g a long activity interrupted by a shorter one	4 your laptop right now? I'd like to borrow it.
Present Perfect Simple	5 Can I call you back? I to
h actions and states which began in the past and continue until now	someone else at the moment.
i finished actions in the past when we don't say exactly when they happened	6 Landline telephonesless 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 	2 social media / change / the meaning of friendship?
	a I've been texting Hebab I've texted Heba	you / watch / the documentary / about communication through the ages / yesterday?
	 2 two essays today / that essay since morning a Lama's been writing b Lama has written 	Grandma / know / how to switch on the computer?
	3 English for very long / how to write in English yet a Abbas hasn't learnt	5 you / see / her photos on social media / before you met her?
_	b Abbas hasn't been learning	6 you / have a bad dream / when / I / wake / you up?
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	7 ★★ Complete the news story with the correct forms of the verbs in brackets.
	Hani was riding his bike when he 1 <i>dropped</i>	embers of an Australian

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

 $6 \star \star$ Use the prompts to write questions.

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

tralian IV family found (find) the world's oldest message in a bottle over 100 years after German researchers ² (throw) it into the Indian Ocean. The Illman family 3 on the beach in Perth in Australia, when they 4_____(come across) a bottle lying in the sand. Tonya Illman 5_____(pick it up) and (discover) a note inside. Researchers 7_____(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. 		3	from Ex a	h situations a-f with idioms 1-6 cercise 2. en the boss asked me to say who hought was to blame. It was so hbarrassing! u always have to be the last one to eak, don't you? old him I didn't want to talk about it lymore, but he wouldn't stop. e just kept asking me one thing after other for what seemed like ages. hen I told her I was going to be a few inutes late, she got really angry!
	 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 	4	f ☐ Sh to ★★ Cor words f across	e talked so much that I didn't manage say anything at all during lunch. mplete the conversation with the from the box. bond compliment hit sion laugh small strike take
	shy. g a compliment, smile and say 'thank you'. h a laugh when we get together. i a conversation when I meet someone new.		Amina Huda	So how did your evening go, Huda Did you and Maha *hit it off? I'm not sure. I tried to * up a conversation by paying her a
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 		Amina	that I came •, but I have a feeling that I came • as a bit over-enthusiastic. Oh, I wouldn't worry. I'm sure you made a favourable • People usually • to you, right? Perhaps you were just trying a bit too hard.
	throat.5 I couldn't get a word in edgeways / sideways.6 He refused to let it drop / stop.		Huda Amina	, , ,
				can't expect to create a strong gut I think it went better than you

imagine.

LESSON 4B **GRAMMAR**

Qι	iestion ta	gs and echo questions		Jameela		went wrong, 'didn't /
1 ★ Match sentences 1–6 with responses a–f.					don't know what to do.	
$1 \ \square$ I'm having a great time.			Amal		? Well, perhaps I	
		et a really nice tourist last week.	_		can help.	
	_	eda and Malak have arrived!	3		-	estion to complete
		ad didn't want to play tennis.		gaps a-1	l•	
		m was wearing some beautiful shoes. n't understand what he's saying.	4	★★★ Co	•	conversations at a
	-	ou? Why don't you ask him to speak		Khalil	Hi there. We h	naven't met, 1<u>have we</u>?
	more s	<u> </u>				nk so. I'm Husam –
		e? She's always so stylish.				n. I live in Egypt now.
		ney? OK, I'll be there in two minutes. J? I'm glad you could make it.				? Well, it's nice
	_	he? Maybe he doesn't know how.			-	I'm Khalil and I'm in s club, though I don't
		u? What was his name?			•	nim very well. This is a
_		th				3 ?
2		ose the correct words to complete tion tags 1–6.			So, what do y	ou think of Kamal?
	Omar	Oh, dear. I'm talking too much,				him a bit unfriendly,
	Oilidi	**************************************				him, 4 ?
		new situations.				nd, that's his brother, ? The boy with the
	Nader	<i>¹<u>Do you</u>?</i> I hadn't noticed. You seem			 black hair?	: The boy with the
		quite self-confident to me.				? No, they're friends.
	01:-	From the ductiless should be 2 month.			Oh! 6	
	Alia	Everybody likes chocolate, *aren't / don't they? I'm planning to make a				
		chocolate cake for the party.		Kamal	Change the T\	/ programme,
	Hanan	•? Well, I certainly			7	?
		do, so please go ahead!			Let's watch so	ome sport,
	Rashed	You haven't met Adel, **have /				ı fancy. Do you y who's talking to
		haven't you? He moved in next door recently.				in our sports club,
	Amer	•? Hi, Adel. Welcome			9	
	Annei	to the neighbourhood. I'm Amer.		0mar	Yeah, I think s	o. His name's Khalil.
				Kamal	He looks like	a nice boy.
	Fadia	Choose a story, *will / should you,				go and say hello,
		Halima? The book of short stories is			10	
	Halima	on the table.				e! We can't just walk up
	пашна	d? Oh, yeah. Right, let's listen to something fun.			and say hello	can! It's a dinner after
		ters astern to something full.			all. It'll be fine	
	Ramzi	This is a great new sports club, isn't				? Do the talking
		⁵it / this? The old club wasn't fun.			though, 12	<i>Do the talking</i> ?
	Hani	e?Iliked it.				Kamal. Don't be shy.

