المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 11

Semester 1

Student's Book

Evaluation and Adaptation Committee

Prof. Nayel Darweesh Al-Shara'h (Head)

Prof. Jihad Mohammad Hamdan Prof. Abdallah Ahmad Bani Abdelrahman Dr. Mania Moayad Mubaslat

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

06-5376262 / 237 06-5376266 P.O.Box: 2088 Amman 11941

@nccdjor feedback@nccd.gov.jo www.nccd.gov.jo

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THE HASHEMITE KINGDOM OF JORDAN
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Grade 11

Semester 1

Student's Book

Rachael Roberts | Caroline Krantz
Lynda Edwards | Catherine Bright |
Bob Hastings | Emma Szlachta

Pearson

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01 Get the message

VOCABULARY Collocations with *contact*, *message* and *touch*, phrasal verbs, emotion adjectives (see the word list on page 72)
GRAMMAR Present and past tenses, question tags, echo questions **Use of English** > page 91
LISTENING Understanding a radio interview about emotional intelligence
SPEAKING Expressing emotions
READING Understanding an article about how animals communicate
WRITING An analytical essay
VIEWING AND PRESENTING grammar, animals, conversations, emotional intelligence, emotions

LESSON 1A VOCABULARY AND GRAMMAR

1 Read the article and check which forms of communication ...

- make it easier to stay in touch nowadays.
- were a good way to quickly spread the message that an enemy was coming.
- can carry a message over a long distance.
- can be used to convey a short and simple message.
- could be a good way to make contact if you were stuck on a desert island.

Messaging through time...

Since the dawn of time, people [1] have been using different ways of communicating at a distance.

In ancient times, they used smoke signals and after writing developed, they [2] invented more ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn of the 20th century, bottles were found which had been sent by people who [3] were travelling on board the Titanic. Happier stories have also come to light. In 1956, Ake Viking, a Swede, tossed a letter into the sea, hoping it would reach his future wife. Two years later, he received a letter from a Sicilian girl, Paolina, who [4] had found his bottle and soon after they were married!

The invention of the telegraph in 1837 sped up communication dramatically. A criminal, John Tawell, was caught after he had escaped on the train to London. A telegram was sent to the London police, and they [5] were waiting for him when he arrived there.

In Jordan, there are over six million mobile phones in use by the population. But you can still send telegrams through the Jordan Post Company!

Since the invention of the mobile phone and the Internet, the world [6] has become a different place. People [7] are still sending messages and it usually [8] takes only seconds to deliver them. But [9] are we now forgetting how to communicate face-to-face? Without a doubt there are some challenges, but there are also examples of when the Internet [10] has changed someone's life for the better. Look at Tara Taylor's case, a mother who [11] lives in the USA: when she uploaded a photo of her daughter on social media, a friend spotted a problem with one of the child's eyes.
It turned out that the girl had a rare disease, but her sight was saved!

2 Make more collocations with the nouns *contact*, *message and touch*, using the verbs from the box. You can use one word twice.

deliver establish lose maintain pass on

1 _____ / _____ / _____ contact
2 _____ / _____ a/the message
3 _____ touch

3 Discuss in pairs. How can a means of communication change someone's life? Find examples in the text.

Present and past tenses

4 Study the Grammar box and match the underlined phrases 1–11 in the article with the meanings a–k.

Present and past tenses

We use the **Present Simple** for:
a ☐ routines and habits
b ☐ facts and things that are generally true
We use the **Present Continuous** for:
c ☐ things happening now or around now
d ☐ situations which are changing during the present time
We use the **Past Simple** for:
e ☐ actions that started and finished at a specific time in the past
We use the **Past Continuous** for:
f ☐ actions in progress at a specific time in the past
g ☐ a long activity interrupted by a short one
We use the **Present Perfect Simple** for:
h ☐ actions and states which began in the past and continue until now
i ☐ finished actions in the past when we don't say exactly when they happened
We use the **Present Perfect Continuous** for:
j ☐ an action in progress or repeated over a period of time up until now
We use the **Past Perfect** for:
k ☐ an action in the past that was completed before another action or time in the past

Grammar Reference and Practice > page 77

5 Match time expressions below with the tenses in Exercise 4. Find more time expressions in the article.

at the moment at the time currently earlier
today ever since every so often for
from time to time in recent years nowadays
once in a while recently right now
since the day before yesterday these days

6 Match the sentence halves. In pairs, discuss the reasons for your answers.

1 The phone is ringing _____. The phone rings _____.
a all the time now that we run a business
b and I can't find where I've put it

2 I've been calling Malek _____. I've called Malek _____.
a all day today **b** a couple of times today

3 It's getting _____. It gets _____.
a easier and easier to stay in touch with people
b less difficult every time I write an essay

4 I was watching a film _____. I watched a film _____.
a when the lights suddenly went out
b when I got home from school

5 What do you think _____? What are you thinking _____?
a of my phone **b** about

7 VALUES Why is it important to communicate regularly with people we care about?

8 SPEAKING Complete the sentences with your own ideas.

1 I was talking to a friend the other day when ...
2 By lunchtime yesterday, I had already ...

Now go to Workbook page 4 for the next lesson.

☐ I can use the present and past tenses to talk about different actions.

LESSON 2A **READING AND VOCABULARY**

1 **SPEAKING** **In pairs, discuss the question.**

What do you think would happen if we could talk to animals?

2 **CRITICAL THINKING** **Read the article and study Active Reading. What opinions about communication does the author express? How far do you agree with him?**

MAKING CONTACT

1.2

By Amer Asmar

We know that some animals understand basic instructions, allowing travellers to control their horses or camels, for example. But although some of the more intelligent animals can figure out what we want them to do, we have long assumed that communication with – and between – animals must be limited. However, thanks to the work done by the naturalist Jane Goodall since the 1960s, we should take the possibility seriously that some animals can both take in what we are saying and get across complex ideas.

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. Here she came across a scientist who asked Jane if she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she made out a group of chimpanzees in the trees around an area now called the Gombe Stream National Park.

How could a young English woman with no scientific training possibly make contact with a group of wild chimpanzees? At first, the animals ran away as soon as they saw her. But maybe because she knew very little about these wild animals, it is highly likely that her calmness gained their trust. It was only later that Jane would learn how dangerous they could be. She saw that different groups of chimpanzees had battles in which they tried to wipe out the rival group. But before this, her studies showed her that the chimpanzees could clearly communicate, allowing them to groom and help each other, share food as well as have arguments. Jane pointed out that the animals couldn't communicate using language like people, but they could communicate by touch and sound. Amazingly, she also realised they could use sign language.

At this time, people believed that only humans could use tools, but Jane watched chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the ants to their young. Through her work, Jane spelled out to the scientific community for the first time that animals, too, could use tools.

Jane went on to write a number of books about her work. As well as explaining chimpanzees' highly developed social behaviour, she taught us that they are omnivores (people used to think they were vegetarian). In 2002, she became a UN Messenger for Peace.

In my opinion, Jane Goodall brought about a complete change in the way people understood how animals can communicate. Since her work in Tanzania, naturalists have continued to study different forms of communication between animals such as whales and elephants, who can pick up sounds made by other whales and elephants over large distances. I feel that we may well learn even more about animal communication in the future.

GLOSSARY

groom – to brush and clean fur
omnivore – a living being that eats plants and animals
rival – a person or group that competes with others

ACTIVE READING | Identifying the author's opinion

In a text, the author presents his/her point of view on a topic and different arguments to support that view.

- Writers often use opinion verbs and phrases to signal their position, e.g. *I feel ...*, *I think ...*, *In my opinion ...*, etc.
- Sometimes they express their views more subtly by using modal verbs, e.g. *We should ...*, *It must be ...*, etc.
- They may also use phrases of probability, e.g. *Maybe ...*, *Possibly ...*, etc.

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

3 Read the article again and choose the correct answers.

1 According to the author, how did Jane get the chimpanzees to trust her?
- **a** She talked to them.
- **b** She was relaxed with them.
- **c** They did not know she was there.

2 What were the two most important discoveries that Jane made?
- **a** The chimpanzees could talk and make tools.
- **b** The chimpanzees had fights and disciplined their children.
- **c** The chimpanzees could use tools and communicate using sign language.

3 What does the author believe might happen if humans could talk to animals?
- **a** We would change our minds about how animals communicate.
- **b** We might learn to communicate like whales and elephants.
- **c** They might teach us important lessons.

4 Match the highlighted phrasal verbs from the article with their definitions below.

1 to receive sounds, phone signals, etc.
2 to cause something to happen
3 to tell someone something you think they don't know
4 to see something with difficulty
5 to destroy something completely
6 to successfully communicate a message/ an idea
7 to explain something very clearly
8 to meet or find something or someone
9 to solve or understand something
10 to understand and remember something you are told

5 Complete the sentences with the phrasal verbs from the article, in the correct form.

1 I was embarrassed when he _____ that I had made some basic spelling mistakes.
2 It was cloudy, but he could still _____ the distant star.
3 I _____ an interesting article about space exploration the other day.
4 Technology has _____ many changes in the way we live.
5 My science teacher is very good at _____ difficult ideas so that we always understand them.
6 It took me ages to _____ exactly how to use the telescope.
7 You don't understand? Do I have to _____ what I mean?
8 We couldn't use our mobile phones in the desert, but started to _____ signals when we went into the mountains.

6 SPEAKING In small groups, ask and answer the question.

If you could communicate with animals, which animal would you like to talk to most? Why?

7 REFLECT | Culture In small groups, discuss what questions you would like to ask if you could talk to an animal.

Now go to Workbook page 6 for the next lesson.

1 **In pairs, answer the questions.**

1 Can you work out the meaning of the title?
2 Do you find it easy or difficult to break the ice with people you don't know? Say why.

How to BREAK THE ICE and make new friends

Don't worry too much about making a favourable impression. Often the best way to strike up a conversation is simply to comment on the weather. If you can have a laugh about something you're both doing, it can really create a bond between you.

People like it if you pay them a compliment, but you need to sound sincere. Just make small talk about where you live, and so on. You may find that you really hit it off and become friends for life.

People are more likely to take to you if you come across as a warm person. So, make eye contact and smile.

ACTIVE VOCABULARY | Idioms

- An idiom is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words.

2 **Study the phrases highlighted in the article. Then complete the second sentence so that it means the same as the first.**

1 He started talking to the new neighbour. **STRUCK** → He _____ with the new neighbour.
2 She gave the impression of being very self-confident. **ACROSS** → She _____ being very self-confident.
3 Abeer commented on how nice her shoes were. **PAID** → Abeer _____ about her shoes.
4 I immediately liked him. **TOOK** → I _____ immediately.
5 We found it really funny. **LAUGH** → We really _____ about it.
6 I didn't really like her friends when I met them. **OFF** → I didn't really _____ with her friends when I met them.

3 *1.3* **Listen to someone talking about breaking the ice. What behaviour does she find annoying when meeting new people?**

4 **Match idioms 1–6 with definitions a–f.**

1 ☐ jump down somebody's throat
2 ☐ put somebody on the spot
3 ☐ fire questions at someone
4 ☐ refuse to let something drop
5 ☐ insist on having the last word
6 ☐ not get a word in edgeways

a to be unable to say anything because someone else is talking all the time
b to embarrass someone by forcing them to answer a difficult question
c to have to make the final point
d to not stop talking about something
e to react angrily to something
f to ask someone a lot of questions quickly

5 REFLECT | Society **In pairs, make a list of five rules for making a good impression when you meet people for the first time.**

Now go to Workbook page 8 for the next lesson.

☐ I can talk about making new friends.

1 1.4 **Listen to three conversations where people meet for the first time. Which do you think is the best question they use to keep a conversation going?**

2 **Think of three more questions you could ask to get to know someone better.**

Question tags and echo questions

3 **Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box.**

end modal negative positive

It's such a great city, isn't it?

Wow, so you'd never been there before, had you?

I shouldn't be so fussy, should I?

1 A **question tag** is a short question added to the _____ of a sentence.

2 We form a question tag using an auxiliary or a _____ verb and a pronoun.

3 A positive statement usually has a _____ question tag.

4 A negative statement usually has a _____ question tag.

4 1.5 **PRONUNCIATION** **Listen and match what you hear with intonation pattern A or B below. Which pattern is used for a *wh-* question and which for confirming something the speaker already knows?**

A

B

5 1.6 **Look at these more unusual question tags. Choose the correct words to complete the sentences. Listen and check.**

1 This is silly, isn't *it* / *this*?

2 Nothing ever changes, *do* / *does* it?

3 Come and look at this, *will* / *don't* you?

4 Everyone was there, *weren't* / *wasn't* they?

5 Don't be late, *are* / *will* you?

6 No one likes him, *do* / *does* they?

6 **In pairs, look at the echo question *in italics*. Then answer questions 1–3 below.**

Habib Actually, it's my birthday tomorrow.

Faisal *Is it?* Do you have anything special planned?

1 What is the function of an echo question?

2 Do we use a positive or a negative question to reply to a positive statement?

3 Which intonation pattern from Exercise 4 do we use with an echo question: A or B?

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7 1.7 **Complete the conversation with no more than three words in each gap. Listen and check your answers.**

Imad Where would you go on holiday if you could go anywhere in the world?

Jamal [1]_____ a good question, isn't it? I don't think I've ever really thought about it before. Hmm ... Somewhere with nice beaches, I guess.

Imad But [2]_____ are lovely beaches in this country, aren't there?

Jamal Oh yes, there are, but I'd like to go to a beach where it's not too hot in the summer. It can be too hot here, [3]_____?

Imad Actually, I used to live in France.

Jamal [4]_____ you? I bet [5]_____ too hot there in the summer, was it?

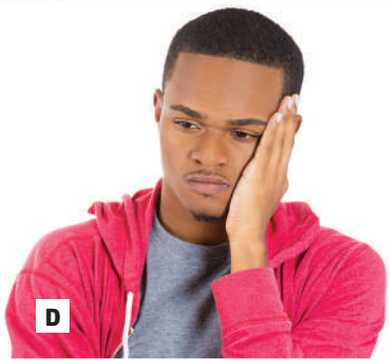
Imad No, it was quite cool, actually.

Jamal That sounds great.

8 **SPEAKING** **In pairs, write and role play a conversation. Go to page 94.**

Now go to Workbook page 9 for the next lesson.

☐ **I can use question tags and echo questions to keep a conversation going.**



LESSON 5A LISTENING AND VOCABULARY

1 **THINK BACK** **In pairs, look at the photos above and discuss what emotions you think the people are feeling.**

annoyed confused frightened furious nervous sad surprised thrilled

2 **Match the adjectives below with their synonyms in Exercise 1. Which of the words have a stronger meaning than their synonyms?**

1 terrified *frightened*
2 astonished
3 exasperated
4 livid
5 tense
6 ecstatic
7 bewildered
8 devastated

3 **Complete the sentences with the adjectives from Exercise 2.**

1 I'm completely _____ about my exam results – I never thought I'd do so well!
2 He has no idea how he lost his phone. He feels completely _____.
3 Randa's mother was absolutely _____ when she found out that her daughter had cheated in the exam again.
4 She felt very _____ as she waited for her job interview.
5 He's _____ that someone will find out his secret.
6 Nothing is changing and he is becoming more and more _____ about the situation.

4 **1.8** **Listen to an interview. What is the difference between IQ and EQ?**

5 **1.8** **Listen again and complete the sentences with a word or a phrase.**

1 One piece of research showed that people with high emotional intelligence _____ a lot more than those with a low EQ.
2 Emotional intelligence is not _____, which is different from IQ.
3 One way to become more self-aware is to write a _____.
4 We need to learn how to recognise our negative emotions in order to be able to _____ them.
5 Other people cannot make us feel a certain way; we are largely _____ for our own moods.
6 Body language, such as _____, can demonstrate that you are listening.
7 Active listening can also help you to avoid _____.

6 **SPEAKING** **In pairs, discuss the questions.**

1 Which aspects of emotional intelligence do you think you are strongest at?
2 How could you further improve your emotional intelligence? What could be the benefits?

Now go to Workbook page 10 for the next lesson.

☐ I can identify specific information in a radio interview and talk about emotional intelligence.

1 1.14 **Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?**

2 **Complete the Speaking box with the phrases from the box.**

Get out of here! I'm feeling a bit blue.
I'm heartbroken. I'm worried sick about ...
I've had it up to here with ...
That's a weight off my mind.

SPEAKING | Expressing emotions

Expressing anxiety

It's been keeping me up at night.

1 _____

Expressing relief

I can breathe a sigh of relief now.

2 _____

Expressing annoyance and frustration

... is driving me up the wall!

... really gets on my nerves.

3 _____

Expressing surprise or disbelief

You've got to be kidding me!

4 _____

Who would have thought it?

Expressing sadness

I'm feeling a bit down in the dumps.

5 _____

6 _____

Expressing enjoyment or happiness

I'm walking on air!

I can't stop smiling!

3 1.15 **Listen to six statements. When you hear a beep, choose and say a suitable response from the box.**

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

4 **Replace the underlined words with phrases from the Speaking box and suitable responses in Exercise 3.**

1 A I'm extremely concerned about my aunt – she isn't very well.
B That's awful. It's horrible when a relative is sick.

2 A I've got to give a presentation in class next week. I'm really nervous. I've been worrying about it a lot.
B There's no need to worry. You'll be great!

3 A My parents are taking me to Florida this summer.
B I don't believe you! You lucky thing!
A Yes, I'm so happy.

4 A I'm completely fed up with people gossiping behind my back.
B I don't blame you. It's awful.

5 A I finally finished my geography project.
B That must be a relief for you.

5 **In pairs, role play the situations. Student A, read the instructions below. Student B, go to page 95.**

STUDENT A

In pairs, role play the two situations. Use language for expressing emotions and for responding from this lesson.

1 You can't decide what subjects to choose for your final year at school. You're really worried about this. Tell your friend how you feel.

2 You did badly in your exams. Tell your friend how you feel.

Your partner is going to tell you about two different situations. For each situation which your partner describes, respond according to these instructions.

1 Express your happiness at the situation.

2 Express your surprise and pleasure.

Now go to Workbook page 11 for the next lesson.

☐ I can use fixed phrases to express emotions.

LESSON 7A **WRITING** | An analytical essay

1 **In pairs, answer the questions.**

1 Do you think computer technology will change the way children communicate in the future? Why?

2 Can you think of one positive way and one negative way in which technology might change children's lives?

2 **Read one student's answer to the essay question given below and compare it with your ideas from Exercise 1.**

Is Artificial Intelligence good or bad for children?

REGULATED AI IS GOOD FOR CHILDREN

Artificial Intelligence (AI) refers to how computers can do tasks that are usually done by intelligent humans. As a result, AI computers can now do amazing things, including writing songs, solving scientific problems and even helping to find cures for diseases. People are also using AI more and more in everyday life and although it might make many aspects of life easier, it could also make things worse, especially for our children.

AI is already used by many forms of social media. As with other forms of social media, AI can learn about its users' interests and hobbies, and that includes children. According to the website Net Positive, AI can even identify children's voices. This might mean children are directed to online advertising and content that their parents would not want.

However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports that many industries have worked together to create a plan for using AI in the country's development over the next five years. Jordan is in a good position for using AI as it is at the forefront of technology.

The people looking into using AI in Jordan are hoping it will help in science, investment and government services. However, there is a danger that this increased use of AI could result in problems with online safety if not controlled. Consequently, the government plans to set up regulations to address these dangers and strictly control how it is used.

Of course, some people are worried that students using AI might end up with incorrect work. AI search engines do not always use reliable sources and so information provided by AI might be incomplete or even wrong.

We are still at an early stage in the development of AI and there is no doubt it is an exciting form of technology. However, without careful rules to control how it is used, and who it is used by, there are undoubted problems with it. Children themselves might find they are relying on a form of technology that in its present form should not always be trusted. As *Time* magazine argues in its article in July 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'

3 **An analytical essay looks at a topic in detail and proves ideas that the writer has about the topic. It uses researched facts to prove the ideas. Read the essay again. Which researched facts does the writer use?**

4 **Complete the Writing box with examples from the essay.**

WRITING | An analytical essay

Organisation

- Research the topic using reliable sources.
- Plan what you want to write.
- Introduce your topic in the introduction so readers know what you will be looking at.
- The main part of the essay should explain your ideas. Use a paragraph for each idea with evidence to support each one.
- Start each paragraph with a topic sentence and remember to include the sources you researched to back up each idea.
- Write a conclusion to summarise what you have said.

Content

- You can include other people's ideas and explain why you do not agree with them.
- Remember to present only facts.
- Make a note of all the sources you have used both within and at the end of the essay. You can use the following phrases in the essay.

Informal style

1 [1]_____ the website Net Positive, AI can even identify children's voices.

2 UNIDO [2]_____ many industries have worked together to create a plan for using AI in the country's development over the next five years.

3 *Time* magazine [3]_____ in its article in July 2023.

5 **Answer the questions.**

1 Which are the topic sentences in the essay?

2 Which idea is included that the writer does not fully agree with? Why?

3 How many sources are listed?

6 **Many verbs are followed by a specific preposition. Complete the table with examples from the essay on page 12.**

on	[1]_____
to	[2]_____, [3]_____
about	[4]_____

7 **Complete the sentences with the correct preposition in each gap.**

1 I can see my grandparents struggle to learn _____ the latest developments in computing.

2 Social media sites explain ways that parents can have control _____ their children's internet use.

3 We know that social media directs advertisements _____ its users.

4 Too many children probably rely _____ social media to make friends.

8 **Read the analytical essay question below. Do you agree or disagree? Research facts that can back up your argument.**

- Social media is a good thing because young people have more friends in more places than ever before. Do you agree?

9 **WRITING TASK Write your essay. Use the Writing box and remember to use sources. Don't forget to only include facts and not opinions.**
Use the Graphic Organiser to help you plan your writing.

Now go to Workbook page 12 for the next lesson.

☐ **I can write an analytical essay.**

01 Revision

VOCABULARY AND GRAMMAR

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

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

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.
4 My grandparents are really funny. We always have a good _____.
5 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.
2 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 [1]*ecstatic / devastated* when I found out I'd failed an exam. I was really [2]*livid / down in the dumps* while my friends who had passed felt like they were walking on air! I genuinely felt [3]*thrilled / heartbroken* for them but at the same time I was [4]*hazardous / bewildered* as to why I hadn't passed.

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

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

USE OF ENGLISH

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

People [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 19th 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

Use of English > page 91

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! [3]_____ 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]_____ Reports also suggest Arabic and Spanish will be important languages to do business in.

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

02 Looking ahead

VOCABULARY Cause and effect phrases, compound nouns for threats to the environment, describing wildlife and threats to wildlife (see the word list on page 73)
GRAMMAR Future forms for predictions, plans and hopes **Use of English** > page 91
LISTENING Understanding a lecture about climate change
SPEAKING Problem solving
READING Understanding an article about saving all animals
WRITING A formal email
VIEWING AND PRESENTING environment, weather, climate change, extinction, problem-solving, future plans, give a presentation

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, read the definition of 'dystopia' and discuss the question.

Do you enjoy reading books, watching films or playing video games set in a dystopia?

2 Read the magazine article about two different visions of the future. Which text is dystopian?

THE FUTURE'S...

dystopia /dɪs'təʊpiə/
an imaginary place where life is extremely difficult

... BRIGHT

In many ways, human life on this planet is better than it's ever been. In many countries across the world, crime has been dropping steadily. This may be due to better education, or perhaps to a reduction in extreme poverty. In 2018, the proportion of the world's population living in extreme poverty fell to around 10%. With luck, no one [1] will be living in this way within a few decades.

Technology is also making our lives easier and safer, and this trend is bound to continue. For example, driving is sure to become safer. Human error is the key reason for most car accidents, and well-programmed driverless cars may save huge numbers of lives. Such cars are already a reality and are going to become more common in the next few years.

And finally, life expectancy is already higher than it's ever been and as a result of better medicine, people are likely to live until the age of 100.

... TERRIFYING!

We may have seen some improvement in poverty and crime in recent decades, but why assume that this pattern will continue? I'd argue that for most people life is actually unlikely to get better.

Advances in robotics and artificial intelligence will not only reduce the number of unskilled jobs available, but will also eliminate semi-skilled jobs which can be done by a computer. By 2050, young people [2] will have been trying, and failing, to get a job for most of their 'working' lives! In 30 years' time, a few lucky people will be rich and the rest of us will be poor.

Within 20 years, we [3] will have stopped fighting over oil – [4] we'll be fighting over water instead, as global warming is certain to lead to more water shortages.

Future forms for predictions

3 **THINK BACK** **Look at two predictions from the texts. Which verb form is used when there is some evidence now for the prediction?**

1 Driverless cars are already a reality and <u>are going to</u> become commonplace in the next few years.

2 A few lucky people <u>will be</u> rich and the rest of us <u>will be</u> much poorer.

4 **Match the underlined phrases (1–4) in the article to these tenses.**

a ☐ Future Perfect Simple

b ☐ Future Perfect Continuous

c ☐ ☐ Future Continuous

5 **Now match tenses a–c in Exercise 4 to explanations 1–3 below.**

1 ☐ an activity in progress at a specific time in the future

2 ☐ an activity which will be completed by a specific time

3 ☐ an activity which continues up to a specific point in the future

6 **Choose the correct answers to complete the sentences.**

1 By 2050, software *will be able / will have been able* to predict traffic jams.

2 In a few years, tablets won't exist anymore. They *will be / will have been* replaced by smartwatches.

3 By the time today's young people retire, they *will be working / will have been working* for 70 years.

4 I don't think we *will need / are going to need* passwords, as computers will be able to recognise our faces.

5 In a few decades, everyone *will be growing / will have been growing* their own food.

Grammar Reference and Practice > page 80

7 **2.1** **Complete the article with the phrases from the box. Then listen and check.**

is likely to mean is unlikely
will be eating will have risen will have to

What will we be eating in the future?

By 2075 the population of the world [1]_____ to more than nine billion. This [2]_____ that we will need to use more and more land for housing.

We will also need to produce more food and it [3]_____ that we will be able to produce enough meat to feed all those people without further damaging the environment. Our eating habits [4]_____ change.

Luckily, scientists are already working on alternatives to meat, such as insects and synthetic protein. It may sound disgusting, but in a few years, all of us [5]_____ it!

