

# Jordan High Note

## Grade 10 Semester 1

## Workbook

### *Evaluation and Adaptation Committee*

Prof. Fawwaz Mohammad Al-Abed Al-Haq (Head)

Dr. Manal Fahed Aburumman (Coordinator)

Prof. Sahail Mahmoud Asassfeh      Dr. Marwan Ali Jarrah      Dr. Hadeel Fakhri Bader

### Publisher: The National Center for Curriculum Development

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



06-5376262 / 237



06-5376266



P.O.Box: 2088 Amman 11941



@nccdjor



feedback@nccd.gov.jo



[www.nccd.gov.jo](http://www.nccd.gov.jo)

The Ministry of Education has decided to adopt this book for Jordanian schools in accordance with the approval of the Higher Council of the National Curriculum Center in its meeting No. 3/2025 on 27/3/2025 and the approval of the Board of Education decision No. 40/2025 in its meeting No. 1/2025 on 30/4/2025 for the 2025/2026 academic year.

© Pearson Education Limited and York Press Ltd. 2025

ISBN: 978-9923-41-944-1

The Hashemite Kingdom of Jordan  
Deposit number by the National Library Department  
(2025/4/1839)

**Primary indexing data for the book**

<b>Book title</b>	Jordan High Note, Grade 10: Workbook, Semester 1
<b>Prepared by / Staff</b>	Jordan National Center for Curriculum Development
<b>Publication data</b>	Amman: National Center for Curriculum Development, 2025
<b>Classification number</b>	375.001
<b>Descriptors</b>	/Curriculum Development//Courses//Levels of Education/
<b>Edition data</b>	First edition

The authors bear full legal responsibility for the content of their work, and this work does not express the opinion of the National Library Department.

The right of Lynda Edwards and Jane Bowie to be identified as the authors of this work has been asserted by them in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First edition (trial): 2025 / 1446

# Jordan High Note

Grade 10  
Semester 1

## Workbook

#### **Image Credit(s)**

**123RF:** maxxyustas 19; **Alamy:** Connect Images / Alamy Stock Photo 21;  
**Shutterstock:** Comscreen 35, DestinaDesign 12, Fabio Lotti 31, Ground Picture 11, Hamdan Owidah 11, LStockStudio 36, Matthew Zuech 26, MaxFrost 8, Monkey Business Images 15, Monkey Business Images 24, 38, Odua Images 29, Rawpixel.com 28, RomanJuve 19, Sergey Eremin 19, SLP\_London 5, Studio Romantic 10.

**Cover Image:** Shutterstock/Harbucks

#### **Illustration acknowledgements**

Carl Pearce/Beehive Illustration

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.

# CONTENTS

<b>01</b> <i>Looking good</i>	<b>Lessons 1B–5B</b>	4–8
	Self-assessment	9
	Revision	10–11
<b>02</b> <i>The digital mind</i>	<b>Lessons 1B–5B</b>	12–16
	Self-assessment	17
	Revision	18–19
<b>03</b> <i>Active and healthy</i>	<b>Lessons 1B–4B</b>	20–24
	Self-assessment	25
	Revision	26–27
<b>04</b> <i>Time to move</i>	<b>Lessons 1B–5B</b>	28–32
	Self-assessment	33
	Revision	34–35
<b>05</b> <i>The next step</i>	<b>Lessons 1B–5B</b>	36–40
	Self-assessment	41
	Revision	42–43
PHRASAL VERBS		44
PREPOSITIONS		45–47
WORD BUILDING		48
PRONUNCIATION TABLE		48
REVISION ANSWER KEY		49–50

## LESSON 1B VOCABULARY AND GRAMMAR

## Present Simple and Present Continuous

## 1 ★ Complete the mini conversations.

feel have is enjoying is getting need  
wear

**1 A** I always wear jeans when I'm not at school.

**B** Me too. I \_\_\_\_\_ much more relaxed in casual clothes.

**2 A** I really hope Abbas \_\_\_\_\_ his new school.

**B** I'm not sure. They \_\_\_\_\_ a uniform and I don't think he likes it!

**3 A** Come shopping with me. I \_\_\_\_\_ to buy some new T-shirts and shorts.

**B** Yeah, the weather \_\_\_\_\_ hotter and I haven't got any light clothes either.

## 2 ★ Match the beginnings with the endings.

**1**  I'm working for a designer for

**2**  I change clothes as soon as

**3**  Our English classes are getting

**4**  My friend thinks the colour blue

**5**  I won't be long! I'm getting ready

**6**  Clothes prices go up

**7**  We're thinking about

**a** very interesting.

**b** going to the Clothes Show this year.

**c** a few weeks.

**d** really suits me.

**e** every year.

**f** right now.

**g** I come home from college.

## 3 ★ Choose the correct verb forms.

**A** Hi! I <sup>1</sup> **'m loving / love** your dress! Where <sup>2</sup> **are you going / do you go**? Is there an event I <sup>3</sup> **'m not knowing / don't know** about?

**B** No! It's a family meetup. Every year we <sup>4</sup> **are going / go** for a meal at Plaza Hotel. I <sup>5</sup> **'m walking / walk** there because my car <sup>6</sup> **isn't running / doesn't run** at the moment.

**A** Oh, they <sup>7</sup> **'re serving / serve** brilliant meals at the hotel. But it <sup>8</sup> **'s getting / gets** quite expensive these days.

**B** I <sup>9</sup> **'m knowing / know**, but it's not a problem! Dad <sup>10</sup> **is always paying / always pays** for everyone!

**A** Cool! Have a great time!

## 4 ★★ Choose the correct answers.

**1** What time \_\_\_\_\_ for work now that he's got a job?

**a** does your brother leave

**b** your brother leaves

**2** My sister \_\_\_\_\_ dressed in the mornings until my mum calls her for the third time!

**a** doesn't get

**b** isn't getting

**3** \_\_\_\_\_ here to meet Suleiman? I think he's still in class.

**a** Do you wait

**b** Are you waiting

**5** ★★ Complete the message with the Present Simple or Present Continuous.



Hi, it's me. I'm at the restaurant, but where are you? I know you **1** always arrive (always/arrive) late, but this is very late and I **2** \_\_\_\_\_ (get) bored! I **3** \_\_\_\_\_ (not recognise) anyone here. And I **4** \_\_\_\_\_ (wear) the wrong clothes! Everyone else is in jeans and tops and I **5** \_\_\_\_\_ (be) in a suit! I **6** \_\_\_\_\_ (not usually/wear) suits, but this is a new one. Anyway, I **7** \_\_\_\_\_ (sit) down outside. I **8** \_\_\_\_\_ (get) hot and sweaty. Hurry up!