LESSON 5B VOCABULARY

Vocabulary extension

1 Match the adjectives from the box with their definitions.

astonis	hed	bewilder	red d	evastat	ted
ecstatic	exa	asperated	livid	tense	terrified
1 very 1	frigh	tened <u>terr</u>	ified		
2 very	зигрі	rised			
3 very a	anno	yed abou ^r	t some	ething _	
4 very	angr	y about so	methi	ng	
5 unab	le to	relax bec	ause y	ou feel	nervous
6 verv	hanr	_ oy about so	ometh	ina	
7 very		-	,,,,,	9	
,		ppy about	some	thing_	

2 Choose the correct words to complete the text.

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

Pronunciation



3 **(1)** 1.9 Listen and complete the sentences with a question tag in each gap.

Τ,	inis trip is very interesting, _		
2	These photos of gorillas con	ne from a	
	book,?		
3	That surprises us,	?	

- 4 **① 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 - /'iz(ə)nit/, doesn't $she - /'d\Delta z(ə)n fi/$).

5 **① 1.10** Listen and tick the question tags where the sound /t/ is omitted.



- **1** ☐ Weren<u>'t</u> we?
- **2** ✓ Hasn't he?
- **3** □ Can't !?
- **4** □ Hadn<u>'t</u> they?
- **5** ☐ Doesn<u>'t</u> it?
- **6** □ Wasn't he?

6 **1.11** Listen and practise saying the sentences.



- The world has become a different place, hasn't it?
- 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 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 firi	ng questions at you all
	day,	?
3	Our boss is complete	elv fed up with all the

3	Our boss is co	mplete	ly fed up	with a	ll 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.

	arry get across hit it off laugh pass on eal bond strike up took to
1	We right from the start. We talked all day!
2	We created a I felt like I'd known her for a year, not an hour.
3	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.
 - 1 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.
 - 3 Rana has drawn my attention to a problem. POINTED → Rana a problem to me.
 - 4 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 *ecstatic / devastated* when I found out I'd failed an exam. I was really *livid / down in the dumps while my friends who had passed felt like they were walking on air! I genuinely felt *thrilled / heartbroken* for them but at the same time I was *terrified / bewildered* as to why I hadn't passed.

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

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

USE OF ENGLISH

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

People ¹ recording information in the form of writing since ancient times. Subjects were usually connected to religion, science, trade and government, although historians have also ² across letters people wrote to stay in touch in those times.
The spread of postal services in the 19 th century permitted families and friends to ³ messages to each other by letter. ⁴ in contact was much easier than it had ever been.
But why bother writing a letter when you can make small ⁵ on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

1 a were	b had been	c have been
2 a been	b gone	c come
3 a convey	b carry	c write
4 a Staying	b Passing	c Maintaining
5 a chat	b speak	c 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. 1 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. ² 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! 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? 4____ 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. 5_ 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. ⁶_____ So, English as a vehicle of international communication would seem to be here to stay.



O2 Looking ahead

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.
 - 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
 - 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.
 - 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
 - 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 • The Mars Explorer team *will be leaving planet Earth in late 2065. By that time, they ² for their mission for over five years. • They 3 how to cope with every possible technical problem. • On launch day, millions of people them set off. • The five crew members 5 24 hours a day together. Thev • faster than anyone has ever flown before. By the time they reach the red planet, they 7 over 50 million kilometres. When they finally return to Earth, they 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.
- Yes, Faten will have finished school by 4 p.m.
- I'll have been training for nine years by the time I qualify as a surgeon.
- 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 ...
 - Driverless cars will almost certainly reduce the number of road accidents. SURE Driverless cars <u>are sure to reduce</u> 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 <u>be</u> 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, 1 *\frac{1! \text{l have been planning}}{1!} \text{ (plan) this trip for two}
months! I ² (save up) enough money to
pay for a rail pass which 3 (allow) me
to travel around Europe for one month. I've got a few
days left before my trip, during which I 4
(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 ⁵ (wait)
for me. We • (travel) everywhere by train
and staying in different towns and cities on the way.
By the end of the week, I hope we 7
(reach) Athens. I'm really excited about this trip. We've
spent so much time preparing that I think our plan
⁸ (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.

