



# Jordan High Note

Grade 10  
Semester 2

## Workbook

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# Jordan High Note

**Grade 10**  
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نسخة فريد الأعداد والتجديد

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# 06

## Do the right thing

### LESSON 1B VOCABULARY AND GRAMMAR

#### The first and second conditionals

**1 ★ Complete the sentences with the first conditional forms of the verbs in brackets.**

- 1 If you *don't study* (not study) through the year, you *will not pass* (not pass) your exams.
- 2 I \_\_\_\_\_ (believe) the story if you \_\_\_\_\_ (give) me some proof.
- 3 If Dana \_\_\_\_\_ (talk) to her cousins, they \_\_\_\_\_ (listen) to her.
- 4 If they \_\_\_\_\_ (go) to Paris, they \_\_\_\_\_ (bring) us a present!
- 5 I \_\_\_\_\_ (never / speak) to him again if he \_\_\_\_\_ (not apologise).
- 6 I \_\_\_\_\_ (lend) you the phone if you \_\_\_\_\_ (promise) not to damage it.
- 7 Our grandmother \_\_\_\_\_ (be) disappointed if we \_\_\_\_\_ (not give) her a call every week.

**2 ★★ Use the prompts to write questions. Use the first conditional.**

- 1 you / go out / if / it / rain / tomorrow?  
*Will you go out if it rains tomorrow?*
- 2 Aunt Fatima / tell / her / the story / if / she / ask / her to?  
\_\_\_\_\_
- 3 you / take / a message / if / they / want / to leave one?  
\_\_\_\_\_
- 4 she / go / to the shopping centre / if / Hala / invite / her?  
\_\_\_\_\_
- 5 if / Sami / stay / at home / you / keep him company?  
\_\_\_\_\_

**3 ★★ Complete the answers to the questions from Exercise 2.**

- 1 No, I *won't go* out if it rains tomorrow.
- 2 No, Aunt Fatima \_\_\_\_\_ her the story if she asks her to.
- 3 No, I \_\_\_\_\_ a message if they want to leave one.
- 4 No, she \_\_\_\_\_ to the shopping centre if Hala invites her.
- 5 No, I \_\_\_\_\_ him company if he stays at home.

**4 ★★ Use the prompts to write sentences. Use the second conditional.**

- 1 Habib / go / to the fair if Nader invited him.  
*Habib would go to the fair if Nader invited him.*
- 2 I think Amani / like / you if you were nicer to her.  
\_\_\_\_\_
- 3 If I / be / you, I'd talk to your mum about this.  
\_\_\_\_\_
- 4 If Imad / buy / the tickets, I'd go with him to the show.  
\_\_\_\_\_
- 5 Laila / watch / the TV show if she weren't so afraid.  
\_\_\_\_\_
- 6 If we / can live / anywhere, we'd choose Australia.  
\_\_\_\_\_

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

have break you/choose you/go you/talk  
you/study

- 1 Where would you go if you could travel anywhere in the world?
- 2 Would you confess if you \_\_\_\_\_ your friend's phone?
- 3 \_\_\_\_\_ every day to get a good grade?
- 4 If you had a problem at school, which teacher \_\_\_\_\_ to?
- 5 If you could study just one subject, which one \_\_\_\_\_?

**6 ★★ Read the sentences and choose the correct answers.**

- 1 I'll give you some money if I get paid at the end of the week.
  - a The speaker will definitely get paid.
  - b The speaker might get paid.
- 2 If Raed invites me to the exhibition I'll definitely go.
  - a The speaker is sure Raed will ask him.
  - b The speaker is sure he'll accept the invitation.
- 3 I'd lend you my book if I had it with me.
  - a The speaker hasn't got his book.
  - b The speaker has got his book.
- 4 I'd save a lot of money if I had a job.
  - a The speaker has got a job.
  - b The speaker hasn't got a job.

**7 ★★ Read the questions and write short answers.**

- 1 Will you invite me if you perform in the show?  
Yes, I will.
- 2 Would you tell me if you knew the answer?  
No, \_\_\_\_\_.
- 3 Will Samia help me if I ask her?  
Yes, \_\_\_\_\_.
- 4 If your brother knew you broke his phone, would he be cross with you?  
No, \_\_\_\_\_.

5 If your family wanted to move abroad, would you be happy?

Yes, \_\_\_\_\_.

6 If Lama gets some money, will she take us out for a meal?

No, \_\_\_\_\_.

**8 ★★★ Use the prompts to complete the conversation.**

**Issa** Ziad, <sup>1</sup> if I / ask / you some questions for the school magazine, <sup>2</sup> you / answer / them?

*if I ask you ..., will you answer them?*

**Ziad** OK, but if it's something difficult, <sup>3</sup> I / not / be able to answer.

**Issa** OK. **Nothing** difficult! First of all, if you could spend a holiday anywhere in the world, <sup>4</sup> where / you / go?

**Ziad** Well, <sup>5</sup> I / not go / to a hot country. I don't really like hot weather. Scandinavia probably.

**Issa** OK. And <sup>6</sup> if / your family / move / abroad, where would you like to live permanently?

**Ziad** Let me think. Actually, I think <sup>7</sup> I / choose / a big city, like Riyadh. At the moment, I live in a village, so <sup>8</sup> I / not / go / to another village!

**9 Write a short paragraph answering these questions.**

- Would you be happy if your family decided to live abroad? Why/Why not?
- If you could choose where to live permanently, what place would that be? Why?
- If you moved abroad, what would you miss about your own country?

## LESSON 3B LISTENING AND VOCABULARY



**1** **6.6** Listen to the first part of a radio interview. What did the special guest on today's show do?

- a He wrote an interesting story for a newspaper.
- b He gave some money to help a child.
- c He performed a life-changing operation.



**2** **6.7** Now listen to the whole interview and choose the correct answers.

- 1** Muneer kept quiet about what he did because he
  - a felt he hadn't done anything special.
  - b is a very private person.
  - c didn't want to help other people.
- 2** When the newspapers found out about the story, he felt
  - a angry because of the unwanted attention.
  - b confused by all the interest.
  - c proud of what he'd done.
- 3** Today he is on the show to
  - a correct some errors in the story.
  - b describe the results of his actions.
  - c encourage others to do the same thing.
- 4** What does he think helped him become successful?
  - a He chose a job that paid well.
  - b He saved money instead of spending it.
  - c He listened to advice about how to make money.

### Pronunciation



**3** **6.8** Read two sentences from the listening. Which tone – rising ↗ or falling ↘ do you think the speaker used for the highlighted words? Listen and check.

- 1** I had the **money**, Farid's parents **didn't**, so I **gave** it to him – simple.
- 2** We're all different – some of us are born with **intelligence**, some with skills and **abilities**, and some of us have both.

### ACTIVE PRONUNCIATION | Rising and falling tones

Often when we are talking about several things consecutively, we use a rising tone to show that we haven't finished, and then a falling tone at the end to show that we have, e.g.

- I came home ↗, talked to my grandma ↗, did some homework ↗ and then had a rest. ↘

We also use a rising and falling tone pattern when we offer somebody a choice, e.g.

- Would you rather take the bus ↗ or walk home? ↘

**4** **6.9** Read the sentences aloud. Follow the tone pattern explained in Active Pronunciation. Listen, check and repeat.



- 1** This morning I got up, had breakfast, set off for school and then caught the 8.15 bus.
- 2** We've been given loads of homework – English, Maths, History and French.
- 3** Before handing in the essay, I checked the spelling, the grammar and the punctuation.

**5** **6.10** Look at two sentences from the listening which give alternatives. Do you think the highlighted words have a rising or falling tone? Listen and check.



- 1** Do I get all worried about **privacy**, or make the most of it to help **others**?
- 2** You can let your money sit there doing **nothing**, or you can help people who **need it**.

**6** **6.11** Read the sentences aloud. Follow the tone pattern explained in Active pronunciation. Listen, check and repeat.



- 1** Shall we walk home through the park or along by the river?
- 2** We've got several fillings for your sandwiches – there's chicken, beef or cheese.
- 3** My dad could still be at work, or training at the gym.
- 4** When we went to London we couldn't decide whether to go to Trafalgar Square, the British Museum or the Tate Gallery.



LESSON 4B GRAMMAR

The zero conditional and alternatives to *if*

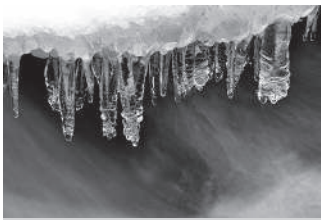
1 ★ Complete the sentences with the zero conditional forms of the verbs in brackets.



1 If the weather *is* (be) good, Harry *cycles* (cycle) to school.



4 Everything \_\_\_\_\_ (get) wet if it \_\_\_\_\_ (rain).



2 Water \_\_\_\_\_ (freeze) if you \_\_\_\_\_ (cool) it to zero degrees.



5 I \_\_\_\_\_ (take) a cake if I \_\_\_\_\_ (go) to a friend's house for dinner.



3 If you \_\_\_\_\_ (boil) water, it \_\_\_\_\_ (become) steam.



6 My mum \_\_\_\_\_ (listen) if I \_\_\_\_\_ (talk) to her.

2 ★ Choose the correct words to complete the sentences.

- 1 **Unless / After** she meets her friend, she always walks home.
- 2 We always travel first class **provided that / unless** we have the money for the tickets.
- 3 She doesn't get angry **unless / as long as** people are rude.
- 4 I ask people for advice **as soon as / as long as** I trust them.
- 5 I should be able to meet you later **after / as long as** I finish work on time.

3 ★★ Complete the sentences with one or two words in each gap.

- 1 She always helps people *if* she thinks that they are in trouble.
- 2 Sorry, but I never go to cafés with Halima \_\_\_\_\_ she pays for her own bill.
- 3 I can talk to people \_\_\_\_\_ as they are reasonable; if they start insulting others, I leave.
- 4 You know we always come to your competitions \_\_\_\_\_ that you don't get too nervous!

4 ★★ Complete the conversation with the words and phrases from the box. There are two extra options.

after didn't don't long as make provided that unless until want when

- Mum** Omar, I heard you aren't happy with your brother, Jaber. What happened?
- Omar** I can tell you <sup>1</sup>*provided that* you promise not to laugh about it.
- Mum** Of course! I mean, <sup>2</sup>\_\_\_\_\_ it's a really silly reason!
- Omar** Well, he always borrows my tablet, and he never gives it back <sup>3</sup>\_\_\_\_\_ he's finished. If you <sup>4</sup>\_\_\_\_\_ a promise, you keep it!
- Mum** Perhaps he hasn't finished with it. Would you like me to check? I can ask, as <sup>5</sup>\_\_\_\_\_ you give me permission of course. I won't speak to him if you <sup>6</sup>\_\_\_\_\_ want me to.
- Omar** Well, OK, if you <sup>7</sup>\_\_\_\_\_ to help, that's fine by me. Can you tell me <sup>8</sup>\_\_\_\_\_ you speak to him?

5 How do you usually behave when you meet new people? What do you like and dislike on a first meeting? Write a short paragraph. Use some of the words from the box.

after as long as as soon as before provided that unless until

## LESSON 6B VOCABULARY

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

- 1 Amina always supports me – I can always **count on / care for** her.
- 2 Amer is tired of Rakan always **falling out with / hitting it off with** his cousin.
- 3 Thank you so much for your support – it really **means a lot to me / has my back**.
- 4 My dad travelled to another city to buy my favourite dessert. He always **counts on / goes the extra mile for** his children.
- 5 When Lola's best friend moved to another city, they **developed a connection / grew apart**. Now they hardly ever talk to each other.

### 2 ★ Match the beginnings 1–6 with the endings a–f.

- 1  I was sorry to hear that you are going through a
  - 2  She really hit it
  - 3  Dana and I have hit a wall and
  - 4  We bought Mum some flowers to show
  - 5  Fadi tries to go the extra
  - 6  Even though we don't talk often,
- a we just can't agree on anything.  
 b mile for his friends.  
 c I'll always be there for her.  
 d tough time. Can I help?  
 e we care for her.  
 f off with her cousins' friends.

### 3 ★ Complete the sentences with one word in each gap.

- 1 Jameela and Huda developed a connection when they became lab partners in Chemistry.
- 2 Why don't you reach o \_\_\_\_\_ and tell Eman your news?
- 3 I'm sorry to hear that you and Salwa have fallen o \_\_\_\_\_ – are you sure you can't talk about it?
- 4 Habib was upset that Ali didn't have his b \_\_\_\_\_ when he needed him.
- 5 What can you do when you start growing a \_\_\_\_\_ from your best friend?

### 4 ★★ Complete the text with the correct word in each gap.

\_\_\_\_\_ care connection count means  
 \_\_\_\_\_ mile out tough

My friend is going through a tough time and I don't know how to help her. Do you have any advice?

#### Halima

You sound like an amazing friend! You could start by showing her how much you <sup>1</sup> care for her and telling her that she <sup>2</sup> \_\_\_\_\_ a lot to you. Plan a special day doing activities she enjoys to develop a <sup>3</sup> \_\_\_\_\_ and create new memories. Small acts, like sending her a message or remembering important dates, can make a big difference. Let her know she can always <sup>4</sup> \_\_\_\_\_ on you for support when she's going through a <sup>5</sup> \_\_\_\_\_ time. Go the extra <sup>6</sup> \_\_\_\_\_ by regularly reaching <sup>7</sup> \_\_\_\_\_ to her and being there to listen.

### 5 ★★★ Complete the second text so that it means the same as the first one. Use between one and three words in each gap.

My brother Imad moved to another city to go university, and I was worried that we wouldn't talk as often. A few months later, I was ill, and I had some important exams at school. Things were a bit difficult for me. I called Imad and told him because I was quite upset. To my surprise, he was there when I got home from school the next day! I couldn't believe that he travelled so quickly just to be with me. I love knowing that my brother always supports me.

My brother Imad <sup>1</sup> moved away, and I was worried that we would <sup>2</sup> \_\_\_\_\_. A few months later, I was going through a <sup>3</sup> \_\_\_\_\_. I <sup>4</sup> \_\_\_\_\_ to Imad because I was quite upset. To my surprise, he was there when I got home from school the next day. He really <sup>5</sup> \_\_\_\_\_ for me. I love knowing that I can always <sup>6</sup> \_\_\_\_\_ my brother.

### 6 How do you feel when you go to a new place where you don't know anyone? Write a short paragraph.

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use the first or second conditional to talk about possible or hypothetical situations.	Student's Book pp. 4-5	
2	I can understand the development of ideas in a short story and talk about being honest.	Student's Book pp. 6-7	
3	I can identify specific details in a radio programme	Student's Book p. 8	
4	I can use the zero conditional to talk about real situations that are always true.	Student's Book p. 9	
5	I can ask for, give and react to advice on a wide range of subjects.	Student's Book p. 10	
6	I can talk about relationships, conflicts and problems.	Student's Book p. 11	
7	I can write a for-and-against essay.	Student's Book pp. 12-13	

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

Skill I want to improve in	How I can improve

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

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

## VOCABULARY AND GRAMMAR

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

back cares count extra family grow  
mean reach share there through wall

#### THE IMPORTANCE OF TRUE FRIENDSHIP

Having a true friend is one of life's greatest gifts. Someone who <sup>1</sup>\_\_\_\_\_ for you can make all the difference when you go <sup>2</sup>\_\_\_\_\_ a tough time. They are the ones who have your <sup>3</sup>\_\_\_\_\_ and are always ready to support you.