8 **Rewrite the sentences below using the phrases from the box.**

a big cause of as a consequence of
cause (v) give rise to result from result in

1 This may be due to better education.

2 As a result of better medicine, people are likely to live until the age of 100.

3 Global warming is certain to lead to water shortages.

9 **VALUES** **Can we all do something to help our planet? If so, what? Discuss in pairs.**

Now go to Workbook page 14 for the next lesson.

☐ I can use a variety of forms to talk about future predictions.

1 **In pairs, look at the 'before' and 'after' photos. What do you think happened?**

2 **2.2** **Complete the compound nouns. Then listen and check.**

effect emissions energy erosion fuels fumes layer loss rain scarcity species turbine warming waste

1 acid _____
2 endangered _____
3 exhaust _____
4 fossil _____
5 global _____
6 greenhouse _____
7 habitat _____
8 ozone _____
9 renewable _____
10 soil _____
11 toxic _____
12 vehicle _____
13 water _____
14 wind _____

3 **PRONUNCIATION** **Read the compound nouns in Exercise 2 aloud. Is the stress on the first or the second word for each compound noun? Underline the correct word.**

4 **2.2** **Study Active Vocabulary. Then listen again and check your answers to Exercise 3. Practise saying the compound nouns.**

ACTIVE VOCABULARY | Compound nouns

- A compound noun is made up of two words. Usually the first part of the compound tells us the type or purpose of the second noun, e.g. *climate change* (*climate* tells us what type of change we are talking about).
- The first word can be a noun, adjective or a verb, but the second word is always a noun, e.g. *climate change* (N + N), *industrial waste* (A + N), *swimming pool* (V + N).
- When both words are nouns, the stress is always on the first noun, e.g. ***climate*** *change*. When the first word is an adjective or a verb, the stress is on the second word, e.g. *industrial* ***waste***.

5 **Complete the sentences with compound nouns from Exercise 2.**

1 80 percent of the energy we consume is provided by _____ which pollute the atmosphere.
2 Deforestation causes _____ because tree roots are no longer in place to bind the earth together.
3 It is claimed that _____ from cars kill twice as many people as accidents caused by vehicles.
4 Up to 300 homes can be powered by one _____, using _____.
5 _____ is the greatest threat to _____ which are close to extinction.
6 For safety reasons, _____ must be stored in sealed containers underground.
7 _____ damages buildings, forests, and kills fish.

6 **REFLECT | Culture** **In small groups, make a list of at least three environmental issues for each of the categories below.**

1 The most urgent issues to deal with.
2 Ideas for how people could easily change their behaviour.
3 The issues that most affect you.

7 **Choose one category from Exercise 6 and present your choices to the class.**

1 When you give your presentation, give reasons for your answers and say what actions people could take.
2 When you listen to presentations, make notes and ask questions at the end.

Now go to Workbook page 16 for the next lesson.

☐ I can talk about threats to the environment.

1 SPEAKING **In pairs, look at the photos and make a list of weather-related vocabulary to describe them. Which of the types of weather have you seen?**

2 Make more weather-related collocations, using the nouns from the box.

floods heat humidity rain snow temperatures weather winds

1 blistering _____
2 freak _____ / _____ / _____
3 gale-force _____
4 heavy _____ / _____
5 high _____ / _____
6 scorching _____ / _____ / _____
7 soaring _____
8 sub-zero _____
9 torrential _____

3 In groups, discuss the questions.

1 What problems do such weather conditions cause?
2 Look at some arguments people make about climate change. Do you think there is any truth in them?
   - The temperature is actually cooling rather than heating up.
   - Climate change is not being caused by human beings.

4 2.4 **Listen to a lecture about climate change. Does the speaker agree with any of the arguments in Exercise 3?**

5 Study Active Listening. Then match the signposting phrases to the functions.

1 ☐ I'm going to be talking about ...
2 ☐ In other words, ...
3 ☐ The second thing is ...
4 ☐ ... whereas ...
5 ☐ So, to sum up, ...

a sequencing an argument
b indicating that the speaker is going to paraphrase what they just said
c introducing the topic
d concluding
e indicating another example

ACTIVE LISTENING | Signposting

'Signposts' are phrases that help you follow what a speaker is saying. They can also indicate how something relates to what has already been said.

6 2.4 **Listen again and complete the notes with up to three words in each gap.**

1 The percentage of scientists who believe that climate change is real is about _____.
2 To understand changes to climate, it is necessary to look at the _____ rather than the current weather.
3 It is possible that warmer weather may actually cause more _____.
4 In the past, temperature changes were gradual and caused by natural factors such as solar activity and _____.
5 While carbon dioxide may help plants to grow, it also causes freak weather which destroys _____.

7 REFLECT | Society **Discuss the questions.**

1 Is climate change something that you worry about? Say why.
2 What do you think individuals can do to make a difference?

Now go to Workbook page 17 for the next lesson.

☐ I can understand signposting in a lecture and talk about climate change.

LESSON 4A **READING AND VOCABULARY**

1 **In pairs, look at the photos on the right. What do you think all these creatures have in common?**

2 **Read the article quickly and find two things the creatures have in common.**

the blobfish

THEY NEED SAVING TOO!

2.11

the pangolin

A It's no accident that the symbol of the World Wide Fund for Nature is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save them. This popularity enables organisations such as the WWF to raise money to support a range of critically endangered species. However, less well-known or 'exciting' creatures are far more likely to become extinct because they don't get enough attention from researchers. Invertebrates (animals without a backbone) make up over 90% of all the creatures on Earth, but get only a tiny percentage of the money available to protect our wildlife.

the aye aye

B And what about those creatures that many people would find positively ugly? With its tiny eyes, big mouth and slimy pink body, the blobfish is far from attractive. This marine creature lives deep in the ocean, where the pressure is very high. As a result, it has tiny fins and no skeleton, which keeps it from being crushed by the water pressure. Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and crustaceans, these fish can get swept into the nets accidentally.

GLOSSARY

poacher – someone who illegally catches animals

C The threat faced by the pangolin, however, is far from accidental. They are more often targeted by poachers than any other animal in the world. Unique among mammals, it is covered in scales, like a reptile. They may not look very cuddly or cute, but these scales are highly prised in traditional Chinese medicine, which has caused the population of pangolins in China to fall by around 90% since the 1960s. Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

D Other creatures become endangered precisely because people find them ugly. Take the aye aye for example. Found only on the island of Madagascar, the aye aye is the world's largest nocturnal primate. During the day they sleep in nests in the trees, coming out to hunt at night. They are solitary creatures, furry, and harmless but unfortunately, they are often killed.

3 Read the article again. In which paragraph does the author ...

1 ☐ tell us what kind of creatures get the least funding in terms of research and preservation?
2 ☐ tell us about a creature whose body is perceived as useful by some humans?
3 ☐ mention a belief that a particular creature might be a good/bad sign?
4 ☐ explain how a creature's physical features protect it from an extreme environment?
5 ☐ explain why wildlife conservation institutions often choose certain animals to represent them?
6 ☐ describe an animal that is very different from others in its class?

4 Write the highlighted words from the article under the correct heading.

Animals: _____

Parts of the body: _____

Adjectives to describe a creature: _____

5 Complete the collocations from the article with the correct words from the box.

critically extinct natural

1 Animals that are classified as 'endangered' are at risk of becoming _____.
2 Tigers – the largest living cats on Earth – are at the top of their food chain so they have no _____ predators.
3 The orangutan and black rhino are _____ endangered which means they are facing a very high risk of extinction.

6 Complete the short texts below with words from Exercises 4 and 5.

The blue whale

The blue whale is critically [1]_____. Blue whales are [2]_____ animals, preferring to travel alone or in small groups. They have few natural [3]_____ other than man.

The pygmy tarsier

Until 2008, the tiny pygmy tarsier was assumed to be [4]_____. The animals look very cute and [5]_____, with what looks like a permanent smile.

7 SPEAKING In groups, discuss the statistic. What can be done about the situations?

Since 1978, over 100 Arabian oryxes have been bred in captivity in Jordan. How could this species be reintroduced to the wild?

8 SPEAKING Work in pairs. Go to page 94. Prepare a presentation.

Now go to Workbook page 18 for the next lesson.

Do you have an **idea** to help our school better **protect the environment?**

- ★ We have up to 100 JOD available to help you get your idea off the ground!
- ★ Complete the form to tell us about your idea!

LESSON 5A **SPEAKING**

1 **In pairs, look at the notice for a competition. Can you think of an idea that could help your school to protect the environment?**

2 *2.12* **Go to page 94 and study some ideas for the competition in Exercise 1. Then listen to a student committee discussing the ideas. Which idea do they finally choose?**

3 *2.12* **Complete the Speaking box with the words from the box. Listen to the conversation again and check your answers.**

fence finger grab mind second spot track what with

SPEAKING | Problem-solving

Expressing indecision

I'm torn between ... and ...
I'm on the [1]_____ (about) ...
I'm having [2]_____ thoughts.
I can't make up my [3]_____.
On the one hand, ... but on the other hand, ...
I can't put my [4]_____ on it, but ...

Expressing agreement

You're [5]_____ on!
That's [6]_____ I was going to say! /Absolutely!

Expressing disagreement

It doesn't [7]_____ me.
I think we're on the wrong [8]_____.
That's a good point, but ...
Ok, but another option might be ...
Seriously?!

Reaching a decision

So, let's make a decision on this.
Okay, so shall we go [9]_____ ...?
It looks as if we agree that ...

4 *2.13* **Complete the discussion with phrases from the Speaking box. Listen and check.**

Aisha Which poster do you prefer?
Faten I don't know. I'm [1]_____ this one with the water bottle, and that one with the bright colours.
Nadia I can't put [2]_____, but the one with the water bottle doesn't [3]_____.
Faten Maybe it's just not original?
Aisha I don't think this idea will really inspire people to take part. It takes a lot of effort to remember to bring in a reusable bottle. We need to think about how to motivate people to do it.
Faten That's a [4]_____, but maybe that depends on how we present the concept.
Nadia Yes, you're [5]_____, Faten! That's why we need a poster that really makes an impact.
Aisha OK, let's make a decision on which poster then. Will [6]_____ the one with the bright colours?
Nadia Yes, it looks [7]_____ that one is the best idea.

5 **In pairs, discuss the ideas for the competition in Exercise 1 and reach a decision.**

Now go to Workbook page 20 for the next lesson.

☐ **I can use fixed phrases to express indecision, agreement and disagreement.**

1 **In pairs, look at the infographic. Do these statistics surprise you? Say why.**

THE CLOTHING INDUSTRY

Clothing production **doubled** in the first 20 years of this century, and the number of garments purchased each year by the average consumer increased by **60%**.

Consumers keep clothing items about **half as long** as they did 15 years ago, throwing them away after **just seven or eight** wears.

GREENHOUSE GASES

Making 1 kilo of fabric generates nearly **23 kilos** of greenhouse gases!

2 **2.16** **Listen to three students talking. What projects are they involved in?**

3 **2.16** **Listen again. Why are denim and cotton bad for the environment? How is Heba planning to sell her denim? How is Lama hoping to change people's opinions?**

Future forms for plans and hopes

4 **Match the examples of future forms from the recording with explanations a–e.**

1 ☐ I'm going to turn them into shorts.
2 ☐ Send me the details … I'll take a look.
3 ☐ She'll be explaining how to understand the labels on clothes.
4 ☐ I'm meeting her next week to finalise the plans.
5 ☐ It starts at 7 p.m. in the auditorium.

a an action that is expected to happen in the normal course of events
b a timetabled or scheduled future event
c something that has already been decided
d a future arrangement with another person
e a future action decided now

5 **In pairs, discuss the pair of sentences. Explain the difference in meaning, if any.**

a Sorry about breaking your favourite mug. *I'll buy* you a new one, I promise.
b *I'm going to buy* a new coat today.

6 **2.17** **Read the rules a–d below and complete the sentences with an appropriate form. Listen and check.**

1 So, I _____ set up a small business recycling and customising denim.
2 I _____ selling them online once I have enough items to sell.
3 I _____ start working on a project to design a shop window display.
4 It _____ go on display to the public at the beginning of next week.
5 So, I _____ get an expert to come in and talk to the whole school about the topic.
6 Students _____ arrive at 7 p.m. at the auditorium.

We use these phrases to talk about the future:

a for plans, we can use *be planning/hoping to* + infinitive or *be thinking of* + gerund
b for things happening very soon, we can use *be about to* + infinitive
c for timetabled events, we can use *be due to* + infinitive
d for formal or official arrangements, instructions or commands, we can use *be to* + infinitive

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7 **SPEAKING** **In groups, discuss these ideas.**

1 Something you're doing this weekend.
2 Something you're going to do when you have enough money.

Now go to Workbook page 21 for the next lesson.

☐ **I can use a variety of forms to talk about plans and hopes.**

LESSON 7A **WRITING** | A formal email

1 **In pairs, look at the photos and answer the questions.**

1 In which photo do the vegetables look more appealing? Say why.

2 What environmental problems do you think the plastic packaging might cause?

2 **Read Farid's email to Customer Service. What problem does he describe and what three solutions does he suggest?**

3 **Read the email again. Do you think that the problems and solutions the writer describes are likely to persuade the reader that something should be done?**

From: Farid Asmar
To: Customer Service
Subject: Reduce plastic!

yesterday at 8.13 p.m.

Dear Sir or Madam,

[A] I am writing to draw your attention to a pressing problem to which your stores are contributing significantly by their use of non-biodegradable plastic packaging.

Like many others, [B] I am deeply concerned by the huge quantity of plastic used to package items which simply do not require it. We are told that since the 1950s the world has produced more than eight billion tonnes of plastic, of which around 80 percent has been thrown into a landfill or left as waste in the general environment. [C] It is essential that we all take immediate action to prevent this.

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or simply by removing unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

[D] I urge you to consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.

Yours faithfully,

Farid Asmar

4 Complete the Writing box.

WRITING | A formal email

Greeting and signing off

1 ☐ If you know the name of the person,
2 ☐ If you don't know the person's name,
3 ☐ If you start a letter Dear Sir/Madam,
4 ☐ If you start a letter with a name,

a end the letter Yours sincerely.
b start the letter Dear Sir or Madam.
c start the letter Dear Mr/Mrs/Ms Haddad.
d end the letter Yours faithfully.

Structure of the email (or letter)

5 ☐ In the introduction,
6 ☐ In the main paragraphs,
7 ☐ In the final paragraph,
8 ☐ Before you sign off,

e ask the recipient of the email/letter to take some action.
f state the problem(s) and offer solutions.
g mention that you expect a reply.
h state your reasons for writing.

Formal writing conventions

9 ☐ Don't use contractions, e.g.
10 ☐ Avoid using phrasal verbs, e.g.
11 ☐ Make points less personal/direct by using passives, e.g.
12 ☐ Make your tone less direct by using hypothetical constructions, e.g.

i use reduce rather than cut down on.
j use We are told that rather than Some people say.
k use I would ask you to rather than Please ....
l use I am writing not I'm writing.

5 Read the email again. Match the underlined phrases A–D to the categories.

1 ☐ Making a point forcefully
2 ☐ Call to action/asking for action
3 ☐ Giving your reasons for writing
4 ☐ Explaining why the issue is important

6 Rewrite the sentences in a more formal style using the words in brackets.

1 I heard that sea plastic is harming over 600 species. (estimated)
2 It's important to look after nature. (vital)
3 You've got to stop using plastic! (urge)
4 All the best, Ibrahim. (faithfully)
5 I'm really bothered by the amount of plastic we use. (concerned)
6 Get rid of plastic packaging! (banned)
7 I'm writing to tell you how bothered I am about ... (express)
8 You should look into other options. (ask/investigate)
9 It's important to do this right away. (essential/action)
10 You must do it now. (done/urgency)

7 WRITING TASK Write a formal email to a coffee shop chain in your country. Describe the problem of disposable cups and urge the chain to take action.
Use the Graphic Organiser to help you plan your writing.

Now go to Workbook page 22 for the next lesson.

☐ **I can write a formal email.**

VOCABULARY AND GRAMMAR

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

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

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

2 Look at the underlined expressions. Tick (✔) the correct ones, cross (✘) those that are wrong and correct them.

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

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

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

USE OF ENGLISH

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

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

Use of English > page 91

LISTENING

5 2.18 **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.**

STRATEGY | Multiple choice

- Read the questions and underline key words. Decide on the focus of each question, so you know what you're listening for.
- The task may include questions where you have to decide if the speakers agree or disagree about something. Remember the speakers may agree about some issues but disagree about others.
- Before you choose the answer, listen to the whole recording.

1 You are going to hear a radio weather forecast. What does the presenter announce?

a It is about to snow in the south.

b The weather will get better.

c Temperatures are below 5 °C everywhere.

2 You are going to hear two friends talking about something. What are they discussing?

a Which animal to sponsor.

b Which animal photo to put on a website.

c Which animals are in the greatest danger of extinction.

3 You are going to hear a student talking to a teacher. Why did the student choose this volunteering project?

a It was recommended to him.

b It will help him to learn people skills.

c He would like to work with animals.

4 You are going to hear a young woman talking about a hobby. How does she feel about it?

a She finds it boring.

b She finds it addictive.

c She would like to be better at it.

WRITING

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

Say NO now!

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

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

Write your letter.

LIFE SKILLS *How to give a persuasive presentation*

1 **Do you ever watch inspiring or motivating short talks online? Why do you think they are popular? Discuss in pairs.**

2 **Look at the list of popular topics for motivating talks. Which would you like to watch? Say why.**

- How to be happy.
- Why stress can be a good thing.
- The importance of creativity.
- Why looking good isn't really that important.
- How to be a more effective public speaker.
- The power of believing in your dreams.

3 *2.19* **Listen to two students talking about giving talks. One of them recently gave a motivational talk for the first time. What did she learn from the experience?**

4 *2.19* **Complete the advice in the Life Skills box with one word in each gap. Then listen again and check.**

LIFE SKILLS | How to give a persuasive presentation (1)

Planning and delivery

- Focus on getting across just one key [1]_____. Everything you say should clearly relate to this.
- Plan a strong [2]_____ and [3]_____. Practise exactly what you're going to say at these points.
- It's vital to [4]_____ with the audience. You can do this through:
  - keeping good eye contact
  - engaging them with some [5]_____ facts, saying something funny, or telling a [6]_____ anecdote
  - making your voice sound [7]_____
  - using [8]_____ aids and props.

5 *2.20* **Listen to Jameela, a student, giving a presentation. Answer the questions.**

1 What does Jameela say is her key message?

2 How does she make the beginning of her talk memorable and engaging?

3 What personal stories does she tell?

4 What is the prop she uses towards the end of the talk, and why does she use it?

6 2.21 **Study the Life Skills box. Then listen to five extracts from Jameela's talk. Write the number of each extract next to the rhetorical device. Some extracts relate to more than one point.**

LIFE SKILLS | How to give a persuasive presentation (2)

Using rhetorical devices

Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing.

☐ **Emotion**

People tend to respond to emotional language, or an appeal to their emotions.

☐ **Rhetorical questions**

A rhetorical question is asked to make a point, rather than to get an answer.

☐ **Quotations**

A well-selected quotation from a famous person can give your argument more weight.

☐ **Repetition**

The repetition of a particular word or phrase, usually something which carries a key meaning.

☐ **Tripling**

People seem to respond to information in threes, so speeches often list three similar things, or make three similar points.

7 2.23 **Look at some sentences from Jameela's talk and underline key words. Listen and check which words Jameela stresses.**

1 I'd like to talk about the aims and ambitions we all have.
2 We need to have something to reach for and to help us move forward.
3 If you've got something you really want to do, then you shouldn't let anything stop you.
4 For as long as I can remember, I've loved to swim.
5 But what they hadn't realised was just how determined I was.

8 Work in pairs. Choose one of the topics below, or think of another one that you feel strongly about. Make a list of arguments and examples to support them.

1 It is more important to enjoy life than make money.
2 Developing self-discipline is essential to success in life.

9 Do the task below.

LIFE SKILLS | Project

Use your notes from Exercise 8 to give a short presentation.

- Prepare a presentation based on your plan.
- Organise your arguments and examples into clear sections.
- Use the tips from the Life Skills box to make your presentation as persuasive and motivating as possible.
- Use some of the rhetorical devices from the Speaking box.
- Give your talk to the class. Think about stress and intonation.
- Listen to other students' presentations. Notice what techniques they use to make their presentation impactful.
- Choose the most persuasive presentation.

03 Influences

VOCABULARY Behaviour, life events (see the word list on page 74)
GRAMMAR Past and present habits, defining and non-defining relative clauses, participle clauses **Use of English** > page 92
LISTENING Understanding a radio programme about life events
SPEAKING Generalising
READING Understanding a summary of *Oliver Twist*
WRITING An opinion essay
VIEWING AND PRESENTING family, being kind, phrases, celebrities, books, technology, characteristics

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, ask and answer the questions.

1 Look at the photos. What are the benefits of being from a small/large family?
2 What do you think are the good and bad things about being an only child?

2 THINK BACK Look at the phrases describing ways of behaving towards other people. Are these positive or negative things to do? Can you add any other phrases?

empathise with somebody
fall out with somebody
give somebody a compliment
let somebody down
lose your temper
make fun of somebody/something
make up with somebody
put up with somebody/something
talk behind somebody's back

3 Match the definitions 1–9 with the phrases for ways of behaving from the box.

be the peacemaker
blow things out of proportion
burst into tears
have a go at somebody
make a fuss of somebody
mess about show off
tell somebody off
wind somebody up

1 to say things in order to annoy somebody
2 to react as if what has happened is much worse than it is
3 to try and impress somebody
4 to suddenly start crying
5 to behave in a silly way
6 to criticise someone
7 to give someone a lot of attention
8 to help other people resolve an argument
9 to speak to somebody angrily about something wrong that they have done

4 **SPEAKING** **In pairs, talk about how you get on with members of your family. Do you think being the oldest, youngest or middle child, or an only child, affects your personality?**

5 **Read the short texts. Which one describes an only or oldest child, a middle child and a youngest child? Go to page 95 to check your ideas.**

A When I was little, my parents were forever telling me off about the things I'd done. I was quite naughty and I used to mess about from time to time, sure. I mean, there was one time when I dressed up in my dad's clothes and went down the High Street pretending to be him! It was hilarious, but my parents didn't get the joke. They took it way too seriously and blew it completely out of proportion. I really wasn't that bad as a child!

B My brother is always showing off. I'm not sure he even realises he's doing it. He'll go on and on about how great he's doing at school, and everyone always makes a big fuss of him. It really winds me up, but if I say anything, my parents tell me I'm being jealous. It's not fair.

C My brother gets attention for being great at school, and my sister is the clown of the family. Me? I'm not really sure what my role is. I'm certainly the peacemaker when my brother and sister argue. They're really loud and emotional, whereas I tend to keep my emotions to myself, really. I don't burst into tears easily or start shouting.

Past and present habits

6 **Look at the examples showing two forms which can be used to talk about past and present habits. Find more examples of such forms in the texts in Exercise 5.**

Habits in the present

My brother is always showing off.

Habits in the past

When I was little, my parents were forever telling me off.

7 **3.1** **PRONUNCIATION** **Listen to sentences about present and past habits. Does each speaker sound neutral (N) or annoyed (A)? How does the intonation change?**

1 _____ **5** _____
2 _____ **6** _____
3 _____ **7** _____
4 _____

8 **Look at sentences a–d and complete rules 1–3 with *used to* or *would*.**

a As a child, I used to spend my weekends playing with my friends. We would play all day together.
b I was an only child and I used to feel bored at home on my own.
c On Saturdays, I would go swimming with my dad.
d I used to get up early when I was younger, but I nearly always have a lie-in now.

1 We often use [1]_____ to set the scene, and then, when the time reference is clear, we can use [2]_____ for other examples of past habitual behaviour.
2 We DON'T use [3]_____ to describe a past state.
3 We use [4]_____ to talk about a past state or a situation that doesn't happen any longer.

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9 **Complete the short text with *used to* or *would*. Sometimes both are possible.**

When he was younger, Hamzah [1]_____ play basketball. He [2]_____ be quite tall for his age, but then all the other boys caught up. In fact, his younger brother, who [3]_____ be tiny, is now quite a bit taller than him. Hamzah [4]_____ be the best player in the basketball team, but now he prefers football!

10 **VALUES** **Why is it important not to make fun of people? Discuss in pairs.**

Now go to Workbook page 24 for the next lesson.

☐ **I can use a variety of forms to talk about present and past habits.**

LESSON 2A LISTENING AND VOCABULARY

1 **Which of the life events in the box can you see in photos A–C? Which of them can be the most challenging?**

a clash between you and a sibling
a newborn baby in the family
a row with your best friend
flunking an important exam
relocating to a different town or country

2 **3.2** **Listen to the first part of a radio programme and answer the questions.**

1 Why does the speaker think that what happens to us can influence our personality?
2 Does the speaker think that negative events are to be avoided? Say why.

3 **CRITICAL THINKING** **Study Active Listening. Is the extract from the recording below a fact or an opinion? How do you know?**

People sometimes think that stressful or upsetting events shape us negatively, and joyful events have a positive effect, but to my mind, the opposite can also be true.

ACTIVE LISTENING | Distinguishing between facts and opinions

- An opinion is an individual's belief or viewpoint. It is subjective, rather than being based on evidence.
  It may be signalled by the use of such words as *feel*, *believe* or *think* or phrases such as *If you ask me ... / I have the impression that ...*
- A fact is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase such as *The data shows ... / The research indicates ...*

4 **3.3** **Listen to the rest of the programme and make notes for the four speakers: Habib, Lama, Dalia and Jawad.**

1 What was the life event?
2 How was it stressful?
3 What influence did it have?
4 What did he/she learn from it?

5 **3.3** **Listen again and choose the correct answers.**

1 What prevented Habib from doing well at secondary school?
a He wasn't being challenged enough.
b He wasn't very academically gifted.
c He was friends with people who didn't pay attention in class.

2 Which of the following is an opinion?
a Colic can have a variety of causes.
b Colic is usually worse at night.
c Lying flat makes colic more of a problem.

3 What was the hardest thing for Dalia when she went to school in Germany?
a Struggling to communicate with people.
b Leaving her old friends behind.
c Not being treated well by the other kids.