**6** ★★ Read the answers and use the prompts to write questions.

**1 A** What / want / do / when you leave school? What do you want to do when you leave school?

**B** I'm hoping to study to be a furniture designer.

**2 A** you / often / make / your own clothes?

**B** Yes, it's fun!

**3 A** you / look for / anything special in this shop?

**B** Yes, a winter jumper.

**4 A** your brother / still play / in a band at school?

**B** Yes, they're really good.

**7** ★★ Complete each pair of sentences with the correct Present Simple or Present Continuous forms of the verb given.

**1 have**

**a** I am having dinner with my parents at the moment. Can I call you later?

**b** I sometimes \_\_\_\_\_ problems buying clothes from this site.

**2 think**

**a** \_\_\_\_\_ you \_\_\_\_\_ we should go home now? It's getting late.

**b** The college \_\_\_\_\_ of starting a textile design course.

**3 look**

**a** The coat in the advert \_\_\_\_\_ great, but I'm not sure if that colour suits me.

**b** \_\_\_\_\_ you \_\_\_\_\_ at the correct exercise? It's the one at the top of page three.

**8** ★★★ Complete the conversation with the correct forms of the verbs and phrases.

get go hardly ever wear have  
improve love make need not fit  
not know not look forward not seem

**A** Hi! You **1** don't seem very happy.

**2** \_\_\_\_\_ any problems at school?

**B** No, it's not that. Everything **3** \_\_\_\_\_ well at school at the moment.

I **4** \_\_\_\_\_ a lot of progress in Maths and my English marks **5** \_\_\_\_\_ too.

I **6** \_\_\_\_\_ some extra lessons in French, so I think the exams will be OK. No, it's just that I **7** \_\_\_\_\_ to the school event.

**A** Why not? You always **8** \_\_\_\_\_ chatting to friends!

**B** Yes, I do. But for this you **9** \_\_\_\_\_ to dress up.

**A** And you enjoy dressing up!

**B** OK, OK! But I'm taller than I was, and my smart dresses **10** \_\_\_\_\_ me now.

I **11** \_\_\_\_\_ what to wear!

**A** My sister is about your size. She's got a lot of fantastic dresses and she **12** \_\_\_\_\_ them.

**9** Write a short paragraph about what you are wearing at the moment and what you usually wear when you meet your friends.

## LESSON 2B VOCABULARY | Appearance

### 1 ★ Label the clothes and accessories.



1 bow tie  
2 s\_\_\_\_\_  
3 v\_\_\_\_\_  
4 b\_\_\_\_\_  
5 t\_\_\_\_\_  
6 s\_\_\_\_\_  
b\_\_\_\_\_

7 c\_\_\_\_\_  
8 s\_\_\_\_\_  
9 h\_\_\_\_\_  
10 t\_\_\_\_\_  
11 h\_\_\_\_\_ - \_\_\_\_\_  
s\_\_\_\_\_

### 2 ★ Find the odd one out in each group.

1 linen / old / fur  
2 baggy / tight / denim  
3 high-heeled / plain / striped  
4 narrow / casual / wide  
5 faded / shiny / silk  
6 matching / nylon / wool

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

1 I love **nylon** / **old** jeans, but my mother thinks they look terrible.  
2 At the weekend I bought a new purple dress and a **tight** / **matching** headscarf.  
3 When it's cold I usually wear my gorgeous fake **fur** / **bow** jacket.  
4 I don't like wearing tight clothes when it's hot, so I usually go for a **faded** / **loose-fitting** dress.  
5 The last time I was at a Premier Basketball League match, I bought a T-shirt with my favourite team's **logo** / **designer** on it.  
6 My friend made me **an embroidered** / **a vintage** handkerchief, but I really don't like it.  
7 I like to carry a **shoulder** / **matching** bag because then I have both my hands free.  
8 My mother has still got a beautiful **loose-fitting** / **wide** leather belt from when she was a teenager.

### 4 ★★ Complete the sentences.

broad clean sporty **wavy**

1 I'd love to have **wavy** hair, but mine's completely straight.  
2 My dad needs to order a special size jacket because he's got very \_\_\_\_\_ shoulders.  
3 The man I saw at the bus stop was \_\_\_\_\_ shaven.  
4 My family say that I have a \_\_\_\_\_ style, but I think it's casual.

### 5 Find a photograph of yourself and your family and/or friends. Write a short description of the photograph, describing everyone's physical appearance and the clothes they are wearing.

## LESSON 3B VOCABULARY

## Vocabulary extension



1 1.4 Complete the text with suitable words and phrases. Then listen and check your answers.

All the stars are out this evening for the book awards ceremony, and the clothes reflect a whole range of styles! This event, <sup>1</sup>set up to celebrate the best in literature, also <sup>2</sup>b \_\_\_\_\_ o \_\_\_\_\_ people's creativity. Let's admire our next guests!

Here's Dalia Albawab. She looks very glamorous as usual. She's wearing a stunning <sup>3</sup>f \_\_\_\_\_ -l \_\_\_\_\_ blue dress with shiny <sup>4</sup>h \_\_\_\_\_ -h \_\_\_\_\_ shoes. She's also showing off a lovely large blue hat! Many people <sup>5</sup>l \_\_\_\_\_ u \_\_\_\_\_ to Dalia not just for her style but also for her achievements in the industry.

Her husband is with her. He's always <sup>6</sup>w \_\_\_\_\_ -d \_\_\_\_\_, and tonight he's wearing a grey suit and a black bow tie. His dark, <sup>7</sup>c \_\_\_\_\_ hair is cut short, and the new <sup>8</sup>m \_\_\_\_\_ suits his face much better than the beard last year! He joked in an interview earlier that he doesn't want anyone to <sup>9</sup>L \_\_\_\_\_ d \_\_\_\_\_ o \_\_\_\_\_ his style choices, which he carefully planned with a stylist this time.

Behind them comes young Laith Aljabi, the teenage author. He certainly hasn't dressed up for the occasion and is wearing his trademark T-shirt with the film <sup>10</sup>L \_\_\_\_\_ on it, dark blue jeans with red trainers and a big, knitted scarf. While his casual look might divide opinions, it's clear Laith isn't afraid to take risks - and he sometimes <sup>11</sup>g \_\_\_\_\_ i \_\_\_\_\_ right!

2 Without looking at the text, can you remember what clothes the three people wore?

## Pronunciation

## ACTIVE PRONUNCIATION | Silent letters

Silent letters appear in words, but are not heard when those words are spoken, e.g.

- silent **b**: climb
- silent **h**: rhythm
- silent **w**: wrinkle
- silent **t**: listen
- silent **k**: knit

3 1.5 Read the Active Pronunciation box. Then underline one word in each sentence that has a silent consonant. Listen and check.



- 1 She's also showing off a lovely large blue hat!
- 2 ... dark blue jeans with red trainers and a big, knitted scarf.
- 3 ... and he sometimes gets it right.

4 1.6 Listen and complete the sentences with the words from the box. Each missing word includes one silent letter or more. Practise saying the sentences.



comb honour knowledge subtle

- 1 You need to comb your hair.
- 2 There's a \_\_\_\_\_ difference between the words.
- 3 This is a great \_\_\_\_\_.
- 4 I don't have much \_\_\_\_\_ of this subject.