True friends usually <sup>4</sup>\_\_\_\_\_ interests with you, which makes spending time together fun. You can <sup>5</sup>\_\_\_\_\_ on them because they will always be <sup>6</sup>\_\_\_\_\_ for you. They become like <sup>7</sup>\_\_\_\_\_ to you.

Sometimes, friendships can <sup>8</sup>\_\_\_\_\_ apart due to distance or changes in life. However, real friendships can get over these challenges. True friends make an effort to <sup>9</sup>\_\_\_\_\_ out and stay connected, even if they don't see each other as often.

In tough times, a genuine friend will go the <sup>10</sup>\_\_\_\_\_ mile to help you out. They <sup>11</sup>\_\_\_\_\_ a lot to you and are there to cheer you up when you hit a <sup>12</sup>\_\_\_\_\_.

### 2 Choose the correct words to describe the pictures.



1 frown / grin



2 hug / glance



3 shake your head / shiver



4 raise an eyebrow / shrug shoulders

### 3 Complete the sentences with the words from the box.

call distracted expecting get light up  
notifications off ringtone voicemail

- 1 When you \_\_\_\_\_ a call from an unknown number, it's best to send it to \_\_\_\_\_ .
- 2 Faten was in a meeting, so she missed a \_\_\_\_\_ from her child's school.
- 3 The constant \_\_\_\_\_ on Sana's phone \_\_\_\_\_ her while she was trying to study.
- 4 If you're \_\_\_\_\_ an important call, make sure your \_\_\_\_\_ is turned on and your phone is nearby.
- 5 Lola's phone screen started to \_\_\_\_\_ during the film, so she quickly turned it \_\_\_\_\_ .

### 4 Complete the sentences with the first conditional form of the words in brackets. Then choose the correct word in italics for each sentence.

- 1 She \_\_\_\_\_ (win) the race *unless / as long as* she \_\_\_\_\_ (train) hard.
- 2 *Unless / After* you \_\_\_\_\_ (study), you \_\_\_\_\_ (be able) to pass your exams.
- 3 He \_\_\_\_\_ (not buy) a new house *as long as / unless* he \_\_\_\_\_ (get) a well-paid job.
- 4 *Provided that / Until* you can \_\_\_\_\_ (pay) me back by Saturday, I \_\_\_\_\_ (lend) you the money.

### 5 Complete the conversation with the second conditional form of the verbs in brackets.

Ziad Hi Ali. What <sup>1</sup> *would* you *do* (do) if you <sup>2</sup> \_\_\_\_\_ (see) a friend struggling at school? I'm in that situation, and I've no idea what to do.

Ali Well, if I <sup>3</sup> \_\_\_\_\_ (be) you, I <sup>4</sup> \_\_\_\_\_ (go) straight to your friend and I <sup>5</sup> \_\_\_\_\_ (offer) to help.

Ziad I thought about that, but if I <sup>6</sup> \_\_\_\_\_ (go) up to him, he <sup>7</sup> \_\_\_\_\_ (say) nothing was wrong.

Ali I think you should try. If you <sup>8</sup> \_\_\_\_\_ (reach) out to him, he <sup>9</sup> \_\_\_\_\_ (know) you have his back. I know if I <sup>10</sup> \_\_\_\_\_ (struggle) at school, I <sup>11</sup> \_\_\_\_\_ (love) someone to offer support.

Ziad You're right. I'm going to ask him if he wants to revise for the exams together. That's what I <sup>12</sup> \_\_\_\_\_ (like) him to do for me if I <sup>13</sup> \_\_\_\_\_ (be) him.

## USE OF ENGLISH

6 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 Muna doesn't focus so she makes a lot of mistakes. **FOCUSED**

*If Muna focused, she would* make fewer mistakes.

2 I'm not brave enough to ask for help. **BRAVER**

\_\_\_\_\_, I would ask for help.

3 I think you should tell her how you feel. **YOU**

If \_\_\_\_\_ tell her how you feel.

4 She looked very surprised when she heard the news. **EYEBROW**

She \_\_\_\_\_ in surprise when she heard the news.

5 The price of the tickets is going up, so we must buy them soon. **UNLESS**

\_\_\_\_\_ soon, they will be more expensive.

## LISTENING



7 6.14 You are going to hear a woman talking about her work. Complete the notes below with a word or a short phrase.

### STRATEGY | NOTES COMPLETION

Read each gap and check what kind of information or word is missing. Write exactly what you hear and do not change the words in any way.

- As well as working as an agony aunt, Nancy is also a <sup>1</sup>\_\_\_\_\_.
- Nancy communicates through email, social networks and her <sup>2</sup>\_\_\_\_\_.
- In the last century, teens needed information about <sup>3</sup>\_\_\_\_\_.
- Modern technology has created some new problems for teenagers today such as cyber-<sup>4</sup>\_\_\_\_\_.
- She says some teens don't want to talk to <sup>5</sup>\_\_\_\_\_ about problems.
- Nancy thinks the key problem people suffer from nowadays is <sup>6</sup>\_\_\_\_\_.
- Nancy thinks agony aunts need to be <sup>7</sup>\_\_\_\_\_.

## SPEAKING

8 In pairs, role play the situation below. Then change roles and do the task again.

### Student A

You recently had an argument with your classmate. You'd like to make up and you talk about this with a friend from the UK. In the conversation discuss the points below:

- Talk about your relationship with your classmate.
- Explain the reason for the argument and ask for advice.
- Accept Student B's advice.
- Say what you can do to get on better with the classmate.

### Student B

You are Student A's friend from the UK. You are discussing how to resolve his/her conflict with a classmate. Use the phrases below to help you. You start first.

- *How do you usually get on?*
- *So, what happened exactly?*
- *If I were you, I'd apologise.*
- *What can you do to improve your relationship?*

## WRITING

9 Read the task below and write an essay.

### STRATEGY | ESSAY

Read the essay question and make a note of the points you need to include in the answer. In the task, you need to address the two aspects mentioned in the task as well as discuss one aspect of your own.

**If you want to make up with somebody you have argued with, is it better to see them, or to contact them by social media?**

Write about:

- 1 trust
- 2 being a good listener
- 3 \_\_\_\_\_

# 07

# In the spotlight

## LESSON 1B VOCABULARY AND GRAMMAR

### Reported speech

- 1 ★ Complete the sentences using reported speech.



- 1 Sami: 'I always watch the news.'  
Sami said he always watched the news.
- 2 Zeinab: 'They're interviewing my teacher on TV.'  
Zeinab said they \_\_\_\_\_ her teacher on TV.
- 3 Farid: 'I don't like the journalist.'  
Farid complained that he \_\_\_\_\_ the journalist.
- 4 Heba: 'This trend isn't growing fast.'  
Heba explained that that trend \_\_\_\_\_ fast.
- 5 Kamal: 'It's a very silly idea.'  
Kamal warned that it \_\_\_\_\_ a very silly idea.

- 2 ★ Match the expressions 1-8 with the reported expressions a-h.

- |   |                                   |
|---|-----------------------------------|
| 1 <input type="checkbox"/> these          | a the day after/the next day      |
| 2 <input type="checkbox"/> a few days ago | b those                           |
| 3 <input type="checkbox"/> we             | c there                           |
| 4 <input type="checkbox"/> here           | d then/at that time               |
| 5 <input type="checkbox"/> tomorrow       | e the day before/the previous day |
| 6 <input type="checkbox"/> yesterday      | f a few days before               |
| 7 <input type="checkbox"/> I              | g they                            |
| 8 <input type="checkbox"/> now            | h he/she                          |

- 3 ★★ Choose the correct verb forms to complete the sentences in direct speech.

- 1 Eman said that she hadn't been to the TV studio the day before.  
Eman: 'I **didn't go / haven't been** to the TV studio yesterday.'
- 2 Kareem explained that he hadn't finished the article yet.  
Kareem: 'I **didn't finish / haven't finished** the article yet.'
- 3 Dana complained that the journalist hadn't talked to her during the interview.  
Dana: 'The journalist **didn't talk / hasn't talked** to me during the interview.'

- 4 ★★ Match the reporting verbs from the box with their definitions.

add agree complain confess explain  
promise reply warn

- 1 to say how or why something happened  
explain
- 2 to tell someone of a negative possibility  
\_\_\_\_\_
- 3 to give a second piece of information  
\_\_\_\_\_
- 4 to answer \_\_\_\_\_
- 5 to admit that you did something, usually negative  
\_\_\_\_\_
- 6 to talk about something which annoys you  
\_\_\_\_\_
- 7 to have the same opinion \_\_\_\_\_
- 8 to say that you will definitely do something \_\_\_\_\_

**5 ★★ Complete the sentences with the reporting verbs from the box.**

claimed complained ~~pointed out~~  
predicted warned

- 1 Hani pointed out that Omar had made a mistake.
- 2 The woman \_\_\_\_\_ that she was a famous actor, but we didn't believe her.
- 3 The newsreader \_\_\_\_\_ that the strong studio lights made her look old.
- 4 He \_\_\_\_\_ me not to go into the studio because they were still filming.
- 5 He \_\_\_\_\_ that it would rain and he was right!

**6 ★★ Complete the sentences with the correct reported forms of the verbs in brackets.**

- 1 Lama promised that she would read (will read) the article the next day.
- 2 Mustafa said he \_\_\_\_\_ (can't give) us any more information.
- 3 Nawal confessed that she \_\_\_\_\_ (wouldn't work) with Lacey because she didn't like her.
- 4 Mum told Jamal he \_\_\_\_\_ (should see) his teacher.
- 5 The journalist said she \_\_\_\_\_ (might interview) some of us.
- 6 Mr Alqassab told the class they \_\_\_\_\_ (must hand in) the project by Friday.

**7 ★★ Complete the sentences with the correct reported forms of the verbs from the box.**

not be ~~not forget~~ not touch read tell

- 1 His colleague told him not to forget his glasses.
- 2 The director asked her \_\_\_\_\_ the news more slowly.
- 3 The cameraman asked his colleagues \_\_\_\_\_ his camera while he was away.
- 4 We asked the journalist \_\_\_\_\_ us what she knew.
- 5 His boss told him \_\_\_\_\_ late.

**8 ★★★ Complete the sentences using reported speech.**

- 1 'Go away now!' Imad shouted at us.  
Imad shouted at us to go away then.
- 2 'Find a better news programme,' Raed told Muneer.  
Raed \_\_\_\_\_.
- 3 'Don't laugh at it,' Faten told Manal.  
Faten \_\_\_\_\_.
- 4 'Don't drink that water,' Husam advised his colleague.  
Husam \_\_\_\_\_.
- 5 'Give the prize to this student,' the judge told the organiser.  
The judge \_\_\_\_\_.
- 6 'Don't watch this programme,' Dad told Kareem.  
Dad \_\_\_\_\_.

**9 ★★★ Complete the reported conversation.**

**Fred** I've heard some amazing news!

**Lewis** Tell me about it.

**Fred** Some journalists came to the school yesterday. They interviewed my teacher.

**Lewis** I imagine it was about your teacher's new book.

**Fred** I can't believe my teacher wrote a book!

**Lewis** He'll be famous!

1 Fred told Lewis that he had heard some amazing news.

2 Lewis \_\_\_\_\_.

3 Fred \_\_\_\_\_.

4 Lewis \_\_\_\_\_.

5 Fred \_\_\_\_\_.

6 Lewis \_\_\_\_\_.

**10 Think of a recent, brief conversation you have had, and report it in a short text.**

## LESSON 2B VOCABULARY | Viewing habits

### 1 ★ Complete the sentences with the words and phrases from the box.

binge-watching episode  
on-demand content screen time series  
spoilers subscription streaming service  
viewers

- 1 When this *episode* finishes, I'm going to watch the next one right away.
- 2 The content is getting boring, so \_\_\_\_\_ are starting to watch different series.
- 3 We try to limit our \_\_\_\_\_ to a few hours per day.
- 4 My brother is terrible for \_\_\_\_\_ - he can watch an entire series in two days!
- 5 I think this \_\_\_\_\_ is really great. I'm happy to pay for it and avoid regular TV channels.
- 6 Don't read Ryan's blog - it's full of \_\_\_\_\_. He keeps writing about how films and episodes end.
- 7 My parents didn't have \_\_\_\_\_ when they were young; they had to watch whatever was on TV that evening.
- 8 My mum has been watching this \_\_\_\_\_ for years.

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

- 1 I don't understand the *trailers / credits / dialogue*. Can we watch the documentary in another language, please?
- 2 I like watching films in other languages, but I put the *trailers / subtitles / credits* in English.
- 3 My uncle works for a TV station and I sometimes see his name in the *seasons / credits / dialogue*.
- 4 I think the producers plan to make six *seasons / title sequences / subtitles* of this show.
- 5 Sometimes I watch *trailers / dialogues / seasons* to decide if I want to watch a film or not.
- 6 After I've seen it twice, I go past the *credits / trailer / title sequence* to the start of the episode.

### 3 ★ Match the beginnings 1-6 with the endings a-f.

- 1  None of my friends have heard of this little-
  - 2  He's a really talented, award-
  - 3  I heard they're going to make a feature-
  - 4  Fans will be happy to hear that the eagerly-
  - 5  The series talks about difficult issues - it's very thought-
  - 6  The book was well-
- a awaited new season starts next month.  
b known Belgian nature series.  
c provoking and intelligent.  
d reviewed and it soon became a bestseller.  
e winning young actor.  
f length documentary about his life story.

### 4 ★★★ Complete the second sentence so that it means the same as the first one.

- 1 This novel has won a lot of awards. This is an *award-winning* novel.
- 2 Lots of people are waiting eagerly for the new series. The series is \_\_\_\_\_.
- 3 Not many people know about this actor. This actor is \_\_\_\_\_.
- 4 They are going to make a long documentary out of this series. They are going to make a \_\_\_\_\_ documentary out of this series.
- 5 This episode really makes you think. This episode is \_\_\_\_\_.
- 6 This series got good reviews. This is a \_\_\_\_\_ series.

### 5 Write a short paragraph about the sort of TV programmes which you enjoy/don't enjoy watching. Think about how and when you watch them and why you like/don't like them. Write about: *on-demand content, binge-watching, series and seasons, subtitles and languages, watching with friends or alone.*



LESSON 3B LISTENING AND VOCABULARY

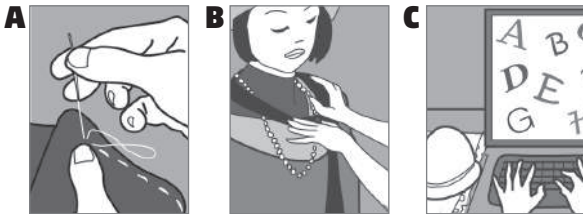


1 **7.4** Listen to the interview and match the speakers with their concerns. Write: Aisha, Mustafa, Hisham or Kareem.