Е	Н	В	Υ	T	W	Н	0	F	
M	Α	G	Е	Α	N	M	Р	0	
- 1	В	Н	J	0	0	Α	М	S	
S	I	В	S	Z	Q	C	W	S	
S	T	L	I	R	М	1	N	I	
1	Α	L	U	T	G	D	K	L	
0	T	Е	Р	Υ	N	R	В	F	
N	Χ	K	C	Q	1	Α	W	U	
S	Н	Р	Α	V	Χ	I	K	Е	
U	W	Α	R	М	I	N	G	L	
Z	T	0	D	0	Н	W	E	S	

- Rain that contains lots of pollutants is called a dr in.
- 2 Coal, oil and gas are examples of f_ss_lf_e_s.
- **3** The gradual increase in the Earth's temperature is called global w____g.
- **4** The disappearance of areas that are home to plants and animals is called loss of h_b_t__.
- **5** Poisonous gases produced by transport engines are called vehicle e__ss____.

2 * Match the compound nouns from the box with the definitions.

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

1	types of animals in danger of extinction
	endangered species

- **2** lack of water
- **3** power produced by wind, sun, etc.
- 4 a machine used to produce electric power
- 5 chemicals and other harmful waste products
- **6** poisonous gases produced by engines of non-electric vehicles

- **7** part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth
- **8** something trapped in the atmosphere which causes the planet to heat up

3 ★★ ② 2.3 Find the stressed word in these compound nouns. Listen and check.



- 1 (climate) change
- 2 industrial waste
- **3** wind turbine
- 4 endangered species
- 4 ★★ Complete the signs with one word in each gap.

SAVE OUR TREES. STOP 1ACID RAIN!

Burning fossil fuels = a hole in the ozone ²______. Stop the cycle of destruction!

MAKE PUBLIC TRANSPORT FREE TO REDUCE VEHICLE * .

CLOSE FACTORIES
THAT PRODUCE *___
WASTE NOW!

The planet belong	s to all living things:
protect ⁵	species and stop
habitat ⁶	.•

WATER 7_____ 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.
- 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 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

/iː/ and /ɪ/ sounds

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

- •/ix/ (long) typically appears in words which are spelled with *ee* (e.g. s*een*), *ea* (e.g. p*lease*), and *ie* (e.g. p*iece*).
- •/ɪ/ (short) typically appears in words which are spelled with *i* (e.g. *big*, *window*, *spirit*).
- 4 **②** 2.6 Write the words from the box in the correct column. Listen, check and repeat.



extinct freeze greenhouse habitat predict sea species similarity

/iː/ feet	/ɪ/ fit
	extinct

5 **②** 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 2.8 Read these pairs of words. Listen and tick the word you hear.



1 □ sl <u>i</u> p	✓ sl <u>ee</u> p
2 □ p <u>i</u> ll	□ p <u>ee</u> l
3 □ bitten	□ beaten

4 🗆	list	□ least
~	ust	

5 □ f <u>i</u> t [□ f <u>ee</u> t
---------------------------	-----------------

d
(

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 <u>Future Continuous</u> 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.
- 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.

ANNUAL CHARITY DAY

North School

29 July, 9 a.m.

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 <u>begins</u> (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.
★★★ 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
<u> </u>
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

4

- **b** when something is happening very soon
- 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.

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

	eak freezing fumes greenhouse yer ozone scarcity torrential
	irbines 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.
	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!
	Powerful wind use wind power to create energy.
0	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
(•	ook at the underlined expressions. Tick) the correct ones, cross (*) those that
	re wrong and correct them.
1	I hope I' <u>ll earn</u> ▼ so much money by the time I'm 40 that I <u>won't need to work</u> anymore ✓. <u>will have earned</u>
2	This time next week, you <u>are going to</u> give ☐ your presentation about climate change but you <u>won't have finished</u> ☐ yet!
3	Some scientists think that by the end of the 21 st century we <u>will be discovering</u> a cure to many serious illnesses so probably we <u>are going to live</u> 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		
	Con	nplete the dialogues with the correct
	fut	ire forms of the verbs in brackets.
		What are you up to later?
	В	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!
	В	They(come) at eight, not
		seven. Don't panic!
	3 A	What do you think of the new weather
	D	app? I haven't used it yet. I
	Ь	(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)?
	В	At 2 p.m. So hurry up!
IIS	F OF	ENGLISH
4		nplete the second sentence using the rd in bold so that it means the same as
		first one. Use between two and five
		rds, including the word in bold.
		he lecture is going to start soon. ABOUT
	TI	
	3 14	he lecture
		he lecture 's been so hot today that it's very probable
	th	he lecture 's been so hot today that it's very probable nere will be a storm here. BOUND
	th It	he lecture 's been so hot today that it's very probable nere will be a storm here. BOUND 's been so hot today that a storm here.
	th It - 3 TI	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. here. he bridge was closed because of gale
	th It 3 TI fo	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO
	th It - 3 TI fo TI	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed
	th lt 3 Tl fo Tl 4 It	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO
	th	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50
	th	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears.
	th lt	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears. Ve have arranged to meet on Thursday
	th lt	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears.
	th lt	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears. Ve have arranged to meet on Thursday horning. PLANNING
	th lt	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears. Ve have arranged to meet on Thursday morning. PLANNING on Thursday morning.
	th lt	he lecture 's been so hot today that it's very probable here will be a storm here. BOUND 's been so hot today that a storm here. he bridge was closed because of gale orce winds. TO he bridge was closed is probable global warming will be vorse in 50 years. LIKELY lobal warming in 50 ears. Ve have arranged to meet on Thursday morning. PLANNING on Thursday morning.