4 The bullies stopped teasing Jawad because
a the new pupil defended Jawad.
b Jawad grew taller as he got older.
c Jawad learnt to ignore them.

6 **SPEAKING** **In pairs, discuss the meaning of these phrases from the recording.**

1 wasn't doing me any favours
2 things don't immediately go my way
3 turn out to be positive in the long run
4 the value of sticking at something

Now go to Workbook page 26 for the next lesson.

☐ I can distinguish between opinion and facts in a radio programme and talk about life events.

1 In pairs, ask and answer the questions.

Abdullah Shelbayh Khetam Abuawad
Mondher Rayahneh Ziyad Qasim

1 Which of the people in the box do you recognise? What are they known for?
2 Do you admire any of them? Say why.

2 In pairs, decide if the adjectives in the box are positive or negative. Are there any which could be both?

bigoted capable charming compassionate
conceited decent dedicated defensive
hypocritical idealistic immature
inspirational modest passionate pushy
sincere tough trustworthy

3 3.8 Listen and match the definitions you hear to ten of the words from Exercise 2.

4 Complete the sentences with the remaining words from Exercise 2.

1 He's really _____; always telling everyone how great he is.
2 She's so _____; she's determined to get what she wants.
3 He's so _____ that he refuses to accept anyone who thinks differently from him.
4 She's really _____ about animals; they're so important to her.
5 He's quite _____; you would never know that he's a big star.
6 You can't say anything to criticise her at all or she gets angry; she's so _____.
7 She will look after your baby well; she's reliable, responsible and completely _____.
8 She can deal with the most difficult situations; she's very _____.

5 3.9 Complete the description with some of the adjectives from Exercise 2. Listen and check.

I would like to tell you about someone who I am really proud of. It's my Aunt Abeer! She is a hard-working and [1]_____ nurse who works at a children's hospital. She has always wanted to help children who have had problems in their lives and she is a really [2]_____ person. She is also [3]_____ about the environment and thinks we should all help to stop climate change. Aunt Abeer has proved that she is [4]_____ of making a real change to young people's lives, and she is now an [5]_____ figure for everyone in my family.

6 PRONUNCIATION Match the adjectives from Exercise 2 to the correct stress patterns in the table. There are several adjectives for some of the stress patterns.

1 ●..	2 .●	3 ●.	4 .●.
			conceited
5 ..●	6 ●...	7 .●..	8 ..●..

7 3.10 Listen and check.

8 3.11 Listen to Kareem and Jamal talking about good and bad role models. Tick the words and phrases which you hear.

☐ a bad influence (on somebody)
☐ a good/shining example of ...
☐ admire ☐ despise
☐ find somebody inspirational
☐ follow in somebody's footsteps
☐ idolise ☐ loathe
☐ look down on ☐ look up to
☐ put somebody on a pedestal
☐ set a good example

9 SPEAKING Ask and answer the questions.

1 Do famous people have a responsibility to be good role models? Say why.
2 Who has more influence on you – public figures, your friends or your family?

Now go to Workbook page 27 for the next lesson.

☐ **I can talk about personal qualities and behaviour.**

LESSON 4A READING AND VOCABULARY

1 SPEAKING **In pairs, look at the cover of a book. Do you know this story? If not, what do you think it is about?**

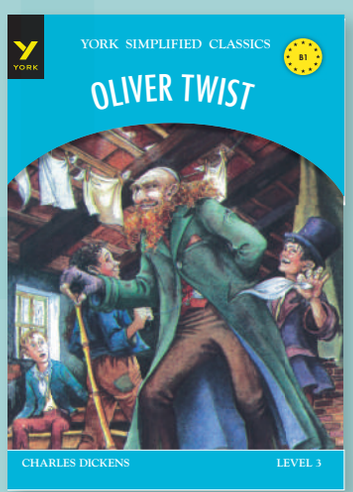
2 **Read the summary of *Oliver Twist* and answer the questions below.**

1 What kinds of people lived in a workhouse?
2 Why did Oliver decide to walk to London?
3 Why do you think Fagin and Mr Sikes used children to take things from people?

3.12

OLIVER TWIST

BY CHARLES DICKENS



In England during the 1800s, many people came to the cities to work. There were places called workhouses where the poorest people could live, work and eat to make ends meet. But life in the workhouses was not easy, where people somehow managed a subsistence, living day-to-day, huddled together to keep warm.

One night, a woman arrived at a workhouse. She gave birth to a baby but then sadly died. A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans. Although the boys lived hand-to-mouth, they had a sense of belonging at the house and looked after each other.

At the workhouse, all the other boys were as malnourished as Oliver. One day, they encouraged Oliver to beg for more food, but this made the managers of the workhouse angry.

Oliver decided to escape to London but had no food and went hungry for days, before he met another boy called Jack Dawkins. He showed Oliver the way to the city. Jack introduced Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys gathered together to give the old man watches and jewellery. Fagin then told Oliver to go into the streets with the other boys and learn from them. Oliver was shocked when he saw the boys take things from people's pockets. He understood that they were thieves!

GLOSSARY

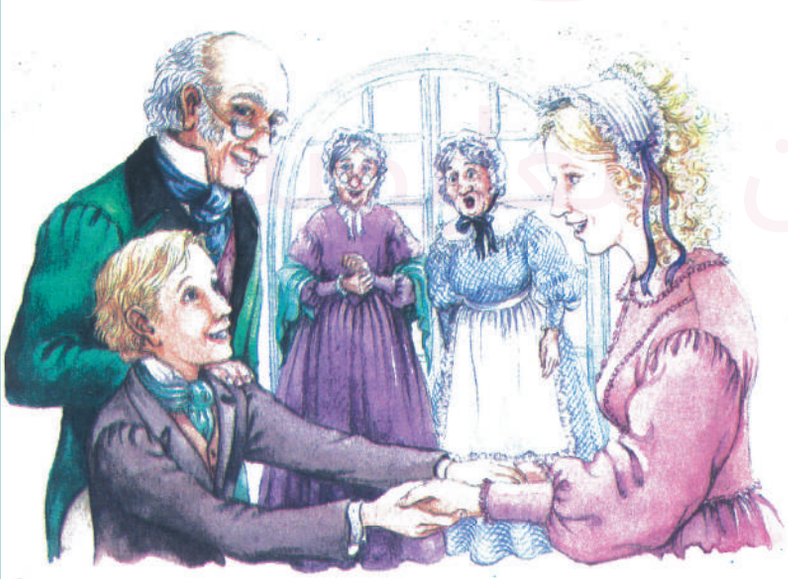
housekeeper – a person whose job is to look after a house
orphan – a child whose parents have died

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at the boys, and as they ran away, a police officer tried to arrest Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the skinny boy and took him back to his house, where the housekeeper looked after Oliver.

When Oliver was better, he was walking along the streets when a woman grabbed him. She took him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. They told Oliver to climb through a small window of a house. When he did so, he was shot.

Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to feel at home. Mr Brownlow explained that Oliver's mother was a rich woman. But his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money.

At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country. Oliver is adopted by Mr Brownlow, which shows what a kind man he is.



3 Read the text again and choose the correct answers.

1 Why was Oliver sad to leave the house for orphans?
- **a** It was where he was born.
- **b** The orphans helped each other.
- **c** He had plenty to eat there.

2 Why do you think Fagin gave Oliver food and a bed to sleep on?
- **a** He wanted to help the poor orphans of London.
- **b** He wanted Oliver to trust him and then work for him.
- **c** He was a rich man in a smart, modern house.

3 Why did Oliver's brother Monks want Oliver to be a thief?
- **a** He could get watches and jewellery from him.
- **b** He was an honest person.
- **c** He wanted to have all of his mother's money.

4 Match the highlighted words/phrases in the text with their definitions below. For some of the definitions there is more than one correct answer.

1 to have just enough money to buy what you need
2 dealing with things without thinking about the future
3 didn't have enough food
4 sat or stood very close to other people
5 asked for money or food from strangers
6 very thin
7 be comfortable in a particular place

5 REFLECT | Society How do you think poverty influences someone's life? Can there be any positive outcomes to being poor?

Now go to Workbook page 28 for the next lesson.

1 SPEAKING **In pairs, discuss the question.**

What do you think is the origin of these phrases?

cc an email go online hang up the phone

2 *3.13* **Listen to Heba talking to her grandfather. Check your ideas from Exercise 1. What new expressions does Heba teach him?**

Relative and participle clauses

3 THINK BACK **Study the underlined relative clauses *a* and *b* and answer the questions.**

a The house <u>which we just walked past</u> belongs to my grandfather.

b My grandfather's house, <u>which I love</u>, isn't very modern.

1 Which sentence gives essential information that cannot be omitted? (defining relative clause)

2 Which sentence gives extra information that can be omitted? (non-defining relative clause)

4 Read some extracts from the conversation between Heba and her grandfather. Which of the underlined relative clauses are defining?

1 ... phones are something <u>that you can keep in your pocket</u>.

2 I had to go into the hall, <u>where the phone was kept</u>, and everyone could hear every word I said.

3 My best friend, <u>who I was usually talking to</u>, used to get fed up with me whispering all the time!

4 ... you had to have a wire <u>that connected your computer</u> <u>with the telephone line</u>.

5 Oliver is adopted by Mr Brownlow, <u>which shows what a kind man he is</u>.

5 Read the sentences in Exercise 4 and answer the questions.

1 In which type of relative clause can we use *that* instead of *which* or *who*?

2 In which sentence can you omit the relative pronoun without affecting the meaning? Why is this?

3 What does the relative pronoun in Sentence 2 refer to?

4 In which sentence is the relative clause a comment on the whole of the main clause?

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6 Rewrite the pairs of sentences as one sentence using a relative clause.

1 Televisions used to have a dial. The dial was used to change channel.

2 Technology is always changing. I find this exciting.

3 Husam has lost his phone. He is very absent-minded.

7 Study two participle clauses from the conversation in Exercise 2, and compare them with similar sentences using full relative clauses. Complete the rules below.

a There was a wire <u>attaching</u> the phone to the wall. (present participle clause)

There was a wire <u>which attached</u> the phone to the wall. (relative clause)

b The copy <u>made</u> by the carbon paper was called the carbon copy. (past participle clause)

The copy <u>which was made</u> by the carbon paper was called the carbon copy. (relative clause)

1 We use a **present participle** to replace a relative clause with *an active / a passive* verb.

2 We use a **past participle** to replace a relative clause with *an active / a passive* verb.

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8 SPEAKING **In pairs, tell your partner about a piece of technology, using relative and participle clauses. Student A, go to page 94. Student B, go to page 96.**

Now go to Workbook page 30 for the next lesson.

☐ **I can use defining and non-defining relative clauses to give additional information.**

A

Baby boomers: retired at 56 on a full pension – think young people are lazy.

B

How Gen X sent text messages.

C

Millennial elevator has three buttons: up, down and whatever.

D

Gen Z: You can't say that – it hurts my feelings!

1 In small groups, look at memes A–D about different generations. What characteristics are they joking about? Are the jokes fair?

2 3.14 Listen to a radio phone-in programme about three different generations and make notes.

	Baby boomers (born 1946–1964)	Generation X (born 1965–1980)	Millennials (born 1981–2000)
Events which influenced them			
Attitude towards work			
Personality characteristics			

3 3.14 Study the Speaking box. Then listen again and tick the phrases you hear.

SPEAKING | Generalising

Talking about what is generally true

- ☐ On the whole, ...
- ☐ In general, ...
- ☐ In some/many/most cases, ...
- ☐ Broadly speaking, ...
- ☐ By and large, ...
- ☐ More often than not, ...
- ☐ Nine times out of ten, ...
- ☐ 90 percent of the time, ...
- ☐ To some/a great extent, ...
- ☐ ... tend to think/say/believe ...
- ☐ There's a tendency for ... to ...

Acknowledging that you are generalising

- ☐ This is a bit of a sweeping statement, but ...
- ☐ I may be overgeneralising, but ...
- ☐ You might think this is an overgeneralisation, but ...

4 Rewrite the sentences as generalisations using the words in brackets.

Generation Z (or Gen Z):
people born from 2001 onwards

1. Generation Z spend a lot of time online. (general)
2. They know how to make the best of social media. (whole)
3. They take offence very easily. (tend)
4. They have an entrepreneurial spirit. (nine)
5. They like getting a bargain. (cases)
6. They are into experiences rather than material possessions. (extent)

5 In pairs, discuss the questions and prepare a short presentation about your generation.

1. Do you feel you belong to Generation Z?
2. Do you agree with the generalisations about Generation Z in Exercise 4? Say why.
3. Can you think of any generalisations that people make about other generations?

6 REFLECT | Society **How can society overcome generation gaps?**

Now go to Workbook page 31 for the next lesson.

☐ I can use generalisations to talk about something that is usually true.

LESSON 7A **WRITING** | An opinion essay

1 **In pairs, read the Fact Box and answer the questions.**

1 Do any of the facts surprise you? If so, which ones? If not, why not?

2 Would you agree that families have less quality time together than in the past?

3 Are families less close than they used to be?

2 **Read one student's answer to the essay question given below and compare it with your ideas from Exercise 1.**

Some people think that families are not as close as they used to be. Do you agree? Write about ...

- mobile technology
- changes in working life
- your own ideas

ARE FAMILIES AS CLOSE AS THEY USED TO BE?

Many people today feel that relationships between members of the same family are not as close as they were a few generations ago. Changes in our working lives and the advent of technology have certainly altered how families interact, but I would argue that families generally remain as close as they ever were.

Increasingly, parents are seeking a greater work-life balance. This means that even in a family where both parents work, they are often able to ensure that at least one parent is available to take their children to after-school activities or to attend shows and concerts at the school. A better work-life balance also enables families to spend more quality time together.

It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented. A striking example of this is the humble washing machine, which Hans Rosling, a well-known Swedish statistician, called 'the greatest invention of the industrial revolution' because of the way that it liberated parents to spend more time with their children. Prior to its invention, it was usual to spend an entire day doing laundry.

Going online can be seen as a way of bringing families together as well as a distraction. Whereas in the past family members living apart would have to write letters and often wait a long time for a reply, nowadays there are many more ways to keep in touch, such as social media and video calls. Overall, I believe that family members do communicate with each other more than in the past, whether through technology or face-to-face.

In conclusion, I would say that while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

FACT BOX *Internet use in Jordan*

- Around 50% of children in Jordan can access the internet.
- Around 97% of these children spend up to 6 hours a day online.
- Around 74% of these children who are under 10 use video-sharing sites online.
- 94% of students use the internet for online discussions, doing research and using messaging apps.

3 **Read the essay again. Which paragraphs are about the topics listed in the essay question?**

4 **Study the Writing box and answer the questions.**

1 What is the thesis of the essay?
2 What arguments does the writer give to support the thesis?
3 How does the thesis relate to the conclusion?

WRITING | An opinion essay

Content and organisation

Introduction: Summarise the topic of the essay, using your own words as far as possible, and state your position (thesis) with regard to the topic.

Main body: Include two or three paragraphs setting out your arguments. You must include the two topics given in the essay question, plus an idea of your own. Each paragraph should be about one main idea.

Conclusion: Summarise the main points of the essay and restate your opinion or thesis on the topic.

Style and register

- Use semi-formal or quite formal register.
- Give your personal opinion using:
  Personally, ... /In my opinion, ... /My personal conviction is that ... /[1]_____ /[2]_____ /[3]_____.
  Include more impersonal views using:
  It is often argued that ... /It is often held that ... /It is widely believed that ... /[4]_____ /[5]_____ /[6]_____.
- Try to use a variety of linkers:
  Nevertheless, ..., In addition, ..., Therefore, ...

5 **Complete the Writing box with the underlined phrases from the essay.**

6 **CRITICAL THINKING Study Active Writing. Then underline the topic sentences in paragraphs 2, 3 and 4 of the model essay in Exercise 2.**

ACTIVE WRITING | Topic sentences

- In academic writing, each paragraph has a 'topic sentence' which contains the main idea of the paragraph. The other sentences should support the topic sentence, giving further details, reasons or examples.
  A coherent paragraph will have sentences in logical order.

7 **For each topic sentence below, write a paragraph with two supporting sentences.**

1 Social media is often seen as a key reason people are interacting less face-to-face.
2 Working parents are simply too busy to spend time with their family.

8 **WRITING TASK Read the essay question below and write your essay. Make notes to support your opinion.**

People in your family are more influential in your life than your friends, or any other influence. Do you agree?

Use the Graphic Organiser to help you plan your writing.

Now go to Workbook page 32 for the next lesson.

☐ I can write an opinion essay.

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 road, and [2]_____ individuals who are concerned about others do make the news from time to time. [3]_____ people who perform heroic acts without [4]_____ and telling everyone about it can be interesting.

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

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

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

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

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

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

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

5 Replace the underlined phrase with a participle clause.

1 People <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?

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USE OF ENGLISH

6 Complete the text.

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.

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

WRITING

8 Read the task below.

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

Write about ...

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

Write your essay.

04 Inside story

VOCABULARY News reporting, collocations, noun suffixes (see the word list on page 75)
GRAMMAR Narrative tenses, Past Perfect Simple and Continuous, negative inversion
Use of English > page 93
LISTENING Understanding a radio programme about famous photos
SPEAKING Telling anecdotes
READING Understanding two newspaper reports
WRITING A story
VIEWING AND PRESENTING fake news, journalism, news stories, photos, anecdotes, debating

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, discuss the questions.

1 What is fake news?
2 What fake news stories have you heard of?
3 When do you think fake news started?

2 *4.1* **Listen to a podcast and check your answers to Exercise 1 question 3.**

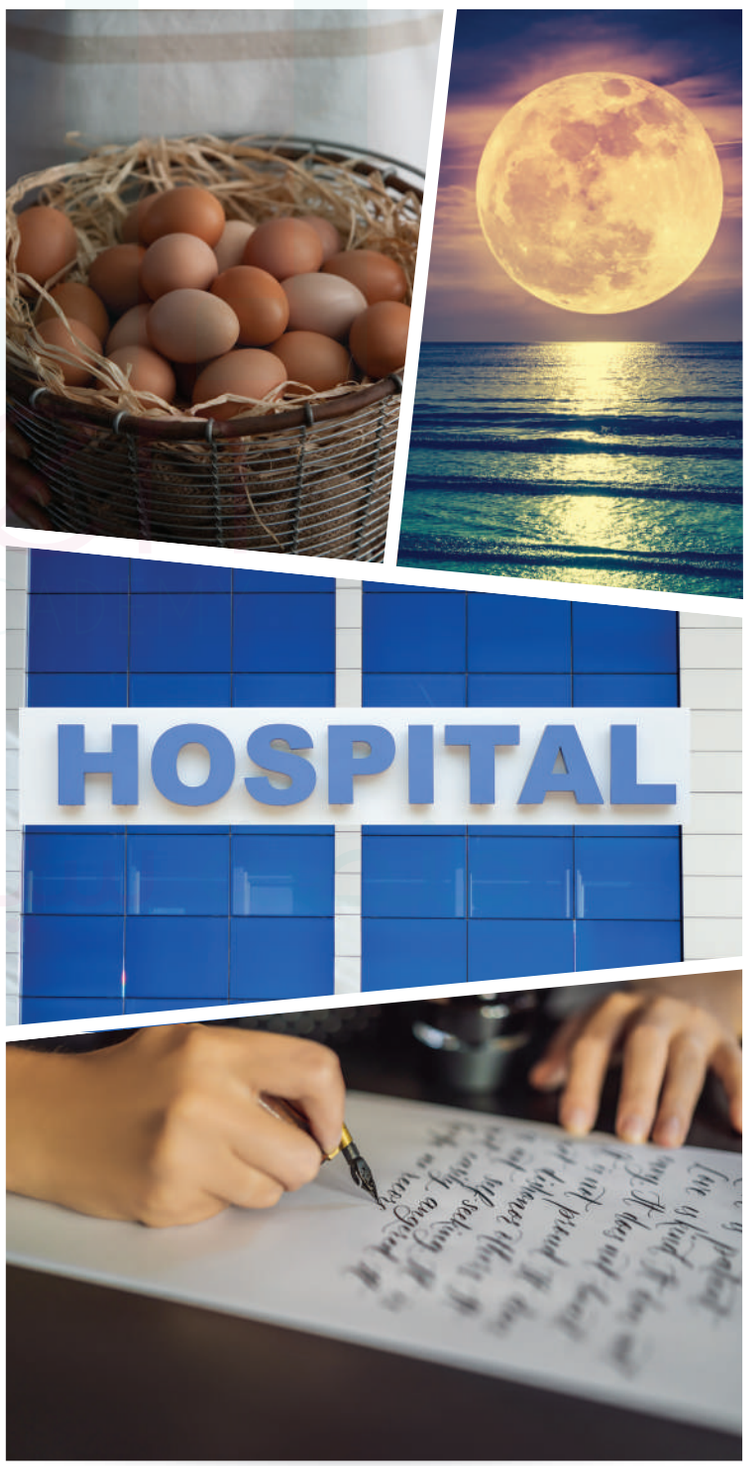
3 Check you understand the words from the podcast in the box. Find two synonyms for each word 1–8 below.

bizarre claim clues dependable drop enigma expose fraud go down hints hoax maintain puzzle reveal trustworthy weird

1 decrease (v) _____
2 fake (n) _____
3 reliable _____
4 mystery _____
5 signs _____
6 state (v) _____
7 strange _____
8 uncover _____

4 *4.1* **Complete the questions with words from Exercise 3. Sometimes more than one answer is possible. Then listen again and answer the questions.**

1 Why did a news report _____ that social media accounts would close if users made a spelling mistake?
2 Why do you think a newspaper reported _____ animals living on the moon?
3 Why did egg companies want the newspaper to say egg prices had _____?
4 How did the city newspaper _____ the truth that the other city newspaper was copying its stories?
5 Which of the _____ news stories in the podcast do you think is the best one?



Narrative tenses; Past Perfect Simple and Continuous

5 **THINK BACK** **Which past tense is used in each of the underlined parts?**

A few years later, in 1835, a newspaper in New York [1]published a series of amazing stories about the findings of the famous British astronomer, John Herschel. The newspaper said that while he [2]was studying the moon, he [3]found lots of strange animals living there. They later admitted that the reports were not true, but by that time, sales of the newspaper [4]had increased dramatically.

6 **Match the underlined phrases in the extracts to the descriptions.**

1 ☐ They reported a fake news story about a man who was in hospital after he had been shot at a mine.

2 ☐ They later had to admit that they had been copying the other newspaper for years.

a This is an action in progress in the past.

b This is a completed action.

7 **Complete the rules by writing Past Perfect Simple, Past Perfect Continuous or both.**

1 We use _____ to make clear that a past action happened earlier than another past action.

2 We use _____ to talk about an earlier completed action.

3 We use _____ to talk about a situation or action which continued up to a certain time in the past.

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8 **Study *Watch Out!* Then complete the text with the correct past tense forms of the verbs in brackets.**

WATCH OUT!

- We use the Past Perfect Continuous when we want to focus on the length of an activity or when we explain a past result, e.g. *He was tired as he **had been flying** for hours.*
- We do not use the Past Perfect Continuous with repeated actions when we say how frequently something happened, e.g. *She **had been visiting** him regularly.*

ARCHAEOLOGISTS DISCOVER ANCIENT WALLS

Before the Eastern Badia Archaeological Project (EBAP) visited the Black Desert of Jordan, nobody [1]_____ (explore) the archaeology of this large area. When the archaeologists started work, stones from ancient houses [2]_____ (lie) under the ground for more than 8,000 years. The people who built these houses also [3]_____ (build) amazing long walls called 'kites' to catch animals with. The walls were many kilometres long and they met at a point. Animals that [4]_____ (run) away from the people could not escape from this point in the walls. Archaeologists think that the walls at Jibal al-Khashabiyeh might be the oldest in the world: nobody [5]_____ (made) anything like this before. The kites show that the people who lived in the Black Desert [6]_____ (work) together in large teams to find food much earlier than they expected.

9 **4.2** **PRONUNCIATION** **Listen to the sentences from the text. What do you notice about the way that the words *had* and *been* are pronounced?**

1 Before the EBAP visited the Black Desert of Jordan, nobody had explored the archaeology of this large area.

2 Animals that had been running away from the people could not escape from this point in the walls.

10 **SPEAKING** **In pairs, discuss why people believe fake news.** **Go to page 95.**

Now go to Workbook page 34 for the next lesson.

☐ **I can use narrative tenses to talk about past events.**

1 **In pairs, look at the headlines and discuss the questions.**

1 Why do you think news sites write these kinds of headlines?
2 Do you think the information in these kinds of stories is reliable? Say why.

Trending now

SHARK SURPRISE!

A father and son from Irbid tried out their device to protect swimmers from shark attacks. You won't believe what happened next!

SECRETS OF SHRIMP FARMING

The devastating truth behind those delicious prawns. This story will melt your heart!

2 4.3 **Listen to a clickbait journalist talking about his work. Why does he think news sites write these kinds of headlines?**

3 **Study Active Vocabulary and find two more examples of collocations in the headlines in Exercise 1.**

ACTIVE VOCABULARY | Collocations

A collocation is a combination of two or more words, e.g. *disprove a theory*

The most common structures for collocations are:

- adjective + noun, e.g. *a bizarre theory*
- verb + noun, e.g. *reveal the truth*
- adverb + adjective, e.g. *potentially embarrassing*
- verb + adverb, e.g. *discuss calmly*

4 4.3 **Complete the sentences with the words from the box to make collocations. Listen again and check.**

attention clickbait corruption generates go hit light present public verify

1 I'm responsible for creating all those _____ headlines that attract attention.
2 If the posts I write _____ viral, that could mean hundreds of thousands of page views, which _____ more advertising revenue for the news site.
3 Articles published online need to be very brief because everyone has such a short _____ span these days.
4 The articles I write rarely shed much _____ on the key issues that have _____ the headlines.
5 I'd love to cover traditional news stories which are in the _____ interest, where I could expose _____.
6 I'd also prefer to have the time to _____ my sources or the space to _____ both sides of the story.