5 1.7 Listen and underline the silent letters in the words from the box in Exercise 4.



6 Each list contains three words with a silent consonant. Underline one word in each group which does not contain the silent consonant.

1 b	climb	debt	stable	plumber
2 t	castle	noticed	often	butcher
3 w	two	wonder	answer	sword
4 h	hour	honest	echo	honey
5 k	kite	knife	knee	knock

7 1.8 Listen and check. Then practise saying the words.



8 1.9 Listen and write the sentences. Which words contain silent letters? Practise saying the sentences.



# LESSON 5B GRAMMAR

## Articles

### 1 ★ Complete the rules with **Ø** (no article), **a/an** or **the**.

- 1 We use **the** to talk about a specific thing or person, because it is the only one or when it's clear which thing or person we mean.
- 2 We use \_\_\_\_\_ with plurals and uncountable nouns to talk about something/someone in general.
- 3 We use \_\_\_\_\_ when we mention something/someone for the first time and \_\_\_\_\_ when we mention it again.
- 4 We use \_\_\_\_\_ with continents, most countries and cities.
- 5 We use \_\_\_\_\_ to talk about a singular countable thing/person when it is one of many or one of a group; not the only one.
- 6 We use \_\_\_\_\_ with superlatives, ordinal numbers, periods of time and some countries.
- 7 We use \_\_\_\_\_ with occupations.

### 2 ★ Match the examples a-g with the rules 1-7 from Exercise 1.

- a  Many women in the UK like to wear **a hat** to weddings.
- b  My cousin is **an interior designer**.
- c  I tried these jeans on in **the changing room**.
- d  I bought this handbag in **Milan**.
- e  **Plain white shirts** are always stylish.
- f  I'm going to take you to **the best shoe shop in London**.
- g  I wore **a pale silk top** to the cinema. I spilled some juice down **the top**!

### 3 ★ Choose the correct options to complete the sentences.

- 1 There's **a** / **Ø** new sports shop in **a** / **the** shopping centre. **An** / **The** old one closed down a month ago.
- 2 My friend usually buys **the** / **Ø** designer clothes online.
- 3 **A** / **The** most expensive coffee I've ever bought was in **the** / **Ø** Venice!
- 4 I'd love to be **a** / **the** costume designer for **a** / **Ø** theatre company.

### 4 ★★ Complete the blog post with **Ø** (no article), **a/an** or **the**.

#### Jane Watson's blog



I'm really interested in **1 Ø** clothing from **2** \_\_\_\_\_ past. Most of my friends wear **3** \_\_\_\_\_ new clothes and they all wear **4** \_\_\_\_\_ same type of **5** \_\_\_\_\_ jeans, shoes, tops, etc. But my style is different. My gran was young in **6** \_\_\_\_\_ 1960s and she's kept **7** \_\_\_\_\_ clothes from back then. Last week she brought down **8** \_\_\_\_\_ box from **9** \_\_\_\_\_ attic in her house and I had a great time looking through **10** \_\_\_\_\_ skirts and dresses in it. I found **11** \_\_\_\_\_ beautiful long skirt and **12** \_\_\_\_\_ elegant pair of shoes. I wore **13** \_\_\_\_\_ outfit to my sister's graduation and **14** \_\_\_\_\_ people there loved it!

Be the first to

next story »

### 5 Write a short paragraph about a favourite outfit you remember from your past. Write:

- a description of the outfit.
- whether you or someone else chose it.
- the reason why you remember it.
- whether you still have the outfit.

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

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

Learning objective		Course material	How confident I am (1–5)
1	I can use the Present Simple and the Present Continuous to talk about habits and temporary situations.	Student's Book pp. 4–5	
2	I can talk about physical appearance and clothes.	Student's Book p. 6	
3	I can listen effectively and talk about physical appearance.	Student's Book p. 7	
4	I can understand the main idea and identify specific details in an article and talk about appearance and stereotypes.	Student's Book pp. 8–9	
5	I can use articles to talk about general and specific things.	Student's Book p. 10	
6	I can participate in and maintain a discussion effectively.	Student's Book p. 11	
7	I can write an informal email giving news or opinions.	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 learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

### 1 Choose two words that go with each noun.

- 1 **dark-blue / leather / baggy** jeans
- 2 **loose-fitting / linen / clean-shaven** dress
- 3 **wavy / leather / matching** shoes
- 4 **tanned / plain / pale** skin
- 5 **curly / medium-length / paisley** hair
- 6 **plain / balding / cotton** shirt

### 2 Complete the sentences.

casually denim logo silk wavy  
well-dressed

- 1 He's always casually dressed. He prefers simple, comfortable clothes.
- 2 All employees have to wear a T-shirt with the company \_\_\_\_\_ on it.
- 3 \_\_\_\_\_ is my favourite material. I've got three shirts made from it and lots of jeans.
- 4 You have to iron clothes made from \_\_\_\_\_ very carefully because it's so delicate.
- 5 My sister's hair is neither curly nor straight. It's \_\_\_\_\_.
- 6 At work, he's always \_\_\_\_\_, punctual and polite.

### 3 Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- A Hi there. **1** Are you going (go) home?
- B No, I'm not. I **2** \_\_\_\_\_ (go) to the shopping centre. **3** \_\_\_\_\_ you \_\_\_\_\_ (want) to come?
- A That **4** \_\_\_\_\_ (sound) like a good idea! I **5** \_\_\_\_\_ usually \_\_\_\_\_ (not go) there because I never **6** \_\_\_\_\_ (have) time.
- B There's a really good clothes shop there called Sam's. It **7** \_\_\_\_\_ (belong) to my neighbours. They **8** \_\_\_\_\_ (sell) everything at half price at the moment because it's the end of the season.
- A **9** \_\_\_\_\_ they \_\_\_\_\_ (have) loose-fitting jackets? They **10** \_\_\_\_\_ (get) really popular this season.
- B Yes, I **11** \_\_\_\_\_ (think) so. What's the matter?

**A** Oh, no! I can't buy anything! I **12** \_\_\_\_\_ (not have) my wallet. It's at home ...

## USE OF ENGLISH

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

Our neighbour, Mr. Alwakil, is a quiet man in his fifties. Although he's **1** \_\_\_\_\_, he hasn't got much grey hair. He's pale-skinned and has a kind face.

We hardly ever see him **2** \_\_\_\_\_ the morning. He's working in Madaba at the **3** \_\_\_\_\_, so he has to get up very early. He's always very tidy and **4** \_\_\_\_\_. He wears different clothes every day.

When he isn't at work, he looks completely different. He doesn't wear a suit, but a **5** \_\_\_\_\_ white cotton shirt, black trousers with a leather **6** \_\_\_\_\_ and shiny black shoes. He says he prefers to dress more casually at weekends.