2

LISTENING



- 5 ② 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.
 - 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.
 - 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.
 - 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.



03 Influences

LESSON 1B VOCABULARY AND GRAMMAR

re2201	I IB VUCABULARY AND G	KAMMAK		
Past and pas	present habits ch sentences 1–7 with their ngs a–g. nad was forever bursting into tears. sma is constantly showing off. Johna will forget to take her contact nses out. y uncle would always take me swimming. Jused to love winding my brother up. The watched that show every week. Johna will forget to take her contact nses out. Johna will forget to take her contact nses ou	 ** Complete the sentences with the correct forms of used to or would and the verbs in brackets. Sometimes more than one answer is possible. When we were younger, my sister and I used to share (share) a bedroom. How (stay) in touch with your friends before you got your first phone? My brother was the baby of the family and everybody (make) a big fuss of him. When I was young, I (not think) I would ever become an adult. When Rola was younger, she (suddenly/start) crying for no reason. Complete the second sentence using the word in bold so that it means the same as 		
f a hal not a g an ai 2 * Com correct	bit or repeated action in the past, but a state innoying repeated habit in the present in the past, but in the present in the present in the past, but in the present in the past, but in the present in the past, but i	 the first one. Use between two and five words, including the word in bold. 1 When my little brothers argue, I alway stop them! PEACEMAKER When my little brothers argue, I I 2 My grandparents look after us really well when we visit them. FUSS My grandparents always 		
Hala Fatima	Why did Amani lose her job? She ² (constantly/be) late and didn't seem interested in her work.	A boy at my school often says things to make people angry. WIND A boy at my school always tries to		
Husam Osama Mazen Salah	They 3 (forever/talk) behind people's backs.	 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 <u>won't</u> stay in one place for more than a few months.'

b 'Well, she _____ keep listening to loud music.'

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 *use to walk to school

when you were little?

Hani No, my mum ²_____ always

give me a lift.

Dalia My sisters 3_____ use to argue,

but these days they are falling out.

Heba It's the same for me. I ⁵_

always the peacemaker in our

household.

Amer Why 6_____you always

shouting at me?!

Jameel Because you annoy me!

Amer You didn't 7______ to lose your

temper so often.

Jameel That's because you 8_____

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 1 very short, and I was constantly getting into trouble for not listening. I often 2 bored in class. I 3 out of the window all the time and daydream. I 4 listen to what the teacher was saying and found it hard to focus. One time I 5 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.

delilitions.				
clash flunk relocate row sibling				
1 a fight or strong disagreement <u>clash</u>2 move to a new place to live or for work				
a noisy argument or fight a brother or sister				
 5 fail to do something Complete the sentences with the correct form of the words from Exercise 1. 1 You must work hard or you might 				
VOUE OVERS				

- _____ your exams.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



2

4 **③ 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 <u>Some</u> people pick up a book in order to learn something new or find out information.
 - **b** It contains <u>some</u> really inspirational ideas about how to make the most of your life.
- **2 a** Faisal, let's start with <u>you</u>.
 - **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 <u>and</u> trustworthy, <u>and</u> he's very hard-working.
- **3** I <u>have</u> checked that we <u>have</u> all the documents.
- 4 She's thinking of taking some time off.
- 6 **(d)** 3.5 Listen again and repeat the sentences in Exercise 5.
- 7 **(d)** 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.
 - 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 <u>conceited</u>
- 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 <u>hypocritical</u>.

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.

	SAY!
Share it with the w	orld at haveyoursay.com

Don't you just ¹ loathe it when someone you
² aproves to be a bad ³ ion
others? It seems to happen all the time these
days. Athletes who we 4 i, writers
· ·
whose books we find 5 i, actors who
we put on a 6 pbecause of their
talents and abilities, activists that we admire
as 7 sexamples for hope and change.
But instead of being figures that we can
look up *t, they turn out to be totally
⁹ 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, \underline{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.
- **5** This is the Walkman ___.
- D / ND D / ND
- a which often look rather strange
- **b** which sounds like a dental problem
- 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		7	7	Z		/-			П
•	ш	_	V	3	\Box	4	ш	3	ш

I-talk 7 review ★★★★☆

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

- 4 ★★ Complete the text with who, which, that, where or whose. Find the sentence where you can omit the pronoun.
- 5 ★★★ Rewrite each pair of sentences as one sentence using a relative clause.
 - 1 I was talking about an app. It's really cool.