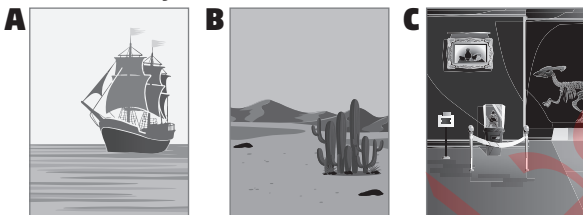
- 1 producing a reaction
- 2 pleasing the critics
- 3 getting small details right
- 4 avoiding problems that could spoil the festival

2 **7.4** Listen again and choose the correct answers.

1 What did Aisha do in this production?



2 Where does Hisham want the audience to feel like they are?



3 What was Mustafa's first experience with lighting?



4 Where hasn't Kareem worked on an arts festival?



Pronunciation

ACTIVE PRONUNCIATION |

/v/ /f/ and /w/ sounds

/v/ and /f/ are similar sounds in English, but /f/ is not voiced.

- /v/ is voiced at the end of the word:  
leave /li:v/ leaf /li:f/

- When we use *have to* for obligation, *have* is pronounced /'hæf/:  
I have a new bike. /hæv/  
I have to go. /'hæf tə/

Sometimes /v/ and /w/ are confused at the beginning of a word (e.g. in the word *very*). Remember that your teeth touch your bottom lip to make the /v/ sound, but they don't touch your lip to make the /w/ sound.

3 **7.5** Listen to these pairs of words. Tick the word you hear first.



- 1  lift  lived
- 2  thief's  thieves
- 3  ferry  very
- 4  fine  vine
- 5  safer  saver
- 6  half  halve
- 7  offer  over
- 8  fan  van
- 9  refuse  reviews

4 **7.6** How is *v* pronounced in the word *have* in these sentences? Listen, check and practise saying the sentences.



- 1 Where do we have to meet at the library?
- 2 I wish we didn't have a test tomorrow. I'll have to revise all evening!
- 3 I usually have two showers every day. I have to have one after football because I get so dirty!
- 4 Have you got a dictionary? I have to look up some words for the essay.

5 **7.7** Practise saying these sentences. Listen and check.



- 1 I'm worrying about what to wear for work.
- 2 Caitlin visited various villages on her vacation.
- 3 Your vote is very valuable and everyone has a voice.
- 4 It's vital that we wait for Vicky before we watch the video.

## LESSON 5B GRAMMAR

### Reported questions

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

- 1 Nader: 'Do you know the presenter?'  
Nader asked **if / how / do** I knew the presenter.
- 2 Manal: 'Why do you enjoy singing, Ruby?'  
Manal asked Ruby **if / why / how** she enjoyed singing.
- 3 Osama: 'Where did they film the show?'  
Osama asked **where / whether / why** they had filmed the show.
- 4 Huda: 'When do you use the green screen?'  
Huda asked **whether / why / when** we used the green screen.
- 5 Omar: 'Has it all gone well today?'  
Omar asked **had / if / when** it had all gone well that day.
- 6 Suha: 'Can you help me?'  
Suha asked me **whether / why / where** I could help her.

#### 2 ★ Read the reported questions and rewrite them in direct speech.

- 1 Rowan asked me if I was from London.  
'Are you from London?' asked Rowan.
- 2 William asked whether the presenter was nervous.  
'\_\_\_\_\_ nervous?' asked William.
- 3 Olivia wanted to know whether I needed anything.  
'\_\_\_\_\_ anything?' asked Olivia.
- 4 Hayley asked Julia if she was preparing her poem.  
'\_\_\_\_\_ your poem?' asked Hayley.
- 5 The woman asked us if we had auditioned before.  
'\_\_\_\_\_ before?' asked the woman.
- 6 The judge asked whether we were going to perform an original poem.  
'\_\_\_\_\_ an original poem?' asked the judge.

#### 3 ★★ Complete the sentences using reported speech.

- 1 Rakan asked Imad: 'Where are you from?'  
Rakan asked Imad **where he was** from.

- 2 The judge asked Hanan: 'Why did you choose this poem?'

The judge asked Hanan \_\_\_\_\_ that poem.

- 3 Faisal asked Jawad: 'How are you travelling there?'

Faisal asked Jawad \_\_\_\_\_ there.

- 4 Rola asked Hala: 'What sports can you play?'

Rola asked Hala \_\_\_\_\_.

- 5 Muna asked Nour: 'When will the show start?'

Muna asked Nour \_\_\_\_\_.

- 6 Osama asked Fawzi: 'Which player do you like best?'

Osama asked Fawzi \_\_\_\_\_ best.

#### 4 ★★★ Complete the text so that it means the same as the conversation.

**Organiser** Hi, what's your name and where are you from?

**Adnan** My name's Adnan and I'm from Zarqa. Can I start?

**Organiser** Just a moment, Adnan. Have you practised your performance today?

**Adnan** All day. Should I tell the judges that?

**Organiser** No, don't worry. How many times did you audition to get here?

**Adnan** Four times. Where can I get a sandwich, please?

**Organiser** Over there. Would you prefer cheese or egg?

**Adnan** Cheese, thanks.

The talent show organiser greeted the boy. She asked him <sup>1</sup>what his name was and <sup>2</sup>\_\_\_\_\_.

He replied that his name was Adnan and he was from Zarqa. He asked <sup>3</sup>\_\_\_\_\_. The organiser told him to wait a moment. She asked him <sup>4</sup>\_\_\_\_\_. Adnan replied he had practised all day and asked <sup>5</sup>\_\_\_\_\_. The organiser told him not to worry and asked him <sup>6</sup>\_\_\_\_\_ to get there. Adnan said he had auditioned four times and asked <sup>7</sup>\_\_\_\_\_ a sandwich. The organiser said he could get it over there and asked <sup>8</sup>\_\_\_\_\_ cheese or eggs. Adnan answered 'cheese' and thanked her.

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use reporting verbs to report stories.	Student's Book pp. 16-17	
2	I can talk about viewing habits.	Student's Book p. 18	
3	I can identify specific details in a radio programme and talk about artists and performers on social media.	Student's Book p. 19	
4	I can identify specific details in an article and talk about art.	Student's Book pp. 20-21	
5	I can use reported questions to talk about what someone else said.	Student's Book p. 22	
6	I can describe a personal experience.	Student's Book p. 23	
7	I can write a review of a play.	Student's Book pp. 24-25	

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

Skill I want to improve in	How I can improve

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

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

## VOCABULARY AND GRAMMAR

### 1 Complete the conversation with the words from the box.

breaking headlines newsreader  
on-demand programme spoilers

- A** Can we watch the eight o'clock news?  
**B** OK, but just the <sup>1</sup> **headlines** if that's OK. A good film is about to start on Channel 2.  
**A** I'd like to hear the <sup>2</sup> \_\_\_\_\_ news about the new sports complex they are building.  
**B** I'm sorry, you know I don't want to miss the documentary.  
**A** I've already seen it. I can show you a site that tells you all about what happens.  
**B** I hate <sup>3</sup> \_\_\_\_\_! I don't want to know what happens. I want to find out for myself!  
**A** Well, I'm sure you'll be able to see it at the weekend. There's so much <sup>4</sup> \_\_\_\_\_ content these days you can see almost anything whenever you want.  
**B** Ok, I give in. Let's watch the news <sup>5</sup> \_\_\_\_\_. And, anyway, I like the <sup>6</sup> \_\_\_\_\_. She's got a lovely voice.

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

- 1** Even though I've been acting for ages, I always get nervous before an **episode / audition**.  
**2** The director believes the actors should only have a few meaningful **props / sets**.  
**3** The first night was disappointing as the leading actor kept forgetting his **plot / lines**!  
**4** They were pleased they had booked the tickets in advance as the event was a **flop / sell-out**.  
**5** The painting was so **abstract / realistic** that no one could understand what it was about.  
**6** Despite the initial setbacks, the exhibition really **came to nothing / took off**.

### 3 Use the prompts to report what the people said.

- 1** 'I don't like watching the news because it's depressing.' (She explained ...)  
*She explained she didn't like watching the news because it was depressing.*  
**2** 'Don't forget to come to our play this evening!' (He told me ...) \_\_\_\_\_  
**3** 'We saw you on the news programme last night!' (They said ...) \_\_\_\_\_  
**4** 'We think the news report was very thought-provoking.' (They agreed ...) \_\_\_\_\_  
**5** 'You must work very hard if you want to make a name for yourself, Jane.' (We pointed out...) \_\_\_\_\_

### 4 Report the questions using the object pronouns in brackets.

- 1** Why did you decide to become an actor? (me)  
 She **asked me why I had decided to become an actor**.  
**2** Have you ever binge-watched your favourite series? (them)  
 He \_\_\_\_\_.  
**3** What do you think will happen in the next episode? (her)  
 I \_\_\_\_\_.  
**4** Do you think this is a fake news item? (him)  
 We \_\_\_\_\_.

## USE OF ENGLISH

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

#### TV today

People watch TV for all sorts of reasons. Some people watch it for <sup>1</sup> **information** (INFORM), whereas others do it for <sup>2</sup> \_\_\_\_\_ (ENTERTAIN).

These days there is a big <sup>3</sup> \_\_\_\_\_ (CHOOSE) of things to watch! The news headlines always attract a large number of <sup>4</sup> \_\_\_\_\_ (VIEW), as do sports programmes. Perhaps two of the most <sup>5</sup> \_\_\_\_\_ (EAGER)-awaited types of programmes are reality shows and talent contests. The quality of some of these <sup>6</sup> \_\_\_\_\_ (PRODUCE) is undoubtedly excellent.

## READING

6 You are going to read a magazine article about four of the world's most loved museums.

### STRATEGY | MATCHING

Scan the texts quickly to find the information. Remember that the information will be rephrased, so don't look for the exact words.

#### Which museum ...

- is protected by an international organisation?
- is visited by more people than any other in the world every year?
- contains a very unusual collection of thousands of statues?
- is a very modern building near to an ancient building?

### The world's greatest museums

**A** *Louvre, Paris, France* The Louvre is the world's largest and most visited museum and for good reason. It houses more than 500,000 works of art including some extremely valuable and famous paintings and sculptures. The museum first opened in 1793 in an old palace by the side of the River Seine. In 1983, an impressive modern glass pyramid was added to the Louvre. Visitors enter the museum by going under the pyramid.

**B** *Acropolis Athens, Greece* Close to the ancient Greek temple site of the Acropolis in Athens in Greece is the modern Acropolis Museum. Opened in 2009, the museum has over 4,000 statues, sculptures and pottery on display that come from the Acropolis. The building itself is impressive, with glass floors that allow visitors to see archaeological remains below. It is a must-see for anyone interested in ancient history and art.

**C** *Museum of Qin Terracotta Warriors and Horses Xi-an, China* This fascinating museum is dedicated to the clay army of the first Emperor of China, Qin Shi Huang.

The museum displays more than 8,000 life-sized soldiers, 520 horses, and 130 chariots that were buried to protect the emperor after he died in about 210 BCE. The figures are all unique with different faces and uniforms. The statues were discovered by farmers in 1974. The whole area is a UNESCO World Heritage Site.

## SPEAKING

7 Work in pairs. Take turns to describe the photos.

### STRATEGY | LONG TURN

Look at the picture carefully and think what it shows and what the people are doing. If you are not sure about what is happening, use phrases like *Maybe he/she/it ...*, *The photo probably shows ...*, *Perhaps they are ...*

- Talk about the people.
- Talk about the place.
- Talk about other things in the photos.

#### Student A



#### Student B



## Writing

8 Write a review of your favourite TV series. Include information about the plot and characters, why you liked the series and if you would recommend it.

# 08

## The evolution of advertising

### LESSON 1B VOCABULARY AND GRAMMAR

#### The passive

1 ★ Underline the passive forms in these sentences.

- 1 The new phone will be delivered tomorrow.
- 2 Her new designs have been presented.
- 3 That advert was filmed in the street outside my house.
- 4 The company's plans can't be revealed.
- 5 Our new design is being discussed.
- 6 These cars are produced in Korea.
- 7 The company's image was being damaged by negative publicity.

2 ★ Match the tenses a–g with the sentences 1–7 in Exercise 1.

- |  |   |
|--|---|
| a <input type="checkbox"/> Present Perfect         | e <input type="checkbox"/> Present Continuous |
| b <input type="checkbox"/> future with <i>will</i> | f <input type="checkbox"/> modal verb         |
| c <input type="checkbox"/> Present Simple          | g <input type="checkbox"/> Past Simple        |
| d <input type="checkbox"/> Past Continuous         |   |

3 ★★ Complete the second sentence in each pair using the passive so that it means the same as the first sentence.

- 1 Advertising influences my friend.  
My friend *is influenced* by advertising.
- 2 We sell over twenty of these rucksacks every week.  
Over twenty of these rucksacks \_\_\_\_\_ every week.
- 3 We are testing the new product now.  
The new product \_\_\_\_\_ now.
- 4 They aren't considering my idea.  
My idea \_\_\_\_\_.
- 5 They are signing a contract.  
A contract \_\_\_\_\_.

4 ★★ Complete the sentences with the correct Past Simple passive forms of the verbs in brackets.

- 1 The new campaign *was announced* (announce) yesterday.
- 2 The shoes \_\_\_\_\_ (not advertise) very well.
- 3 Mr Aljabi \_\_\_\_\_ (inform) of the problem.
- 4 I couldn't use the library because it \_\_\_\_\_ (close) for repairs.
- 5 The bathroom \_\_\_\_\_ (not repaint) in time for the start of term.

5 ★★ Complete the sentences with the correct Past Continuous passive forms of the verbs from the box.

create install offer ~~promote~~ show

- 1 The products *were being promoted* in schools and colleges.
- 2 We heard that free meals \_\_\_\_\_ in return for advertising space.
- 3 When the new teacher entered the school building a huge wall painting \_\_\_\_\_ by pupils.
- 4 The children \_\_\_\_\_ around the school by the older pupils.
- 5 An interactive whiteboard \_\_\_\_\_ in our classroom when we arrived for class.

**6 ★★ Choose the correct answers.**

- 1** The winning design has been \_\_\_\_\_ at last.  
**a** chose                                    **b** chosen
- 2** Free goods \_\_\_\_\_ in return for advertising space.  
**a** has been offered    **b** have been offered
- 3** I'm sorry, but your proposal \_\_\_\_\_ been accepted.  
**a** hasn't                                    **b** isn't
- 4** The new advert hasn't \_\_\_\_\_ yet.  
**a** been shown                            **b** being shown
- 5** \_\_\_\_\_ abandoned or are we still considering it?  
**a** The idea has been    **b** Has the idea been

**7 ★★ Use the prompts to write sentences. Use the future passive with will.**

- 1** new jobs / will / create / here soon  
*New jobs will be created here soon.*
- 2** the adverts / will / remove / as soon as possible  
 \_\_\_\_\_
- 3** people / will / not tell / about the problem  
 \_\_\_\_\_
- 4** money / will not / give / in exchange for this publicity  
 \_\_\_\_\_
- 5** new products / will / offer / by the company  
 \_\_\_\_\_

**8 ★★ Complete the sentences with the modal verbs in brackets and the correct form of the verbs from the box.**

find   include   inform   ~~install~~   stop

- 1** A new printer *might be installed* (might) in the library soon.
- 2** This product \_\_\_\_\_ (can) in all major department stores.
- 3** This irresponsible advertising \_\_\_\_\_ (must) immediately.
- 4** I think consumers \_\_\_\_\_ (should) that there's a problem with this product.
- 5** The idea \_\_\_\_\_ (may not) in the project - we're not sure yet.