5 **Match the adjectives from the box with their definitions 1–10. Are the adjectives related to clickbait viral news stories?**

balanced exclusive hard-hitting heartbreaking heartwarming newsworthy off the record quirky sensational topical

1 includes strong criticism
2 unusual in an interesting way
3 very sad
4 interesting enough to be reported
5 considering all sides equally
6 related to things that are happening
7 not meant to be publicly reported
8 shocking and exciting, not serious
9 (a news story) published only in one place
10 causing feelings of happiness

6 SPEAKING **Would you like to work as a journalist? Say why.**

Now go to Workbook page 36 for the next lesson.

☐ I can talk about the news.

1 **Read the newspaper article. What type of text is it? How do you know?**

book/film review celebrity profile
gossip column human interest story
news item opinion piece

Meet two readers who have had experiences with extreme weather

Take Shelley, who lived on the island of Vanuatu. The people in her village knew a large cyclone was heading their way. The villagers decided to take shelter in one house, but in no way could they imagine how strong the cyclone would be. When the wind got stronger, they told the children to hide under the beds and under no circumstances should they come out. But as the storm was passing over their house, it took the roof off and soon their room was full of flying objects. No sooner had they huddled together in the basement than the wind blew a hole into the basement. Luckily, they were able to survive until the storm passed.

Noura's family were lucky to win a holiday in Wadi Rum, where they were taught traditional techniques to survive in the desert from a local Bedouin guide. The guide showed Noura how to find her way using the sun or the stars. She found out that wearing long black clothes can help people stay cool in extreme heat. The family found out about where to find water in the desert. Little did they imagine how much was growing there. They realised how full of plants the desert really was.

Negative inversion

2 **Look at sentences a–b from the article and answer questions 1–2. Then study the box and check. Find more examples of negative adverbials in the text.**

a No sooner had they huddled together in the basement than the wind blew a hole in the basement.

b Little did they imagine how much was growing there.

1 What do you notice about the word order after the negative adverbials?

2 What effect does using negative adverbial phrases like these have on the reader?

Negative inversion

We use **negative inversion** to add emphasis to a sentence. After a negative adverb or phrase the word order changes: I had never felt so afraid. → **Never had I felt** so afraid.

Some common adverbs and adverbial phrases:

- hardly/barely/scarcely ... when ...
- never/at no time
- under no circumstances/in no way
- no sooner
- not only ... but also ...
- little (did I/they know/imagine ...)

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3 **Rewrite the sentences without changing their meaning.**

1 They had only just left when the house exploded. Scarcely _____.

2 You should not approach the animal, which is dangerous. Under _____.

3 As well as winning the race, she also broke a world record. Not only _____.

4 He didn't imagine that his friend was a spy! Little _____.

4 **4.4** **Listen and write the sentences. Then rewrite each of them using a negative adverbial.**

5 **SPEAKING** **In pairs, look at the sentences you wrote in Exercise 3. Imagine each one is part of a different news story. What could each news story be about?**

Now go to Workbook page 37 for the next lesson.

☐ I can use negative inversion to add emphasis.

LESSON 4A READING AND VOCABULARY

1 **In pairs, look at the photos from two news reports. What do you think the reports are about?**

2 **Read the news reports and answer the questions.**

1 What opportunities does the development bring according to the first report?

2 What other things will be built as well as the hotel?

3 Why does the second report think the development won't be good?

4 What do the protesters want to happen?

NEW HOTEL IS JUST WHAT THE AREA NEEDS

4.5

When developers released a statement that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. [1]_____.

We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach. The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years.

We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people. [2]_____.

I was very surprised to hear that there are protesters who are against the plan. Just last week, some activists tried to stop lorries from entering the beach to start building work, and I reported the incident to the police. [3]_____. There has even been an accusation that I am working to promote the hotel company, but this is not true.

We must remember that the hotel will solve many of the problems in our area, and I support it 100%.

NEW HOTEL, BUT NO NEW HOPE FOR LOCALS

When we first received information about a new hotel at our local beach, many local people were pleased and thought that the development could give us job security. [4]_____. It is very clear that the hotel is an international company and in all its branches, it employs an international staff. It also uses the same building contractors for all its hotels, and none of them are from our area.

In addition, the developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants, also with their own staff. These restaurants will be too expensive for most people in our neighbourhood. [5]_____.

My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area. I am not an activist and I refute the allegation that I tried to obstruct building work last week. [6]_____. I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people. Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

3 **Read the reports again. Match sentences A–H with gaps 1–6 in the texts. There are two extra sentences.**

A However, people should have the freedom to protest about things they do not agree with.

B Everyone has the right to protest, but such obstruction is illegal.

C There have been talks for years about opportunities for new developments, but they never seem to happen.

D People were furious and took to the streets in protest.

E I am also sure that locals who work at the old restaurants will probably lose their jobs.

F Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.

G But when I put in a request to find out more about the developers on the internet, I quickly changed my mind.

H She stressed it was ridiculous to believe the residents could be guilty of harming the workers.

4 CRITICAL THINKING **Study Active Reading. Then read the news reports again and find examples which demonstrate bias. Why is it important to recognise bias?**

ACTIVE READING | Recognising bias

Very few texts are completely balanced or objective, but there are some key indicators that a text is more strongly biased:

- facts are missing or exaggerated
- there are overgeneralisations
- there is little respect for different opinions
- there are quotation marks to indicate that the writer does not agree with a different opinion.

5 **Find examples of nouns in the news reports with the suffixes in the table.**

Suffixes	Nouns
-ment	*statement, ...*
-tion	*information, ...*
-sion/-cion	*tension, ...*
-ist	
-er/-or	*worker, ...*
-ity	*opportunity, ...*
-hood	
-dom	

6 **Complete the sentences with the correct noun forms of the words from the box.**

allege improve replace solve

1 The two sides need to sit down and find a(n) _____.

2 It will be difficult to find a suitable _____ for Laila when she leaves her post.

3 The _____ against him are shocking, but he denies all of them.

4 There has been a(n) _____ in the standard of living in my country.

7 **Complete the collocations from the articles with the correct verbs from the box. Then check your answers in the text.**

come up with refute release report

1 The accident was bad enough for them to _____ the incident to the police.

2 Locals living on the street _____ the allegation that they did anything illegal.

3 Perhaps they can try to _____ a solution.

4 The developers _____ a statement about their 'improvement' scheme.

Now go to Workbook page 38 for the next lesson.

☐ I can recognise bias in news reports and talk about protests.

LESSON 5A **LISTENING AND VOCABULARY**

A

B

C

D

1 **Check you understand the highlighted words. Then look at photos A–D and match them with these descriptions.**

1 The shot looks like he is moving forward, but is not cropped very well because the background is actually a photo.

2 The image really captures the close relationship she developed with all the animals she worked with over her long career. It also shows a likeness between people and chimpanzees.

3 The men are shown having their lunch break; they look very natural, not as if they were posing.

4 This poignant photo is carefully composed; it looks like he is standing alone.

2 4.6 **Listen to four people (1–4) talking about famous photos. Match each speaker with their statement (a–d).**

Speaker: **1** ☐ **2** ☐ **3** ☐ **4** ☐

a The photographer knew immediately that the photo would become iconic.

b The photo shows how much designs have changed.

c The photo was taken as a kind of positive propaganda.

d The subject of this photo only became well-known after it was taken.

3 4.6 **Listen again and answer the questions.**

1 Why is the year that the photo of the workers was taken significant?

2 What had just happened when the photo was taken of William Walker Martin?

3 Why was it surprising that Martin was such a fast cyclist?

4 Why was Jane's relationship with David Greybeard particularly important?

5 Who took the photo of Buzz Aldrin?

6 What evidence is there that Buzz Aldrin was not alone when the photo was taken?

4 SPEAKING **In pairs, share some of your favourite photos. Ask and answer the questions.**

1 Who or what is the subject matter of the photo?

2 What does the photo mean to you and what does it capture?

3 What had happened just before the photo was taken?

Now go to Workbook page 40 for the next lesson.

☐ I can identify specific details in a radio programme and talk about photos.

1 **What is an urban myth? Discuss in pairs.**

2 **4.10** **Listen and decide which stories are true, false or partly true? Then go to page 95 to check the answer.**

3 **Study the Speaking box and complete it.**

Guess what?
I was travelling on the bus, when . . .
It was probably the most embarrassing moment of my life!
Obviously, I was a bit taken aback.
You'll never believe what happened to me . . .

SPEAKING | Telling an anecdote

Saying that an anecdote is about to start

- ☐ 1 _____
- ☐ That reminds me of (a time when) ... .
- ☐ Have I ever told you about ...?
- ☐ A friend of a friend told me this story.

Giving background information

- ☐ 2 _____
- ☐ Well, I'm not sure if you know ..., but ...
- ☐ There was this guy who ...

Introducing a turning point

- ☐ Anyway, to cut a long story short, ...
- ☐ Suddenly, ...
- ☐ No sooner had ... than ...
- ☐ Hardly had we ... when ...
- ☐ It turned out that ...
- ☐ Before we knew what was happening ...
- ☐ 3 _____

Showing the speaker's attitude

- ☐ 4 _____
- ☐ I couldn't believe what was happening.
- ☐ Obviously/Presumably/Unbelievably, etc.
- ☐ And then, to top it all, ...
- ☐ I mean – I've done it, haven't you?
- ☐ No word of a lie!
- ☐ Would you believe it?

Rounding off the anecdote

- ☐ 5 _____
- ☐ I'll never forget ...
- ☐ I'll never ... again.

4 **4.10** **Listen again and tick the phrases in the Speaking box that you hear.**

5 **Choose the most suitable comment adverb to complete the sentences. In pairs, explain your choices.**

1 *Obviously, / Theoretically,* you don't need any help with this – you're doing brilliantly!
2 *Disappointingly, / Foolishly,* I forgot to take an umbrella. I should have known it would rain.
3 *Presumably, / Apparently,* attention spans are getting shorter – I read that somewhere.
4 *Surely, / Fortunately,* you don't expect me to believe that.
5 *Presumably, / Unbelievably,* he doesn't like vegetables; I've never seen him eating any.
6 *Personally, / Surely,* I like him, but a lot of people can't stand him.
7 *Theoretically, / Clearly,* your job is not important to you, or you wouldn't keep turning up late.
8 *Unbelievably, / Surely,* she was rude to a customer not just once, but four times!

6 **Plan an anecdote that could become an urban myth. Then tell your anecdote in pairs. Are there any true parts in your partner's story?**

Now go to Workbook page 41 for the next lesson.

☐ I can tell an anecdote.

1 **Work in pairs. Read the story. What do you think happens at the end?**

The man in black

'Hey, stop!' he yelled. [a] I turned round and saw the man in black. I could see that he was running towards an old lady. She was probably about 75, walking slowly with a leather handbag. He probably thought it would be very easy to take something from a person like that. [b] My heart was pounding furiously in my chest as the man raced towards her. I thought I knew what he planned to do.

[c] The day had started so well. [d] I had been wandering aimlessly around the city, taking photographs, stopping occasionally for an ice cream or a coffee, without a care in the world.

I first spotted him walking along the beach. He looked out of place among the families and young couples. [e] He was wearing a black suit and tie with dark glasses, and looked typical of a bad guy in films. He was muttering into a phone.

I watched him as he sat down on a bench. He peered curiously at me as I walked past him, but his attention was soon distracted by another call on his phone.

[f] The old woman glanced at the man and stopped as she was walking past. 'Stop!' He bellowed again. Then, he grabbed her by the arm.

2 **Now, read the last paragraph and check your predictions.**

At that moment, I saw something falling from the sky. A crane from a building site across the road was toppling over some bricks. No sooner had the man pulled the woman away than crane crashed on the ground where she had been standing! Shame flooded through me. I had thought he was a criminal, but in fact he was a hero who had saved her!

3 Study the Writing box and find examples of: negative inversion, different verbs to describe speaking, looking and moving.

WRITING | A story

Title

Give your story a catchy/interesting title.

Structure

You could try starting the story in the middle of the action for dramatic effect.

Language

- Use a variety of language/tenses.
- Use time expressions to sequence events, e.g. before, after, first.
- Use direct speech to make your story more interesting, e.g. 'Hey! Stop!' he yelled.
- Use negative inversion to add emphasis, e.g. No sooner had ...

4 Read underlined sentences a–f in the story. Which past tenses are used in each example?

5 Now match sentences a–f in the story with functions 1–5 below.

1 ☐☐ Describing an ongoing action that forms the background to a story.

2 ☐ Contrasting an event in progress with a single action that interrupts it.

3 ☐ Describing an action which was completed before a time in the past.

4 ☐ Describing a single completed action in the past.

5 ☐ Describing a situation or action which was in progress at or up to a time in the past.

6 Match the highlighted words in the story with their definitions.

1 to look at something closely and carefully

2 to take a quick look at something

3 to notice something or someone

4 to shout angrily in a low deep voice

5 to shout loudly, because you are excited or angry

6 to speak so quietly that you cannot be heard easily

7 to go somewhere as quickly as possible

8 to walk in a casual way, often in no particular direction

7 Study *Watch Out!* Then put the words in the correct order to make sentences.

1 he / in my ear / yelled loudly

2 she / blankly / at him / for several seconds / stared

3 they / worked / all day / very hard / in the factory

4 I / on the bench / sat / for over two hours / patiently

WATCH OUT!

Positions for adverbs within a clause:

1 At the end of a clause (for adverbs of manner, place and time), e.g. *I ran away **quickly**. / I'm sitting **here**. / I've been waiting **for ages**.*

2 Before the main verb (adverbs of manner can go in this position), e.g. *I **quickly** ran away.*

3 At the beginning of a clause to add emphasis (adverbs of place and time can go in this position), e.g. ***With my back to the wall**, I waited.*

- If all three types of adverb are used in the same clause, the order is:
  manner → place → time
  *I drove **aimlessly around the city for hours**.*

8 WRITING TASK Complete the writing task.

Write a story starting or ending with the sentence: *Malak hadn't imagined that her day would be a disaster.*

Use the Graphic Organiser to help you plan your writing.

Now go to Workbook page 42 for the next lesson.

☐ I can write a story.

04 Revision

VOCABULARY AND GRAMMAR

1 Choose the correct words.

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

2 Complete the dialogue.

A: I'd like to work in journalism. I think it would be very rewarding to help **[1]e** _____ corruption.

B: I agree, although it depends what type of a journalist you are! Some don't work in the **[2]p** _____ interest. They love exaggerating and write **[3]s** _____ stories about things that aren't really very important at all, just to get people to read their reports. People seem to love clicking on their clickbait **[4]h** _____, whatever the story.

A: True. What makes a story worth publishing depends on the newspaper or site. Some of them seem to think that stories about absolute rubbish are **[5]n** _____. I'd like to write **[6]b** _____ articles presenting both **[7]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, **[9]h** _____ story? Could you do it?

A: I guess so, but I'd like to work on happy, **[10]h** _____ ones too which help readers feel good.

3 Circle the odd one out.

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

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

1 They were delighted as they _____ (just / solve) the puzzle.
2 Mustafa _____ (break) his leg last week. Before he _____ (fall), he _____ (try) to climb to the top of the mountain.
3 The concert was great, but when the band _____ (play) their second song, the lights _____ (go) out. It was a shame because it is my favourite song!
4 The protesters _____ (stand) outside the mine for two hours when the reporters _____ (arrive).
5 The airport _____ (close) two days ago because someone _____ (phone) to say there _____ (be) a bad storm coming. Luckily, it _____ (be) only a hoax.

5 Complete the sentences with the phrases from the box.

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

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

Use of English > page 93

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]_____ **(MAJOR)** of people still read their news in a traditional print newspaper. Soon after, many people switched to online news sites because of rapid [2]_____ **(IMPROVE)** in mobile Internet technology and the digital media itself.

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 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.

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

7 4.13 You are going to hear part of a radio interview with a journalist. 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 had!

We look forward to reading your story!

Write your story.

LIFE SKILLS How to be good at debating

1 In pairs, discuss the questions.

1 How is a debate different from a conversation?

2 Put the points of a debate structure in the correct order.

a ☐ The debate is summed up and winner announced.

b ☐ The speakers for the proposition and opposition present the main arguments.

c ☐ Teams hear the statement for the debate and in their groups come up with arguments.

d ☐ Speakers from both teams present their rebuttals.

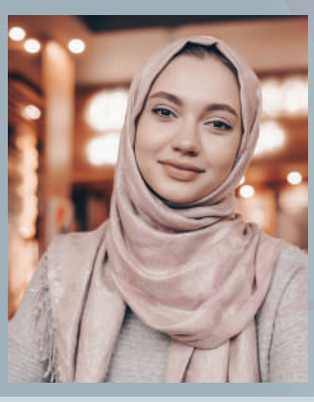
2 Read some advice on a student Debating Club website on how to be good at debating. Choose the piece of advice you find most useful. Compare your ideas with a partner.

Are you ready for the Roundhills Debating Club meeting next Thursday?

In case you are still working on your talks, we've asked our last month's debate champions to give some tips.

A Issa

If you want to be good at debating, you have to learn to put your personal views to one side. It doesn't really matter what you personally believe, you have to stay objective. It's fine to be passionate and try to get people on your side, but that isn't the same thing as being aggressive or bursting into tears.



B Noura

You have to be flexible, because you might have to argue for something you don't even agree with. It's a good idea just to try and come up with lots of different arguments to begin with. Then you can start to analyse them and see if they really are strong arguments or not. A good tip is to avoid any statements that are too extreme. As soon as you find yourself using language such as 'always' or 'never', it's a clue that your argument might not actually be that strong.

C Muneer

Preparation is really important. Take some time to think through all your arguments really well. Do you have any evidence to support what you're saying? Think of some good examples you can give; it can be hard to think of these on the spot. Are you sure that the point you want to make is really relevant or logical? Be sure that your opponent can't easily find flaws in what you're saying.

3 **Study the Life Skills box and match tips 1–6 with texts A–C.**

LIFE SKILLS | How to be good at debating

1 ☐ Think of lots of possible arguments to support your statement.
2 ☐ Analyse the arguments to see how strong they are, and adapt them as needed.
3 ☐ Back up your arguments with good reasons and examples or research.
4 ☐ Make your arguments persuasive, but avoid being overly emotional.
5 ☐ Keep your points relevant.
6 ☐ Don't exaggerate or make wild claims.

4 **Read the statement below and the counterargument to it. Which do you agree with most? Say why.**

Statement: There is too much violence, crime and war shown on television news.

Counterargument: The use of such footage is justified. People need to see exactly what is going on in the world.

5 4.14 **Listen to two students starting to debate on the topic from Exercise 4. Match arguments a–f below to each speaker, in the order they are mentioned.**

Speaker 1 1 ☐ 2 ☐ 3 ☐
Speaker 2 1 ☐ 2 ☐ 3 ☐

a Watching violence on TV creates more violence.
b There is little research evidence to back up: watching violence makes you aggressive.
c Watching war, crime and violence on TV news has a negative impact on our emotions.
d People have always been interested in violence, e.g. Shakespeare's plays.
e The speaker doesn't enjoy watching violence.
f Watching upsetting news items can make people care more, not less.

6 4.15 **Study the Speaking box. Listen again and complete the phrases.**

SPEAKING | Supporting your arguments in a debate

Explaining why your argument is valid

It is [1]_____ to realise that ... / The crucial [2]_____ is that ... / It is clearly the [3]_____ that ... / I would argue that ...

Referring to research/statistics

In [4]_____ of this, I could point to ... / There is some [5]_____ that ... / According to ...

Giving examples to back up your argument

It is easy to think of many instances of this in daily life. For instance, ... / There have been [6]_____ cases where this has happened ...

Summarising/Linking your argument to what has already been said

So, as we have seen ... therefore we must [7]_____ that ... / This clearly [8]_____ everything I have said up until this point.

7 **Work in pairs. Make a list of arguments for and against the statement.**

Teenagers should share the responsibility for running the household with their parents.

8 **Do the task below.**

LIFE SKILLS | Project

- With your partner, analyse your arguments and find the best two.
- In each pair, Student A presents the first argument.
- Then Student B in each pair presents the second argument.
- Listen to the arguments of another pair and think of some counterarguments.

05 Making sense of the senses

VOCABULARY The senses, food and cooking (see the word list on page 76)
GRAMMAR Gerunds and infinitives, *used to*, *be/get used to*, verbs with gerunds and infinitives (change in meaning) **Use of English** > page 93
LISTENING Understanding a podcast about the history of ketchup
SPEAKING Asking and answering about preferences
READING Understanding an article about an amazing blind woman
WRITING A review
VIEWING AND PRESENTING senses, disabilities, condiments, preferences, museums

LESSON 1A VOCABULARY AND GRAMMAR

1 In pairs, discuss the questions.

1 What are the names of the five senses?
2 Which is your strongest sense? Say why.
3 How are animal senses different to human senses?

2 Read the fact sheet. In pairs, identify two facts which are not true. Go to page 95 to check your answers.

Fascinating facts about the 5 SENSES

1 The human finger is so sensitive that it is capable of detecting a surface bump only 0.0001 mm high.

2 Men have a keener sense of smell than women.

3 Around 25% of people are 'supertasters'. Supertasters have more taste buds than the average person, and they tend to dislike bitter foods.

4 For the Ongee people of the Andaman Islands, smell is the most important sense. When greeting an Ongee, instead of asking, 'How are you?' it is usual to ask, 'How is your nose?'

5 Touch is the first sense to develop in babies and the last to fade at the end of our lives.

6 If you sit too close to a television screen, you risk damaging your eyesight.

7 Standing close to loudspeakers at concerts can cause hearing loss in 7 and a half minutes.

8 It is not possible to perceive smells while you are asleep.

9 Elephants use infrasonic sound to communicate. These low-frequency sounds enable elephants to make out sounds 285 km away.

10 Males are much more likely to be colour-blind than females.

The myth of the five senses

05

It was Aristotle who was responsible for [1]_____ (encourage) us [2]_____ (believe) that we have five senses, but common sense suggests we possess more than that number. In fact, the current scientific consensus is that we have five more. One of these is 'proprioception' – the sense of [3]_____ (know) which parts of our body are where. This enables us [4]_____ (type) without [5]_____ (look) at the keyboard or walk around without having to watch our feet. Try this experiment [6]_____ (test) your proprioception: close your eyes and slowly move your finger [7]_____ (touch) your nose. If you have difficulty [8]_____ (do) this, then your proprioception is unlikely [9]_____ (be) as good as it could be.

3 Complete the sentences with the highlighted words and phrases from page 56.

1 Your _____ is your ability to see.
2 If you are _____, you can't tell the difference between some colours.
3 If you _____ something _____, you can see, hear, or understand someone or something with difficulty.
4 _____ is another word for 'notice'.
5 _____ are the tiny bumps on your tongue that allow you to recognise flavours.
6 _____ is another way of saying 'deafness'.

Gerunds and infinitives

4 Match the underlined phrases in the fact sheet with the rules.

We use the **infinitive**:
1 after certain verbs, e.g. _____
2 after many adjectives, e.g. _____
3 to express purpose, e.g. _____
4 after *first*, *second*, *third*, *last*, etc., e.g. _____

We use the **gerund**:
5 after certain verbs, e.g. _____
6 after prepositions, e.g. _____
7 as the subject of a sentence, e.g. _____
8 after conjunctions like *when*, *before*, *after*, *while*, e.g. _____

5 Write the verbs and verb phrases from the box under the correct headings.

can't help encourage fail feel like force happen have difficulty let make

+ gerund	*risk*, ...
+ infinitive	*tend*, ...
+ object + infinitive with *to*	*enable*, ...
+ object + infinitive without *to*	*help*, ...

Grammar Reference and Practice > page 87

6 5.1 Complete the text with the correct forms of the verbs. Then listen and check.

7 Study *Watch Out!* Then complete the sentences with the correct forms of *used to*, *be used to* or *get used to*.

1 My contact lenses felt weird at first, but I _____ (wear) them eventually.
2 I _____ (not like) eating fish, but I love it now.
3 He _____ (sleep) on a hard mattress – it doesn't bother him.
4 How _____ people _____ (deal) with poor eyesight before the invention of glasses?
5 I'm full – I _____ (not eat) so much food.

WATCH OUT!

- *I'**m used to wearing** glasses*. (= This is normal for me.)
- *I'**m getting used to wearing** glasses*. (= This is slowly becoming normal for me.)
- *I **used to wear** glasses*. (= I don't wear them now.)

8 VALUES Why is it important to understand different disabilities? Discuss.

9 SPEAKING Discuss which sense you would find it most difficult to live without.

Now go to Workbook page 44 for the next lesson.

☐ I can use gerunds and infinitives to talk about different actions.

1 SPEAKING **In pairs, discuss the questions.**

1 What are your favourite smells?
2 Are there any sounds you really dislike?

2 **Read the post. Are any of the sounds or smells the same as your ideas in Exercise 1?**

Join the discussion

dalia_loves_rain_2009 says:
What sounds and smells do you love and hate?

love_my_life says:
Sounds I love 😍: waves crashing on the seashore, the crunching of snow, bubble wrap popping, leaves rustling in the wind.

hani_against_noise says:
Sounds I hate 😬: the high-pitched noise of a dentist's drill.

busy_bee says:
Smells I love 😍: the scent of roses, the delicious aroma of bread baking in the oven, … mmm … totally mouth-watering; aftershave or perfume (as long as it's subtle and not too overpowering).

nosy_neighbour_101 says:
Smells I hate 🤢: the stench of drains and bins on a hot day, smelly socks, public toilets – they stink! Yuck!

3 **Use the highlighted words from Exercise 2 to say which word(s) describes:**

1 the smell of something delicious cooking.
2 something difficult to detect.
3 something which is too strong.
4 really bad smells.
5 delicious-tasting food.
6 a pleasant smell of flowers.

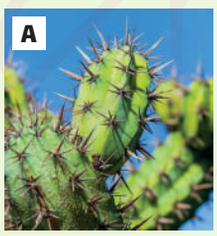
4 5.2 **Listen and number the sounds in the order that you hear them.**

a ☐ the crunching of snow
b ☐ a balloon popping
c ☐ the rustling of paper
d ☐ meat sizzling
e ☐ birds chirping
f ☐ a washing machine humming
g ☐ the thud of something falling
h ☐ a parrot screeching
i ☐ the roar of an engine
j ☐ a bee buzzing

5 **Study *Watch Out!* Then choose two sounds from Exercise 4 and write your own sentences. Include nouns and verbs.**

WATCH OUT!