 The app (which/that) I was talking about is really cool.
 - **2** Sami lives round the corner. I play football with him.
 - **3** These headphones stopped working after two days. I paid a fortune for them.
 - **4** I bought my computer at a shop. It has closed down.
- 6 ★★★ Rewrite the sentences using participle clauses.
 - **1** What's the name of that website that sells retro-tech?
 - What's the name of that website selling retro-tech?
 - **2** The flip phone, which was designed in the 1990s, is rapidly becoming popular again.
 - **3** There are very few people who are still using analogue televisions.
 - **4** Users who are used to the old system may find the new one confusing.
- 7 *** Write one sentence about each of the following topics using defining and non-defining relative clauses.
 - an important personal possession
 - a person you admire
 - a place you enjoy going with friends
 - your favourite social media platform
 - a friend or relative's annoying habit

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 1	citizens
who help old women across the roa	ad,
and ² individuals v	vho
are concerned about others do ma	ke the
news from time to time. 3	
people who perform heroic acts w	ithout
4 and telling every	one about
it can be interesting.	
However, the stories in some types	of
newspapers and websites are ofte	n
about 5 , attention-	-
seeking individuals, who simply lov	/e
• off. Some of these	е
celebrities even have their own TV	
Why should the public be intereste	
they row with? People like this are	
on young people	
we shouldn't ⁸ the	em 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-tomouth.
 - **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	1 My sister for	ever
	(borrow) m	y clothes
	without asking me. It's very irrit	ating!
2	2 When I was a child, we	
	(live) in a house by the sea, but	now we
	live in a city.	
3	3 My brother can't keep a secret. H	łe
	(post) anyth	ning you
	tell him on his blog immediatel	y.

- 4 Rewrite the sentences as one sentence using a defining or non-defining relative clause.
 - That boy's mum is Japanese. He's fluent in five languages.
 That boy _______.

 My grandma's house has no wi-fi. It's very annoying.
 My ______.

 They go to that beach in summer. It's their
- The beach _____.

 5 Replace the underlined phrase with a

favourite place.

participle clause.

- **1** People <u>who want to make</u> an appointment should do so online.
- **2** Did you see that car <u>which was parked</u> 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 1 whole I believe that people don't
change much. Take my old school friend, Mariam Sabah. Mariam was a quiet girl who everyone
looked ² to because she always did the right thing. She was a dedicated student who
³ 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 4 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.

	are
2	Wherever you are smartphones help you
	with your friends.

1 When it comes to friendship smartphones

- **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.

Inside story

LESSON 1B VOCABULARY AND GRAMMAR

1 ★★ Put the sentences in order to make a story.	5 The man became ill while giving a speech. He / speak / at a business meeting
 ☐ 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. 	4 ★★ Complete the text with the forms from the box.
□ By the time I got to the field, the object had disappeared.□ Suddenly, I saw an object in the sky.	had been had he forgotten had fallen had he been revising had been studying had been worrying had never failed
☐ While I was watching the object, it fell into a field.	Ali was very tired because he ¹ for his English exam all night. It ² dark for ten hours and now it was getting
2 Now match the sentences with their meanings a-f.	light. He took the bus to school. For many weeks, he 3 about this exam.
Past Simple	He 4 an English exam before,
a □ an action started/finished in the past	but this one was special: if he passed it, he could go to a good college. He opened the
b □ actions which follow each other in a story	paper and looked at the questions. He was
Past Continuous	shocked. He could not understand any
c □ an action in progress at a specific time	of it! 5 the wrong things? Or 6 everything he looked
d □ an interrupted past action	at the night before? Then he felt something
Past Perfect Simple	touch his shoulder. He jumped and suddenly
e □ an action which took place before another	he was back in his chair. His mother was
Past Perfect Continuous • • • • • • • • • •	shaking his shoulder. He 7 asleep at his desk!
$\mathbf{f} \square$ a situation or an action which continued	dicep at his desk.
 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 	 5 ** Complete the sentences with the correct Past Perfect Simple or Past Perfect Continuous forms of the verbs in bold. 1 PLAY
She'd been texting during lessons.	a The football team <u>had been playing</u> for
2 Nader had ink all round his mouth.	an hour before they scored a goal.
He / chew / his pen / during the exam	b The football team three matches without scoring a goal.
3 The central square was underwater.	2 ELIMINATE
It / rain / for five days	a The police officer all the other suspects when he arrested the criminal.
4 The gang was convicted of fraud.	b The police officer
They / print / fake money	suspects at an impressive rate.