**9 ★★★ Use the prompts to write questions in the passive.**

- 1** the candidates / interview / right now?  
*Are the candidates being interviewed right now?*
- 2** the logo / redesign / Amer / yet?  
 \_\_\_\_\_
- 3** the billboards / remove / yesterday afternoon?  
 \_\_\_\_\_
- 4** a jingle / play / at the beginning / of every programme?  
 \_\_\_\_\_
- 5** all the spam emails / remove / if I click this icon?  
 \_\_\_\_\_

**10 ★★★ Complete the text with one word in each gap.**

Last month, our head teacher <sup>1</sup>*was* offered ten free computers if he agreed to make students wear the computer company's T-shirts. The offer <sup>2</sup>\_\_\_\_\_ accepted, because the head teacher said it wasn't ethical. He said students couldn't <sup>3</sup>\_\_\_\_\_ made into walking billboards! Everybody was sorry that the computers <sup>4</sup>\_\_\_\_\_ accepted, but we agreed with his decision. He told us that other ways to raise money for the school were <sup>5</sup>\_\_\_\_\_ investigated. He also explained that a more interesting offer has <sup>6</sup>\_\_\_\_\_ received from a different company. They will give us new computers in return for a short article on the school website saying that the donation <sup>7</sup>\_\_\_\_\_ been made. We think the offer <sup>8</sup>\_\_\_\_\_ be accepted soon by the head teacher because it seems reasonable.

**11 Write a short paragraph about an advert you were influenced by while buying a product.**

## LESSON 2B LISTENING AND VOCABULARY



**1** **8.3** Listen to five people talking about their attitudes to money when they were young children. Which of the topics 1–7 are mentioned?

- 1  earning money
- 2  selling things
- 3  receiving pocket money
- 4  taking money that is not theirs
- 5  buying presents
- 6  borrowing money
- 7  saving money

**2** **8.3** Listen again and for speakers 1–5 choose from the list (a–f) what each person says about their attitude to money as a child. There is one extra option.

- Speaker 1                       Speaker 4   
 Speaker 2                       Speaker 5   
 Speaker 3

- a** He/She didn't get the money they felt they deserved.
- b** He/She spent money more easily than a close relative.
- c** He/She thought their parents spent too much money.
- d** He/She wanted to help a family member with a money problem.
- e** He/She enjoyed saving money, but not spending it.
- f** He/She learned that some things were worth waiting for.

### Pronunciation



**3** **8.4** Read some sentences from the listening. How are the highlighted words pronounced? Listen and check.

- 1** Although I always spent the full amount, my brother used to spend about one pound.
- 2** When we had saved enough to buy something we'd planned, we definitely valued it a lot more.
- 3** They taught me that nothing in life is free.
- 4** It was a way of teaching us about money I suppose, through a game.
- 5** I guess he had a good laugh later!

### ACTIVE PRONUNCIATION | Words with gh

Words with *gh* can sometimes cause problems for pronunciation. There are several different ways *gh* can be pronounced:

- The letters *gh* are not pronounced after *ei*, (e.g. *weigh*) or the letter *i* (e.g. *sigh*). They are also silent in words ending in *-ght* (e.g. *bought, taught*).
- *gh* is sometimes used at the beginning of words and then has the /g/ sound (e.g. *ghastly*).
- The letters *gh* can also be pronounced /f/ (e.g. *cough, laugh*).

**4** **8.5** Match the words 1–7 with the words from the box which they rhyme with. You can use the words from the box more than once. Listen, check and repeat.



off owl sort stuff

- |                  |                 |                 |
|------------------|-----------------|-----------------|
| <b>1</b> caught  | <b>4</b> cough  | <b>7</b> bought |
| <b>2</b> rough   | <b>5</b> plough |                 |
| <b>3</b> thought | <b>6</b> tough  |                 |

**5** **8.6** Read the sentences aloud. Can you pronounce the words with *-gh* correctly? Listen and check. Then practise saying the sentences.



- 1** I thought my daughter's weight ought to be roughly the same as mine.
- 2** Although the children had enough toys each, they fought over the toy plough for their mini farm.
- 3** I caught a bug on holiday and I had a bad cough.
- 4** It was tough climbing the high hill in the snow, but it was a laugh to sleigh down the other side!



## LESSON 3B VOCABULARY

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

- 1 You should save some money and stop spending it like **water / milk**.
- 2 My friend keeps asking me for a loan – he must think I'm **full / made** of money.
- 3 My uncle made a lot of money with his business – he's **lying / rolling** in it!
- 4 She's so rich that I think she's got money to **burn / throw**.
- 5 I can't buy this blouse – I've run **out of / away from** money.
- 6 Could you lend me £10? I'm a bit **not with / short of** cash at the moment.
- 7 They offer discounts at the market – we could go there and get our money's **value / worth**.
- 8 Have you got any cash **on / in** you? I've only got a bank card.

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

broke in the red loan (x2) loose change  
~~spends~~ poverty sense

- 1 Sultan spends money like water! He never thinks before he buys something.
- 2 They spent too much and ended up with a huge \_\_\_\_\_ to pay back.
- 3 Have you got any \_\_\_\_\_ for the coffee machine?
- 4 I've got no money left – I'm completely \_\_\_\_\_.
- 5 My parents wanted to renovate our house so they asked for a \_\_\_\_\_ from the bank.
- 6 It's terrible how many people have nothing and live in \_\_\_\_\_.

## 3 ★ Complete the sentences with one word in each gap. The first letter is given to help you.

- 1 He never spends money unless he has to; he's really careful with his money.
- 2 My class is organising a charity concert to r\_\_\_\_\_ money for the new skate park.
- 3 That's too expensive – I can't possibly a\_\_\_\_\_ it!
- 4 We decided to look for a s\_\_\_\_\_ to give us some financial support.

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

Manal and her brother Nader couldn't be more different. Manal spends money like <sup>1</sup>water. She seems to think she's <sup>2</sup>\_\_\_\_\_ in money and buys anything she wants. Then she asks her parents for more because she thinks they're <sup>3</sup>\_\_\_\_\_ of money. And they aren't – they're paying back a bank <sup>4</sup>\_\_\_\_\_ every month. Nader on the other hand is really <sup>5</sup>\_\_\_\_\_ with his money. He's never <sup>6</sup>\_\_\_\_\_ – he's always got something saved. I think he does a few extra jobs to earn it, so he only buys what he can <sup>7</sup>\_\_\_\_\_ and doesn't spend too much. Manal rarely has any money <sup>8</sup>\_\_\_\_\_ her when it's time for her to buy somebody a coffee!

- 5 Write a short paragraph about your spending habits. Do you spend money like water or are you careful? Have you got a friend or relative who is the opposite to you? How? What differences are there between you?



## LESSON 6B GRAMMAR

### have/get something done

**1 ★ Choose the answer, a or b, which means the same as the first sentence.**

- 1** We had our accounts managed by a professional.  
**a** A professional managed our accounts.  
**b** We managed our accounts by ourselves.
- 2** I got my work checked.  
**a** I asked someone to check my work.  
**b** I checked through my work.
- 3** She made a lovely dress for herself.  
**a** She got a dress made for her.  
**b** She sewed the dress.
- 4** When she was ill she had someone do the gardening for her.  
**a** She asked someone to do the gardening.  
**b** She made an effort to do the gardening.
- 5** We're repairing my bike this afternoon.  
**a** I'm asking a mechanic to repair my bike.  
**b** My friends and I are going to repair my bike.
- 6** He gets his shopping delivered to his home.  
**a** The supermarket sends the shopping to his home.  
**b** He goes to the supermarket to do his shopping.

**2 ★★★ Use the prompts to write sentences.**

- 1** Osama / get / his car / service / yesterday  
*Osama got his car serviced yesterday.*
- 2** we / have / our shopping / bring / to our house / every Saturday  
\_\_\_\_\_
- 3** the girls are at the hairdresser, they / have / their hair / cut  
\_\_\_\_\_
- 4** Salah / get / his homework / correct / later today  
\_\_\_\_\_
- 5** the shop / have / its sign / paint / last month  
\_\_\_\_\_
- 6** I / get / my computer / scan / for viruses / once a week  
\_\_\_\_\_

**3 ★★★ Complete the second conversation so that it means the same as the first. Use between one and four words in each gap.**

**Journalist** Can I ask you a few questions for an article?

**Randa** Of course. Will you put my picture in the newspaper?

**Journalist** Perhaps. Can I ask, do you do your own shopping or do you ask someone to deliver it?

**Randa** I do it myself. But if I'm not well, I order online and ask someone to bring it to my house.

**Journalist** And what about repairs? Do you repair broken things or ask someone to repair them for you?

**Randa** That depends. I always ask the plumber to repair my pipes.

• • •

**Journalist** Can I ask you a few questions for an article?

**Randa** Of course. Will I <sup>1</sup>*have my picture put* in the newspaper?

**Journalist** Perhaps. Can I ask, do you do your own shopping or do you <sup>2</sup>\_\_\_\_\_?

**Randa** I do it myself. But if I'm not well, I order online and <sup>3</sup>\_\_\_\_\_ to my house.

**Journalist** And what about repairs? Do you repair broken things or <sup>4</sup>\_\_\_\_\_ for you?

**Randa** That depends. I always <sup>5</sup>\_\_\_\_\_ by the plumber.

**4 What do you think people should pay for and what should they do by themselves? Write a short paragraph. Use have/get something done.**

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use the passive to talk about different actions.	Student's Book pp. 26-27	
2	I can identify specific details in a podcast and talk about spending habits.	Student's Book p. 28	
3	I can talk about money.	Student's Book p. 29	
4	I can understand links and identify specific details in a text and talk about money.	Student's Book pp. 30-31	
5	I can make and respond to complaints.	Student's Book p. 32	
6	I can use <i>have/get something done</i> to talk about services.	Student's Book p. 33	
7	I can write an opinion essay.	Student's Book pp. 34-35	

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

Skill I want to improve in	How I can improve

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

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

## VOCABULARY AND GRAMMAR

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

- 1 I haven't got any money in my bank account, so I need to pay by **debit / credit / ID** card.
- 2 Some cashpoint machines charge you for **raising / paying / withdrawing** cash.
- 3 My new watch broke. What a complete **bargain / waste of money / good** deal!
- 4 Before you exchange money, you should always check what the **coin / note / exchange** rate is.
- 5 When I was on holiday, I quickly **ran / walked / stayed** out of money because I was spending it like **milk / water / air**.

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

slogan ~~advert~~ sense spam  
advertising jingle

- A** Have you seen the new <sup>1</sup>**advert** for hair conditioner?  
The <sup>2</sup>\_\_\_\_\_ is great! It's really memorable and it's only three words!
- B** But you haven't got long hair.
- A** True. But I've got a new job in <sup>3</sup>\_\_\_\_\_!  
• • •
- A** Did you get my email? I sent you a file with a really catchy <sup>4</sup>\_\_\_\_\_ I heard on the radio last week.
- B** Oh, sorry. Yes, I did get it. I thought it was <sup>5</sup>\_\_\_\_\_ so I deleted it.  
• • •
- B** Are you really thinking of buying that expensive car?
- A** Yes, I am!
- B** It's very nice but I think you've got more money than <sup>6</sup>\_\_\_\_\_. I would never pay so much money for a car!

## 3 Rewrite the sentences in the passive. Change the form of the underlined verbs and make any other necessary changes.

- 1 We have ordered the book for you.  
*The book has been ordered for you.*
- 2 I took photos while they were interviewing the actors.
- 3 We are cooking your steak at this very moment!
- 4 Do people make a lot of shoes in Portugal?
- 5 The first commercials TV showed weren't very sophisticated.
- 6 Can you please do something about this now?
- 7 They will create 20 new jobs in advertising next year.

4 Rewrite the sentences with the correct form of **have/get**. Omit the agent (*by ...*) wherever possible.

- 1 That garage has been servicing Dad's car for 20 years.  
*Dad has been getting his car serviced at that garage for 20 years.*
- 2 Can we ask professionals to decorate our house this time?
- 3 He asks his personal assistant to manage his schedule for him.
- 4 The physiotherapist massaged her back so she's much better now.
- 5 Has a hairdresser ever cut your hair?
- 6 Will you ask the shop to replace your hard disk?


## USE OF ENGLISH

## 5 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 They borrowed money from a bank to buy a new car. **OUT**  
They took out a loan to buy a new car.
- 2 The optician checked my eyes. **TESTED**  
I \_\_\_\_\_ by the optician.
- 3 I'm sorry but the hotel is full. **FULLY**  
I'm sorry but we \_\_\_\_\_.

- 4 She decided not to go on holiday because she had too many debts. **RED**  
She decided not to go on holiday because \_\_\_\_\_.
- 5 They have asked her to pay ten pounds for the transaction! **CHARGED**  
She \_\_\_\_\_ for the transaction!
- 6 The headteacher thinks people shouldn't advertise near schools. **BANNED**  
The headteacher thinks \_\_\_\_\_ near schools.
- 7 I think I'll ask the hairdresser to cut my hair next week. **CUT**  
I think I \_\_\_\_\_ next week.

## LISTENING

- 6  **8.13** You are going to hear a radio interview with a journalist who is talking about how money is made. Read questions 1–5 and the possible answers. Then listen and choose the correct answer for each question.

### STRATEGY | MULTIPLE CHOICE

Remember that the questions in the task are usually given in the same order as the information in the recording. When you listen for the first time, underline **any** key words you hear and mark the possible answer.

- 1 Where is the South African Mint located?
- Johannesburg
  - Cape Town
  - Centurion, Gauteng
  - Durban
- 2 What is true about the designs of the coins?
- They reflect the artist's family.
  - They always reflect world history.
  - They often reflect the country's history.
  - They never reflect the country's history.
- 3 What is the first stage in producing a coin at the South African Mint?
- Choosing the metal
  - Cleaning and polishing the blanks
  - Engraving an image on the coin
  - Designing the coin

- 4 What happens in the 'striking' process at the South African Mint?
- The design of the coin is chosen.
  - The metal is tested.
  - Metal discs are produced.
  - The design is pressed onto the metal.
- 5 How does the South African Mint make sure coins are perfect?
- Every coin is tested by a robot.
  - All coins are checked very carefully.
  - They use only gold and silver.
  - They are made by skilled craftsmen.

## SPEAKING

- 7 In pairs, role play the situation below. Then change roles and do the task again.

### Student A

You recently ordered a T-shirt from Fast-Tee, an Internet clothing company. However, there were a few problems with your order. Call the Fast-Tee helpline and make a complaint.

- Complain that you have received the wrong T-shirt.
- Politely mention any other problem you have with the order.
- Ask the helpline person to send you the correct item as soon as possible.
- Thank him/her for their help.

### Student B

You work in the complaints department of Fast-Tee, an Internet clothing company. An unhappy customer calls you with a problem. Listen to the customer and deal with his/her complaint. You start first.

## WRITING

- 8 Read the task below and write an essay.

Teenagers these days spend too much money on unimportant things. What do you think?