<b>1</b> <b>a</b> young	<b>b</b> middle-aged	<b>c</b> checked
<b>2</b> <b>a</b> on	<b>b</b> at	<b>c</b> in
<b>3</b> <b>a</b> time	<b>b</b> minute	<b>c</b> moment
<b>4</b> <b>a</b> wavy	<b>b</b> clean-shaven	<b>c</b> baggy
<b>5</b> <b>a</b> plain	<b>b</b> linen	<b>c</b> wool
<b>6</b> <b>a</b> cap	<b>b</b> belt	<b>c</b> on

## READING

### 5 Read the texts and match people 1-3 with the most suitable events A-D. There is one extra event.



**1** Aisha spent time today thinking about her appearance because she's getting ready for a very important event. She's dressed comfortably in a long-sleeved blouse with a white jacket and a long skirt. Everything she needs is in a smart leather shoulder bag. She hopes she's wearing the right outfit because she wants to make a good impression. At the moment, she's reading about the company because she wants to appear knowledgeable and motivated, but she hopes they won't ask her any difficult questions.

**2**  Aisha spent time today thinking about her appearance because she's getting ready for a very important event. She's dressed comfortably in a long-sleeved blouse with a white jacket and a long skirt. Everything she needs is in a smart leather shoulder bag. She hopes she's wearing the right outfit because she wants to make a good impression. At the moment, she's reading about the company because she wants to appear knowledgeable and motivated, but she hopes they won't ask her any difficult questions.

■ Tyler is well-dressed today because he's at an important event. He's sitting in a group and all the men are wearing similar outfits: a dark suit with a white shirt and a bow tie. He can't wear trainers. He needs to wear black leather shoes with the suit. Everyone is dressed up because they're in the theatre reading out poetry and a lot of people are looking at them. Even the people watching have to dress smartly.



■ Imad is looking forward to today because he's meeting a group of friends for a great day out in the mountains. Nothing makes him happier than getting some fresh air. He's wearing a T-shirt and a hoodie with some good boots. His feet need to be comfortable all day from the morning to the evening. When he goes out, he always carries what he needs for the day in a backpack: some lunch and two bottles of water. He hopes it won't rain. It would be a great shame.

### A Poetry evening

The poetry club is giving a short performance in the school auditorium next Friday 6 June. The students will dress smartly and those attending the event should wear formal clothes. No T-shirts or trainers, please! It will be a great evening for our students to show their talent!

### B Volunteer training

This year's 'You Make a Difference!' training is for young people who want to learn about how to help older people in the community. You can also meet other volunteers, share experiences and learn new skills. Please wear clothes you don't mind getting dirty as we will be outside helping in the garden.

### C Hike for health

This year's Hike for Health on Saturday 9<sup>th</sup> April. We are walking across the beautiful Dorset countryside. We start at 9 a.m. and finish at 6 p.m. Wear comfortable clothes and good boots for hiking. Don't forget to bring your lunch and enough water. Meet up with your friends and make some new ones!

2

### D Job interview

Kamal's Computer World is looking for a new assistant. He or she doesn't need to be a technical expert but must be polite and well-dressed, and want to help customers. Experience is ideal although not essential. We are looking for someone who is keen, enjoys discussing technology and loves learning.

### SPEAKING

#### 6 In pairs, take it in turns to ask and answer the questions.

- 1 What clothes do you like wearing? Why?
- 2 Do you prefer going out with one or two friends or in a group? Why?
- 3 Tell me about something you like doing with your family.
- 4 What do you usually wear at special events?

### WRITING

#### 7 Read this email you received from a friend and the notes you have made. Reply to your friend using all the notes.

Hi Laith,

How are you getting on? Well, I hope.

I'm feeling a bit down. 😞 My school work isn't going so well this term and my friends don't seem to like me anymore.

I feel like doing something fun this weekend but I'm not sure what. I'd love to hang out with you and Jaber.

Are you free?

What do you reckon we could do?

All the best,

Muneer

Fantastic!

What a pity. 😞 You need to do more fun things together.

That would be great!

On Saturday

Go for a walk in the mountains?

## LESSON 1B VOCABULARY AND GRAMMAR

## Present Perfect Simple and Continuous

## 1 ★ Have these activities finished or are they still continuing? Write (FA) for Finished Activity or (SC) for Still Continuing.

1  I've read four books about the Voyager.

2  She's been reading all day, she's tired.

3  We've been trying to find valuable information about Neptune.

4  I think he's found a good website on space travel.

5  The students have collected a lot of material.

6  Nadia has been working on a project about Saturn.

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

1 Why have you **switched off / been switching off** the computer?

2 I think I've **found / been finding** a good article about space discovery.

3 They've **studied / been studying** the galaxy for six months now.

4 Scientists **haven't discovered / haven't been discovering** the nature of the galaxy yet.

5 Look at Amani! She's **painted / been painting** and she's covered in paint!

6 Why have you **sat / been sitting** in front of your computer all day?

## 3 ★★ Put the words in order to make sentences.

1 seen / has / your pictures / Talal  
Talal has seen your pictures.

2 sent / has / new information / ? / Voyager

3 have / receiving / not / recently / they / been / news

4 signals / picking up / all day / we / been / have

5 what / investigating / ? / you / been / recently / have

6 any information / collected / have / today / we / not

## 4 ★★ Read the questions and complete the short answers.

1 Have you done experiments with plants?  
Yes, I have.

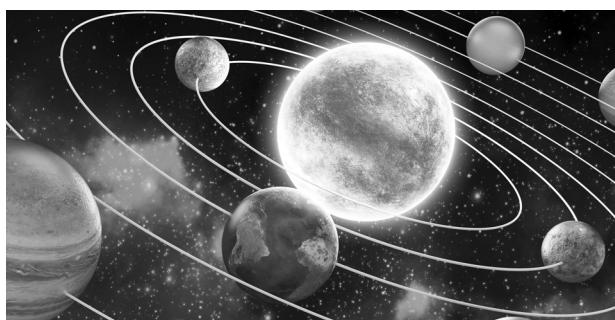
2 Has Muna followed Jameel's research?  
No,                   .

3 Have you tried this solution yet?  
No,                   .

4 Have they been publishing the results?  
Yes,                   .

5 Has the team been working together?  
Yes,                   .

6 Has Dr Alwakil been explaining the process?  
No,                   .



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

- 1 Scientists have been studying (study) the planet for 20 years.
- 2 What \_\_\_\_\_ (you/do) since we last met?
- 3 They \_\_\_\_\_ (not receive) any signals from the space probe yet.
- 4 We \_\_\_\_\_ (not work) on those photos recently, we have other work to do.
- 5 How much information \_\_\_\_\_ (Hamed/process) so far?
- 6 I \_\_\_\_\_ (read) the documents for hours, but I still don't understand them.