Many words for sounds, e.g. *crunch*, *crash*, *pop*, *buzz* are both verbs and nouns/gerunds:
I can hear the ***hum/humming*** *of a machine.*
The fans ***were humming*** *softly.*



6 **Check the meaning of the words in the box and match them with the pictures.**

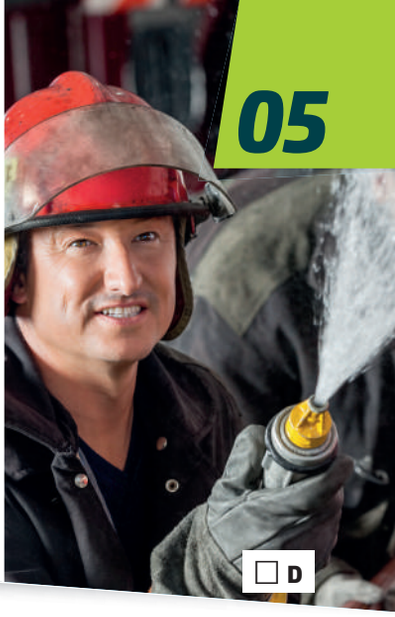
coarse fluffy prickly silky smooth
spiky squishy sticky

7 SPEAKING **In pairs, think of items to match the descriptions.**

1 a perfume that you find overpowering
2 a flower with a subtle scent
3 something that stinks when it goes off
4 an animal that makes a high-pitched noise
5 a fruit or vegetable with coarse skin
6 an animal that's fluffy when it's young

Now go to Workbook page 46 for the next lesson.

☐ I can talk about the senses



LESSON 3A **GRAMMAR**

1 **In pairs, think of jobs which require a very good sense of smell, hearing, touch, etc.**

2 **5.4** **Listen and match speakers 1–4 with photos A–D.**

Verbs with gerunds and infinitives

3 **5.5** **Complete the extracts with the correct forms of the verbs in brackets. Use a gerund or an infinitive (with or without *to*). Then listen again and check.**

1 Obviously, the animal would need _____ (have) an X-ray for confirmation.
2 You need good hearing too because if someone is trapped in a building, you need to be able to hear them _____ (shout).
3 In an emergency, you can't stop _____ (ask) questions.
4 Or worse – they'll stop _____ (come) here to eat!

4 **Look at the sentences in Exercise 3. Then complete rules a–d with *infinitive* and *gerund* or choose the correct word.**

a Some verbs like *forget*, *go on*, *mean*, *regret*, *remember*, *stop* and *try* can be followed by [1]_____ or [2]_____, but the meaning changes depending on which form we use.
b To talk about a completed action after the verbs *feel*, *hear*, *listen to*, *see* and *watch*, we use object + [3]_____.
c To talk about an action in progress after those verbs, we use object + [4]_____.
d After the verbs *need*, *deserve* and *require* the gerund has [5]*a passive* / *an active* sense.

Grammar Reference and Practice > page 87

5 **Complete the pairs of sentences with the correct forms of the verbs in brackets.**

1 a Remember _____ (take) your swimming kit.
b I remember _____ (bring) my swimming kit, but now I can't find it.
2 a Becoming a perfumer means _____ (give) up spicy food.
b Oops! I didn't mean _____ (put) so much chilli sauce on my chips!
3 a I'll never forget _____ (taste) ice cream for the first time.
b Don't forget _____ (put) the ice cream in the freezer.
4 a We regret _____ (inform) you that the restaurant has closed down.
b I regret _____ (not study) harder last year.

6 **Complete the sentences with the correct forms of the verbs from the box.**

land practise score sign wash

1 I can hear my neighbour _____ his violin.
2 Hanan felt the mosquito _____ on her leg.
3 Did you see him _____ the winning goal?
4 Do these grapes need _____ ?
5 These documents require _____.

7 **5.6** **Listen and say what you heard.**

I heard a whistle / someone whistling.

Now go to Workbook page 47 for the next lesson.

☐ I can use verbs with gerunds and infinitives to talk about different actions.

1 SPEAKING **Skim the article and explain how the photos relate to the text.**

SABRIYE TENBERKEN

An amazing woman

5.7

Sabriye teaching in her school for visually impaired children in Lhasa.

German-born Sabriye Tenberken became blind at the age of 12. Life was not easy for her at her first school. She was desperate to fit in, but other children were often cruel to her and her teachers did not understand her needs.

She often tried to hide her blindness until she went to a special boarding school for the blind. Here she realised that blind people were capable of doing the same things as everyone else. The school taught her to come to terms with being blind. She learnt various sports including horse riding and she also learnt how to read Braille. She quickly grew in confidence.

She later studied Tibetan at Bonn University. She learnt that many Tibetan people had problems with their eyesight, partly because of their diet but mainly because of the damaging sun at high altitudes. There was no Braille in Tibetan, so she decided to write a Tibetan Braille system. At first, she did this to help her with her own studies, but then she realised its potential to help people in the mountainous region of China.

She had always wanted to go to Tibet and when she was 26 she decided to pursue her dream and visit the country to introduce her Braille system to local people.

Although she travelled with two Tibetans, it was tough for Sabriye to travel around rural parts of Tibet, but that did not put her off. Many people did not believe she was blind because she travelled by horse, and she was shocked to find how blind children were treated. Some were never allowed outside because their parents believed they would hurt themselves. So, she became determined to help them and word was quickly spread about the blind woman who also wanted to set up a school for the blind.

> **"A lot of people say I can't do it because I'm blind."**

Sabriye later met Paul Kronenberg, who became her business partner. Together they set up a school, called Braille Without Borders. It has a vision to help blind children to adjust to their blindness and to learn many of the same skills that she had learnt as a girl.

Sabriye realised that blindness has given her the opportunity to help people like herself. Her work has become famous and she was even nominated for the Nobel Peace Prize in 2005. She has also won awards for her work and has also written a book called *My Path Leads to Tibet* about her life and work.

2 Read the article again and answer the questions.

1 How did her classmates treat her before she changed schools?
2 Why was it difficult for Sabriye to read Tibetan texts when she first went to university?
3 What is the main reason for the high incidence of blindness in Tibet?
4 Why did some Tibetans keep blind children inside?
5 How does the school founded by Sabriye and Paul help children?

3 CRITICAL THINKING Study Active Reading. Then look at the statements below and decide if they are true or false. Find the matching underlined sections in the text (1–5) and explain why you think the information is implied.

1 Sabriye used to feel ashamed of being blind. *We can make a guess that this sentence is true, because it says 'She often tried to hide her blindness'.*
2 She felt better when she changed schools because she no longer felt isolated.
3 While at university, Sabriye wanted to study the Tibetan language but wasn't able to.
4 Sabriye founded Braille Without Borders on her own.
5 Sabriye won the Nobel Peace Prize.

ACTIVE READING | Making inferences

Sometimes writers do not state information directly. You can work out the missing information by making guesses or inferences. Inferences are made based on clues in the text and on our background knowledge and experience.

4 SPEAKING In pairs, discuss the question.

Do you agree with Sabriye's philosophy that 'it's a blessing not to have too many options in life'? Give reasons for your answer.

5 Look at the highlighted words in the article and discuss what other meanings each word could have in a different context. Then complete the pairs of sentences.

1 **a** He did it in a moment of _____ panic.
b She trains guide dogs for the _____.
2 **a** I would like to _____ a career in journalism.
b The police didn't _____ the speeding car as it was going too fast.
3 **a** The new head teacher explained her _____ for the future of the school.
b Cats have very good night _____.
4 **a** Her accident _____ her _____ riding horses.
b He _____ _____ his degree for a year.
5 **a** She _____ her ambition of becoming a pilot.
b She _____ no one was listening.
6 **a** He found the exam very _____.
b She's a very _____ person. She isn't easily defeated.

6 Complete the sentences with the correct prepositions from the box.

about of to (x2) with

1 It wasn't until she went to boarding school for the blind that she finally came to terms _____ her blindness.
2 She decided to travel to rural Tibet, to spread the word _____ her Braille system.
3 Sabriye wanted to prove the world that she was as capable _____ doing things as anyone else.
4 Sabriye explains that to adjust _____ her blindness, she had to make herself focus on what she could rather than couldn't do.
5 Desperate _____ fit in, she did all she could to hide her blindness.

7 REFLECT | Society In pairs, ask and answer the question.

Do disabled people in your country face any prejudices or challenges?

Now go to Workbook page 48 for the next lesson.

☐ I can identify clues in a text and talk about disabilities.

1 Complete the recipe for tomato ketchup.

boil chill food processor pan peel puree simmer slice stir whizz

EASY TOMATO KETCHUP

- Take 2 kg of tomatoes and [1]_____ them in half (no need to [2]_____ them).
- Place in a large [3]_____, then [4]_____ in 500 ml of vinegar, 300 g of sugar and some salt and pepper.
- Bring to the [5]_____, then reduce the heat and [6]_____ gently for about 20 mins.
- Transfer to a blender or [7]_____ and [8]_____ until you have a smooth [9]_____.
- [10]_____ before serving.

2 5.8 Listen to a podcast about ketchup and tick the topics that are mentioned.

1 ☐ the origins of ketchup
2 ☐ the meaning of 'ketchup'
3 ☐ attitudes to tomatoes
4 ☐ ketchup bottles
5 ☐ ketchup sales
6 ☐ different countries' tastes in ketchup
7 ☐ where to store ketchup

3 5.8 In pairs, read the sentences and decide what kind of words might fit in each gap. Then listen again and complete the sentences.

1 Ketchup was first created in _____ in the sixth century.
2 The first British ketchup recipes contained fish, mushrooms and _____, but not tomatoes.
3 In the 17th and 18th centuries, Europeans thought that tomatoes were _____.
4 Tomato-based ketchup recipes didn't gain popularity until _____.
5 The _____ was invented in 1983.
6 Scientists have recently developed a substance that could prevent ketchup from _____ at the bottom of a bottle.
7 In the UK and Venezuela, ketchup is _____ than the ketchup in the USA.
8 Although ketchup in the Philippines is made from _____, it doesn't taste like it.
9 Consumer research shows that young people like _____ ingredients such as in Galayet Bandora.

4 Match words 1–5 with their opposites a–e.

1 ☐ thick	a sweet
2 ☐ crunchy	b runny/watery
3 ☐ savoury	c tasty
4 ☐ bland	d mild
5 ☐ spicy	e smooth

5 Use the words and phrases in Exercise 4 to describe the condiments in the pictures.

mayonnaise

chilli sauce

pickled gherkins

6 SPEAKING In pairs, discuss the questions.

1 Do you agree that young people prefer fresh ingredients to condiments? Is this true in your family?
2 Are there any tastes that you dislike? What do you think has influenced your dislike?

7 5.9 PRONUNCIATION Listen and underline the stressed syllable in the food words. Listen again and repeat.

croissant falafel gnocchi guacamole lasagne mayonnaise meringue mustard pretzel quiche schnitzel

8 REFLECT | Culture Why do you think some tastes are universal?

Now go to Workbook page 50 for the next lesson.

☐ I can identify specific details in a podcast and talk about food and cooking.

1 **In pairs, discuss the questions.**

1 What is your favourite savoury dish?
2 What is your favourite dessert?
3 Which is your favourite restaurant?

2 ***5.13*** **Listen to a conversation. What do the friends choose to eat?**

3 ***5.13*** **Study the Speaking box. Then listen again and tick the phrases in the box which the friends use in their conversation.**

SPEAKING | Talking about preferences

Asking about preferences

- ☐ Which do/would you prefer? … or …?
- ☐ What would you rather do? … or …?

Expressing general preferences

- ☐ I prefer … (gerund) to … (gerund).
- ☐ I don't like either of them.
- ☐ I like them both equally.
- ☐ I generally favour … over …

Making a choice

- ☐ I'd prefer (to) … rather than …
- ☐ I'd rather …
- ☐ I'd sooner (do) … than …
- ☐ Given the choice, …
- ☐ I'd go for … any day/every time.
- ☐ I have a (slight) preference for (+ noun/ gerund)

Giving someone else the choice

- ☐ It's up to you.
- ☐ It's your call.
- ☐ I'm easy.
- ☐ Whatever/Wherever/Whichever you prefer.

4 **Study the Speaking box and *Watch Out!* Then complete the second sentences.**

1 I don't want to eat too late.
= I'd rather _____.
2 I like home-cooked meals more than takeaways. = I prefer _____.
3 Would you rather eat inside or outside?
= Which _____?
4 I really don't mind. = I'm _____.
5 If I could choose, I'd prefer to go somewhere quiet. = Given _____.
6 I don't like one more than the other.
= I like _____.
7 I don't mind where we go. = I'll go _____.

WATCH OUT!

- We use an infinitive without *to* after *would rather* and *would sooner*:
  *I'**d rather eat** something light.*
  *I'**d rather not go out** tonight.*
  *I'**d sooner sit** outside.* (This is more formal.)
- We use *I prefer* + gerund to talk about general preferences: *I **prefer eating** out.*
- We use *would prefer* + infinitive with *to* for a specific situation: *I **would prefer to eat** at home this evening.*
- We use *would rather* + subject + past tense to say that we don't want somebody to do something: *I'**d rather you didn't tell** me what to order!*

Grammar Reference and Practice > page 87

5 **In pairs, ask and answer questions about the topics. Give detailed answers.**

- sweet / savoury food
- eating with friends / family

6 **In groups of three, look at the adverts on page 95. Role play the conversation and decide which of the restaurant you would like to go to. Discuss the options, explaining your preferences.**

Student: A = page 94, B = page 96, C = page 96

Now go to Workbook page 51 for the next lesson.

☐ **I can ask and answer questions about preferences.**

LESSON 7A **WRITING** | A review

1 SPEAKING **In pairs, look at the photos from the Jordan Musem and discuss the questions.**

1 What can you see in the photos?

2 What do you think you can see and learn about there?

2 **Read a review of the museum and answer the questions.**

1 Was the reviewer's overall impression positive or negative? Which words tell you this?

2 Would you describe the tone of the review as formal or informal? Say why.

3 What was the reviewer most impressed by?

4 Was there anything he didn't like about it?

The Jordan Museum

review by Osama Jabari

I happened to come across this gem of a museum last week on a family trip to Jordan, so we decided to check it out. I'm so glad we did as it turned out to be a hugely enjoyable experience.

The museum opened recently in the Ras al-'Ayn district of Amman, near the Citadel, and tells the story of Jordan through history. It's in a very beautiful building too, a combination of stone (reflecting the past) and glass (reflecting Jordan's present and future).

The large permanent collection starts off with a look at what the country was like in the Stone Age, some 1.5 million years ago. You can then move on to different galleries that take you through Jordan's history in chronological order, with a look at more than 2,000 artifacts covering the Romans, Nabatean history and much more.

What I really liked was the only copper Dead Sea scrolls, which is totally mind-blowing. Another highlight is one of the world's oldest human statues, dating back to 7500 BCE.

The extremely varied themes of the museum include food production, the development of visual arts and architecture, international trade and communication, and the growth of industry. These are explained using modern graphics and interactive displays which are absolutely fascinating.

I was also impressed by the special children's area where children can take part in interactive exhibits and even take part in performing arts activities inspired by the museum's exhibits.

My only criticism of the museum is that the experience just went by too fast. I really enjoyed all the exhibits, but would love to have been able to see and experience even more.

Despite that, I'd definitely recommend going to the museum if you are in Amman because not only is it informative and educational, but it's also a lot of fun. And if this was not enough, there is also a pretty amazing gift shop and café!

3 Complete the gaps in the Writing box with examples from Osama's review.

WRITING | A review

Introduction

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

First main paragraph

Describe the event/exhibition/museum/show, etc. in more detail (sight, sound, etc.).

Second main paragraph - positive aspects

What I [1]_____ liked was ...

The/A/One/Another [2]_____ was ...

I was (also) [3]_____/blown away by ...

Third main paragraph - negative aspects

My only [4]_____ is ...

If I have one criticism, it's ...

It didn't live up to my expectations.

I was (also) disappointed by ...

Conclusion - recommendations

I'd [5]_____ recommend going ...

I don't recommend seeing ...

It's (not) worth visiting ... (if ...)

Style and register

- Use informal, conversational vocabulary, e.g. lots of, mind-blowing, gross, etc.
- Use phrasal verbs, e.g. check out, etc.
- Share your personal feelings, e.g. What I liked was ..., I was disappointed by ...
- Use exclamation marks, e.g. There was a great gift shop and café!

4 Study *Watch Out!* Then find eight more examples of intensifiers in the review.

WATCH OUT!

We can use an intensifier (e.g. *very*, *extremely*, *absolutely*) before an adjective to make its meaning stronger. Use a range of intensifiers to make your writing more interesting.

- *Very*, *extremely*, *super*, *hugely*, *highly*, *incredibly* can only be used with gradable adjectives, e.g.
  The sound effects were ***extremely loud****.*
- *Absolutely*, *completely*, *totally* and *utterly* can only be used with non-gradable adjectives, e.g.
  The exhibition was ***absolutely fascinating****.*
- *Pretty*, *really* and *seriously* can be used with both types of adjectives.

5 Complete the sentences with the adjectives.

deafening fascinating impressive
interesting loud mind-blowing
petrified ridiculous scared silly

1 a I was seriously _____ when we walked across the tight rope.
b I was totally _____.
2 a The sound effects were incredibly _____.
b Yes, they were really _____!
3 a I look completely _____ in this photo. How embarrassing!
b Yes, you do look pretty _____.
4 a The interactive displays were utterly _____.
b Yes, I found them very _____ too.
5 a The Dead Sea scrolls were extremely _____.
b I thought they were totally _____.

6 WRITING TASK Write a review of one of the items in the box.

a café a computer game a music album
a restaurant an exhibition

- Before you begin, make notes about what you liked/didn't like.
- Use a lively, informal style.
- Use a range of adjectives and adjective intensifiers to emphasise your opinions.
- Give a clear recommendation at the end.

Use the Graphic Organiser to help you plan your writing.

Now go to Workbook page 52 for the next lesson.

☐ I can write a review.

VOCABULARY AND GRAMMAR

1 Complete the text with the correct words.

I have a keen sense of [1]*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 [2]*stench / scent* when someone opened the bins was so [3]*subtle / overpowering* that we felt sick.

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

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

2 Choose the correct words to complete the sentences.

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

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

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

USE OF ENGLISH

4 Complete the text with words a-c.

Pink noise

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

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

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

Use of English > page 93

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.
- **c** 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.
- **c** 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 Collection dating back to 1700 BCE. They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads. Interestingly, only the ingredients are listed and there are no cooking instructions.

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

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

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

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

CULTURE SPOT

The influence of Shakespeare

1 Work in pairs and answer the questions.

1 How many of Shakespeare's plays can you name?

2 Look at photos 1–3 on page 69. Match the plays A–C to the photos. What do you know about the stories?

A *Hamlet* **B** *Macbeth*
C *A Midsummer Night's Dream*

2 CS1.1 **In pairs, discuss different ways Shakespeare's work has influenced culture. Think about: film, literature, music, psychology, theatre.**

3 Read the article on page 69. Which of your ideas from Exercise 2 are mentioned?

4 Read the article again and answer the questions.

1 Why does the writer mention The Beatles?
2 Why, according to the writer, are Shakespeare's plays still valid today?
3 How can studying Shakespeare help students today?
4 How did Shakespeare change the theatre in his lifetime?
5 Why are Shakespeare's history plays important for us?

5 Complete sentences 1–3 with nouns formed from the words in the box.

assume familiar interpret

1 Students need to show _____ with Shakespeare's *Hamlet* to answer the questions.
2 People often make _____ about things without knowing all the facts.
3 Everybody tends to have a different _____ of the play.

6 CS1.2 **Listen to a conversation about new words that Shakespeare is believed to have created and complete the sentences.**

1 Shakespeare appears to have invented between _____ words.
2 His plays were recorded because of the invention of the _____.
3 Today, people use about _____ of these words.
4 The technique of creating new words as Shakespeare did is known as _____.
5 An example of a simple word he created is _____.
6 Today, we use his word 'rant' to describe when we _____.

7 Look at some expressions made popular by Shakespeare. What do you think they mean?

1 a heart of gold
2 to be in a pickle
3 to come full circle
4 to be on a wild goose chase
5 to do something by the skin of your teeth

8 CS1.3 **Listen to the rest of the conversation and check your answers.**

9 In pairs, tell your partner about ...

1 a time when you were in a bit of a pickle.
2 something that has come full circle.
3 a time when you were on a wild goose chase.
4 something you recently managed to do by the skin of your teeth.
5 someone you know who has a heart of gold.

10 REFLECT | Culture Look at the quotes from Shakespeare's plays and answer the questions.

1 What do the quotes mean? Give an explanation in English.
2 Do you have any similar sayings in your language?
3 Can you think of a playwright or novelist who has had a similar influence on your language and culture? Talk about him/her.

> "All's well that ends well."

> "All that glistens is not gold."

> "Brevity is the soul of wit."

> "The robb'd that smiles, steals something from the thief."

Not of an age, but for *all* time. – Ben Jonson

Shakespeare died over 400 years ago, but today his plays and sonnets are still studied by over half the pupils in the world. The writer's influence is everywhere.

Let's have a quick look at modern pop culture. A great number of musicians featured the themes and quotes from Shakespeare's plays in a whole range of works: from The Beatles and Dire Straits to the Lumineers.

> Hamlet's *'to be or not to be'* is as valid today as it has ever been.

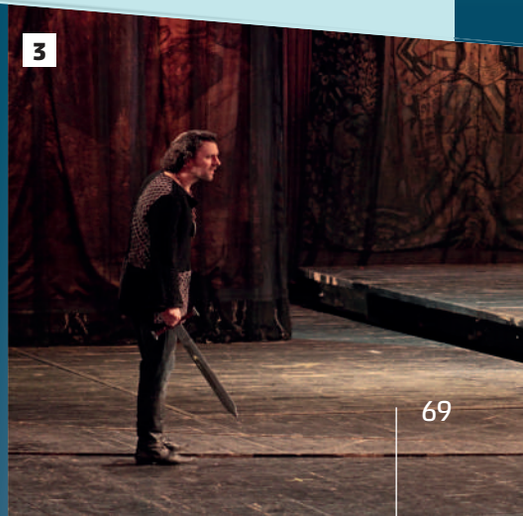
All of Shakespeare's works have led to a variety of interpretations and adaptations which have impacted our lives in various ways. There is a magic about Shakespeare's stories and characters that reach out across the centuries. And that's because he dealt with the issue: what it means to be human. His plays feature universal themes and emotions, and the questions he poses engage people from century to century all over the world. Shakespeare's plays mirror our society today and the messages are still relevant. That is why they can be performed in a multitude of different ways and places – Macbeth can be the Scottish King, or he can be a police inspector. Romeo and Juliet can be children of feuding families, or members of different groups in the streets of New York.

The questions Shakespeare asks in his plays are just that – questions. He leaves it to us, his audiences, to discuss and find our own responses. This is another way Shakespeare has influenced education today. Looking at Shakespeare's plays and analysing the motivation of the protagonists can help students develop critical thinking skills. By questioning our assumptions and beliefs we become better thinkers.

Shakespeare also had other significant impacts on our culture. It was his work that helped redefine modern theatre. He interacted with people from all backgrounds and classes and his staging of plays brought theatre to the general public. His plots also helped modern cinematic techniques develop; familiarity with the storylines of Shakespeare's plays allowed early cinema pioneers to experiment with silent movies. In addition to this, Shakespeare shaped what we know about history and historical figures. As well as this, questions he raised about people's thought processes and behaviour, prompted early investigations into psychoanalysis. Last but not least, of course, one of Shakespeare's major influences was on the English language itself. He added a huge amount of vocabulary to enrich the English language so every day English speakers unthinkingly use Shakespearean words or phrases. He was also famous for his sonnets, a type of poem with 14 lines, a rhythm called a metre and a specific rhyme scheme.

1

2


3

LITERATURE SPOT *Wuthering Heights*

1 **What do you know about Emily Brontë? What did she write?**

2 **Read Extract 1. Describe the characters in the extract.**

Extract 1

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton. She felt that she should warn her master that Heathcliff had returned. 'What? That gypsy!' he said. 'Why didn't you warn my wife Catherine?' 'Do not call Heathcliff names, sir,' Ellen replied. 'Mrs Linton would be very upset to hear you. It nearly broke her heart when he went away.' Just then Catherine came into the room. 'Edgar,' she cried, 'Edgar, my love, Heathcliff has come back.' Catherine was very excited. 'Where have you been, Heathcliff? What have you been doing?' she asked. 'I have been in the army for three years and made some money,' he answered. And Heathcliff certainly looked stronger than when he had left Wuthering Heights. His speech, his manners and his clothes were also greatly improved. He had spent his time well.

3 **Read Extract 2. In what ways has Heathcliff changed?**

LS1.1

Mr Lockwood's story

In November 1801 I decided to leave London and move to the country. I went up to the north of England and visited a house on the Yorkshire moors. I arranged to visit the owner of Thrushcross Grange, a man called Heathcliff.

Heathcliff and I had hardly spoken on my first visit. I had not stayed long because he was rude. But I was interested in getting to know the man, so I decided to go back to Wuthering Heights the next day.

I knocked on the front door but there was no answer. Then a boy opened the door. The boy was almost as rude as his master was on my first visit. 'This way,' he said, without looking at me. The boy led me to the living room, where a young woman was sitting in front of the fire. Heathcliff entered the room at that moment.

He was covered in snow. 'I wonder if I may stay here for a short time, sir,' I asked. 'I will leave when it stops snowing.' 'It won't stop,' Heathcliff replied impatiently. 'The weather won't change, and you'll never find your way back across the moors in this snow.' Just then the boy came into the room again. He spoke to the young girl. 'Are you going to make the tea?' he asked. The girl pointed in my direction and said to Heathcliff, 'Is he going to have tea?' 'Get it ready,' he said angrily. I understood that I was not a welcome guest.

4 **Read Extract 2 again and answer the questions.**

1 Which character appears in both extracts?

2 In what ways are the people at Wuthering Heights rude to Mr Lockwood?

3 Why can't Lockwood go back to Thrushcross Grange?

5 **In small groups, discuss the meaning of the following phrases from the extracts.**

1 Do not call Heathcliff names.

2 It nearly broke her heart when he went away.

6 **LS1.2** **Listen to a conversation between two students and answer the questions.**

1 Which of the two extracts has Farid just read?

2 In what ways is the book ironic?

3 Can you summarise what he says about *Wuthering Heights*?

7 **LS1.2** **Listen again and decide if the sentences are true or false.**

1 ☐ *Wuthering Heights* is the same as most other romantic books.