Write about:

- clothes
- technology
- \_\_\_\_\_ (your own idea)

# 09

## The power of nature

### LESSON 1B VOCABULARY AND GRAMMAR

#### The third conditional

**1 ★ Choose the answer, a or b, which means the same as the first sentence.**

- 1** If you had asked me, I would have helped you.  
**a** You asked me for help.  
**b** You didn't ask me for help.
- 2** If Ali hadn't pulled the boy out of the water, he could have been in serious danger.  
**a** Ali pulled the boy out of the water.  
**b** Ali didn't pull the boy out of the water.
- 3** That old building would have fallen down if the wind had been stronger.  
**a** The wind was very strong.  
**b** The wind wasn't so strong.
- 4** If we hadn't watched the news, we wouldn't have known about the tsunami.  
**a** We watched the news.  
**b** We didn't watch the news.
- 5** They couldn't have saved the woman from the water if there hadn't been a roof nearby.  
**a** There was a roof nearby.  
**b** There wasn't a roof nearby.
- 6** If the coastguard hadn't sent the boat home, it would have got into trouble.  
**a** The coastguard didn't send the boat home.  
**b** The coastguard sent the boat home.

**2 ★★ Choose the correct verb form to complete the second sentence so that it means the same as the first sentence.**

- 1** If you hadn't rescued that family, they would have risked their lives. You rescued that family and so they **risked / didn't risk** their lives.
- 2** If they hadn't gone into the caves, they wouldn't have got lost. They went into the caves and **got / didn't get** lost.
- 3** If Saeed hadn't climbed the tree, he might have drowned. Saeed climbed the tree and so he **drowned / didn't drown**.
- 4** We wouldn't have realised you were lost in the woods if we hadn't found your bike. We found your bike and **realised / didn't realise** you were lost in the wood.

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

- 1** If you **hadn't called** (not call) the emergency services immediately, they wouldn't have arrived so quickly.
- 2** The guide would have gone with the group if they \_\_\_\_\_ (ask) him.
- 3** More tourists might have lost their lives if the local people \_\_\_\_\_ (not help) them.
- 4** More people would have been hurt if the storm \_\_\_\_\_ (happen) in the morning.

**4 ★★ Choose the correct answers.**

- 1** If they hadn't trusted their guide, they \_\_\_\_\_ followed her.
- a** wouldn't have  
**b** could have  
**c** would have
- 2** They \_\_\_\_\_ realised a storm was coming if they had studied the weather.
- a** would have  
**b** might not have  
**c** wouldn't have
- 3** If she had been in the forest during the storm, she \_\_\_\_\_ hurt.
- a** might not have been  
**b** could have been  
**c** couldn't have been
- 4** If we hadn't got help from a local person, we \_\_\_\_\_ got lost.
- a** would have  
**b** wouldn't have  
**c** couldn't have

**5 ★★★ Use the prompts to write sentences. Use the third conditional.**

- 1** if / you / ask / me / for advice, / I / tell / you / stay at home  
*If you had asked me for advice, I would have told you to stay at home.*
- 2** they / might / not / get lost / if / they / take / a map  
\_\_\_\_\_
- 3** we / can / not / find / you / if / you / not / light / a fire  
\_\_\_\_\_
- 4** if / he / listen to / their advice, / he / not / go / sailing / in that weather  
\_\_\_\_\_

**6 ★★★ Use the prompts to write questions. Then write short answers.**

- 1** if / you / go / into the caves, / you / ask / a guide / to go with you?  
*If you had gone into the caves, would you have asked a guide to go with you?*  
Yes, *I would.*

- 2** if / she / study / the map, / could / she / find / her way / out of the mountains?  
\_\_\_\_\_

No, \_\_\_\_\_.

- 3** you / have / call / for help / if / you / be / near the tsunami?  
\_\_\_\_\_

Yes, \_\_\_\_\_.

- 4** if / the rescuers / arrive / late, / you / try / to help / the trapped people?  
\_\_\_\_\_

Yes, \_\_\_\_\_.

**7 ★★★ Complete the text with one word or contraction in each gap.**



Kyle and his dad had walked many times in his favourite park in Colorado, but this was the first time they had left the trail. If they <sup>1</sup>*hadn't* enjoyed many danger-free walks before they might <sup>2</sup>\_\_\_\_\_ have felt the same sense of security. And <sup>3</sup>\_\_\_\_\_ they had listened to the warnings, they <sup>4</sup>\_\_\_\_\_ have stayed on the path. But on that day, they decided to wander into the forest, where they met ... a rare mountain lion! Kyle's dad immediately grabbed a stick. 'If I <sup>5</sup>\_\_\_\_\_ waved the stick at the mountain lion, it would <sup>6</sup>\_\_\_\_\_ attacked us straight away,' he explained. What else could he do? He decided to make a noise – by shouting! Eventually it walked away, confused by the noise and the movement.

- 8** Write a short paragraph about how your life would or could have been different because of one decision you made in the past.

## LESSON 2B LISTENING AND VOCABULARY



- 1 **9.5 Listen to a radio interview with an author. How many books are mentioned?**



- 2 **9.6 Listen to the first part of the interview again and complete the notes with one or two words in each gap.**

- 1 People can read Jack's book from 15<sup>th</sup> *September*.
- 2 The name of the new book is \_\_\_\_\_.
- 3 The book is located in the \_\_\_\_\_ of England.
- 4 The time period covered in the book is \_\_\_\_\_.
- 5 Jack had to spend a long time in \_\_\_\_\_.



- 3 **9.7 Listen to the second part of the interview again and choose the correct answers.**

- 1 Jack thinks that people like true stories about disasters because
  - a they teach them what to do in a disaster.
  - b they happen in different countries.
  - c they show things they haven't experienced.
- 2 According to Jack, readers
  - a know that it's possible they could be in a similar situation.
  - b believe it's impossible that they could ever be in a similar situation.
  - c think that a similar situation is too dramatic to happen in real life.
- 3 What does Jack like most about being an author?
  - a Taking part in literary events.
  - b Telling other people about his story.
  - c Producing something that makes other people happy.
- 4 How long has Jack been an author?
  - a Since he was a child.
  - b For 30 years.
  - c For 22 years.

### Pronunciation

#### ACTIVE PRONUNCIATION | Emphatic stress

Sometimes we stress a particular word in a sentence to give it more meaning. We may make this word a little louder, longer or higher than the others. We can use emphasis:

- when we give new information or add details, e.g.  
*My friend lives in a **flat**. It's a **big flat**.*
- to point out important words; these can change depending on the context, e.g.  
***Amal** (not Muna) is going to **college** (not university) in **September** (not October).*
- to disagree or to contrast, e.g.  
*'Jamal will win the **race**.' 'Jamal **won't** win the race.'*  
*'I love **labneh**.' 'Well, I **hate labneh**!'*

- 4 **9.8 Which words should be stressed in order to emphasise the information given in brackets? Listen and check. Practise saying the sentences.**



- 1 Miss Jones is going to give us a test on Dickens on Monday. (not Mr Summers)
- 2 Miss Jones is going to give us a test on Dickens on Monday. (not today)
- 3 Miss Jones is going to give us a test on Dickens on Monday. (not a talk)
- 4 Miss Jones is going to give us a test on Dickens on Monday. (not about Shakespeare)

- 5 **9.9 Underline the syllable or word which you think Speaker B will stress in his/her responses. Listen and check. Practise saying the mini conversations.**



- 1 **A** The tickets cost fifty pounds, don't they?  
**B** No, they cost fifteen pounds.
- 2 **A** Is Henry's graduation ceremony this Friday?  
**B** No, it's next Friday.
- 3 **A** Shall we go to the beach before dinner?  
**B** I'd rather go after dinner.
- 4 **A** We need to write a longer article for the website.  
**B** No, it needs to be shorter.
- 5 **A** Did you say that you can't download information from the site?  
**B** I said I can't upload information.



## LESSON 3B VOCABULARY

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

- 1 Please **keep / avoid** damage to a minimum by walking on the paths.
- 2 It's important to **disturb / respect** the guidelines while you are in the national park.
- 3 Don't throw away **reduced / single-use** plastic products. Take them with you and recycle them.
- 4 We try to **minimise / sort** human impact by asking you to stay in certain areas.
- 5 If you have produced rubbish, please **collect / dispose** of it in the bins in the car park.

## 2 ★ Complete the sentences with the words from the box.

avoid collect damage disturb reduce sort

- 1 If you switch on radios, you'll disturb the local wildlife.
- 2 Please \_\_\_\_\_ your rubbish into plastic, paper and glass.
- 3 It's a good idea to \_\_\_\_\_ breaking or cutting plants.
- 4 Try to \_\_\_\_\_ pollution levels by parking your car and proceeding on foot.
- 5 We ask you not to \_\_\_\_\_ any fences by sitting on them or letting children play on them.
- 6 Please \_\_\_\_\_ any paper or plastic packets you use and dispose of them in the bins.

## 3 ★★ Complete the sentences with adjectives using the verbs in brackets.

- 1 Taking a big picnic and then leaving your rubbish there isn't respectful. (RESPECT)
- 2 Don't cook too much and then throw away the food; it's really \_\_\_\_\_. (WASTE)
- 3 That was a stupid accident - with a little preparation it was totally \_\_\_\_\_. (AVOID)
- 4 This is a really \_\_\_\_\_ website with lots of advice about environmentally-friendly choices. (HELP)

5 It's better to use \_\_\_\_\_ plates and cups. (REUSE)

6 I think \_\_\_\_\_ energy is definitely a key to the future. (SUSTAIN)

## 4 ★★★ Complete the text with one word in each gap which means the same as the words in brackets.



When two surfers on holiday in Bali realised that the sea was full of <sup>1</sup> single-use (non-reusable) items such as <sup>2</sup> d\_\_\_\_\_ (throw-away) cups and plastic bottles, they decided to do something about it. They saw that local fisherman had to force their way through the plastic, which was very <sup>3</sup> h\_\_\_\_\_ (damaging) to the local wildlife, too. The plastic rubbish was having a devastating <sup>4</sup> i\_\_\_\_\_ (effect) on animals and birds. They decided to ask the fishermen to fish for plastic instead of fish, but obviously this was not economically <sup>5</sup> s\_\_\_\_\_ (possible in the long term) for the fishermen. So to finance the project they are selling <sup>6</sup> r\_\_\_\_\_ (that can be recycled) plastic bracelets. Each bracelet represents one pound of plastic removed from the sea. It <sup>7</sup> b\_\_\_\_\_ (is good for) the sea, the wildlife and the local population. Of course the ultimate goal is to <sup>8</sup> r\_\_\_\_\_ (cut down) plastic waste to zero.

## 5 Write a short paragraph about what you do to protect the environment. Is there anything more you think you should do? Would you need help from other people or groups to do this?

## LESSON 4B GRAMMAR

### *I wish / If only* for regrets

**1 ★ Choose the answer, a or b, which means the same as the first sentence.**

- 1** I wish my friends would listen to me more.
  - a** My friends listen to me a lot.
  - b** My friends don't listen to me much.
- 2** If only we'd chosen a quieter hotel!
  - a** This hotel is noisy.
  - b** We've got a very quiet hotel.
- 3** I wish I hadn't decided to cycle in this weather.
  - a** I decided to cycle.
  - b** I would like to cycle.
- 4** I wish you'd stop shouting.
  - a** You talked so loudly!
  - b** You're talking so loudly!
- 5** If only we could go to the beach.
  - a** We would like to go to the beach.
  - b** We don't want to go to the beach.

**2 ★★ Complete the regrets about the present with the correct forms of the verbs in brackets.**



- 1** If only I could (can) stay in a hotel and not a tent!
- 2** I wish I \_\_\_\_\_ (not have to) get up at 6.30 every morning.
- 3** I wish people \_\_\_\_\_ (take) more care of the environment.
- 4** If only I \_\_\_\_\_ (have) a new laptop.

**3 ★★★ Use the prompts to complete the sentences. Use *would*.**

- 1** I wish / you / stop whistling – it's a little loud!  
*I wish you would stop whistling – it's a little loud!*
- 2** If only you / do / washing up more often!  
\_\_\_\_\_
- 3** I wish my sister / not come / into my room without knocking.  
\_\_\_\_\_
- 4** If only people / respect / animals more.  
\_\_\_\_\_
- 5** I wish my cousin / call / me a bit more often.  
\_\_\_\_\_
- 6** If only my neighbours / not make / so much noise in the garden.  
\_\_\_\_\_

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

- Alia** I wish you <sup>1</sup>would stop (stop) talking so loudly, Heba. I'm trying to study!
- Heba** Well, why don't you go to the library? I wish you <sup>2</sup>\_\_\_\_\_ (not use) the common room as a study.
- Alia** But the library is so quiet. I wish we <sup>3</sup>\_\_\_\_\_ (have) a room for studying where we could talk as well.
- Heba** I know what you mean, but we don't. If only the architects <sup>4</sup>\_\_\_\_\_ (not build) it to this design – just because it has a garden. I wish they <sup>5</sup>\_\_\_\_\_ (choose) the other design – it was much bigger.
- Alia** Yes, I know. And it didn't have a garden. Who needs a garden? I wish they <sup>6</sup>\_\_\_\_\_ (not make) us do the gardening. I hate it! If only we <sup>7</sup>\_\_\_\_\_ (have) a school without a garden to look after.

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use the third conditional to talk about unreal situations in the past.	Student's Book pp. 38-39	
2	I can identify specific details in an interview and talk about natural disasters.	Student's Book p. 40	
3	I can talk about environmental responsibility.	Student's Book p. 41	
4	I can use <i>I wish</i> and <i>If only</i> to express regrets.	Student's Book p. 42	
5	I can express and respond to regrets.	Student's Book p. 43	
6	I can summarise a text and talk about places to live.	Student's Book pp. 44-45	
7	I can write an article.	Student's Book pp. 46-47	

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

Skill I want to improve in	How I can improve

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

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

## VOCABULARY AND GRAMMAR

## 1 Find the odd word out in each group. Say why it is different.

- 1 current / flames / shore / wave
- 2 drought / earthquake / tornado / panic
- 3 trap / survivor / victim / rescuer
- 4 breathtaking / wasteful / picturesque / trendy
- 5 rescue / warning / evacuate / scenery
- 6 hill / island / cave / community

## 2 Choose the correct word in each sentence to complete the text.

## Littleton Camp Site

- Bring your own tent or rent a comfortable <sup>1</sup>*energy / rainwater / waste* -efficient cottage built from geothermal building materials.
- All cottages have solar <sup>2</sup>*materials / panels / paths*.
- The campsite is quite isolated so please don't expect a vibrant <sup>3</sup>*culture scene / commute / eruption*.
- We kindly request visitors to <sup>4</sup>*respect / damage / reuse* the environment and other campers.
- Please be thoughtful and keep <sup>5</sup>*impact / noise / energy* to a minimum.
- Single-use plastic products are <sup>6</sup>*harmful / sustainable / helpful* to the environment so please use alternatives.
- <sup>7</sup>*Reduce / Disturb / Sort* your rubbish before putting it in the recycling bins.

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

Yesterday as I was cycling home after school, I got caught in a storm. I <sup>1</sup>*wouldn't have fallen* (not fall) off my bike if there <sup>2</sup>\_\_\_\_\_ (not be) a flood! And if I <sup>3</sup>\_\_\_\_\_ (not have) the accident, I <sup>4</sup>\_\_\_\_\_ (not break) a finger! If I <sup>5</sup>\_\_\_\_\_ (not wear) my helmet, I <sup>6</sup>\_\_\_\_\_ (hurt) my head. I <sup>7</sup>\_\_\_\_\_ (might/go) back to school at that point but it was too late. So I waited in a café, soaking wet, for my mum to pick me up and had to eat a burger with one hand.