**6 ★★★ Complete the text with the correct forms of the verbs from the box. Use the Present Perfect Continuous where possible.**

expect find record sit think travel

Amahl Shakhshiri Drake is the woman who <sup>1</sup>recorded an Arabic greeting for the Voyager Golden Record. The Golden Record is a 30-cm gold-plated copper record that <sup>2</sup>\_\_\_\_\_ inside the Voyager 1 and Voyager 2 spacecraft for nearly 50 years. NASA <sup>3</sup>\_\_\_\_\_ it would be a good idea to communicate information about the people and languages on Earth to people on other planets. The Voyager spacecraft <sup>4</sup>\_\_\_\_\_ for decades and is currently over 11 billion miles from Earth. Scientists <sup>5</sup>\_\_\_\_\_ it will take 40,000 years to reach another planet. Will the people who <sup>6</sup>\_\_\_\_\_ the Golden Record know how to play it?

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

- 1 Have you seen the new photos from Voyager yet?

No, I haven't seen the new photos from Voyager yet.

- 2 \_\_\_\_\_?

I've been watching this documentary since I got home.

**3 \_\_\_\_\_?**

I've been sleeping all day because I'm tired.

**4 \_\_\_\_\_?**

Yes, I've seen the film twice.

**5 \_\_\_\_\_?**

No, the information hasn't reached Earth yet.

**6 \_\_\_\_\_?**

They have been studying those particles for two years.

**7 \_\_\_\_\_?**

Yes, they've managed to fix the spaceship.

**8 \_\_\_\_\_?**

No, they haven't launched the space probe yet.

**8 ★★★ Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.**

- 1 The astronauts began their journey a week ago.

The astronauts have been travelling through space for a week.

- 2 I haven't received the photos from Hani yet.

\_\_\_\_\_ sent me the photos yet.

- 3 Khaled started work at NASA two years ago.

Khaled \_\_\_\_\_ at NASA for two years.

- 4 When did you start studying Physics?

How long have \_\_\_\_\_ Physics?

- 5 Eman is still reading the book.

Eman \_\_\_\_\_ the book yet.

- 9 Think about a project you are working on at the moment or an exam you are preparing for. Write a short paragraph about what you have been doing and what you have done for the project/exam.

## LESSON 3B VOCABULARY | Science, phrases with *think* and *mind*

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

- 1 The **organism** / **gravity** we are studying divides its cells to reproduce.
- 2 We'd like to do some **radiation** / **research** into these strange waves.
- 3 The force that keeps us connected to the Earth's surface is **radiation** / **gravity**.
- 4 Every living organism is made of **pressure** / **cells**.
- 5 It's best to avoid **cells** / **radiation** because of harmful effects.
- 6 Water exerts a lot of **pressure** / **gravity** on the things in it.

### 2 ★★ Complete the sentences with the correct forms of the phrases from the box.

It blew my mind    We don't think much of it.  
It broadens the mind. I've made up my mind.  
I've changed my mind    My mind has gone blank.  
Think outside the box    I can't hear myself think.

- 1 This article isn't very good - I don't think much of it.
- 2 Adnan \_\_\_\_\_ to study engineering next year.
- 3 That discovery was incredible - it \_\_\_\_\_!
- 4 I'm sorry. I can't think of the correct answer - my \_\_\_\_\_!
- 5 Will you turn down the music?  
I \_\_\_\_\_!
- 6 We need more creative ideas - can't you \_\_\_\_\_ this time?
- 7 Randa wanted to study medicine, but she \_\_\_\_\_ and now she's going to study Physics.
- 8 You should travel more.  
It \_\_\_\_\_ and gives you a very different view of life.

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

A Have you seen that documentary about pollution? We have to think <sup>1</sup> seriously about it or things will be much worse in the future.

B No, I haven't, but I agree. We need to think <sup>2</sup> t \_\_\_\_\_ before building nuclear power stations again!

A That's true, but there are other problems. We need to think <sup>3</sup> b \_\_\_\_\_ and look at the whole picture.

B Hala, if you imagine people are going to do that, think <sup>4</sup> a \_\_\_\_\_!

A But we must think <sup>5</sup> a \_\_\_\_\_ and try to reduce pollution.

### 4 ★★★ Complete the second text with one word in each gap so that it has the same meaning as the original.

Hani decided to study biology and began a course, but he wasn't very happy with it, so he made a different choice and decided to do a chemistry course. The teacher was great, he thought in an original way and he really increased Hani's knowledge of new things. Hani had no experience of chemistry, so the first experiments he did were really incredible to him. The only problem was the noise from the traffic outside the lab windows. Sometimes he couldn't concentrate and he was unable to think clearly.

Hani made up his <sup>1</sup> mind to study biology and joined a course, but he didn't think <sup>2</sup> z \_\_\_\_\_ of it, so he <sup>3</sup>   his mind and decided to do a chemistry course. The teacher was great, he thought <sup>4</sup>   the box and he really <sup>5</sup>   his mind. Hani had no experience of chemistry, so the first experiments he did <sup>6</sup>   his mind. The only problem was the noise from the traffic outside the lab windows. Sometimes he couldn't hear <sup>7</sup>   think and his mind went <sup>8</sup>  .

### 5 Write a short paragraph about a situation in which you had to make an important decision. Use phrases from the box.

blow my mind    change my mind  
don't think much of    make up my mind  
think ahead    think seriously    think twice

## LESSON 4B GRAMMAR | Verb patterns

## 1 ★ Complete each pair of sentences with the correct forms of the verb given.

## 1 play

a He enjoyed *playing* Kareem's guitar.  
 b Now he always wants \_\_\_\_\_ Kareem's guitar.

## 2 develop

a She has decided \_\_\_\_\_ this technology.  
 b I hope you keep \_\_\_\_\_ this technology.

## 3 insert

a Please avoid \_\_\_\_\_ bad codes into the program.  
 b The engineer refused \_\_\_\_\_ bad codes into the program.

## 4 study

a I really don't mind \_\_\_\_\_ this subject.  
 b Sorry, but I don't want \_\_\_\_\_ this subject.

## 5 learn

a We really need \_\_\_\_\_ something about AI.  
 b I quite fancy \_\_\_\_\_ something about AI.

## 6 code

a The students practised \_\_\_\_\_ on their IT course.  
 b After a few lessons I managed \_\_\_\_\_ a new game.

## 2 ★★ Complete the sentences with the correct forms of the verbs from the box. There are two extra verbs.

be discuss interrupt show study talk  
 think work

1 I can't stand *studying* at night – I need to sleep, not revise for exams!  
 2 This seems \_\_\_\_\_ a very interesting subject.  
 3 I can't imagine \_\_\_\_\_ to a machine!  
 4 The guide offered \_\_\_\_\_ us some of the exhibits.  
 5 Since I've left the project, I miss \_\_\_\_\_ with the other members of the team.  
 6 I hate \_\_\_\_\_ work problems with my family – I like to keep my work and home life separate.