2 ☐ Catherine falls in love with a rich, kind man.

3 ☐ Catherine's father bullies Heathcliff.

4 ☐ Hindley and his wife Frances look after Heathcliff.

5 ☐ Catherine and Heathcliff spend a lot of their time together.

6 ☐ Catherine then marries Edgar because she loves him.

7 ☐ Farid tells Maher what happens at the end of the story.

8 ☐ Farid says that Heathcliff wants revenge because he had been badly treated.

8 **REFLECT** **In pairs, discuss the questions.**

1 In the book, life on the moors is often as cruel as the people who live there. In what ways do you think people can be affected by the place they live in?

2 It is hard to like Heathcliff in *Wuthering Heights*. Do you think readers should like all the main characters in a book, or is it good to question why people are good or bad?

9 **WRITING TASK** **Find out what happens in the rest of *Wuthering Heights* and write a summary of the plot in about 200–300 words. Present your summary to your partner at the start of the next lesson.**

FROM PAGE TO LIFE

Wuthering Heights has had a major influence on popular culture. It has been made into several films (the first dating to 1939), TV series, plays and even operas, and the characters have inspired song writers such as Kate Bush whose song, *Wuthering Heights*, was a huge hit. There have also been versions of the film made in Spanish, Hindi, French, Japanese and Filipino.

Unit 1

REMEMBER MORE

1 Two words collocate in each case. Cross out the wrong word. Then check with the word list.

1 I don't want to lose *contact / touch / knowledge* with my friends.
2 The article aims to *convey / process / carry* an important message.

2 Complete the phrasal verbs with prepositions. Then check with the word list.

1 figure _____ (how to do something)
2 point _____ (mistakes)
3 spell _____ (how to do something)
4 pick _____ (signals)
5 get _____ (information)
6 wipe _____ (animals)

3 Write synonyms (ending in *-ed*) for each of these adjectives.

1 totally confused – **b** _____
2 extremely happy – **e** _____
3 extremely upset – **d** _____
4 annoyed – **e** _____
5 very frightened - **t** _____

ACTIVE VOCABULARY | Phrases

When you learn phrases from the word lists, you may divide them into groups according to the way they are built. For example, find all phrases with prepositions (*up*, *out*, *across*, etc.), like in Exercise 2 above or words that collocate with the same noun, like in Exercise 1.

LESSON 1 GRAMMAR AND VOCABULARY WL1.1

carry a message /ˌkæri ə 'mesɪdʒ/
convey a message /kənˌveɪ ə 'mesɪdʒ/
deliver a message /dɪˌlɪvər ə 'mesɪdʒ/
greeting (n) /'griːtɪŋ/
lose contact/touch with somebody /ˌluːz 'kɒntækt/ 'tʌtʃ wɪð ˌsʌmbədi/
make contact with somebody /ˌmeɪk 'kɒntækt wɪð ˌsʌmbɒdi/
pass on a message /ˌpɑːs 'ɒn ə ˌmesɪdʒ/
spread the message /ˌspred ðə 'mesɪdʒ/
stay in touch /ˌsteɪ ɪn 'tʌtʃ/

LESSON 2 READING AND VOCABULARY WL1.2

bring about (phr v) /ˌbrɪŋ ə'baʊt/
figure out (phr v) /ˌfɪgər 'aʊt/
get across (phr v) /ˌget ə'krɒs/
groom /ˌgrʊm/
make out (phr v) /ˌmeɪk 'aʊt/
omnivore /'ɒmnɪvɔː/
pick up (phr v) /ˌpɪk 'ʌp/
point out (phr v) /ˌpɔɪnt 'aʊt/
rival /'raɪvə l/
scientific community /ˌsaɪən'tɪfɪk kə'mjuːnəti/
spell out (phr v) /ˌspel 'aʊt/
wipe out (phr v) /ˌwaɪp 'aʊt/

LESSON 5 LISTENING AND VOCABULARY WL1.3

astonished (adj) /ə'stɒnɪʃt/
bewildered (adj) /bɪ'wɪldəd/
devastated (adj) /'devəsteɪtɪd/
ecstatic (adj) /ɪk'stætɪk/
exasperated (adj) /ɪg'zɑːspəreɪtɪd/
livid (adj) /'lɪvɪd/
tense (adj) /tens/
terrified (adj) /'terɪfaɪd/

Unit 2

REMEMBER MORE

1 Complete the statements with words from the word list in the correct form. Then decide which statements are false.

1 □ A lot of pollution is due **t** _____ the number of cars on our roads.
2 □ A simple and effective way to reduce vehicle **e** _____ is to drive at steady speed.
3 □ Eating a lot of sugar usually leads **t** _____ people living longer.
4 □ Many people worry about global **w** _____.
5 □ **A** _____ rain makes our rivers cleaner.

2 Make collocations, using the verbs from the box. Then check with the word list.

endangered freak habitat soil toxic

1 _____ loss
2 _____ species
3 _____ erosion
4 _____ weather
5 _____ waste

3 Write words or phrases with opposite meanings. Then check with the word list.

1 vertebrate – _____
2 sub-zero temperatures – _____
3 floods – _____

4 Complete the phrases with the correct adjectives formed from the words in bold. Then check with the word list.

1 _____ sheep **FUR**
2 _____ toy **CUDDLE**
3 _____ frog **SLIME**
4 _____ heat **BLISTER**
5 _____ rain **TORRENT**

5 Do the task below.
Write your own quiz similar to the one in Exercise 1 above. Find some interesting facts and write 4 true/false sentences with the phrases from the word list. You may challenge your classmates or publish your quiz online.

LESSON 1 GRAMMAR AND VOCABULARY

WL2.1

as a result of /æz ə rɪ'zʌlt ɒv/
as a consequence of /æz ə 'kɒnsɪkwəns ɒv/
be due to /ˌbi 'djuː tə/
give rise to /gɪv raɪz tuː/
lead to something /'liːd tə ˌsʌmθɪŋ/
result from /rɪ'zʌlt frɒm/
result in /rɪ'zʌlt ɪn/

LESSON 2 VOCABULARY

WL2.2

acid rain (n) /ˌæsɪd 'reɪn/
endangered species /ɪnˌdeɪndʒəd 'spiːʃiːz/
exhaust fumes /ɪg'zɔːst ˌfjuːmz/
fossil fuel (n) /'fɒsəl ˌfjuːəl/
global warming /ˌgləʊbəl wɔːmɪŋ /
greenhouse effect (n) /ˌgriːnhaʊs ɪ'fekt/
habitat loss (n) /ˌhæbətæt 'lɒs/
ozone layer (n) /'əʊzəʊn ˌleɪə/
renewable energy /rɪˌnjuːəbəl 'ɛnədʒi/
soil erosion (n) /'sɔɪl ɪˌrəʊʒən/
toxic waste (n) /ˌtɒksɪk 'weɪst/
vehicle emissions (n) /ˌviːɪkəl ɪ'mɪʃənz/
water scarcity (n) /'wɔːtə ˌskeəsəti/

LESSON 3 LISTENING AND VOCABULARY

WL2.3

blistering heat/temperature /ˌblɪstərɪŋ ˌhiːt/ˌtemprətʃə/
freak weather /ˌfriːk 'weðə/
gale-force wind /'geɪlˌfɔːs ˌwɪnd/
heavy snow/rain /ˌhɛvi 'snəʊ/ 'reɪn/
humidity (n) /hjuː'mɪdəti/
scorching temperature /'skɔːtʃɪŋ ˌtemprətʃə/
soaring (adj) /'sɔːrɪŋ/
sub-zero temperature /ˌsʌb 'zɪərəʊ 'temprətʃə/
torrential rain /tə'renʃəl 'reɪn/

LESSON 4 READING AND VOCABULARY

WL2.4

backbone (n) /'bækbəʊn/
critically endangered /ˌkrɪtɪkli ɪn'deɪndʒəd/
crustacean (n) /krʌ'steɪʃən/
cuddly (adj) /'kʌdli/
fin (n) /fɪn/
furry (adj) /'fɜːri/
invertebrate (n) /ɪn'vɜːtəbrət/
make up (phr v) /ˌmeɪk 'ʌp/
mammal (n) /'mæməl/
marine (adj) /mə'riːn/
natural predator /ˌnætʃərəl 'predətə/
nocturnal (adj) /nɒk'tɜːnl/
pesticide /'pɛstɪsaɪd/
primate (n) /'praɪmeɪt/
reptile (n) /'reptaɪl/
scale (n) /skeɪl/
skeleton (n) /'skelətən/
slimy (adj) /'slaɪmi/
solitary (adj) /'sɒlətəri/

Word List

Unit 3

REMEMBER MORE

1 Complete the text with words from the word list.

It is not always easy to grow up in a large family. I sometimes **[1]f**_____ out with my brothers and sisters and my older brother often made **[2]f**_____ of me. But my mother was always a **[3]p**_____ and we always made **[4]u**_____ with each other.

2 Complete the sentences with the correct particles. Then check with the word list.

1 I look _____ to people who have achieved something _____ all the odds.
2 When he lost his job, his life turned upside _____.
3 I'm lost _____ thought when I'm plugged _____.
4 After the accident, he tried to live day- _____ -day, one day _____ a time.

3 Complete the phrases with *make* or *do*. Then check with the word list.

1 _____ fun of somebody
2 _____ a fuss of somebody
3 _____ somebody a favour
4 _____ up with somebody (end a quarrel)

ACTIVE VOCABULARY | Short story or article

To learn phrases, use them in short stories or mini newspaper articles similar to the one in Exercise 1. By placing the new phrases in your own 'world' of ideas, you help your brain to remember them.

LESSON 1 GRAMMAR AND VOCABULARY WL3.1

be the peacemaker / biː ðə ˈpiːsmeɪkə/

blow things out of proportion /ˌbləʊ ˌθɪŋz ˈaʊt əv prəˈpɔːʃən/

burst into tears /ˌbɜːst ˌɪntə ˈtɪəz/

empathise with somebody /ˈempəθaɪz wɪð ˌsʌmbɒdi/

fall out with somebody /ˌfɔːl ˈaʊt wɪð ˌsʌmbɒdi/

give somebody a compliment /ˌgɪv ˌsʌmbɒdi ə ˈkɒmpləmənt/

have a go at somebody /ˌhəv ə ˈgəʊ ət ˌsʌmbɒdi/

let somebody down (phr v) /ˌlet ˌsʌmbɒdi ˈdaʊn/

lose your temper /ˌluːz jɔː ˈtempə/

make a fuss of somebody /ˌmeɪk ə ˈfʌs əv ˌsʌmbɒdi/

make fun of somebody /ˌmeik ˈfʌn əv ˌsʌmbɒdi/

make up with somebody /ˌmeɪk ˈʌp wɪð ˌsʌmbɒdi/

mess about (phr v) /ˌmes əˈbaʊt/

put up with somebody/something (phr v) /ˌpʊt ˈʌp wɪð ˌsʌmbɒdi/sʌmθɪŋ/

show off (phr v) /ˌ ʃəʊ ˈɒf/

talk behind somebody's back /ˈtɔːk bɪˌhaɪnd ˌsʌmbɒdiz ˈbæk/

tell somebody off about something (phr v) /ˌtel ˌsʌmbɒdi ˈɒf əˌbaʊt ˌsʌmθɪŋ/

wind somebody up (phr v) /ˌwaɪnd ˌsʌmbɒdi ˈʌp/

LESSON 2 LISTENING AND VOCABULARY WL3.2

academically gifted /ˌækəˌdemɪkli ˈgɪftɪd/

be challenged enough /bi ˈtʃælənʤd ɪˌnʌf/

clash between you and a sibling /ˈklæʃ bɪˌtwiːn ˌjuː ænd ə ˈsɪblɪŋ/

colic (n) /ˈkɒlɪk/

do somebody a favour /ˌduː ˌsʌmbɒdi ə ˈfeɪvə/

go my way /gəʊ maɪ weɪ/

handle a situation /ˌhændl ə ˌsɪtʃuˈeɪʃən/

have a hard time /ˌhəv ə ˌhɑːd ˈtaɪm/

in the long run /ɪn ðə ˌlɒŋ ˈrʌn/

make ends meet /meɪk ɛndz miːt/

stick at something (phr v) /ˈstɪk ət ˌsʌmθɪŋ/

turn out (phr v) /ˌtɜːn ˈaʊt/

Unit 4

REMEMBER MORE

1 Choose the correct words. Check with the word list.

1 Newspapers use *clickbait* / *hit* headlines to grab readers' attention.
2 The news story shed *light* / *clothes* on what really happened last night.
3 We think this story is in the public *headlines* / *interest*.
4 It's a good article which presents both *ends* / *sides* of the story.

2 Complete the sentences with the correct preposition.

1 The writers of fake news can come _____ with some amazing stories.
2 We reported what happened _____ the police.
3 The journalist put _____ a request for information.
4 The children posed _____ a photo.

3 Complete the text with the correct form of the words in brackets. Then check with the word list.

I was [1]_____ (wander) down a road when I [2]_____ (spot) a two boys. They wanted to [3]_____ (race) across the road but a car was coming. I [4]_____ (bellow) at them to stop. They did, and one boy [5]_____ (mutter) thanks to me.

4 Match the two parts of the collocations. Then check with the word list.

1 attention
2 expose
3 raise
4 verify

a awareness
b span
c sources
d corruption

5 Do the task below.

Write 2–3 standard and clickbait headlines for events that happened globally or locally. Remember that the clickbait headlines must grab the reader's attention.

LESSON 2 VOCABULARY WL4.1

attention span (n) /ə'tenʃən ˌspæn/
clickbait headlines /'klɪkˌbeɪt ˌhedlaɪnz/
expose corruption /ɪkˌspəʊz kə'rʌpʃən/
generate revenue /ˌdʒenəreɪt 'revənjuː/
go viral /ˌgəʊ 'vaɪərəl/
hit the headlines /ˌhɪt ðə 'hedlaɪnz/
in the public interest /ɪn ðə 'pʌblɪk ˌɪntrɪst/
present both sides of the story /prɪ'zent ˌbəʊθ ˌsaɪdz əv ðə 'stɔːri/
raise awareness /ˌreɪz ə'weənəs/
shed light on something /ˌ ʃed 'laɪt ɒn ˌsʌmθɪŋ/
verify sources /ˌverɪfaɪ 'sɔːsəs/

LESSON 4 READING AND VOCABULARY WL4.2

accusation (n) /ˌækjə'zeɪʃən/
activist (n) /'æktɪvɪst/
allegation (n) /ˌælɪ'geɪʃən/
come up with something (phr v) /ˌkʌm 'ʌp wɪθ ˌsʌmθɪŋ/
obstruct (v) /əb'strʌkt/
pavement (n) /'peɪvmənt/
put something in (phr v) /ˌpʊt ˌsʌmθɪŋ 'ɪn/
release a statement /rɪˌliːz ə 'steɪtmənt/
replacement (n) /rɪ'pleɪsmənt/
report something to the police /rɪ'pɔːt ˌsʌmθɪŋ tə ðə pə'liːs/
request (n) /rɪ'kwest/
seize an opportunity /ˌsiːz ən ˌɒpə'tjuːnəti/
suspension (n) /sə'spenʃən/
tension (n) /'tenʃən/

LESSON 5 LISTENING AND VOCABULARY WL4.3

capture an image /ˌkæptʃə ən 'ɪmɪdʒ/
cropped (adj) /krɒpt/
evoke (v) /ɪ'vəʊk/
landscape photo (n) /ˌlændskeɪp 'fəʊtəʊ/
poignant (adj) /'pɔɪnjənt/
pose (v) /pəʊz/
subject matter (n) /'sʌbdʒɪkt ˌmætə/

LESSON 7 WRITING AND VOCABULARY WL4.4

bellow (v) /'beləʊ/
glance (v) /glɑːns/
mutter (v) /'mʌtə/
peer (v) /pɪə/
race (v) /reɪs/
spot something (v) /'spɒt ˌsʌmθɪŋ/
wander (v) /'wɒndə/
yell (v) /jel/

Word List

Unit 5

REMEMBER MORE

1 Write the missing nouns from the noun compounds. Then check with the word list.

1 You can test your eye _____ online to see how good your vision is.
2 Some people have more sensitive taste _____ than others.
3 Hearing _____ is common for older people.

2 Choose the right word. Then check with the word list.

1 It is often wet in England, but don't let that put you *off* / *on* going there.
2 I found it hard to *come* / *go* to terms with the fact that my job application had been rejected.
3 Children are capable *of* / *to* doing amazing things.
4 There was a *rustling* / *roaring* of paper when the exam first started.

ACTIVE VOCABULARY | Word puzzles

A good and amusing way to remember some phrases is to replace the words with photos or drawings and glue them to a piece of paper. For example, you could use these pictures 🍊 🤪 for the phrase 'blind panic'.

LESSON 1 GRAMMAR AND VOCABULARY WL5.1

colour-blind (adj) /ˈkʌlə-ˌblaɪnd/
eyesight (n) /ˈaɪsaɪt/
hearing loss (n) /ˈhɪərɪŋ ˌlɒs/
keen sense of smell /ˌkiːn ˌsens əv ˈsmel/
make out (phr v) /ˌmeɪk ˈaʊt/
perceive (v) /pəˈsiːv/
sensitive palate /ˌsensətɪv ˈpælət/
short-sighted (adj) /ˌʃɔːt-ˈsaɪtɪd/
taste bud (n) /ˈteɪst ˌbʌd/
tell somebody/something apart /ˌtel ˌsʌmbɒdi/ˌsʌmθɪŋ əˈpɑːt/

LESSON 2 VOCABULARY WL5.2

aroma (n) /əˈrəʊmə/
bee buzzing /ˈbiːˌbʌzɪŋ/
birds chirping /ˈbɜːdz ˌtʃɜːpɪŋ/
balloon popping /bəˈluːn ˌpɒpɪŋ/
crunching of snow /ˈkrʌntʃɪŋ əv ˌsnəʊ/
machine humming /məˈʃiːn ˌhʌmɪŋ/
meat sizzling /ˈmiːt ˌsɪzəlɪŋ/
mouth-watering (adj) /ˈmaʊθ-ˌwɔːtərɪŋ/
overpowering (adj) /ˌəʊvəˈpaʊərɪŋ/
parrot screeching /ˈpærət ˌskriːtʃɪŋ/
roar of an engine /ˈrɔː əv ən ˌendʒɪn/
rustling of paper /ˈrʌsəlɪŋ əv ˌpeɪpə/
scent (n) /sent/
smelly (adj) /ˈsmeli/
stench (n) /stentʃ/
stink (v) /stɪŋk/
subtle (adj) /ˈsʌtl/
thud /ˈθʌd

LESSON 4 READING AND VOCABULARY WL5.3

adjust to something (v) /əˈdʒʌst tə ˌsʌmθɪŋ/
blind (adj) /blaɪnd/
capable of (doing) something /ˈkeɪpəbəl əv (ˌduːɪŋ) ˌsʌmθɪŋ/
come to terms with something /ˌkʌm tə ˈtɜːms wɪð ˌsʌmθɪŋ/
educate somebody about something /ˈedjʊkeɪt ˌsʌmbɒdi əˌbaʊt ˌsʌmθɪŋ/
put somebody off (phr v) /ˈpʊt ˌsʌmbɒdi ˈɒf/
realise (v) /ˈrɪəlaɪz/
spread the word about something /ˌspred ðə ˈwɜːd əˌbaʊt ˌsʌmθɪŋ/
tough (adj) /tʌf/
vision (n) /ˈvɪʒən/

LESSON 5 LISTENING AND VOCABULARY WL5.4

bland (adj) /blænd/
crunchy (adj) /ˈkrʌntʃi/
mild (adj) /maɪld/
runny (adj) /ˈrʌni/
savoury (adj) /ˈseɪvəri/
smooth /smuːð/
spicy (adj) /ˈspaɪsi/
tasty (adj) /ˈteɪsti/
thick (adj) /θɪk/
watery (adj) /ˈwɔːtəri/

LESSON 7 WRITING AND VOCABULARY WL5.5

gross (adj) /grəʊs/
impressive (adj) /ɪmˈpresɪv/
mind-blowing (adj) /ˈmaɪndˌbləʊɪŋ/
petrified (adj) /ˈpetrɪfaɪd/

Unit 1, Lesson 1A Present and past tenses

We use the **Present Simple** to talk about:

- habits and routines: *He often **loses** touch with his colleagues.*
- permanent situations around the present time:
  *He now **shares** a flat with a friend.*
- states (verbs not usually used in the continuous form), e.g. *love*, *like*, *believe*, *think* (opinion), *know*, *look* (appearance):
  *He **loves** getting traditional letters.*
  *She **looks** very fit.*

Some state verbs change their meaning and can be used in the continuous form, e.g. *think of/about*, *see* (go out with), *look at*:

*What **do** you **think** of this message?* (opinion)

*What **are** you **thinking about**?*

*I **don't see** why you want to stay in touch with him.* (understand)

*I**'m seeing** Amer these days.* (go out with)

*I'd like to establish contact with that company, but my boss **doesn't look** at it that way.* (think in a particular way)

*Why **are** you **looking** at me that way?*

We use the **Present Continuous** to talk about:

- actions in progress at the time of speaking:
  ***He is talking** on his mobile.*
- temporary actions in progress around now:
  *He**'s thinking of** getting a new phone.*
- changes and developments:
  *The news **is spreading** quickly.*

We also often use the Present Simple and Present Continuous to talk about the future. See Unit 2, page 17.

Present Perfect Simple and Continuous

These link the past and the present.

We use the **Present Perfect Simple** to talk about:

- the duration of states that began in the past and continue up to now: *He**'s been** stuck here for five years.*
- completed past actions with a present relevance/result:
  *The lights **have gone out**.* (And now it's pitch dark here).
  *He**'s changed** dramatically.* (He looks very different now.)
- experiences during a present period of time:
  *I**'ve sent** five thousand text messages so far.*

We use the **Present Perfect Continuous** to talk about:

- the duration of actions that began in the past and continue up to the present: *I**'ve been waiting** here since 9 a.m.*
- past processes with a present relevance/result:
  *I've got better grades because I**'ve been studing** a lot lately.*

We use the **Past Simple** to talk about actions or events completed at a specific time in the past:

*Neil Papworth **sent** the first text message in 1992.*

We use the **Past Continuous** to talk about actions that were:

- in progress at a specific time in the past (this often provides background to other past events):
  *While Hani **was waiting for** us, his mum **was texting**.*
- interrupted by a shorter past action:
  *She **was studying** when suddenly somebody **tossed** a brick through the window.*

We use the **Past Perfect** to show the relationship between a situation in the past and an earlier state or action. The rules are similar to the rules for the Present Perfect:

*Before Hassan met his wife, he **had been** single for a decade.*

Unit 1, Lesson 4A Question tags and echo questions

A **question tag** is a short question added to the end of a sentence. It is formed using *do / does / did* (in simple tenses) or the auxiliary + a pronoun.

A positive statement usually has a negative question tag and a negative statement has a positive question tag:

You don't *understand*, ***do you****?*
She *usually* ***comes*** *in late*, ***doesn't she****?*
You are *coming to the party*, ***aren't you****?*
They haven't *been to London yet*, ***have they****?*
They went *to school*, ***didn't they?***
She had *a break*, ***didn't she?***
We had met *them before*, ***hadn't we****?*
This is *an amazing house*, ***isn't it****?*
Nothing has *happend so far*, ***has it****?*
Those are *Majeda's guests*, ***aren't they****?*

Modal verbs are usually repeated in the tag questions, just like auxiliaries: ***I can*** *email my CV*, ***can't I****?*

Exceptions: ***Let's*** *go to the cinema*, ***shall we****?*
Someone has *bumped into your car*, ***haven't they****?*
Nobody came *to the presentation*, ***did they****?*
I'm *still employed*, ***aren't I****?*

Question tags can also be used for:

- **requests:** *Buy me the newspaper*, ***could you****?*
  You'll cook the dinner today, ***won't you****?*
- **invitations:** *Come to visit us next summer*, ***won't you****?*
- **commands:** *Write it down*, ***will you****?*
  Don't make a mess, ***will you****?*

Question tags are also used in **echo questions**. The main use of such questions is to show interest or express surprise and make a conversation go smoothly:

A *I used to live in Aqaba.*
B ***Did you****? I bet is was amazing!*

1 **Unit 1, Lesson 1A Complete the sentences using the correct tense and a time expression from the box.**

at the time	earlier today	ever since	for
from time to time	in recent years		
once a week	right now	these days	

1 I _____ (lose touch) with a few of my friends _____.
2 Dad _____ (make contact) with his cousin _____, so they're not close.
3 She _____ (chat) on her mobile _____ ages. Can't they _____ (see) each other in person?
4 I _____ (establish contact) with Mr Farley _____, but he hasn't responded yet.
5 _____ (you / use) the laptop _____? I need to send an email.
6 My teacher took my mobile phone off me yesterday – I _____ (talk) to my friend _____!
7 He _____ (stay in touch) with me _____ we had that argument.
8 I _____ (love) going for a regular run _____.
9 Jaber _____ (prefer) to stay in on Saturday nights _____.
10 Muneer wanted to sit down because he _____ (stand) all day at work.

2 **Unit 1, Lesson 1A Complete the sentences using the correct tense and the verbs from the box. Use every verb twice.**

appear	have	look	see	smell	think

1 Do you know that man? He _____ at you all evening.
2 Why _____ the milk? Do you think it has gone bad?
3 We _____ lunch now. Will you join us, please?
4 Just look at his face: I bet he _____ about something amazing!
5 Apologies, but I _____ much time at the moment. I'll get back to you soon, I promise.
6 Monther Rayahneh _____ award-winning TV show, *The Invasion*.

7 She _____ to be highly intelligent, but she's awfully lazy too. What a waste!
8 I _____ what you mean, but I can't agree with you.
9 My mum _____ it's the best idea.
10 Malek _____ much better with his hair cut.
11 When I got home, the flat _____ of smoke.
12 _____ you _____ anybody these days, Faisal?