4 Write sentences with *I wish/If only* about these situations.

- 1 You are unhappy as the city centre is crowded.  
*I wish/If only the city centre wasn't so crowded!*
- 2 You don't like living in the city.
- 3 You saw some people dropping litter. You regret not asking them to pick it up.
- 4 You think people shouldn't drive in the city.
- 5 You are sad because you can't swim.

## USE OF ENGLISH

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

Many of us love city life. We can't imagine living <sup>1</sup>*away* from the exciting hustle and bustle. However, people are becoming increasingly aware of the impact of this way of life <sup>2</sup>\_\_\_\_\_ the environment and ourselves.

So, what are the alternatives? One option to consider is living in an ecovillage. Ecovillages are communities <sup>3</sup>\_\_\_\_\_ residents aim to live a sustainable lifestyle. They recycle or dispose <sup>4</sup>\_\_\_\_\_ the waste they produce without damaging the environment. They aim to grow their <sup>5</sup>\_\_\_\_\_ food and provide power using renewable energy. These days there are many all <sup>6</sup>\_\_\_\_\_ the world including some very hi-tech community projects which use solar energy or recycled building material. <sup>7</sup>\_\_\_\_\_ only governments and city authorities would follow their example!

## READING

### 6 Read the article and choose the correct answers a, b, c or d.

- 1 What is an animal's sixth sense?
  - a The ability to think and feel like people
  - b An ability beyond hearing, sight, smell, touch or taste
  - c Being able to understand human beings
  - d Extra skills that people don't have
- 2 What helps birds to know there will be a storm?
  - a Changes in the atmosphere
  - b Changes in how fast the wind is moving
  - c A change in the seasons
  - d A change in the behaviour of other birds
- 3 According to the conclusion, what does the writer suggest about animals' sixth sense?
  - a We have a complete understanding of it.
  - b It's not as impressive as scientists once thought.
  - c There's still much more for us to learn about it.
  - d It's only found in a few species.

## SPEAKING

### 7 In pairs, imagine you are on a backpacking trip. You have just arrived at a hostel. You both like different things. Decide together what to do on your trip.

## WRITING

### 8 You have seen this advertisement on a travel website.

Write an article recommending a great destination in your country for nature lovers!

Tell us about:

- a good destination for students and what scenery and wildlife you can see there,
- what activities you can do there,
- the best time of the year to visit and why.

**Write your article.**



### Animals and their sixth sense

From predicting weather changes to navigating long distances, many types of animals seem to have a 'sixth sense' that fascinates scientists and animal lovers alike.

Anyone who works with animals may have noticed that they can show empathy, cooperation, and a similar range of emotions to humans. Some types of animals have even been known to save human lives with their quick thinking and unique sensory abilities.

Have you ever noticed that when a storm is coming, birds start to fly lower in the sky or gather in large groups? Birds can sense when the temperature or air pressure changes. These changes in the air often mean that the weather is going to be different, and birds adapt their behaviour to help them stay safe and avoid fast-moving winds.

Elephants also have a remarkable ability to sense weather changes. They can detect low-frequency sounds which travel through the ground. These sounds can warn them about distant thunderstorms or even earthquakes. Elephants can then move to safer areas well before the storm arrives.

### Navigation

Birds are also known for being amazing navigators because they can find their way across land and sea with incredible accuracy. When the seasons change, some types of birds travel for thousands of miles, for example from Europe to Africa, to spend the winter in a warmer climate. They use a combination of the Earth's magnetic field, the position of the sun, and even the stars to guide their way.

The more we learn about animals and their sixth sense, the more we realise how much we still have to discover about the incredible creatures with whom we share our planet.

# 10

## Food for thought

### LESSON 1B VOCABULARY AND GRAMMAR

#### Modal verbs for speculating about the present

**1** ★ Choose the answer, a, b or c, which means the same as the first sentence.

**1** I think they could be in the kitchen.

- a I'm certain.
- b I think it's possible.
- c I think it's impossible.

**2** He can't be the baker – he doesn't even know how to cook!

- a I'm sure he is.
- b I'm not sure.
- c It's not possible.

**3** The baker might be making cakes now.

- a It's certain.
- b It's possible.
- c It's impossible.

**4** She must be a professional baker.

- a I'm sure she is.
- b I think it's possible.
- c I'm sure she isn't.

**5** This hyper-realistic cake may be difficult to make.

- a It's certain.
- b It's a possibility.
- c That's not possible.

**2** ★ Complete the sentences with **must** or **can't**.

**1** That was a long, difficult shift at the bakery – you **must** be really tired now.

**2** She only started reading the instructions a minute ago – she \_\_\_\_\_ be finished already!

**3** You \_\_\_\_\_ be so tired after that long flight. Sit down and I'll get you some water.

**4** She's only fifteen – she \_\_\_\_\_ be a qualified chef.

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

**1** Amani can't **know / be knowing** if it's a cake – she wasn't there.

**2** The watermelon could **be / being** a real fruit, or a cake!

**3** The baker might **tell / be telling** the truth, but it's hard to say.

**4** She's not answering the phone; she must **work / be working**.

**5** I'm not sure where the baker is. I suppose she could **have / be having** lunch.

**4** ★★ Complete the second sentence in each pair so that it means the same as the first sentence.

**1** It's possible that they are relaxing before work.

They might **be relaxing** (relax) before work.

**2** Perhaps he's trying to understand the instructions.

He may \_\_\_\_\_ (try) to understand the instructions.

**3** There's a possibility that they are baking today's cake.

They could \_\_\_\_\_ (bake) today's cakes.

**4** I'm not sure if she's studying for the competition or not.

She might \_\_\_\_\_ (study) for the competition.

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

**1** The baker **can't be lying** (can/not/lie). He made a promise that he would finish the cake.

**2** The competition \_\_\_\_\_ (must/be) fascinating – the audience is full of journalists.

- 3 That baker \_\_\_\_\_ (might/not/be) very experienced, but it's difficult to say.
- 4 I know you told her the instructions are easy to follow, but she \_\_\_\_\_ (may/not/believe) you.
- 5 Ruby is in the staff kitchen - she \_\_\_\_\_ (could/have) lunch with a colleague.
- 6 ★★★ Use the prompts to complete the sentences.
- 1 She looks upset.  
could / think / about something sad  
*She could be thinking about something sad.*
- 2 She hasn't eaten for twenty-four hours.  
must / hungry  
\_\_\_\_\_
- 3 She has earphones on.  
can / not / listen / to the chef  
\_\_\_\_\_
- 4 He doesn't look relaxed.  
might / be / worry / about the competition  
\_\_\_\_\_
- 5 They keep looking around them.  
may / wait / for someone  
\_\_\_\_\_
- 7 ★★★ Choose the correct verb forms to complete the newspaper article.

## News from the COMPETITION

The latest news from the baking competition is that the judges are talking to individual bakers who <sup>1</sup>*must / might / can't* explain the procedure for their amazing cakes, and explain why they have chosen them. We don't know exactly what was said during the conversations. However, it <sup>2</sup>*must / could / can't* be important as the judges asked all the bakers to leave the room apart from Clare. Clare is a young baker and <sup>3</sup>*must / could / can't* be the least experienced baker in the competition. She <sup>4</sup>*must / may / can't* be the youngest baker ever to take part in the competition. Unless there is a dramatic twist in the next episode, Clare must <sup>5</sup>*feel / be feeling / feels* very worried right now.

- 8 ★★★ Complete the second conversation so that it has the same meaning as the first. Use between one and three words in each gap.

**Interviewer** Please tell us why you are sure Clare is the best baker?

**Emily** It's impossible that anyone else is better than her. I'm certain!

**Interviewer** Is it possible that someone else will take the crown? It was a close competition in the last episode.

**Emily** Clare made an incredible chocolate cake with whipped cream and juicy, ripe raspberries on the top.

**Interviewer** Looked good? Unless you can give me a better reason than that, I'm not sure that's enough for her to win.

**Emily** Her cake looked amazing and the judges said it tasted even better. So she's the winner for sure!

• • •

**Interviewer** Please tell us why according to you Clare <sup>1</sup>*must* be the contestant who is going to win.

**Emily** It just <sup>2</sup>\_\_\_\_\_ be another person. I'm certain it will be her!

**Interviewer** <sup>3</sup>\_\_\_\_\_ there be someone else who takes the crown?

**Emily** Clare made an incredible chocolate cake, so she <sup>4</sup>\_\_\_\_\_ the winner.

**Interviewer** Looked good? Unless you can give me a better reason than that, I'm not sure that she <sup>5</sup>\_\_\_\_\_ be the winner

**Emily** Her cake looked amazing and the judges said it tasted even better. So she <sup>6</sup>\_\_\_\_\_ the winner for sure!

- 9 Do you think that being a competition judge is a challenging job? Why/Why not? Write a short paragraph.

## LESSON 2B VOCABULARY

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

add boiled decorated melt poured  
recipe scales steam

- 1 He didn't win because he forgot to **add** flour to the cake mixture!
- 2 There was a lot of sauce, so he \_\_\_\_\_ it into a jug.
- 3 We decided to go home and make a \_\_\_\_\_ we had seen in a magazine.
- 4 After chopping the vegetables, he weighed them on the \_\_\_\_\_.
- 5 It's really important to \_\_\_\_\_ the butter slowly so it doesn't burn.
- 6 Vicky \_\_\_\_\_ the cake with flowers made from sugar.
- 7 You need to \_\_\_\_\_ the vegetables to keep their colour.
- 8 The boy \_\_\_\_\_ the pasta until it was perfectly cooked.

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

- 1 I'm trying not to worry **over/about** it.
- 2 The chef was interviewed **by / from** journalists for the newspaper article.
- 3 The audience didn't agree **with / over** the judges' decision.
- 4 The chef's bad temper resulted **on / in** his dismissal from the competition.
- 5 I'm counting **in / on** the instructions being fool-proof!
- 6 All the media interest is adding **to / from** her stress.

### 3 ★ Match the beginnings 1–6 with the endings a–f.

- 1  Because his cake wasn't successful, he was given a chance
- 2  The junior chefs were told to
- 3  The competition was intense, so the contestants were given a night
- 4  Since it was their first attempt, they received lots of
- 5  She baked the cake at the wrong temperature and had to accept
- 6  The bakers were given three hours to

- a read the instructions and get ready.
- b feedback from the judges.
- c to try it again.
- d off to relax.
- e last place in the competition.
- f clean up the kitchen area.

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



When a young person decides they want to become a trainee chef, they don't have to have any previous <sup>1</sup>e\_\_\_\_\_. Catering colleges want to help them to become a good chef, so often they don't hold a formal <sup>2</sup>i\_\_\_\_\_; instead the <sup>3</sup>c\_\_\_\_\_, are invited to discuss the training course with the head chefs at the college. They are <sup>4</sup>l\_\_\_\_\_ for candidates who demonstrate enthusiasm, dedication and motivation. If the discussions go well, the candidates are then invited to demonstrate one of their favourite <sup>5</sup>r\_\_\_\_\_ in the test kitchen. Head chefs will then decide which candidates they feel will benefit from the training <sup>6</sup>c\_\_\_\_\_ they are offering.

### 5 Write the instructions for a simple recipe.

Make sure you include:

- ingredients
- cooking equipment
- timings



## LESSON 3B GRAMMAR

## Modal verbs for speculating about the past

## 1 ★ Choose the answer, a or b, which means the same as the first sentence.

- 1 She might have called the police.
  - a I know she called the police.
  - b It's possible that she called the police.
- 2 The chef must have misread the recipe.
  - a I'm certain that he did.
  - b It's possible that he did.
- 3 They may have been local people.
  - a It's definite that they were.
  - b It's possible that they were.
- 4 They could have known about the ingredients.
  - a I think that might be true.
  - b I know that's true.
- 5 She can't have closed the oven door properly.
  - a From what I can see, that's what happened.
  - b I don't really understand what happened.

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

- 1 The chef made a mistake; the recipe **can't have been / must have been** wrong.
- 2 The interviewers **must know / must have known** that the candidate had a lot of experience.
- 3 Be careful – it's hot! The chef **might have left / must have left** the oven on.
- 4 You **can't be / must have been** really pleased when you saw the decorated cake.
- 5 He **could have been / can't have been** asking for advice, as there are several missed calls.

## 3 ★★★ Use the prompts to write sentences about the past.

- 1 they / can / not / have / break / any glasses  
*They can't have broken any glasses.*
- 2 she / might / know / the candidate

- 3 the children / must / realise / the house was empty

- 4 the interview / may / not / happen / at that time

## 4 ★★★ Complete the newspaper article with the modal verbs in brackets and the correct forms of the verbs from the box. More than one answer might be possible.

be be drop look lose prepare  
realise (x2)

## THE WORST COOKING DEMO



A female baker made so many mistakes during a live cooking demonstration that expert judges believed it <sup>1</sup>**could have been** (could) her first time cooking!

First of all, she <sup>2</sup>\_\_\_\_\_ (can't) her ingredients in advance. Why? Because she spent the first 15 minutes finding everything she needed from her many bags, and then weighing things out on the scales.

And what was she supposed to be making? She was asked to come and demonstrate how to make the perfect loaf of crusty white bread. What <sup>3</sup>\_\_\_\_\_ (can't) is that she hadn't remembered to turn the oven on, so when she finally put the bread mixture into the oven it was stone cold.

Eventually, the bread was ready. Suddenly, the audience laughed out loud. Why? She <sup>4</sup>\_\_\_\_\_ (must) her glasses into the bottom of the loaf tin before putting it in the oven. There they were - poking out of the side of the perfectly baked crusty white bread!

Oh well... I suppose it <sup>5</sup>\_\_\_\_\_ (could) much worse!

5 Can you think of a time you had a cooking disaster? What happened? Write a short paragraph.

## LESSON 6B LISTENING AND VOCABULARY



- 1** **10.10** Listen to an interview with Lara, a member of the Healthy Food Club at her college, and choose the correct answer.

What is Lara doing in her interview?

- a** Encouraging people to eat more healthily.
- b** Describing the ideas the club has developed.
- c** Explaining how the club works.
- d** Advertising a campaign she is involved in.

- 2** **10.10** Listen to the interview again and complete each gap with one or two words.

- 1** The members are aged between eleven and *eighteen*.
- 2** The Healthy Food Club has \_\_\_\_\_ members.
- 3** Each Healthy Food Club committee leader represents the young people from one school \_\_\_\_\_.
- 4** The Healthy Food Club has an hour-long meeting every \_\_\_\_\_.
- 5** At this meeting they create a \_\_\_\_\_.
- 6** The Healthy Food Club has a big meeting once a year in the \_\_\_\_\_ Dining Hall.
- 7** Lara thinks she has become a more \_\_\_\_\_ person as a result of being a Healthy Food Club committee member.
- 8** One of this year's campaigns is to get adverts for junk food stopped on the \_\_\_\_\_.

### Pronunciation



- 3** **10.11** Look at these words containing the letter s. How is s pronounced in each word? Listen and repeat.