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

1 I have to go home. I forgot **to bring** / **bringing** my assignment!  
 2 The teacher regretted **to be** / **being** so hard on the student.  
 3 Luckily, he remembered **to switch off** / **switching off** the lights so we didn't have to go back and do it.  
 4 We stopped **to have** / **having** a break because we were so tired.  
 5 I tried **to add** / **adding** more information to the program, but it didn't solve the problem.

## 4 ★★★ Use the prompts to complete the conversation between a student and her teacher.



**Salam** Sorry, Mrs Aljabi. <sup>1</sup>I / can / not / understand / the process  
*I can't understand the process.*

**Mrs Aljabi** <sup>2</sup>You / need / study / your notes / again

**Salam** <sup>3</sup>I / not / enjoy / study / notes. <sup>4</sup>I / love / do / experiments

**Mrs Aljabi** I can't <sup>5</sup>let / you / do / experiments without studying first. It will <sup>6</sup>allow / you / achieve / your ambition

## 5 Write about some things you enjoy or don't enjoy and how they might affect your future. Use as many of the words and phrases in the box as possible.

can't stand decide (don't) enjoy  
 (don't) like don't mind expect hate  
 hope love refuse want wouldn't like

## LESSON 5B VOCABULARY

### Vocabulary extension

#### 1 Match the situations (1–8) with the correct phrase (a–h).

- 1 You experienced something so amazing you couldn't believe it.
- 2 Someone asks you to solve a problem in a creative way.
- 3 You forgot what you wanted to say during an important presentation.
- 4 At first, you didn't enjoy something, but you gave it another chance.
- 5 You feel frustrated because a place is too noisy to study.
- 6 Travelling has exposed you to new ways of thinking.
- 7 You didn't find a performance very impressive.
- 8 After considering your options, you've come to a decision.

**a** think outside the box  
**b** made up my mind  
**c** didn't think much of  
**d** blew my mind  
**e** broadens your mind  
**f** can't hear yourself think  
**g** my mind has gone blank  
**h** changed my mind

### Pronunciation



2 **2.7** Read the Active Pronunciation box. Then write the words from the box in the correct place in the chart. Listen, check and repeat.

hope involved move

/ɒ/ got	/u:/ do	/əʊ/ go
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### ACTIVE PRONUNCIATION | The letter o

The letter *o* can be pronounced in many ways and the spelling of a word is not always a clear guide to its pronunciation. Three common ways of pronouncing *o* are:

- /ɒ/ (e.g. *got*)
- /u:/ (e.g. *do*)
- /əʊ/ (e.g. *go*)

Double *oo* can be pronounced in many ways. Two of the most common ways are:

- /ʊ/ (e.g. *book*)
- /u:/ (e.g. *moon*)

**Be careful!** *Blood* and *flood* are pronounced with the /ʌ/ sound.

3 **2.8** Listen to some more words and add them to the chart in Exercise 2.

4 **2.9** Read the sentences aloud. Can you pronounce the words with the letter *o* correctly? Listen and check. Then practise saying the sentences.

- 1 Both the codes for the webpage were wrong, so I didn't post a comment on the show.
- 2 Most of the clothes cost too much, but she finally chose a loose top with roses on it.
- 3 Ibrahim lost his keys and couldn't unlock his car, so Malek drove him home.
- 4 The notes he wrote prove that the majority of the population don't agree.

5 **2.10** Write the words from the box in the correct place in the chart. Listen, check and repeat.

boot cook good hood look mood  
room soon spoon wood

/u:/ food	/ʊ/ foot
_____	_____
_____	_____
_____	_____
_____	_____

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

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

Learning objective		Course material	How confident I am (1–5)
1	I can distinguish between the Present Perfect Simple and the Present Perfect Continuous to talk about recent finished or unfinished activities.	Student's Book pp. 14–15	
2	I can understand the main idea and identify specific details in an article and talk about artificial intelligence.	Student's Book pp. 16–14	
3	I can talk about science.	Student's Book p. 18	
4	I can use a range of verbs taking the infinitive or the <i>-ing</i> form.	Student's Book p. 19	
5	I can identify the main idea and key details in an interview and talk about technology.	Student's Book p. 20	
6	I can make suggestions, express opinions, compare options and reach decisions.	Student's Book p. 21	
7	I can write a blog post.	Student's Book pp. 22–23	

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

## VOCABULARY AND GRAMMAR

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

- 1 The Sun is one of many stars in our **creation / galaxy / voyage**.
- 2 Many rockets and spaceships have been **required / launched / concentrated** from Cape Canaveral in Florida.
- 3 Earth is the fifth biggest planet in our solar **universe / system / spaceship**.
- 4 Drones are used to make commercial **search and rescue / deliveries / distractions**.
- 5 My dad loves his high-pressure job, but he often feels **damaged / impressed / stressed**.
- 6 A lack of sleep can cause **memory / enforcement / disorder** loss.

### 2 Complete the sentences with the correct forms of the words from the box. There is one extra word.

achieve exist identify possess proceed  
recognise

- 1 Her kitchen robot is her favourite **possession**.
- 2 Some people believe in the \_\_\_\_\_ of life in outer space.
- 3 The first landing on the moon in 1969 was an incredible \_\_\_\_\_.
- 4 The award he won gave his project the public \_\_\_\_\_ it deserved.
- 5 We need to have safety \_\_\_\_\_ in place to ensure artificial intelligence is used well.

### 3 Complete the sentences with the missing words.

- 1 I didn't think **much** of the food in the new restaurant. I thought it would be better.
- 2 Travelling improves your understanding of the world. It really **b\_\_\_\_\_** your mind.
- 3 She always has interesting ideas. She's very good at thinking outside the **b\_\_\_\_\_**.
- 4 I never forget a face but when it comes to names, sometimes my mind goes **b\_\_\_\_\_**.
- 5 That film was absolutely brilliant. It really **b\_\_\_\_\_** my mind!

### 4 Complete the sentences. Use the Present Perfect Simple or the Present Perfect Continuous. Use the Present Perfect Continuous wherever you can.

**A** I <sup>1</sup>have just finished (just/finish) work.  
I <sup>2</sup> \_\_\_\_\_ (work) in the lab all weekend.

**B** How's the project?

**A** I think the experiments <sup>3</sup> \_\_\_\_\_ (go) very well but it's only the beginning.

**B** <sup>4</sup> \_\_\_\_\_ (you/make) much progress?

**A** No, we <sup>5</sup> \_\_\_\_\_ (not make) much progress yet but it's early days.

**B** <sup>6</sup> \_\_\_\_\_ (you/see) the latest 'Science Today' magazine?

**A** Yes, I have. My colleagues <sup>7</sup> \_\_\_\_\_ (talk) about it all day.

**B** I <sup>8</sup> \_\_\_\_\_ (only/read) one article so far because I <sup>9</sup> \_\_\_\_\_ (not have) time but I want to read the others.