6	★★ Tick the correct sentences. Then rewrite the remaining sentences to make them correct.		8 ** Complete the story with the correct forms of the verbs from the box.	
	1 ✓ Until that night snow.	t, Raed had never seen	come disappear do find leave organise switch take wait work	
	By the time we noises already	opened the door, the stopped.	The mystery of Abbas Akel	
	=	I was talking to a man ad seen a famous ur street.	I was reading a newspaper the other day when I *came* across a fascinating story. It was about a cleaner who *2 in mysterious	
		s hearing a noise, so I tairs and opening the ic.	circumstances. Abbas Akel at the East Hotel for exactly 25 years on the day he vanished. He was popular with everyone and he always his job well. The staff a surprise party to	
		been walking in the saw nge.	celebrate Abbas's work anniversary. Everyone for him in the dining room when the hotel manager stood up, on the microphone and announced that Abbas	
	6 ☐ While he was p had forgotten	performing, the actor what to say.	couldn't be found anywhere. While everyone * the dining room, the rumours began. Some said he * a lot of money in a hotel room and gone to the	
		a boat across the sea, a suddenly appeared in to me!	Caribbean. Someone said he 10 a job at a bigger hotel. Abbas was never seen again.	
7	correct forms of the		 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 / 	
	boys <u>had already e</u> food.	aten (already/eat) the smell because someone	when / disappear? <u>How long had Abbas</u> been working at the hotel when he disappeared?	
	(cc		2 How / the staff / plan / to celebrate?	
	The guestsother.Rakan	(chat) to each	What / happen / Abbas?	
	for the chance to p his friends.		4 go / the Caribbean?	
	•	nd the lights went off.	5 get job / a bigger hotel?	
	=	les and then everyone t) in a circle and told	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** \square A judge has ruled it is not in the
 - **8** ☐ As a serious newspaper we always attempt to present
 - □ 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.





- a attention spans than goldfish.
- **b** public interest to reveal the details of the recent crime.
- 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 'public interest and to report a range
of ² 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 3, one-sided stories, but
instead will seek to raise * of
important issues and only report
information from sources we have been
able to 5 We believe in 6
news articles that present all 7 of
a story. In our reporting, we aim to shed
⁸ on the way in which our country
is run and to expose 9 wherever
we find it. We generate 10
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
 - Not only is my father

3 ★★ Correct the sentences.

- 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** <u>Barely had we arrived</u> (we/arrived/barely) when dinner was served.
 - **2** _____ (left/no/they/sooner) the hostel than it started to rain.
 - (only/it/not) the worst holiday we'd ever had, but also the most expensive!
 - (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 1_ at the ticket window than he was told that the train was full. According to the clerk, under no circumstances 2_ 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. 3_ 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 — 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. 5— 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.

	apture crop evoke landscape
Р	oignant pose subject matter
	what people are talking or writing about in art, pictures, etc causing a feeling of sadness
	succeed in showing something using pictures
4	a view of the land or countryside
5	remove parts of a picture, leaving the mos
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 <u>digital camera</u>, photography was a real art.
- 4 I've seen <u>children</u> 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. danger**ous**)
- -al /əl/ (e.g. intention**al**)
- -able/ible /abl/ (e.g. comfort**able**)
- -ful /fəl/ (e.g. pain**ful**)
- -less /ləs/ (e.g. rest**less**)
- 5 **4.8** Listen and find the unstressed syllable with the sound /ə/ in each adjective.



- 1 edible
- **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
- **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 **te** corruption.
- **B:** I agree, although it depends what type of a journalist you are! Some don't work in the interest. They love exaggerating _____stories about and write 3s 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 **4h** _____, 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 ⁵n _____ I'd like to write **b** _____ articles presenting both 's _ _ _ of a story. I'd really like to shed **8**l _ _ _ on issues of real importance that people should know about.
- **B:** What if you had to write a really sad, **h**_____ story? Could you do it?
- A: I guess so, but I'd like to work on happy, **10h** _____ 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

a Thairing daliahtad as thair

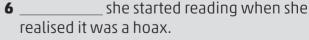
4 Complete the sentences with the correct form of the verbs in brackets.

т.	mey were delignied 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

Under no circumstances				
1		such a weird sto	огу!	
2		$_{\scriptscriptstyle \perp}$ should you leave the building		
3		he run a maratl	non, but he did	
	it alone!			
4		she made the s she had made a		
5		he know what	a lucky escape	
	he had had.			





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 ¹	strategy worked as it pleased both readers who preferred print and the new online readership. However, and perhaps ⁵ (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.		
Many employees of print media 3(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. 4(CLEAR), this	So, we can perhaps conclude that digital media isn't simply a 6 (REPLACE) for old-fashioned print media, but rather a compliment. Anyway, surely it is the 7 (FREE) of the press that matters, rather than the way information is presented to us?		

LISTENING



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

Listen and choose the correct answer.