- 1** /s/ statistics
- 2** /z/ decision
- 3** /z/ result
- 4** /ʃ/ issue

### ACTIVE PRONUNCIATION | The letter s

The letter s can be pronounced in many different ways e.g. /s/ looks, /z/ television, /z/ his, /ʃ/ sugar

When we use s at the end of a plural noun or as a third person singular ending, it can have three possible sounds:

- /s/ after an unvoiced consonant (e.g. *waits*)
- /z/ after a voiced consonant (e.g. *doors*)
- /ɪz/ after /ʃ/, /tʃ/ or /s/ (e.g. *washes, watches, misses*)

Double ss can be pronounced /s/ (e.g. *missing* or /ʃ/ e.g. *passion*).

- 4** **10.12** Write the third person singular form of the verbs. Then circle the final sound of the verb forms. Listen, check and repeat.



- 1** hit \_\_\_\_\_ /s/ /z/ /ɪz/
- 2** choose \_\_\_\_\_ /s/ /z/ /ɪz/
- 3** feed \_\_\_\_\_ /s/ /z/ /ɪz/
- 4** rush \_\_\_\_\_ /s/ /z/ /ɪz/
- 5** seem \_\_\_\_\_ /s/ /z/ /ɪz/
- 6** stop \_\_\_\_\_ /s/ /z/ /ɪz/
- 7** miss \_\_\_\_\_ /s/ /z/ /ɪz/
- 8** touch \_\_\_\_\_ /s/ /z/ /ɪz/
- 9** make \_\_\_\_\_ /s/ /z/ /ɪz/
- 10** kick \_\_\_\_\_ /s/ /z/ /ɪz/

- 5** **10.13** Find one word in each group of words which has a different sound for the letter s from the others. Listen, check and repeat.



- 1** concerns raise this lose
- 2** mission reassure measure tissue
- 3** system projects loss insure
- 4** thanks represent woods organise

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

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

	Learning objective	Course material	How confident I am (1-5)
1	I can use modal verbs to speculate about the present.	Student's Book pp. 48-49	
2	I can talk about preparing food in the kitchen.	Student's Book p. 50	
3	I can use modal verbs to speculate about the past.	Student's Book p. 51	
4	I can identify specific details in a text about unusual restaurants.	Student's Book pp. 52-53	
5	I can compare, contrast and speculate about the contents of photos.	Student's Book p. 54	
6	I can tell the difference between a fact, an opinion and a speculation in a radio discussion.	Student's Book p. 55	
7	I can write a formal letter using appropriate register.	Student's Book pp. 56-57	

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

Skill I want to improve in	How I can improve

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

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

## VOCABULARY AND GRAMMAR

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

My friend Fadia was visiting me last weekend and we decided to have a <sup>1</sup>**bite / bit / mouthful** to eat at a new restaurant where all the food is prepared and served by robots! I decided to have a <sup>2</sup>**raw / spicy / ripe** curry and my friend went <sup>3</sup>**to / by / for** a burger. Well, it's an interesting concept but I'm not sure I'd recommend this kind of experience. First, the robot waiter <sup>4</sup>**melted / poured / steamed** my drink on the table. When the food came the <sup>5</sup>**portions / calories / decorations** were tiny. The food was really <sup>6</sup>**savoury / bitter / bland** with almost no taste, so we complained to the restaurant owner who was a real person, not a robot. He was very nice and apologised, but I think I'll avoid robot restaurants from now on.

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

bitter full gain high melt ripe scales tablespoon

- <sup>1</sup> **Melt** the butter in a saucepan.
  - Avoid eating foods which are \_\_\_\_\_ in fat.
  - I don't usually use \_\_\_\_\_ to weigh ingredients, I just go with what looks right.
  - That dark chocolate is too \_\_\_\_\_ for me, I can't eat it.
  - I was completely \_\_\_\_\_ after that delicious meal.
  - We learn about healthy eating habits at school to avoid weight \_\_\_\_\_.
  - You need one \_\_\_\_\_ of honey for the recipe.
  - These avocados are \_\_\_\_\_, let's eat them on toast.
- ### 3 Rewrite the sentences using *can't/must/could/may/might*. Sometimes more than one answer is possible.
- It's possible he's making dinner. (He ...)  
*He could/may/might be making dinner.*
  - I'm confident there's enough salt in the recipe. (There ...)
  - I really don't believe it's true. (It ...)
  - I'm sure the recipe is wrong. (The recipe ...)

- I'm certain the waiter made a mistake. (The waiter ...)
- It's possible the café serves plant-based dishes. (The café ...)
- It's possible the meat is still raw. (The meat ...)
- It was impossible for her to make a meal for ten people. (She ...)

## USE OF ENGLISH

### 4 Complete the text with the correct words formed from the words in bold.

#### STRATEGY | WORD FORMATION

Think carefully about how to change the word so that it fits grammatically into the sentence – is it an adjective or an adverb, etc.? You should also consider the meaning. For example, do you need a word with a negative or positive meaning?

#### Healthy food choices

We all know that eating <sup>1</sup>**unhealthy** (HEALTH) food can have a negative impact on our mental and physical health. However, these foods are usually cheap, convenient and <sup>2</sup>\_\_\_\_\_ (TASTE) so more and more people are relying on these foods to survive. One of the most worrying consequences of this is the increasing number of <sup>3</sup>\_\_\_\_\_ (WEIGHT) people of all ages. Where possible, go for fresh foods. These are much more <sup>4</sup>\_\_\_\_\_ (NUTRIENT) than ready made meals and snacks. To keep costs down, look for <sup>5</sup>\_\_\_\_\_ (SEASON) fruits and vegetables from your local area. Because they are not imported, they will have more flavour, be fresher and are still packed with all the healthy things our bodies need. Buying local produce is also much more <sup>6</sup>\_\_\_\_\_ (SUSTAIN) and helps to avoid <sup>7</sup>\_\_\_\_\_ (ETHIC) food production.



## LISTENING



5 **10.14** You are going to hear an interview with a food archaeologist. For questions 1–3 choose the best answer a, b or c.

- 1 According to Chloe, what are food archaeologists most interested in?
  - a How to recreate the foods people ate in the past.
  - b Learning how people prepared food in the past.
  - c Understanding life in the past based on people's eating habits.
- 2 Why does Chloe give the example of modern food photos shared on social media?
  - a To explain what future food archaeologists will learn about the way we live now.
  - b To show how much food reflects our identity, values and beliefs.
  - c To explain how important food is for people nowadays.
- 3 What can we learn from people in the past to improve our lives now?
  - a How to grow tastier and healthier food.
  - b How to make food production more sustainable.
  - c How to discover new plants.

## SPEAKING

6 Talk about **your photos** for about a minute. Then **take turns** to ask and answer questions related to the photos.

### STRATEGY | LONG TURN

When you compare the photographs, describe both the similarities and differences.

#### Student A

Photos 1 and 2 show different dining experiences. Compare the photographs and say which you would prefer.

Then ask Student B this question:

What kind of dining experience is most common in your country?

#### Student B

Photos 3 and 4 show different ways people get or prepare food. Compare them and say which you would prefer.

Then ask Student A this question:

What are the advantages of preparing food at home?

#### Student A's photos



#### Student B's photos



## WRITING

7 Write a letter to a local newspaper to give your views on this question: **Should everyone follow a plant-based diet to save the planet?**

## PHRASAL VERBS

**ask out:** She asked her friend out for a coffee after work.

**be off to:** I'm off to make some dinner.

**beat up:** You shouldn't beat yourself up about it.

**boss around:** He bosses me around and makes fun of me.

**break into:** The thief broke into their school during lunch break.

**build up:** Lift weights and build up your muscles in our centre.

**burn down:** A shop in your street is burning down.

**calm down:** I was annoyed and my sister told me to calm down.

**carry on:** Thankfully, it wasn't serious so she decided to carry on.

**carry out:** So far, we've carried out three experiments.

**catch up on:** I have a lot of reading to catch up on.

**cheer on:** The crowd cheered the athletes on to win.

**chill out:** Stop being so stressed and just chill out!

**come forward with:** She hoped that someone would come forward with information about the stolen bike.

**come round:** What time are you going to come round to my house?

**come up:** I'm off to the library now. Got an exam coming up soon.

**come up with:** Have you come up with any good ideas?

**cover for:** If they ask you a question, I'll cover for you.

**cut down:** Cycling helps cut down on pollution.

**deal with:** I find it easy to deal with many tasks.

**dispose of:** Sort your rubbish, then dispose of it in the recycling bins.

**do with(out):** I could do with getting a haircut.

**drop in:** Why don't you drop in for a coffee later?

**drop out:** Sadly, some people drop out of the team practices.

**fall behind:** You're going to fall behind if you miss any more classes.

**fall down:** Snow, ice and rocks fall down a mountainside.

**fall for:** I didn't fall for the prank because I saw it coming.

**fall out with:** He often falls out with his sister because they've got very different personalities.

**feel down:** I've been feeling down since we had an argument.

**figure out:** Fifty-two percent of Americans believe doing their taxes is easier than figuring out how to follow a healthy diet.

**find out:** I'd like to find out more about the college by going to their open day.

**get around:** After the accident, he had to get around on crutches.

**get away with:** He got away with the crime and was never arrested.

**get by:** I don't consider myself rich, but I get by.

**get down to:** We'd better stop chatting and get down to work.

**get dressed up:** The girls are getting dressed up for the evening.

**get into:** She's started to get into healthy eating.

**get on:** How did you get on in your English exam?

**get out:** From nowhere, a lifeguard ran past her at full speed, shouting at people to get out of the way.

**get together:** We usually get together with friends at the weekend.

**get up:** I have to get up early on weekdays.

**give away:** The club is giving away one month's free membership to anyone who joins this week.

**give up:** What do you think of giving up our phones for a week?

**give way (to):** Cyclists should always give way to pedestrians.

**go away:** My parents are going away for the weekend.

**go on about (sth):** You know we can't afford a holiday in Florida so stop going on about it!

**go on:** These days you've got to be switched on all the time or you don't know what's going on.

**go out:** I was excited that we had the chance to go out as a class and visit the art museum.

**go out with:** She said she would go out with me so that I would have some company on the train.

**go over:** I need to go over my notes from today's lesson.

**hand in:** Please hand in your essay to the teacher at the end of the lesson.

**head off:** Grab the opportunity and head off with your family on holiday.

**hear from:** I am really looking forward to hearing from you soon.

**hold onto:** If Manal hadn't held onto a tree, she might have drowned.

**join in:** Why don't you join in our game?

**keep up with:** The work isn't difficult and I'm able to keep up with the other students quite easily.

**knock down:** The girl was knocked down by a speeding car.

**knock out:** I love baking and I could knock out some cakes in the evening.

**knock over:** Someone knocked me over on the ski slope.

**leave behind:** Leave your umbrella behind – it isn't raining.

**let down:** She makes lots of promises, but she always lets me down.

**look after:** You should look after your health by eating a balanced diet and getting plenty of exercise.

**look back:** A major publisher took it on and I haven't looked back since.

**look down on:** We tend to look down on people who dress badly.

**look for:** We looked for the missing earrings, but couldn't find them.

**look into:** Would the police in your country look into a minor crime such as bike theft?

**look up to:** I always looked up to my History teacher – he was such an inspiration.

**make off with:** The car thieves made off with six vehicles in one night.

**make sth up:** I'll make something up. I know! I'll say you've lost your voice.

**make up with:** After I fall out with someone, I'm usually the first one to try to make up again.

**pay off:** His dedication paid off when he managed to do a back flip.

**pick up:** I tend to pick up languages easily.

**point out:** I would like to point out that we have already wasted a lot of time and money.

**put off:** Don't put off your exam revision any longer – you've only got two days left!

**put together:** Two of my classmates put together a great presentation on the Amazon rainforest.

**put up:** I saw that more posters were being put up in the corridors.

**put up with:** I can't put up with the smell anymore.

**read on:** Read on to learn the rest of the story.

**read up:** She likes to read up on the country she's going to visit.

**run out of:** I've run out of money.

**run over:** A careless driver runs over a man and seriously injures him.

**send out:** The words of their poem send out their message loud and clear.

**set off:** What time do you set off?

**set up:** She set up a fashion blog called Engineering In Style.

**settle into:** After settling into my B&B, I walked around the island.

**sit up:** Everyone on the beach sat up and watched.

**sort out:** There was a problem with our website, but we've sorted it out.

**speed up:** Experts have proposed that we speed up research on safety.

**split up:** We split up from the main tour group as we had already done that trek.

**start out:** Oscar started out as an amateur athlete.

**stay in:** Let's stay in. It's raining.

**stay out of:** Stay out of the cafeteria. It's extremely noisy.

**stop off:** Are you stopping off somewhere on the way?

**sum up:** Let's sum up everything we've talked about in the meeting.

**switch on/off:** I remembered to switch off my computer.

**take off:** The project really took off after it was shared on social media.

**take out:** Have you ever taken money out of an ATM?

**take over:** Are super-intelligent machines going to take over the world?

**think ahead:** It's important to think ahead before you make your final decision.

**throw away:** Please throw away all these old papers.

**throw out:** They were going to throw me out of college.

**tick off:** Consult our tips and tick off the items on our packing list.

**turn around:** It's only been ten minutes, so we can still turn the plane around.

**turn back:** We turned back and eventually found the castle.

**turn in:** She decided not to turn him in to the police.

**turn into:** The company turns unused land into farms and gardens.

**turn out:** What had seemed like a terrible idea, turned out to be a memorable experience.

**turn over:** She turned over to get some sun on her back.

**wake up:** If they want a lie-in, be careful not to wake them up too early.

**warm up:** Jameela pulled a muscle in her leg because she didn't warm up.

**write back:** Write back soon, please, because I really need to confirm our holiday plans.

# PREPOSITIONS

## PREPOSITIONS IN PHRASES

### AS

**as a result:** It was clear that the children liked working with me, and as a result I felt more confident.

**as for:** As for food, could you confirm there are vegetarian options available during the expedition?

**as long as:** As long as I trust someone, I'm comfortable asking for personal advice.

**as soon as:** As soon as I see my best friend, I know how he or she is feeling.

### AT

**at a (bit of a) loss:** I'm at a bit of a loss as to what they want. They're not clear about their intentions.

**at first sight:** At first sight, it didn't seem like a very safe playground.

**at risk from:** Which jobs do you think are most at risk from automation?

**at the same time:** Too much screen time is bad, but at the same time these days you've got to be switched on all the time.