3 **Unit 1, Lesson 1A Complete the text using the correct tense and the verbs from the box.**

agree be (×3) read send (×2) tell work write

Software programmer Neil Papworth [1]_____ the first text message in 1992. It [2]_____ a greeting. Papworth [3]_____ for a phone company at the time. Since the time of that very first message, people [4]_____ really long messages, so it [5]_____ so easy to forget that there [6]_____ a limit of 160 characters per message back then! Papworth said that he only recently [7]_____ his children that it was he who [8]_____ the very first text message. Since then, there [9]_____ many innovations in phone technology, but Papworth [10]_____ that this was perhaps a key moment in mobile history.

4 **Unit 1, Lesson 4A Match the sentence halves.**

1 Let's go to the party,
2 Sorry, I'm putting you on the spot,
3 Somebody told you,
4 Nobody gave you the message,
5 Don't forget,
6 He'll turn the laptop off,
7 You couldn't help me,
8 Come to the party,

a could you?
b aren't I?
c shall we?
d won't you?
e won't he?
f did they?
g will you?
h didn't they?

5 **Unit 1, Lesson 4A Complete the questions with the correct question tag.**

1 He doesn't come across very well, _____?
2 You can't let it drop, _____?
3 You're going to Amman, _____?
4 You haven't seen my mobile, _____?
5 I should pay her a compliment when we first meet, _____?
6 He's not going to take to you if you insist on having the last word, _____?
7 The room looks different ... Someone has moved the sofa, _____?
8 Let's get some ice cream, _____?
9 Come sit with us, _____?
10 Parents need to teach children not to drop litter, _____?
11 Pick it up, _____?
12 Nobody helped her, _____?
13 I'm having lunch with them, _____?
14 Don't go out tonight, _____?

6 **Unit 1, Lesson 4A Complete the conversation with question tags or echo questions.**

Majeda It's Nadia's birthday party tomorrow.
Lubna [1]_____? Oh, no! I haven't bought her a present yet!
Majeda Well, you only need to buy a little something, [2]_____?
Lubna I suppose so – [3]_____ that close, are we? What have you bought her?
Majeda Some earrings – they're silver.
Lubna [4]_____? That's nice. You've been friends for a long time now ... Well, I'll have to think of something too. Let's go to the party together, [5]_____?
Majeda Good idea! 7 p.m. at mine? Don't be late, [6]_____?

Unit 2, Lesson 1A Future forms for predictions

We use ***will***:

- to make predictions based on our opinions or expectations. We often use *will* with phrases like *I think*, *I'm sure*, *I expect*, or adverbs like *possibly*, *probably*, *definitely*:
  *He**'ll probably** be late, as usual.*
  *I**'m sure** you **won't** have any problems with it.*
- to express a decision made at the moment of speaking:
  *On second thoughts, I think I**'ll** leave it till the weekend.*

We use ***going to***:

- to talk about existing plans or intentions for the future:
  *I**'m going to** study Architecture at college.*
- to make a prediction based on evidence you have now:
  *You **are going to** have a busy weekend!* (I know all the things my friend has to do at the weekend.)

We use the form *will* + *be* + Present Participle, sometimes referred to as the **Future Continuous**:

- to talk about an action that will be in progress at a particular time in the future:
  *By the end of the century, more people **will be living** in the country than in cities.*
  ***Will** you **be working** on it at 5.30?*
- to talk about events that will happen as part of the normal course of events, or routine:
  *She'**ll be visiting** her family at the weekend.* (She does it every weekend.)

As with other continuous forms, we do not use state verbs (*be*, *believe*, *forget*, *like*, *want*, etc.) with the Future Continuous.

We use the form *will* + *have* + Past Participle, sometimes referred to as the **Future Perfect Simple**, to talk about an action that will be completed before a particular time in the future:
*In 100 years' time half the world's languages **will have disappeared**.*
***Will** you **have finished** it by then?*

If we want to focus on a duration of an action which is still ongoing at some point in the future, we use the form *will* + *have* + *been* + verb *-ing* (it is sometimes reffered to as **Future Perfect Continuous**):
*I **will have been living** in Berlin for three years in July.*

The Future Continuous, the Future Perfect and the Future Perfect Continuous are often used with ***by*** (*2050*, *next year*, *then*, *the time*, etc.) and ***in*** (*ten years*, *two months*).

Other modal verbs can be used instead of *will* with Future Continuous and Future Perfect forms to show different degrees of certainty (*might*, *may*, *could*) (see also Unit 6).
We can use certain phrases with the structure ***be* + adjective + infinitive** to talk about how probable it is that a future prediction will actually happen:

- ***be bound*/*certain*/*sure to*** (this is almost definite)
- ***be likely to*** (this is probable)
- ***be unlikely to*** (this is improbable)

Unit 2, Lesson 6A Future forms for plans and hopes

We can also use other phrases to talk about the future.

- For plans, we can use ***be planning*/*hoping to* + infinitive** or ***be thinking of* + gerund**:
  *I**'m planning to get** someone to fix my car.*
  *They**'re hoping to do** it soon.*
  *I**'m thinking of creating** a website.*
- When something is happening very soon we can use ***be about to* + infinitive**:
  *They**'re about to** announce a new competition.*
- For timetabled events we can use ***be due to* + infinitive**:
  *It**'s due to** go on display next week.*
- For formal or official arrangements, instructions or commands we can use ***be to* + infinitive**:
  *The prince **is to** visit the new hospital and talk to the patients.*

1 **Unit 2, Lesson 1A Choose the correct tense to complete the sentences.**

1 Will we *be living / have lived* longer in the future?

2 I won't *be finishing / have finished* this essay in time to hand it in by Friday.

3 We will *have had / have* this computer for four years this year.

4 My dad *won't be / won't have been* eating meat for 10 years today.

5 They'll *be presenting / present* their ideas tomorrow at 5 p.m.

6 It's probable that I'll *be buying / have bought* my first driverless car by 2050.

7 3D printing *is going to / will* become immensly popular in 20 years, time.

8 In the near future, it's likely that Artificial Intelligence will become so widespread that the technology *will be making / will have made* legal decisions in court or diagnosing illnesses.

9 By that time, I *will have moved / will have been moving* to another planet in the Solar System.

10 I can't see you at 6 tomorrow. I *will be playing / will have played* basketball as usual.

11 If you decide to come by this afternoon, don't knock as I *will probably be sitting / will sit* in the back garden so I *won't hear / am not going to hear* you.

12 When you come back home tonight, please try to be quiet as everybody else *will have already gone / will be going to bed*.

2 **Unit 2, Lesson 1A Kyle Giersdorf is a world champion of one of the most popular computer games. Write what <u>he thinks</u> he will have done and what he will be doing in the future.**

By the time he's 25 ... go to every e-sport tournament he can.

By the time I'm 25, I'll be going to every e-sport tournament I can.

... beat top players in the world.

By the time I'm 25, I'll have beaten top players in the world

1 During the weekend ... celebrate his victory with family and friends.

_____

2 By Monday ... buy a new desk for his giant trophy.

_____

3 By the end of October ... get a driving licence.

_____

4 By the end of November ... drive a new car.

_____

5 By the end of this year ... invest the money wisely.

_____

6 In the next 5 years .... improve his hand-eye coordination.

_____

3 Unit 2, Lesson 1A **Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words in each gap.**

1 We're sure that we will find a cure for cancer in the future. **BOUND**
We _____ a cure for cancer in the future.

2 I don't think he will stop eating meat. **UNLIKELY**
He _____ eating meat.

3 Oil prices will definitely rise next year. **CERTAIN**
Oil prices _____ next year.

4 Violence and crime in our town will probably drop. **LIKELY**
Violence and crime in our town are _____.

5 Global warming will get worse. **SURE**
Global warming _____ worse.

6 We'll have to change our eating habits in the future without a doubt. **DEFINITELY**
We _____ change our eating habits in the future.

4 Unit 2, Lesson 1A **What do you think the future will be like in 50 years' time? Write your own predictions. Use the Future Perfect and the Future Continuous. Use the topics below.**

food housing population travel technology the environment

We will be eating more vegan food in 50 years' time.

_____

_____

_____

_____

_____

5 Unit 2, Lesson 6A **Choose the correct option to complete the sentences.**

1 I'm *hoping* / *thinking* of doing my presentation on endangered species.

2 We're hoping *of having* / *to have* a wind turbine installed this year.

3 Talal *is going to start* / *will be starting* walking to school instead of getting the bus.

4 The programme on global warming *starts* / *is due* to go on at 6.30 p.m.

5 Dad's *picking up* / *about to pick up* his new electric car tonight at 7 p.m.

6 The professor is *due* / *about* to start the research next week.

7 My sister *is* / *is about* to paint her room.

8 They're thinking *to donate* / *of donating* most of their clothes to charity.

9 The King *is planning* / *is* to open the new bridge in Zarqa.

6 Unit 2, Lesson 6A **Complete the conversation with the phrases from the box.**

due to speak going to 'll be compensating 'll see 's hoping to will be trying won't return

Lama What's your dad [1]_____ do about his car? He can't just leave it like that.

Nada Well, he's [2]_____ to the sales manager tomorrow.

Lama I expect that lots of people [3]_____ to return their cars too. You can't say that the car you produced has low emissions when it doesn't.

Nada Dad [4]_____ the car because he loves it. He [5]_____ get some compensation though.

Lama Really? I don't think they [6]_____ everybody, will they?

Nada We [7]_____ ...

7 Unit 2, Lesson 6A **Finish the sentences so that they are true for you.**

1 I'm hoping to _____.

2 My mum is thinking of _____.

3 My teacher is due to _____.

4 I'll be _____.

5 I'm going to _____.

6 _____ tomorrow at 7.30 a.m.

7 My best friend _____ by Friday.

Unit 3, Lesson 1A Past and present habits

- We use the **Present** or **Past Continuous** + *always / constantly / forever* to talk about a habit which is repeated more than usual, which the speaker finds unexpected or annoying:
  *She **'s always complaining** about the weather.* (present)
  *She **was forever arguing** with her parents when she was younger.* (past)
- We use ***will/would* + infinitive** to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits:
  *She'**ll turn up** at 11 o'clock and act as if nothing's wrong.* (present)
  *We'**d spend** the afternoons reading*. (past)
- We use ***used to* + infinitive** to talk about a past state or repeated past actions:
  *I **used to feel** very negative about my job.*
  *At our old house I **used to spend** a lot of time with my friends.*
  Would is not used to talk about past states.
- We can introduce new topics with ***used to*** and we do not need to specify a time:
  *I **used to** eat a lot of chips and burgers, but now I eat healthy food.* (NOT I'd eat ...)

We use ***would*** when the topic has been established and we usually specify the time:
*My dad **used to** work nights. He **would** come home at six in the morning and we **'d** have breakfast together, then he **used to** take me to school.*
Most texts describing habits contain a mixture of these forms.

Unit 3, Lesson 5A Participle clauses

We use a **present participle clause** for an action or state that happened at the same time or after an event in the story:
*His system transformed their lives, **enabling** them to read and write.* (because it enabled them)
Participle and main clauses must have the same subject.

A present (*starting*) or past (*started*) participle is often used to replace a relative clause:

- We use a **present participle** to replace a relative clause with an active verb, e.g.
  *There was a wire **which attached** the phone to the wall. = There was a wire **attaching** the phone to the wall.*
- We use a **past participle** to replace a relative clause with a passive verb, e.g.
  *The copy **which was made** by the carbon paper was called the carbon copy. = The copy **made** by the carbon paper was called the carbon copy.*

Unit 3, Lesson 5A Relative clauses

We use *who(m)*, *which*, *that*, *whose*, *where*, *when* in **relative clauses**. We use them after nouns, or noun phrases, to describe or give information about a person, thing, possessions, places and time.
There are two kinds of relative clauses: defining and non-defining.
Defining clauses are necessary to give essential information about exactly which person/thing is being talked about in the sentence. Commas are never used.
We can use *that* instead of *who/which* in defining clauses:
*The person **who**/**that** designed the house is a world-famous architect.*
*The land **where** the house is built is extremely picturesque.*
When the relative pronoun is the object of the relative clause, you can omit *who/which/that*:
*The house (**which**/**that**) the family has built is unique.*

When the relative pronoun is the subject of the relative clause, you cannot omit *who/which/that*:
*It was the woman **who**/**that** had arrived earlier that day.*
There are two kinds of **non-defining clauses**:

- to give extra, non-essential information about the person or thing being talked about in the sentence:
  *He had just arrived home with his wife, **who had been working that afternoon**.*
  *The building, **which many considered ugly at first**, is today a UNESCO World Heritage site.*
- to add a comment about the first part of the sentence. We always use *which* in these

clauses: *People from all over the world visit the museum,* ***which shows how deeply they are interested in learning about science****.*

Non-defining clauses always need commas: on either side if it's in the middle of the sentence, or before if it's at the end.
We never use *that* in non-defining clauses.

Prepositions in relative clauses
Prepositions usually go at the end of the clause in conversational English. In more formal written and spoken contexts, they can go at the beginning, but must be followed by *which* (for things) or *whom* (for people):
This house is more modern than the last house (which/that) they lived ***in****.* = This house is more modern than the last house **in which** they lived.
The architect knew the couple (who/that) he had designed the house ***for****.* = The architect knew the couple **for whom** he had designed the house.

1 Unit 3, Lesson 1A **Complete the sentences with the words from the box.**

didn't use to is always 'll used to go
used to live would

1 We _____ to Aqaba every year.
2 Halima _____ showing off!
3 He _____ in Amman when he was young.
4 I _____ argue with my sister every day when we were young.
5 He _____ mess about and then blame it on me.
6 I _____ like getting a compliment.

2 Unit 3, Lesson 1A **Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words in each gap.**

1 She winds me up all the time. **ALWAYS**
She _____ me up.
2 He talks behind my back and then denies it. **WILL**
He _____ behind my back and then deny it.
3 She used to burst into tears just to get attention. **WOULD**
She _____ into tears just to get attention.
4 I made fun of my sister about her hair. **USED**
I _____ fun of my sister about her hair.
5 You let me down all the time. **CONSTANTLY**
You're _____ me down.
6 He always blew things out of proportion. **FOREVER**
He _____ things out of proportion.

3 Unit 3, Lesson 5A **Complete the sentences with a relative pronoun or a relative pronoun + preposition. In which sentences can you omit the pronoun?**

1 The town _____ we relocated to was in the south.
2 Her fiancée, _____ she split up with last month, wasn't very trustworthy.
3 The man _____ I used to work was always complaining.
4 The house, _____ I live, is charming.
5 She's the lady _____ I had the row with.
6 That's the programme _____ they compete for money.

4 Unit 3, Lesson 5A **Look at the pairs of sentences and decide which one matches with the meaning given.**

1 **a** His cousin who was born in Argentina is a teacher.
b His cousin, who was born in Argentina, is a teacher.
☐ He's got only one cousin.

2 a The windows, which overlooked the garden, were open.

b The windows which overlooked the garden were open.

☐ All of the windows were open.

3 a The students who took a test had a hard time.

b The students, who took a test, had a hard time.

☐ All the students had a hard time.

4 a The fans who came to the concert were wearing the official band t-shirts.

b The fans, who came to the concert, were wearing the official band t-shirts.

☐ Only some of the fans were wearing the official band t-shirts.

5 Unit 3, Lesson 5A **Rewrite the sentences using a present or past participle clause.**

1 Who's the girl who is crying over there?
Who's _____?

2 Most of my friends who were invited to the party arrived on time.
Most of my friends _____.

3 I live in a house which was built in 1910.
I live in a house _____.

4 Anyone who wants to go online should enter a password.
Anyone _____.

5 Those students who have flunked the exam will need to retake it.
Those students _____.

6 The story which was reported in the news blew things out of proportion.
The story _____.

6 Unit 3, Lesson 5A **Complete the sentences so they are true for you.**

1 _____ is a place where I can _____.

2 _____ for whom I would _____.

3 _____ is a city that _____.

4 _____, who's a bit of a joker, _____.

5 _____, where I live, _____.

6 _____, whose music I like, _____.

Unit 4, Lesson 1A Narrative tenses; Past Perfect Simple and Continuous

When we are telling a story about the past, we usually use the Past Simple for the main events and the **Past Perfect Simple** and **Past Perfect Continuous** to provide background information to those events.

Past Perfect Simple

subject + *had* (not) + past participle

We use the Past Perfect Simple to talk about:

- the duration of states before a specific point in the past:
  *She **had been** blind for 12 years when she started her journey.*
- completed earlier actions with a relevance to the time of the story: *He wrote about a spot that he **had discovered** on the surface of Venus.*
- experiences that happened before a specific point in the past: *By the time he died, he **had written** a lot of letters.*

Past Perfect Continuous

had (*not*) + *been* + present participle

We use the **Past Perfect Continuous** to talk about:

- the duration of actions that began earlier in the past and continued to the time of the story:
  *He **had been studying** bird migration for years.*
- earlier past processes with a relevance to the main events in the story:
  *He had an accident with a pair of scissors that he **had been playing** with.*

We often use linking words or time phrases with the Past Perfect tenses, e.g. *when*, *after*, *because*, *as*, *before*, *by*, *by the time*.

***By** the age of 15, he **had completed** his system.*
*He missed that event **because** he **had been** in hospital for two weeks.*

- We use the **Past Perfect Continuous** when we want to focus on the duration of an activity or when we are explaining a past result: *She was tired because she **had been flying** for hours.*

- We do not use the Past Perfect Continuous with repeated actions when we say how many times something happened: *She **had been visiting** him regularly.* NOT *She ~~had been visiting~~ him three times.*

Unit 4, Lesson 3A Negative inversion

We use **negative inversion** to add emphasis (special meaning) to a sentence:

negative adverbial + auxiliary verb + subject + clause

I had never felt so afraid. → ***Never had I felt** so afraid.*

Some common adverbs and adverbial phrases are:

seldom/rarely never/at no time
hardly/barely/scarcely ... when ...
under no circumstances/in no way no sooner
not only ... but also ... little (did I/they know/imagine ...)

Negative inversion can sound quite formal, but it is also used in more informal contexts for dramatic effect.

1 Unit 4, Lesson 1A **Complete the sentences with the Past Perfect Simple or Continuous and the verbs in brackets.**

1 I _____ (check) the website twice before I went to school.
2 _____ Amelia Earhart _____ (visit) Bangkok when she disappeared?
3 Elvis _____ (record) 24 studio albums before he died.
4 Paul McCartney _____ (learn) to play the trumpet before he was given a guitar.
5 We _____ (not know) about the hoax at the time.
6 She was tired because _____ (watch) the news for hours.

2 Unit 4, Lesson 3A **Complete the sentences with the correct form of the words in brackets.**

1 No sooner _____ (we/eat) dinner than he got up and left.
2 Scarcely _____ (I/open) the newspaper when I saw a sensational story.
3 At no time _____ (we/claim) we were right.
4 Never had _____ (she/see) seen such a weird story.
5 Rarely _____ (he/get) so much attention.
6 In no way _____ (he/agree) to give an interview.

3 Unit 4, Lesson 3A **Rewrite the second sentence using the words in bold so that it means the same as the first one.**

1 The story was false, but it went viral. **NOT ONLY**

_____

2 I have never heard such a heart-warming story. **SELDOM**

_____

3 I clicked on the headline and I knew it was fake. **HARDLY**

_____

4 He didn't realise the problems he'd caused. **LITTLE**

_____

5 We revealed the truth and then we uncovered more lies. **NO SOONER**

_____

6 You can never expose the truth. **UNDER NO CIRCUMSTANCES**

_____

Unit 5, Lesson 1A Gerunds and infinitives

Infinitives

We use an infinitive with *to*:

- to explain the purpose of an action:
  *You should eat them **to reduce** your risk of heart failure.*
  *Sugar is added **to make** the bread rise.*
- after certain verbs:
  *You **need to make** sure you drink a lot of water.*
  *They often **fail to notice** all the details.*

Other verbs: *agree*, *allow*, *appear*, *attempt*, *encourage*, *expect*, *force*, *help**, *persuade*, *plan*, *promise*, *refuse*.

**Help* can also be followed by the infinitive without *to*:

*They may **help** your brain (**to**) **grow**.*

- after certain adjectives:
  *They're **quick** and **easy to cook**.*
  *It's **important to remember** that ...*

Other examples: *difficult*, *easy*, *helpful*, *likely*.

- after *first*, *second*, *third*, *last*, etc.:
  *I'd be the **last to help** him!*

Infinitive without *to*

We use an infinitive without *to* after *let* and *make*:

*They may **make** you **feel** happier.*
***Let** your heart **slow** down.*

Gerunds

We use a gerund (*-ing* form) in the same way as a noun:

- as the subject of the sentence:
  ***Jogging** is good for you.*
  ***Making** bread involves ...*
- after certain verbs:
  *You should also **avoid stopping** suddenly.*
  *It **involves taking** a test.*

Other verbs taking a gerund: *can't stand*, *consider*, *don't mind*, *enjoy*, *fancy*, *imagine*, *risk*, *suggest*.

- after prepositions:
  *... your risk **of having** a heart attack.*
  *... to prevent it **from rising** too much.*
- after ***be used to*** and ***get used to***
  *I'**m not used to pushing** my body to the limit.*
  (The situation is unfamiliar to me and I am not comfortable with it.)
  *I'**m getting used to doing** more exercise.*
  (The situation is becoming more familiar, but I am not comfortable with it yet.)

Infinitive or gerund

The following verbs can be followed by the infinitive with *to* or the gerund, with no difference in meaning: *begin*, *continue*, *hate*, *love* and *start*.

We use *prefer* + infinitive with *to* for a specific situation: *I'd **prefer to stay** in tonight.*

We use *prefer* + gerund to talk about general preferences: *I **prefer staying** in to going out.*

Unit 5, Lesson 3A Verbs with gerunds and infinitives (change in meaning)

Verbs followed by an infinitive or a gerund, with a change in meaning:

***remember* + infinitive** (to remember something, then do it):
*I always **remember to take** a sandwich with me.*

***remember* + gerund** (to do something and remember it later): *I **remember thinking** that I needed to find a system.*

***forget* + infinitive** (to forget about something, so you don't do it): *I forgot **to mention** that ...*

***forget* + gerund** (to do something and (not) forget it later):
*I'll never **forget failing** that exam.*
forget + gerund is usually used in the negative.

***try* + infinitive** (to make an effort to do something difficult):
*I always **try to plan** it so that ...*

***try* + gerund** (to do something and see what happens):
*You should **try working** in the library.*
try + gerund is often used for giving advice.

***stop* + infinitive** (to stop something in order to do something else): *I keep **stopping to make** a cup of tea.*

***stop* + gerund** (to no longer do something):
*I don't **stop studying** till I've finished.*

***like* + infinitive** (to do something because it is a good idea):
*I **like to spend** at least three hours a day in the library.*
***like* + gerund** (to enjoy something): *I **like working** at home.*

- To talk about a completed action after the verbs:
  feel, *hear*, *listen to*, *see* and *watch*, we use object + infinitive without *to*: *I **saw somebody fall** in the water.*
- To talk about an action in progress after those verbs, we use object + gerund: *I **saw him talking** to the lifeguard.*
- After the verbs *need*, *deserve* and *require* the gerund has a passive sense: *needs cleaning* = needs to be cleaned.

Unit 5, Lesson 6A *Would rather, would sooner*

- We use an infinitive without *to* after *would rather* and *would sooner*:
  *I'**d rather go** to the club.*
  *We could eat later if you **would rather do** that.*
  *My sister **would rather not go** to Italy. It's too hot there.*
  *I'**d rather dive** than **lie** on the beach.*
  *She said she'**d sooner die** than **live** in the countryside.*
  Note: *I'd sooner* is more formal than *I'd rather*.
- We use *would rather* + subject + past tense to say that we don't want somebody to do something:
  *I'**d rather you cleaned** the bathroom.*
  *I'**d rather you didn't go** there alone.*

1 Unit 5, Lesson 1A **Complete the sentences with a gerund or an infinitive.**

1 She smelled the milk to *check* / *checking* it hadn't gone off.
2 *To tell* / *Telling* her she's deaf isn't kind.
3 We're talking about *going* / *to go* vegetarian.
4 She'd be the first *to taste* / *tasting* the food.
5 I encouraged him *to have* / *having* an eye test.
6 My mum can't stand *to listen* / *listening* to loud music.
7 I was surprised *hearing* / *to hear* that he's colour-blind.
8 When *communicating* / *to communicate* with children, keep your language simple.
9 I'm used to *be* / *being* short-sighted – it doesn't bother me.
10 Laith used *having* / *to have* a sensitive palate, but he eats anything now.
11 Eventually, I will get used to *wear* / *wearing* glasses.

2 Unit 5, Lesson 1A **Complete the conversation with a verb from the box using a gerund or an infinitive.**

be change go listen look sound stand walk

Maher Do you fancy [1]_____ to that concert next Saturday? It's the first big one [2]_____ held there.
Mazen I don't know. I'm going into town [3]_____ for some new clothes so my feet will hurt after [4]_____ around town all day.
Maher Talk about [5]_____ old?! Why don't you consider [6]_____ the day?
Mazen I could, but [7]_____ to loud music makes my ears hurt ...
Maher Well, I'm used to [8]_____ at loud concerts, so my ears and feet will be fine!

3 Unit 5, Lesson 1A **Write two sentences using the infinitive and gerund forms for each one.**

I began to *sleep as soon as my head hit the pillow.*
I began *sleeping as soon as the light was off.*
I began to _____.
I began _____.
I prefer to _____.
I prefer _____.

I love to
_____.

I love
_____.

I remembered
_____.

I remembered to
_____.

I forgot
_____.

I forgot to
_____.

I will try
_____.

I will try to
_____.

I will definitely stop
_____.

I will stop
_____ on my way home today.

4 **Unit 5, Lesson 3A** **Read the pairs of sentences and match them to the correct meaning (a–b).**

1

I forgot to buy flowers.
I forgot buying the flowers.

a I forgot, so I didn't buy any flowers.
b I bought the flowers, but then I forgot doing so.

2

We regret to say the restaurant is closed.
We regret saying the restaurant was closed.

a We are sorry we said it was closed.
b We are sorry that it's closed.