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

4 What does Mazen say about fake news?

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

We look forward to reading your story!

Write your story.

05

Making sense of the senses

the other hand, she finds a great pleasure.

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 	3 ★★ Complete the text with the correct forms of the verbs in brackets.
 The curry is so spicy I have difficulty Do you happen tempt your taste buds. to know where I can get my hearing tested? scratching when I've got an insect bite. to understand the strong link between smell and taste. tasting anything except the chilli. us to take regular breaks from staring at our computer screens. 2 ★ Choose the correct forms to complete the sentences.	I held a snake for the first time at a small zoo. I was surprised *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
 Is it usual for under-eighteens to pay / paying for eye tests? I'm short-sighted, so I wear glasses helping / to help me see objects in the distance. 	Adnan tries ¹to 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.
 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. 	Abeer's parents make \(^{
 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. 	Maha can't stand 7 violent films or TV series. She refuses 8 anything where violence is shown as entertainment. 9 comedies, on

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 2 a potential meal from up to 18 miles away. This is why it is so important 3____ when you are camping in areas where there are bears. The bears will be the first 4 if you leave food out, and you won't be able to prevent them from 5_____ your campsite if they are hungry. 6_____ your food is much and while easier than spending time 7___ bears are not likely 8 humans, can you really afford 9 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. \underline{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 <u>is</u> <u>getting used to living</u> (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.

- Using this switch, you can turn off all the lights in the house. ENABLES
 This switch <u>enables you to turn</u> off all the lights in the house.
- **2** It's my job to test people for colourblindness. **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?			★★ Complete the sentences with one adjective in each gap.			
	2 mouth-watering ⊕ / ⊕ 6 s 3 overpowering ⊕ / ⊕ 7 st 4 scent ⊕ / ⊕ 8 st	ubtle ⊚/	3)	dish on t 2 The sim	iwasher, but he glass. children dec ply too s	abel came off i the s <u>ticky</u> glue tided the hedg to pick	eremained ehog was
2	★ Choose the correct words to complete the description.			3 The		cloth hurt the ner wiped her	
When I walked into the café near the river, I smelled the "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 "mouthwatering / 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 "smooth / spiky with a "subtle / smelly hint of lavender. The lovely "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."		5	 4 The si material of Amina's new dress felt wonderful. 5 The f young chick weighed almost nothing in her hand. 6 Manal didn't believe that the cream wormake her skin look young and s 5 ★★ ⑤ 5.3 Choose the correct words to complete the miniconversations. Listen and check. Overheard at the campsite. Sami What's that awful ¹? Rakan I don't know, but it really ² Sami We can't camp here. We'll have to move the tent. Rakan But it's already dark, Sami! 			eighed ream would s a have to	
3	 ★ Match the words from the box with the descriptions. chirp crunch hum pop rustle screech sizzle thud 1 steaks under the grill sizzle 2 a room full of switched on computers 		! 	Nada		ke up! Can you meat I'm frying	
				Samia Yes, I can. Plus the whol can probably smell that Nada Ha! Am I a good friend,		ly smell that 4_	4 smell.
				1 a aı		b scent	c stench
	biting into a slice of well-toas breada person putting a pin in a ba			2 a st 3 a si 4 a o	inks zzle verpowering	b chirps b crunch b fluffy	c thuds
	5 a heavy book dropped on a wooden floor				outh-wateri		in a busy
6 a car's tyres as the driver takes a corner too fast				6 ** Imagine you are sitting in a busy park on a sunny day. Write a paragraph describing what you can smell, hear and feel.			ragraph

hungry baby birds _____

a bag of sweets in the cinema _____

LESSON 3B GRAMMAR

Verbs with gerunds and infinitives

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

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

- **1** Fawzi <u>regretted drinking</u> 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.
 - 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
 - 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 <u>to wash</u> (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 *smell food cooking in the neighbours' kitchen, or tell when the bathroom *2______ before anyone else? If you *3_____ your sense of smell, read on!

Step 1

- 4_____ more attention to familiar smells. For example, before you drink your coffee,
- the delicious aroma. If you
- •_____ your food and drink regularly, your sense of smell will start to improve.

Step 2

- your sense of smell by doing the following. Choose a few familiar, pleasant scents and take a minute to really smell them.
 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 extenstion

- 1 Match the food words 1–5 with the words that can describe them a–e.
 - 1 □ yoghurt a runny
 2 □ chilli sauce b sweet
 3 □ nuts c smooth
 4 □ soup d spicy
 5 □ 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, *peel* one garlic and an onion. Chop them finely and cook them in a *2_____ until they are soft. *3_____ some cabbage into small pieces and add it to the garlic and onions. *4____ some water and add it to the mixture. *5____ the mixture for a few minutes. Then pour the mixture into a *6____ . *7___ 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. **ac**tive ac**ti**vity)
- -ic (e.g. e**co**nomy eco**no**mic)
- -ble/-bly (e.g. pre**fer pre**ferable/ **pre**ferably)
- -ion (e.g. in**form** infor**ma**tion)
- -al (e.g. **sub**stance subs**tan**tial)

Not all suffixes cause this change:

- •-ment (e.g. de**ve**lop de**ve**lopment)
- -ly (e.g. eco**no**mical eco**no**mically)
- -ance (e.g. in**sure** in**su**rance)
- 4 **⑤** 5.10 Find the stressed syllable in the second word in each pair. Listen and check.