**A** The research is fascinating. They <sup>10</sup> \_\_\_\_\_ (ask) Professor Mustafa to make a TV documentary!

### 5 Complete the sentences with the -ing form or the infinitive form of the verbs in brackets.

- 1 He keeps making (make) the same mistakes!
- 2 My parents didn't let me \_\_\_\_\_ (go) to bed late when I was a child.
- 3 You should \_\_\_\_\_ (concentrate) more in your Science lessons.
- 4 I remember \_\_\_\_\_ (see) a drone for the first time a couple of years ago.
- 5 I must remember \_\_\_\_\_ (phone) my grandma this evening.
- 6 Can you imagine \_\_\_\_\_ (walk) on the moon?
- 7 We hope \_\_\_\_\_ (study) artificial intelligence at university.
- 8 Now I regret \_\_\_\_\_ (buy) you a new mobile phone!

## 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 I haven't seen a commercial drone before.  
**FIRST**

This is the *first time I've seen* a commercial drone.

2 I really can't decide which course to study.  
**MIND**

I can't \_\_\_\_\_ about which course to study.

3 The film is a little better than the book.  
**QUITE**

The book \_\_\_\_\_ as the film.

4 When did you become interested in artificial intelligence? **LONG**

\_\_\_\_\_ interested in artificial intelligence?

5 It's two years since I began my research into AI. **DO**

\_\_\_\_\_ my research into AI for two years!

6 It was thoughtless of him to say he would finish the essay today. **REGRETS**

\_\_\_\_\_ he would finish the essay today.

7 Why don't we have a picnic? **HOW**

\_\_\_\_\_ a picnic?

## LISTENING

7  2.13 You are going to listen to a teacher speaking about a school trip. Complete the notes below with one to three words in each gap.



## Trip to the Digital Age Exhibition

- Coach leaves at **17.30**.
- Group members pay **2** \_\_\_\_\_ each for tickets.
- Lunch recommended in the **3** \_\_\_\_\_.
- Remember to complete a **4** \_\_\_\_\_ after the visit.
- **5** \_\_\_\_\_ is not allowed in the exhibition centre.
- Great activities! Meet robots, watch 3D videos, **6** \_\_\_\_\_!

## SPEAKING

8 Work in groups of three. It's your friend's birthday next week. Look at the ideas below and talk about which objects would be the best present for him/her.

1



2



3



## WRITING

9 You see this ad in a magazine about space. Write your article for the competition.

**Write an article and win a book about space travel!**

- Why do people want to travel into space?
- What are the pros and cons of going on a space trip?
- Would you like to travel in space?

LESSON 1B **VOCABULARY AND GRAMMAR****Past Simple, Past Continuous and Past Perfect****1 ★ Complete the sentences with the correct Past Simple forms of the verbs in brackets.**

- 1 The viewers didn't see (not see) the accident because it happened off camera.
- 2 Where \_\_\_\_\_ (you/learn) to do those back flips?
- 3 Khawla \_\_\_\_\_ (not compete) that year because of an injury.
- 4 The team \_\_\_\_\_ (take) home seven medals from the championship.
- 5 How \_\_\_\_\_ (she/injure) her shoulder?
- 6 The athlete \_\_\_\_\_ (try) three times to set a new world record.
- 7 Majeda \_\_\_\_\_ (start) out as an amateur swimmer, but she turned professional at the age of 18.
- 8 Omar was so tired after the race that he \_\_\_\_\_ (not celebrate) winning the silver medal.

**2 ★ Complete the sentences with the correct Past Continuous forms of the verbs.**

do go not concentrate not train sleep  
stay

- 1 At six o'clock this morning I was sleeping.
- 2 Where \_\_\_\_\_ (you) yesterday morning when I saw you?
- 3 She \_\_\_\_\_ hard enough, so her coach gave her more exercises.
- 4 He \_\_\_\_\_ with a friend at that time.
- 5 The athlete \_\_\_\_\_ during the race so she missed the jump.
- 6 What \_\_\_\_\_ (the athletes) when you got to the stadium?

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

- 1 Samar **fell** / **was falling** while she **was running** / **ran** in the 100-metre race.
- 2 Their coach **stopped** / **was stopping** them because they **made** / **were making** so many mistakes.
- 3 I **worked** / **was working** in a sports centre when I **met** / **was meeting** the paralympic team.
- 4 Talal **used** / **was using** crutches until his doctor **suggested** / **was suggesting** a wheelchair.
- 5 Salah suddenly **did** / **was doing** an amazing double back flip as we **watched** / **were watching** him!

**4 ★★ Use the prompts to complete the sentences. Use the Past Perfect.**

- 1 At the medical examination Saeed discovered ... that he / break / his wrist that he had broken his wrist.
- 2 He got into the team because ... he / not lose / a single match

3 he / learn / to do back flips ... before he went to Brazil?

4 The competitor was sure ... she / beat / the world record

5 the judges / ever / see ... such a brilliant performance before?

6 She could compete in the Paralympics because ... she / not / become / a professional

**5 ★★ Complete the sentences with one word in each gap.**

- 1 Dad had made dinner *by* the time we arrived.
- 2 We arrived here two days       .
- 3 I offered to help, but she had        solved the problem.
- 4        time last week I was running in the park.
- 5 We called home as        as we had heard the news.
- 6 I went to the cinema        Wednesday.
- 7 I was playing tennis        two and three.
- 8 The match started        noon, but all the players had come much earlier.

**6 ★★ Complete the sentences with the correct Past Simple or Past Perfect forms of the verbs in brackets.**

- 1 Sami spent (spend) six months in hospital after the injury. He        (never/ spent) so much time in a hospital before.
- 2 I        (not realise) that the Paralympics        (be) so spectacular until I        (see) the games on TV.
- 3 Salwa        (be) an amateur for five years before she        (decide) to turn professional.
- 4 No one        (leave) the stadium until the last athlete        (complete) the competition.
- 5 The team        (win) easily because they        (practise) more than any of their opponents.

**7 ★★★ Complete the sentences with the correct forms of the verbs from the box. Use the Past Simple, the Past Continuous or the Past Perfect.**

be break celebrate feel leave ~~not~~ see  
run sleep win

- 1 The children hadn't seen a paralympic sport before so they        very curious.
- 2 Osama        in a marathon when he suddenly        unwell.