**at the moment:** Which clothes are the most fashionable for young people at the moment?

### FOR

**for ages:** I hadn't watched the TV news for ages.

**for sure:** You've made the right decision for sure.

### IN

**in case of:** I've got a little first aid kit in case of minor injuries.

**in cash:** Do your parents usually pay in cash?

**in danger (of):** The bald eagle is not in danger of extinction.

**in favour of:** Why is Maha in favour of advertising in schools?

**in the end:** In the end, we decided to cancel the holiday because Dad wasn't well.

**in the red:** He's got huge debts and his company is in the red.

**in touch with:** I'm still in touch with some of the teenagers I met on our family holiday.

**in trouble:** You'll be in trouble if you lose Mum's tablet.

**in two minds (about sth):** I'm in two minds about this – I really don't know what to do.

### ON

**on foot:** Let's not get a taxi. It's quicker to go on foot.

**on trial:** She's on trial for kidnapping.

### OUT

**out of breath:** I get out of breath when I run for the bus!

**out of shape:** At first, I was totally out of shape, but I'm fitter now.

### UNDER

**under arrest:** He's under arrest for stealing someone's car.

## PREPOSITIONS AFTER NOUNS

**(dis)agreement about:** There are disagreements about when artificial intelligence might become a reality.

**access to:** Have you ever spent a weekend without access to the Internet?

**advice on:** Can you give me some advice on saving money?

**comment on:** The documentary was meant to be a comment on the impact of climate change in Antarctica.

**cost of:** The cost of living has risen sharply in the last two years.

**crime against:** It's a crime against the environment to use a car.

**demand for:** There will probably be less demand for secretaries.

**difference between:** Will we be able to tell the difference between a human and a machine?

**evidence of:** It provides evidence of relevant skills and achievements.

**example of:** It is easier to recognise classic examples of fine art than of modern art.

**impact on:** We all need to consider living a greener lifestyle so that we minimise our impact on the environment.

**lack of:** Lack of sleep means you feel stressed and depressed and find it harder to concentrate.

**mixture of:** Smog is a mixture of smoke and fog.

**north/south/east/west of:** Oregon is the ninth largest state in the USA. It is north of California.

**relationship between:** What's the relationship between exercise and mental wellbeing?

**source of:** When I finish studying, I'd rather have two part-time jobs to have two sources of income.

**support for:** She wanted to express her organisation's support for the social project.

**thanks to:** Thanks to your contribution, the project will now be able to go ahead.



## PREPOSITIONS AFTER ADJECTIVES

- acceptable to:** Should you always tell the truth or is it sometimes acceptable to lie?
- afraid of:** Do we have to fly so high? My wife's afraid of heights.
- annoyed about:** I was annoyed about something and my sister told me to calm down.
- bad/good at:** Millennials may have more distractions, but we're also good at multi-tasking.
- careful with:** Please be careful with that book as it's an antique.
- concerned about:** He's concerned about his daughter's health.
- crazy about sth:** I can't help ordering the chocolate dessert whenever I go to the cinema as I'm crazy about it.
- determined to:** He was determined to succeed, so he tried again.
- eager to:** Kamal is eager to learn more about astronomy.
- excited about:** I'm really excited about starting college next year.
- exposed to:** Astronauts in space are exposed to radiation from the sun.
- free from:** Why can't schools be kept free from adverts?
- full of:** Junk food is full of salt, sugar and fat.
- high/low in:** Try eating foods which are high in fibre.
- honest with:** She can't always tell if people are being honest with her.
- impressed by:** Teenage visitors were impressed by many of the sophisticated and occasionally shocking works of art.
- impressed with:** She's impressed with what they do.
- keen on:** We're not keen on the idea of advertising in schools.
- likely to:** People who enjoy doing crosswords are more likely to maintain a healthy brain.
- nervous about:** When I'm nervous about something, I start sweating.
- proud of:** Let's build a more sustainable world together so that future generations can be proud of us.
- satisfied with:** I'm not satisfied with this laptop.
- suitable for:** I am not sure which expedition would be most suitable for me.
- suspicious of:** You should be suspicious of anyone who seems over-friendly.
- willing to:** I would be willing to travel in a drone taxi if it is possible in the future.

## PREPOSITIONS AFTER VERBS

- agree/disagree on sth:** My classmates and I disagree strongly on several important issues.
- agree/disagree with sb:** I'm not sure I agree with you.
- allow (sb) to:** Should sixteen-year-olds be allowed to take their driving test?
- apply to:** I don't know how to proceed with applying to university.
- attempt to:** We will attempt to beat the world record.
- be against:** Why is he against advertising in schools?
- belong to:** This house belongs to my mother.
- call for:** Could he have rescued his sons if they hadn't called for help?
- care about:** They say that girls care more about clothes than boys.
- chase after:** What are the dangers of chasing after someone who has just picked your pocket?
- compete in:** He said that about fifty chefs were competing in this year's championships.
- complain about:** If people don't vote in a general election, they shouldn't complain about the government.
- connect with:** Are these artists revealing their inner-thoughts and connecting with others?
- contribute to:** Thanks to all the volunteers who contributed to today's event.
- cope with:** If I lived alone, I don't think I'd be able to cope with the loneliness.
- date from:** The first online sale dates from 1994.
- decide to:** I decided to wear trainers and a T-shirt with my suit.
- depend on:** It depends on the individual artist.
- donate to:** She often donates money to charity.
- dream of sth:** I often dream of leaving my busy life and going to live in the countryside.
- drop to:** By the 1960s, the population of the island had dropped to only four people.
- emerge from:** As they emerged from the ruins, the people cheered.
- encourage (sb) to:** They encouraged me to eat a healthy diet.
- end in:** I would never enter a marathon because it is almost certain to end in disappointment.
- enquire about:** I am writing to enquire about the climbing expedition.
- exchange for:** I wonder if you could exchange these shoes for another pair?
- fill with:** It was filled with balloons and party decorations.

**focus on:** The book focuses on a school in Italy.

**gaze into:** He gazed into the far distance as he had such an incredible view.

**glance at:** He glanced quickly at the newspaper headlines.

**go up/down:** The price will go up before the end of the year.

**head for:** We're heading for the top of that mountain over there.

**head towards:** Are we heading towards a cash-free society where all payments are made electronically?

**insist on:** Would you let them have a graduation party? What conditions would you insist on?

**interact with:** Recent developments in AI have altered the way we interact with our electronic devices.

**invite sb to sth:** When my friends invited me to join them on holiday, I asked my parents for their permission.

**laugh at sth/sb:** If I complain, he just laughs at me.

**lead to:** Remember that working hard at school will lead to better job opportunities.

**live without:** Lots of young people today just can't live without their phones.

**manage to:** As long as the first and last letters of words are in the right place, most people still manage to read them.

**move into:** My parents just moved into an apartment.

**pay for:** The money from ads is needed to pay for facilities like computers for the library.

**play for:** I play for a successful football team.

**plug in:** Take an adapter with you in case you can't plug in to charge your devices.

**pour out:** Hot gases pour out of the top of a mountain and lava covers the earth.

**prefer to:** I prefer to dress casually.

**prepare for:** What do children in Japan do to prepare for earthquakes?

**proceed with:** We will now proceed with the experiment.

**qualify for:** Katie Ormerod is a world-class snowboarder who qualified for the British Winter Olympic team.

**queue up for:** It's silly to spend hours queuing up for limited edition clothes or shoes.

**save for:** I'm saving for a holiday.

**share sth with sb:** There are many other important questions about a world shared with artificially intelligent beings.

**spend on:** The average US family spends nearly \$1,000 per child on clothing.

**stare at:** Stop staring at that screen!

**suffer from:** I think she's starting to suffer from memory loss.

**swap sth for sth:** Swap junk food high in calories for natural food full of vitamins.

**talk about:** We're going to talk about the importance of accepting one's body shape.

**tend to:** These reports tend to be human interest stories.

**think about:** I've been thinking about our Physics project.

**think of:** What do you think of Hisham's science fair entry?

**upload to:** Upload some videos to your own social media channel.

**volunteer to:** You could volunteer to do some shopping for a neighbour.

**vote on:** The students will vote on important issues during their elections.

**wait for:** Everyone is waiting for their exam results.

**work for:** My neighbour says he works for the police, but he doesn't wear a uniform.

**work on:** He would really like to work on a nature project.

**worry about:** Don't worry about your exams – I'm sure you'll pass.

# WORD BUILDING

## PREFIXES

### Prefix

co- (= with, together)	coordination, co-pilot
inter- (= between)	international, Internet
multi- (= many)	multi-tasking
re- (= again)	rehabilitation, reuse
self- (= me)	self-employed, self-motivated

### Prefixes that give an opposite meaning

#### Prefix

dis-	disabled, disagree
im-	impatient, impossible
ir-	irrelevant, irresponsible
non-	non-profit, non-existent
un-	unconscious, unfinished

## SUFFIXES

### Noun suffixes

#### Suffix

-ment	development, equipment
-tion/-sion	preparation, discussion
-ation/-ition	communication, definition
-ence/-ance	influence, appearance
-ty/-ity	activity, reality
-ness	fitness, goodness
-ing	meaning, revising
-al	proposal
-age	average, message
-sis	analysis, crisis
-ure	pressure, procedure
-hood	neighbourhood
-dom	freedom
-er/-or	author, voyager
-ist	artist, dentist
-ant/-ent	assistant, president
-cian/-ian	musician, pedestrian

#### Examples

## Adjective suffixes

### Suffix

-al	informal, artificial
-ic	artistic, scientific
-ive	active, attractive
-ful	helpful, successful
-less	harmless, useless
-ous	generous, serious
-y	chatty, temporary
-ly	curly, likely
-able/-ible	avoidable, possible
-ed	exhausted, relaxed
-ing	interesting, matching

### Examples

## Adverb suffixes

### Suffix

-ly	effectively, probably
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### Examples

## Verb suffixes

### Suffix

-ate	calculate, create
-ise/-ize	organise, realise
-ify	clarify, identify

### Examples

## PRONUNCIATION TABLE

### Consonants

p pair, complete, appear  
b box, abbreviation, job  
t temporary, waiting, getting  
d dancing, wedding, sound  
k kind, school, think, section  
g girl, again, baggy  
tʃ check, match, future  
dʒ judge, page, soldier  
f feel, difficult, laugh, physical  
v verb, nervous, move  
θ think, author, bath  
ð this, father, with  
s same, sentence, sister  
z zero, amazing, choose, prize  
ʃ fashion, sure, occupation, ocean  
ʒ pleasure, occasion  
h habit, who, chocoholic  
m meaning, grammar, sum  
n name, know, skinny, sun  
ŋ reading, strong, thanks, young  
l like, really, article  
r respect, worry, arrival  
j year, use, beautiful  
w with, one, where

### Vowels

ɪ information, invite  
e sentence, belt  
a add, match, can  
ɒ not, documentary, wash  
ʌ love, but, luck  
ʊ footwear, look, put  
i: reading, three, magazine  
eɪ race, may, grey  
aɪ advice, night, cry  
ɔɪ boy, join  
u: two, blue, school  
əʊ coat, show, know  
aʊ about, how  
ɪə appear, here  
eə pair, various, square  
ɑ: dark, father  
ɔ: bought, draw, author  
ʊə floor  
ɜ: hurt, third  
i happy, pronunciation, serious  
ə accessory, actor  
u situation, visual, influence

# REVISION ANSWER KEY

## Unit 6

### Exercise 1

1 cares 2 through 3 back 4 share  
5 count 6 there 7 family 8 grow  
9 reach 10 extra 11 mean 12 wall

### Exercise 2

1 grin 2 hug 3 shiver 4 shrug  
shoulders

### Exercise 3

1 get, voicemail 2 call  
3 notifications, distracted  
4 expecting, ringtone 5 light up,  
off

### Exercise 4

1 will win, trains 2 study, will be  
able to 3 won't buy, gets 4 pay,  
will lend

1 as long as 2 After 3 unless  
4 Provided that

### Exercise 5

2 saw 3 were 4 would go  
5 would offer 6 went 7 would say  
8 reach 9 will know 10 struggled  
11 would love 12 would like  
13 were

### Exercise 6

2 If I was/were braver 3 I were  
you, I'd 4 raised an eyebrow  
5 Unless we buy the tickets

### Exercise 7

1 social worker 2 website  
3 relationships 4 bullying  
5 friends and family 6 loneliness  
7 sympathetic

### Exercise 8

Students' own answers

### Exercise 9

Students' own answers

## Unit 7

### Exercise 1

2 breaking 3 spoilers  
4 on-demand 5 programme  
6 newsreader

### Exercise 2

1 audition 2 props 3 lines  
4 sell-out 5 abstract 6 took off

### Exercise 3

2 He told me not to forget to  
come to their play that evening.  
3 They said they had seen me on  
the news programme the night  
before/the previous night.

4 They agreed (that) the news  
report had been very thought-  
provoking.

5 We pointed out she/Jane had  
to work very hard if she/Jane  
wanted to make a name for  
herself.

### Exercise 4

2 asked them if/whether they  
had ever binge-watched their  
favourite series.

3 asked her what she thought  
would happen in the next/  
following episode.

4 asked him if/whether he  
thought that was a fake news  
item.

### Exercise 5

2 entertainment 3 choice  
4 viewers 5 eagerly 6 productions

### Exercise 6

1C 2A 3C 4B

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

## Unit 8

### Exercise 1

1 credit 2 withdrawing 3 waste of  
money 4 exchange 5 ran, water

### Exercise 2

2 slogan 3 advertising 4 jingle  
5 spam 6 sense

### Exercise 3

2 I took photos while the actors  
were being interviewed.

3 Your steak is being cooked at  
this very moment!

4 Are a lot of shoes made in  
Portugal?

5 The first commercials shown on  
TV weren't very sophisticated.

6 Can something be done about  
this now please?

7 20 new jobs in advertising will  
be created next year.

### Exercise 4

2 Can we have/get our house  
decorated this time?

3 He has/gets his schedule  
managed by his personal  
assistant.

4 She had/got her back massaged  
so she's much better now.

5 Have you ever had your hair  
cut?

6 Will you have/get your hard  
disk replaced?

### Exercise 5

2 had my eyes tested 3 are fully  
booked 4 she was in the red

5 has been charged ten pounds

6 advertising should be banned

7 'll have my hair cut

### Exercise 6

1c 2c 3b 4d 5b

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

## Unit 9

### Exercise 1

1 flames – The others are connected to water.

2 panic – The others are natural disasters.

3 trap – The others are people.

4 wasteful – The others are positive.

5 scenery – The others are connected to natural disasters.

6 community – The others are connected to geography.

### Exercise 2

1 energy 2 panels 3 culture scene

4 respect 5 noise 6 harmful 7 Sort

### Exercise 3

2 hadn't been 3 hadn't had

4 wouldn't have broken 5 hadn't worn 6 would have hurt 7 might have gone

### Exercise 4

2 I wish/If only I didn't live in the city!

3 I wish/If only I'd asked them to pick up the litter/pick it up!

4 I wish/ If only people couldn't drive in the city.

5 I wish/If only I could swim!

### Exercise 5

2 on 3 whose 4 of 5 own

6 around 7 If

### Exercise 6

1b 2a 3c

### Exercise 7

Students' own answers

### Exercise 8

Students' own answers

## Unit 10

### Exercise 1

1 bite 2 spicy 3 for 4 poured

5 portions 6 bland

### Exercise 2

2 high 3 scales 4 bitter 5 full

6 gain 7 tablespoon 8 ripe

### Exercise 3

2 There must be enough salt in the recipe.

3 It can't be true.

4 The recipe must be wrong. /The recipe can't be right.

5 The waiter must have made a mistake.

6 The café could/may/might serve plant-based dishes.

7 The meat could/may/might still be raw.

8 She couldn't make a meal for ten people.

### Exercise 4

2 tasty 3 overweight 4 nutritious

5 seasonal 6 sustainable

7 unethical

### Exercise 5

1 c 2 b 3 b

### Exercise 6

Students' own answers

### Exercise 7

Students' own answers

نسخة قيد الإعداد والتجريب

نسخة قيد الإعداد والتجريب