- **1** <u>ge</u>nerous generosity
- **2** <u>pho</u>tograph photographic
- **3** speculate speculation
- **4** judgement judgemental
- **5** access accessible
- 5 **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 '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 'stench / scent when someone opened the bins was so 'subtle / overpowering that we felt sick.

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

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



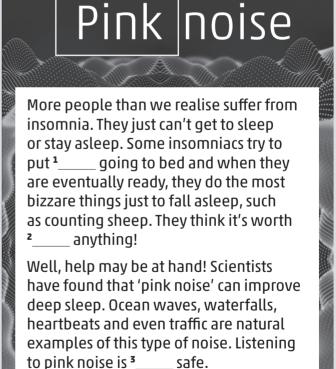
- 2 Choose the correct words to complete the sentences.
 - 1 Don't touch that cactus. It's super *prickly* / *silky* / *squishy*.
 - 2 The child's hands are very sticky / coarse / spiky because she has been sticking things with glue.
 - **3** We could smell the subtle **scent / aroma / stink** of roses 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	Sc	oon after the car stopped	
	(п	nake) a funny noise, I stopped	
	_	(buy) some petr	ol.
2	Lc	ook at that boy	(leave)
	th	e shop! I saw him	(buy)
	a	very expensive new laptop.	
3	Α	This wardrobe needs	
		(sort) out. It's full of old clothe	s!
	В	Sorry. I meant	(do) it
		last week!	
4	Α	Did you remember	
		(bring) the tickets?	
	В	Oh no! I remember	
		(put) them in my wallet but I c	an't find
		them now!	

USE OF ENGLISH

4 Complete the text with words a-c.



1 a on	b up	c off
2 a making	b suggesting	c trying
3 a finally	b absolutely	c utterly

READING

5 Read the article and choose the correct answers.

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

- 15 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.
- 20 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

25 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 20th century was molecular gastronomy. This concerns the physical and chemical changes that occur during cooking. Chefs who

35 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

- 40 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
- 45 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 21st 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 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 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 filmsthreat 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

experiment with. Early chieff a pionee 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)

Prefixes that give an opposite meaning

disil-/irim-/inmisnon-/un**Examples**

Examples

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

anti-bullying, anti-hacking

extra-special, extra-large

self-confident, self-aware

multi-sensory, multi-talented

international, Internet

overweight, overload

re-establish, re-read

co-working, co-pilot

SUFFIXES

Noun suffixes

Suffix -age -al -ant/-ent

-ation/-ion/-ition

-cian/-ian -dom -ence/-ance -er/-or/-ist -hood -ice

-ina -ism -ment -ness

-ship

-sis -tion/-sion/-cion

-ty/-ity -ure

Adjective suffixes Suffix

-able/-ible -al -ed -ic -ing -ive -ful/-less -ous -0rv/-v -ly

Adverb suffixes

Suffix -lv

Verb suffixes

Suffix -ate

-en -ify -ise/-ize

-ute

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

Examples

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

Examples

effectively, probably

Examples

complicate, congratulate shorten clarify, identify victimise, realise commute

PRONUNCIATION TABLE

Consonants

p pair, complete, appear

box, a**bb**reviation, jo**b**

tennis, waiting, attend

degree, wedding, word

kind, school, think, section

girl, again, luggage, ghost

tf check, match, future

da ju**dg**e, pa**g**e, sol**d**ier

feel, difficult, laugh, physical

verb, nervous, move

third, author, bath

this, father, with ð

saw, notice, sister

zone, amazing, choose, quiz

ship, sure, station, ocean ſ

plea**s**ure, occa**s**ion 3

habit, whole, chocoholic

meaning, common, sum

neat, knee, channel, sun

η cooking, strong, thanks, slung

lifestyle, really, article 1

respect, correct, arrival

vear, use, beautiful

window, one, where

Vowels

information, invite

sentence, belt e

add, match, can

not, documentary, wash

love, but, luck Λ

footwear, look, put σ

reading, three, magazine ix

race, grev, break

ar advice, might, try

or boy, join

u: two, blue, school

əυ coat, show, phone

av about, now

19 appear, here

eə pair, various, square

az dark, father

or bought, draw, author

υə t**ou**r, pure

з: hurt, third

i happy, pronunciation, serious

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 L

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

1b2a3a4b

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

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