3

I tried to bake some bread.
I tried baking some bread.

a I did it so as an experiment.
b It was effort and it possibly wasn't nice.

5 **Unit 5, Lesson 3A** **Complete the conversation with the correct forms of the verbs in brackets. In which gap is it possible to use the gerund and the infinitive?**

Amani When I was in the market square last week, I stopped [1]_____ (try) some tacos from a street vendor. The smell was amazing and the tacos were mouth-watering.

Khawla I didn't think you liked [2]_____ (eat) spicy food.

Amani Well, I was persuaded [3]_____ (give) them a go by my brother who was with me. I watched the chef [4]_____ (cook) my taco – Mexican street food is delicious!

Khawla Yes! You should try [5]_____ (make) them at home – they look quite easy [6]_____ (do).

6 **Unit 5, Lesson 6A** **Write the second sentence using the word in bold so that it means the same as the first one.**

1 I don't want to talk about it. **RATHER**
_____

2 I don't want you to study English philology. **DID**
_____

3 She prefers dancing to jogging. **WOULD**
_____

4 I'd like you to cook tonight. I'm exhausted. **RATHER**
_____

5 I don't want you to come over. **NOT**
_____

6 He doesn't feel like swimming today. **WOULD**
_____

7 Given the choice, I'd prefer to eat something savoury. **RATHER**
_____

8 If you could choose, what would you prefer to do? **RATHER**
_____

9 My mum doesn't want me to miss school today. **WAS**
_____

10 We'd like our teacher to be fair. **RATHER**
_____

Irregular Verbs

WL5.6

awake /əˈweɪk/	**awoke** /əˈwəʊk/	**awoken** /əˈwəʊkən/
be /biː/	**was/were** /wɒz/wɜː/	**been** /biːn/
beat /biːt/	**beat** /biːt/	**beaten** /ˈbiːtn/
become /bɪˈkʌm/	**became** /bɪˈkeɪm/	**become** /bɪˈkʌm/
begin /bɪˈgɪn/	**began** /bɪˈgæn/	**begun** /bɪˈgʌn/
bet /bet/	**bet** /bet/	**bet** /bet/
bite /baɪt/	**bit** /bɪt/	**bitten** /ˈbɪtn/
bleed /bliːd/	**bled** /bled/	**bled** /bled/
blow /bləʊ/	**blew** /bluː/	**blown** /bləʊn/
break /breɪk/	**broke** /brəʊk/	**broken** /ˈbrəʊkən/
bring /brɪŋ/	**brought** /brɔːt/	**brought** /brɔːt/
build /bɪld/	**built** /bɪlt/	**built** /bɪlt/
burn /bɜːn/	**burned** /bɜːnd/ *or* **burnt** /bɜːnt/	**burned** /bɜːnd/ *or* **burnt** /bɜːnt/
burst /bɜːst/	**burst** /bɜːst/	**burst** /bɜːst/
buy /baɪ/	**bought** /bɔːt/	**bought** /bɔːt/
catch /kætʃ/	**caught** /kɔːt/	**caught** /kɔːt/
choose /tʃuːz/	**chose** /tʃəʊz/	**chosen** /ˈtʃəʊzən/
come /kʌm/	**came** /keɪm/	**come** /kʌm/
cost /kɒst/	**cost** /kɒst/	**cost** /kɒst/
creep /kriːp/	**crept** /krept/	**crept** /krept/
cut /kʌt/	**cut** /kʌt/	**cut** /kʌt/
deal /diːl/	**dealt** /delt/	**dealt** /delt/
dig /dɪg/	**dug** /dʌg/	**dug** /dʌg/
do /duː/	**did** /dɪd/	**done** /dʌn/
draw /drɔː/	**drew** /druː/	**drawn** /drɔːn/
dream /driːm/	**dreamed** /driːmd/ *or* **dreamt** /dremt/	**dreamed** /driːmd/ *or* **dreamt** /dremt/
drink /drɪŋk/	**drank** /dræŋk/	**drunk** /drʌŋk/
drive /draɪv/	**drove** /drəʊv/	**driven** /ˈdrɪvən/
eat /iːt/	**ate** /et/	**eaten** /ˈiːtən/
fall /fɔːl/	**fell** /fel/	**fallen** /ˈfɔːlən/
feed /fiːd/	**fed** /fed/	**fed** /fed/
feel /fiːl/	**felt** /felt/	**felt** /felt/
fight /faɪt/	**fought** /fɔːt/	**fought** /fɔːt/
find /faɪnd/	**found** /faʊnd/	**found** /faʊnd/
fly /flaɪ/	**flew** /fluː/	**flown** /fləʊn/
forbid /fəˈbɪd/	**forbade** /fəˈbæd/	**forbidden** /fəˈbɪdn/
forget /fəˈget/	**forgot** /fəˈgɒt/	**forgotten** /fəˈgɒtn/
forgive /fəˈgɪv/	**forgave** /fəˈgeɪv/	**forgiven** /fəˈgɪvən/
freeze /friːz/	**froze** /frəʊz/	**frozen** /ˈfrəʊzən/
get /get/	**got** /gɒt/	**got** /gɒt/
give /gɪv/	**gave** /geɪv/	**given** /ˈgɪvən/
go /gəʊ/	**went** /went/	**gone** /gɒn/
grow /grəʊ/	**grew** /gruː/	**grown** /grəʊn/
hang /hæŋ/	**hung** /hʌŋ/	**hung** /hʌŋ/
have /hæv/	**had** /hæd/	**had** /hæd/
hear /hɪə/	**heard** /hɜːd/	**heard** /hɜːd/
hide /haɪd/	**hid** /hɪd/	**hidden** /ˈhɪdn/
hit /hɪt/	**hit** /hɪt/	**hit** /hɪt/
hold /həʊld/	**held** /held/	**held** /held/
hurt /hɜːt/	**hurt** /hɜːt/	**hurt** /hɜːt/
keep /kiːp/	**kept** /kept/	**kept** /kept/
know /nəʊ/	**knew** /njuː/	**known** /nəʊn/
lead /liːd/	**led** /led/	**led** /led/
lean /liːn/	**leaned** /liːnd/ *or* **leant** /lent/	**leaned** /liːnd/ *or* **leant** /lent/
learn /lɜːn/	**learned** /lɜːnd/ *or* **learnt** /lɜːnt/	**learned** /lɜːnd/ *or* **learnt** /lɜːnt/
leave /liːv/	**left** /left/	**left** /left/
lend /lend/	**lent** /lent/	**lent** /lent/
let /let/	**let** /let/	**let** /let/
lie /laɪ/	**lay** /leɪ/	**lain** /leɪn/
light /laɪt/	**lighted** /ˈlaɪtəd/ *or* **lit** /lɪt/	**lighted** /ˈlaɪtəd/ *or* **lit** /lɪt/
lose /luːz/	**lost** /lɒst/	**lost** /lɒst/
make /meɪk/	**made** /meɪd/	**made** /meɪd/
mean /miːn/	**meant** /ment/	**meant** /ment/
meet /miːt/	**met** /met/	**met** /met/
overcome /ˌəʊvəˈkʌm/	**overcame** /ˌəʊvəˈkeɪm/	**overcome** /ˌəʊvəˈkʌm/
pay /peɪ/	**paid** /peɪd/	**paid** /peɪd/
prove /pruːv/	**proved** /pruːvd/	**proved** /pruːvd/ **proven** /pruːvən/
put /pʊt/	**put** /pʊt/	**put** /pʊt/
quit /kwɪt/	**quit** /kwɪt/	**quit** /kwɪt/
read /riːd/	**read** /red/	**read** /red/
ride /raɪd/	**rode** /rəʊd/	**ridden** /ˈrɪdən/
ring /rɪŋ/	**rang** /ræŋ/	**rung** /rʌŋ/
rise /raɪz/	**rose** /rəʊz/	**risen** /ˈrɪzən/
run /rʌn/	**ran** /ræn/	**run** /rʌn/
say /seɪ/	**said** /sed/	**said** /sed/
see /siː/	**saw** /sɔː/	**seen** /siːn/
seek /siːk/	**sought** /sɔːt/	**sought** /sɔːt/
sell /sel/	**sold** /səʊld/	**sold** /səʊld/
send /send/	**sent** /sent/	**sent** /sent/
set /set/	**set** /set/	**set** /set/
shake /ʃeɪk/	**shook** /ʃʊk/	**shaken** /ˈʃeɪkən/
shine /ʃaɪn/	**shone** /ʃɒn/	**shone** /ʃɒn/
shoot /ʃuːt/	**shot** /ʃɒt/	**shot** /ʃɒt/
show /ʃəʊ/	**showed** /ʃəʊd/	**shown** /ʃəʊn/
shrink /ʃrɪŋk/	**shrank** /ʃræŋk/	**shrunk** /ʃrʌŋk/
shut /ʃʌt/	**shut** /ʃʌt/	**shut** /ʃʌt/
sing /sɪŋ/	**sang** /sæŋ/	**sung** /sʌŋ/
sink /sɪŋk/	**sank** /sæŋk/	**sunk** /sʌŋk/
sit /sɪt/	**sat** /sæt/	**sat** /sæt/
sleep /sliːp/	**slept** /slept/	**slept** /slept/
smell /smel/	**smelled** /smeld/ *or* **smelt** /smelt/	**smelled** /smeld/ *or* **smelt** /smelt/
speak /spiːk/	**spoke** /spəʊk/	**spoken** /ˈspəʊkən/
speed /spiːd/	**speeded** /ˈspiːdəd/ *or* **sped** /sped/	**speeded** /ˈspiːdəd/ *or* **sped** /sped/
spell /spel/	**spelt** /spelt/	**spelt** /spelt/
spend /spend/	**spent** /spent/	**spent** /spent/
spill /spɪl/	**spilled** /spɪld/ *or* **spilt** /spɪlt/	**spilled** /spɪld/ *or* **spilt** /spɪlt/
split /splɪt/	**split** /splɪt/	**split** /splɪt/
spoil /spɔɪl/	**spoiled** /spɔɪld/ *or* **spoilt** /spɔɪlt/	**spoiled** /spɔɪld/ *or* **spoilt** /spɔɪlt/
spread /spred/	**spread** /spred/	**spread** /spred/
stand /stænd/	**stood** /stʊd/	**stood** /stʊd/
steal /stiːl/	**stole** /stəʊl/	**stolen** /ˈstəʊlən/
stick /stɪk/	**stuck** /stʌk/	**stuck** /stʌk/
strike /straɪk/	**struck** /strʌk/	**struck** /strʌk/
sweep /swiːp/	**swept** /swept/	**swept** /swept/
swim /swɪm/	**swam** /swæm/	**swum** /swʌm/
swing /swɪŋ/	**swung** /swʌŋ/	**swung** /swʌŋ/
take /teɪk/	**took** /tʊk/	**taken** /ˈteɪkən/
teach /tiːtʃ/	**taught** /tɔːt/	**taught** /tɔːt/
tear /teə/	**tore** /tɔː/	**torn** /tɔːn/
tell /tel/	**told** /təʊld/	**told** /təʊld/
think /θɪŋk/	**thought** /θɔːt/	**thought** /θɔːt/
throw /θrəʊ/	**threw** /θruː/	**thrown** /θrəʊn/
understand /ˌʌndəˈstænd/	**understood** /ˌʌndəˈstʊd/	**understood** /ˌʌndəˈstʊd/
upset /ˌʌpˈset/	**upset** /ˌʌpˈset/	**upset** /ˌʌpˈset/
wake /weɪk/	**woke** /wəʊk/	**woken** /ˈwəʊkən/
wear /weə/	**wore** /wɔː/	**worn** /wɔːn/
win /wɪn/	**won** /wʌn/	**won** /wʌn/
wind /waɪnd/	**wound** /waʊnd/	**wound** /waʊnd/
withdraw /wɪðˈdrɔː/	**withdrew** /wɪðˈdruː/	**withdrawn** /wɪðˈdrɔːn/
write /raɪt/	**wrote** /rəʊt/	**written** /ˈrɪtn/

Unit 1

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

1 We heard the good news on our way back home. **WERE**
We heard the good news _____ back home.

2 I have a lot to do before I go on holidays. **LOADS**
There is _____ before I go on holidays.

3 When I'm very sad, I watch funny videos. **DUMPS**
When I'm _____, I watch funny videos.

4 She seemed rather arrogant at first. **ACROSS**
She _____ as arrogant at first.

5 I haven't eaten meat for nearly a year. **LAST**
The _____ meat was a year ago.

6 After an hour, we found a way how to turn off unwanted messages. **FIGURE**
It took us an hour _____ to turn off unwanted messages.

7 The last time Sana came to the cinema was last winter. **SINCE**
Sana hasn't _____ December.

8 This app enables people to maintain regular contacts. **TOUCH**
Thanks to this app, people can _____.

2 Complete the text with the correct form of the words from the box. There are two extra words.

annoy astonish become carry
celebrate find get high send

Message in a balloon

A 10-year-old Laura Buxton [1]_____ her grandparents' 50th wedding anniversary in Staffordshire, England. Encouraged by her grandfather, Laura decided to have a bit of fun with one of the helium balloons decorating the party. Before letting it loose, she attached a note which [2] _____ the message 'Please return to Laura Buxton' together with her address and phone number.

Two days later and 140 miles away in Milton Lilbourne, a farmer [3]_____ the balloon message in his field. Surprisingly, his neighbours were named the Buxtons, and they had a daughter whose name was Laura, so he passed the message on to them. This started a series of extraordinary coincidences. When Laura Buxton received the message, she contacted the Laura Buxton who [4]_____ it. When the two met up, they realised there were other similarities apart from their names. The girls were [5]_____ to discover that they were both the same age, fair-haired, blue-eyed and the same height! On top of that, the girls had the same pets: grey rabbits and guinea pigs. The two hit it off right from the start and [6]_____ friends for life.

The story of the Buxton girls is a reminder that just because something is [7] _____ unlikely, it doesn't mean it's impossible.

Unit 2

1 Complete the sentences with the correct form of the words in brackets. Add extra words were necessary.

1 You _____ (get/soak) unless you take an umbrella.

2 The world population was six billion _____ (turn/21st) century.

3 When you are studying till 4 a.m., you _____ (be/bound/feel) exhausted the next day.

4 People thought that the use of robots _____ (do/job) such as cleaning and cooking. But there's still a long way to go.

5 By the end of this month, they _____ (fight/control) of the company for two years.

6 My uncle had signed a contract and _____ (be/open) an ice cream parlour when his business partner backed out.

2 Choose the correct words a–d to complete the text.

Fly or be green!

Although air travel is more popular than ever, only three percent of the world's population chose this means of transportation in 2017, and only 18 percent have ever done so. But things are changing. In 2016, there were around four billion air passengers. Every year the numbers are higher and this is a/an [1]_____ trend. According to estimations, this figure [2]_____ to 7.2 billion by 2035. The whole aviation sector [3]_____ to five percent of global warming. Even if we assume that only three percent of the world's population fly, we must admit that such high percentage of global emissions is brought [4] _____ by a relatively small group.

There is no other human activity that emits as much CO_2 as flying over such a short period of time. For example, a person taking one roundtrip flight from Europe to the Caribbean is [5]_____ to produce the same amount of CO_2 as 80 Tanzanians within a year. So even if you eat vegan, rely on solar power and feel [6]_____ about endangered species but still take a plane, you shouldn't consider yourself green.

So what can be done about it? There seems to be a solution, although an expensive one: [7]_____ fuels such as coal or gas need to be more expensive. Unfortunately, this will surely [8]_____ in higher air fares. But the real question is whether we really need to fly so much.

1 **a** similar **b** upward **c** maximum **d** downward
2 **a** will have risen **b** will be rising **c** is rising **d** is going to rise
3 **a** makes **b** produces **c** causes **d** contributes
4 **a** by **b** about **c** in **d** over
5 **a** likely **b** due **c** common **d** significant
6 **a** strongly **b** deeply **c** considerably **d** merely
7 **a** exhaust **b** renewable **c** acid **d** fossil
8 **a** affect **b** lead **c** result **d** cause

Unit 3

1 Complete the second sentence so that it means the same as the first one. Use no more than five words.

1 Freddie Mercury recorded one of his last songs *Delilah* in 1987. He dedicated it to and named it after his favourite cat.
One of Freddie Mercury's last songs *Delilah*, _____, was dedicated to and named after his favourite cat.

2 When Lama was a small child, she used to cry for no reason.
As a small child, Lama would _____ tears for no reason.

3 Ramzi regularly does his assignments at a short notice.
Ramzi will _____ off his assignments until the last moment.

4 I bought my new headphones in this shop.
This is _____ my new headphones.

5 Salwa has an annoying habit of making her friends admire her singing talents when they visit her.
Salwa is _____ off her singing talents whenever her friends visit her.

6 My mother, who is a dentist, has always insisted that I should become a dentist myself.
My mother, who is a dentist, has always expected _____ footsteps in becoming a dentist.

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

Different generation different social media

When Mark Zuckerberg and his friends founded a social media company in 2004, they would not expect that the service would have over two billion [1]_____ (DEDICATE) users 15 years later. Nearly 90% of social media users check the app every day. [2]_____ (ODD) enough, it is not the youngest generations, such as the Millennials or Generation Z that are the most addicted to it. Baby Boomers (those over 60) check it slightly more often. The main reason is that for older users the app is the only social network they feel confident to navigate.

However, it seems that this app is slowly becoming passé so the young find other more recent social media apps more interesting because those platforms are more [3]_____ (TRUST). [4]_____(LIKE) the older app, the newer apps don't force their users to look at everybody's information. Also, they allow you to communicate through images and pictures rather than words, which the young find more economical. What's more, the youngest generation of social media users have a real sense of [5]_____ (BELONG) while on these apps. Through its closed groups and temporary sharing, it provides them with a feeling of [6]_____ (SECURE) and relative privacy. [7]_____(APPARENT), Baby Boomers and Gen X do not realise what they are missing.

Unit 4

1 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 given.

1 These days teenagers lose interest far too quickly. **SPANS**
These days teenagers' _____ very short.

2 Since we had no fuel left, we had to change our travel plans. **RUN**
As we _____ fuel, we had to change our travel plans.

3 When the police arrived, the arsonist ran away. **HAD**
Hardly _____ the arsonist ran away.

4 The woman did not seem to be surprised at her friend's strange behaviour. **ABACK**
The woman wasn't _____ by her friend's strange behaviour.

5 The identity of the man was not to be revealed, no matter what happened. **NO**
Under _____ of the man to be revealed.

6 Malek started writing the report as soon as I came. **SOONER**
No _____ Malek started writing the report.

Unit 5

1 Complete the sentences with the correct form of the words in brackets. Add extra words were necessary.

1 The teacher _____ (encourage/we/listen) an opera composed by Alban Berg.

2 We couldn't _____ (prevent/he/take) in the competition although he wasn't ready.

3 I _____ (not/get/used/eat) late at night before I started working shifts.

4 I will never forget _____ (take/first/photo). It was my baby brother eating spaghetti.

5 He almost fell when he _____ (walk/ tightrope).

6 My friend has _____ (try/change/study habit) to improve her results at school.

7 We were all very tired during the run, but we decided _____ (not/stop/have) a rest.

8 When I was a kid I preferred _____ (get/takeaway/eat) at home. Now I enjoy only homemade meals.

2 Complete the text with one word in each gap.

The power of scent

It goes without saying that smell is one of our most important senses: it [1]_____ about 75 percent of our daily emotions. Smell is directly connected to [2]_____ part of our brain which is linked to memory. As a result, smelling a particular scent, for example of freshly made coffee, can trigger a happy memory more quickly than our taste [3]_____ on the tongue experience the first sip. Research shows that sense of smell can be useful in commerce; retailers have been using the science of smell in their stores to attract customers. Interestingly, while the right smell can boost sales, unpleasant odour will [4]_____ most customers off and eventually cause lower income.

One study found that people were more likely to open their wallets if their environment smelled like 'warm scents', [5]_____ as vanilla or cinnamon. This is because warm scents [6]_____ people perceive the space around them as more crowded. People feel less in control in crowded spaces, and buying things helps them gain back some of that control.

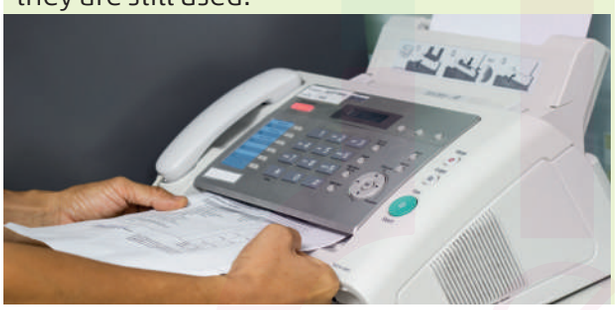
A study run by a shoe company showed that [7]_____ though the brand was selling very well, adding scents to their stores increased sales by 80 percent! Nowadays, a lot of supermarkets use artificial smells to create a more pleasant environment for the customers – and to prevent them [8]_____ leaving their stores too soon.

STUDENT A

Unit 3, Lesson 5A Exercise 8, page 36

Complete the text about an item of old technology with relative pronouns and the correct form of the verb *to be*. Use participle clauses where possible.

Fax, [1]_____ short for 'facsimile', or 'copy', is a technology [2]_____ nowadays largely obsolete. A fax machine, [3]_____ pictured here, was something [4]_____ used to transmit text and images over the phone. These large machines, [5]_____ very popular in the 1990s, are now mainly museum pieces. However, in some countries, [6]_____ electronic signatures on contracts are not yet legally recognised, they are still used.



Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

Unit 5, Lesson 6A Exercise 6, page 63

You want to go out for dinner with Students B and C. These are your preferences:

- You don't like packed places.
- You like informal, simple places.
- Somewhere with a terrace / garden.

ALL STUDENTS

Unit 1, Lesson 4A Exercise 8, page 9

In pairs, use some of the conversation starter questions to prepare a short dialogue. Use question tags and echo questions.

1. What was the best thing you did this year?
2. What's your favourite kind of music?
3. What would you do if you were king for the day?
4. Where would you live if you could live anywhere in the world?

Unit 2, Lesson 4A Exercise 8, page 21

Prepare a short presentation (2–3 minutes) about an endangered species. Research information about one species. Describe their physical appearance and habits and explain why they are under threat.

Unit 2, Lesson 5A Exercise 2, page 22

Study some ideas for the competition in Exercise 1 on page 22.

1 **Our idea:** Ban single-use plastic water bottles at school – students bring reusable water bottles instead.

Benefits for the environment: Reduce plastic use. If every student buys or brings in a single-use plastic bottle every day, that's 2,000 bottles a day.

How we will use the grant: Install drinking fountains, and set up campaign to encourage students to bring in reusable water bottles.

2 **Our idea:** Set up a day when everyone living less than two miles from school agrees to walk or cycle to school (rather than being driven in by their parents). Those living further away who usually come by car agree to share cars with at least one other student.

Benefits for the environment: Reduce pollution on that day and encourage people to make it a regular thing.

How we will use the grant: Make a short film about the project to encourage other schools in the area to try the same thing.

3 **Our idea:** Clothes swap. Everyone brings clothes they no longer need and swap them for different items.

Benefits for the environment: Students stop buying so many new clothes, which reduces the impact on the environment of manufacturing them.

How we will use the grant: Publicise and promote the event and pay for the hire of a venue.

Unit 2, Lesson 5A Exercise 6, page 22

In small groups, look at three posters designed to support the campaign to ban single-use plastic bottles from the school. Choose one of the posters, giving reasons for your choice.

Unit 3, Lesson 1A Exercise 5, page 31

Text A describes a typical youngest child – youngest children are usually rebellious and can be a bit naughty.

Text B describes a typical older child (or only child) – older children are high achievers and want to please their parents.

Text C describes a typical middle child – middle children don't have such clear typical characteristics, but tend to be quieter and more inward-looking than their siblings; they are often good at negotiating.

Unit 4, Lesson 1A, Exercise 13, page 43

Use the prompts in the box to invent a real or fake news story. Practise telling the story using Past Perfect Simple or Continuous where appropriate and some of the vocabulary from Unit 4 Lesson 1. When you tell your story to the class. Can they tell if it is real or fake?

a bizarre theory a famous person
a film review a secret a sports event
a weather event clues

Unit 4, Lesson 6A, Exercise 2, page 49

1 This story is probably false, but the writer Douglas Adams claimed it happened to him in 1976. There are similar legendary tales about people who accidentally became thieves in England and the USA.
2 This story is definitely false. It was invented as a newspaper April Fool's story.
3 This story is probably false,though a robot camera did find a large alligator living in the sewers in Florida.

Unit 5, Lesson 1A, Exercise 2, page 56

Items 2 and 6 are not true.

STUDENT B

Unit 1, Lesson 6A Exercise 5, page 11

In pairs, role play the two situations. Use language for expressing emotions and for responding from Lesson 6.

1 Ask how your friend feels about winning first prize in an art competition. Respond to what your partner says by congratulating him/her.

2 Your parents unexpectedly gave you a brand-new phone. You're very pleased. Tell your friend about it.

Your partner is going to tell you about two different situations. For each situation which your partner describes, respond according to these instructions.

1 Reassure your friend.

2 Express sympathy.

Unit 3, Lesson 5A Exercise 8, page 36

Complete the text about an item of old technology with relative pronouns and the correct form of the verb *to be*. Use participle clauses where possible.

In the late 1980s and early 1990s, [1]_____ a time [2]_____ mobile phones were too expensive for most people, it was fashionable to carry a pager. This was a simple piece of technology, [3]_____ designed to fit in your pocket and [4]_____ sent out a notification [5]_____ let you know that someone was trying to contact you. You then needed to find a phonebox [6]_____ you could ring them. Pagers are still used nowadays in situations [7]_____ you need to know when something is ready – like a food order in a restaurant for example.

Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

Unit 5, Lesson 6A Exercise 6, page 63

You want to go out for dinner with Students A and C. These are your preferences:

- Spicy food, not too bland.
- You are more interested in quality of food than atmosphere.
- Not too far away – walking distance, ideally.

STUDENT C

Unit 5, Lesson 6A Exercise 6, page 63

You want to go out for dinner with Students A and B. These are your preferences:

- Somewhere with a lively atmosphere.
- Plenty of vegan options.
- Somewhere not too expensive.

منصة سين التعليمية

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