3 I can't believe you        at 11 o'clock this morning. Why were you still in bed?

4 Zeina        the team because she        her arm.

5 We        with a big cheer when we heard that she        the medal.

**8 ★★★ Use the prompts to write the interview.**

**A** <sup>1</sup> You / become / a paralympic athlete / when / you / be / 20 <sup>2</sup> Why / be / that? *You became a paralympic athlete when you were 20.*

**B** <sup>3</sup> I / lose / the use of my legs / after / I / suffer / a serious injury <sup>4</sup> I / be / always / keen on sport / before that

**A** <sup>5</sup> why / you / choose / basketball?

**B** <sup>6</sup> I / watch / TV / one day / when / I / see / a Paralympic match <sup>7</sup> I / not see / one / before <sup>8</sup> it / inspire / me

**9 ★★★ Write a short paragraph about an athlete or a sportsperson you admire. Describe his/her life story and say why he/she inspires you.**



## LESSON 2B VOCABULARY | Sports, activities, fitness and exercise

### 1 ★ The words in bold are in the wrong sentences. Write the correct words.

- 1 Our coach made us run ten times around the football **room**! **pitch**
- 2 It's too hot to go to the tennis **pitch** today. \_\_\_\_\_
- 3 Vicky is taking part in a competition at the swimming **machine**. \_\_\_\_\_
- 4 The girls do all kinds of different sports at the leisure **court**. \_\_\_\_\_
- 5 Can I train on the rowing **track** this evening? \_\_\_\_\_
- 6 Let's go and put on our swimsuits in the changing **pool**. \_\_\_\_\_
- 7 Training for this year's event will take place at the athletics **centre**. \_\_\_\_\_

### 2 ★ Complete the sentences.

fit get shape unfit weights world

- 1 I haven't done any exercise for months and I'm really **unfit**!
- 2 I need to get into \_\_\_\_\_ for the marathon.
- 3 You can get stronger by lifting \_\_\_\_\_, but take care not to injure yourself.
- 4 I can't believe you \_\_\_\_\_ out of breath just walking to school! Don't you ever exercise?
- 5 I want to keep \_\_\_\_\_ so I can join the volleyball team.
- 6 This fitness programme is great – it's done me the \_\_\_\_\_ of good.

### 3 ★ Choose the correct words.

- 1 Poor Sara has broken **an** / **her** arm.
- 2 Has Habib hurt **the** / **his** back?
- 3 I think I've pulled **a** / **my** muscle.
- 4 The doctor thinks Mustafa has dislocated **his** / **one** shoulder.
- 5 Have you banged **the** / **your** head?
- 6 Where did she hurt **her** / **the** leg?

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

- 1 It was very painful when I **dislocated** my shoulder.
- 2 Ibrahim can't walk because he's twisted his **a** \_\_\_\_\_.
- 3 Suha **b** \_\_\_\_\_ her head against the door – I think she should take a rest.
- 4 Your wrist isn't broken, but you have **s** \_\_\_\_\_ it, which is why it's so painful.
- 5 He's holding his leg – I think he's pulled a **m** \_\_\_\_\_.

### 5 ★★ Complete the second text with one word in each gap so that it has the same meaning as the original.

The other day I was at that place where the kids play football and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had injured his leg muscle, but after some time they took him to the room where players get changed. The poor boy had broken the part of his body between his leg and his foot. That's worse than twisting it because it takes longer to heal. He'll have to work hard to reach the same level of fitness.

The other day I was at the football **pitch** and I was watching a game. Unfortunately, one of the players fell over and didn't get up. I thought he had **z** \_\_\_\_\_ a leg muscle, but after some time they took him back to the **3** \_\_\_\_\_ room. The poor boy had broken his **4** \_\_\_\_\_. That's worse than **5** \_\_\_\_\_ it because it takes longer to heal. He'll have to work hard to get into **6** \_\_\_\_\_ again.

- 6 Write a short paragraph about a sport you do or would like to do and what risk of injury it involves.

## LESSON 3B VOCABULARY

## Vocabulary extension



1 **3.4** Complete the sentences with the words from the box. Then listen and check.

banged better competition performance  
plan sprain

- I banged my hand and arm in the changing room a couple of days ago.
- I didn't want to complain if it wasn't serious or if it was just a \_\_\_\_\_.
- And, I wanted to compete in the city \_\_\_\_\_ next month.
- Allowing your wrist to heal properly is part of upgrading your overall \_\_\_\_\_.
- Meanwhile, let's \_\_\_\_\_ some exercises that won't put pressure on your wrist.
- And, please don't try to enter a boxing ring until you're \_\_\_\_\_.

## Pronunciation



2 **3.5** Read the information in the Active Pronunciation box. Then read some sentences from the listening. Mark where you think the stress is on the highlighted words. Listen and check.

- Yeah, I was trying to increase my personal record, but something feels wrong.
- I suspect I might have a very small fracture or something like that.
- Progress is important, but not at the cost of your health.
- But I was hoping to upgrade my record this month.
- You're right. I guess I can't object to that.
- I'll record this in your training log...
- I wonder if the gym will give me a refund.
- Let's focus on recovery and come back stronger.

## ACTIVE PRONUNCIATION |

## Noun and verb syllable stress

There are many two-syllable words in English which have the same noun and verb form. For nouns, we often stress the first syllable and for verbs, we often stress the second syllable, e.g.

- *He's going to record the interview.*
- *My mum has an old music record.*

**Be careful!** Some words, e.g. *answer*, have the same stress for both the noun and verb form. Sometimes moving the stress can change the meaning of a word, e.g.

- **object** (n) = a thing
- **object** (v) = to disagree with an idea.

3 **3.6** Listen to the words. Circle **N** for Noun or **V** for Verb depending on how the speaker pronounces each word.



1 record	N / V	5 reject	N / V
2 upgrade	N / V	6 contest	N / V
3 insult	N / V	7 import	N / V
4 refund	N / V	8 suspect	N / V

4 **3.7** Listen and repeat the two ways of stressing the same words.



5 **3.8** Read the pairs of sentences aloud. Listen and check. Then practise saying the sentences with the correct syllable stress for the underlined words.



- I never refuse an invitation. The refuse collector takes our bins every Thursday.
- The teacher was pleased with her students' conduct. One day my sister would like to conduct an orchestra.
- It's important to live in the present and not always plan for the future. My group is going to present our work to the class.
- It must be exciting to cross the desert in a car. Don't worry, I'm not going to desert you.
- This is a strange-looking object. If you don't object, I'll bring my own lunch.

## LESSON 4B GRAMMAR | *Used to* and *would*

### 1 ★ Complete the sentences with the correct forms of *used to* and the verbs in brackets.

- 1  We used to go (go) skiing every day during the winter holidays.
- 2  They \_\_\_\_\_ (train) regularly.
- 3  \_\_\_\_\_ (you / eat) a lot of junk food when you were younger?
- 4  As children we \_\_\_\_\_ (not like) getting up early.
- 5  People \_\_\_\_\_ (believe) that eating a lot of fat isn't bad for you.
- 6  \_\_\_\_\_ (your parents / exercise) more than you when they were children?
- 7  I \_\_\_\_\_ (drink) lots of fizzy drinks when I was younger, but I prefer juice now.
- 8  We \_\_\_\_\_ (love) meeting at the café.

### 2 ★ Tick the sentences in Exercise 1 where you can replace *used to* with *would*.

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

**A:** Hey! Do you remember this cartoon?  
**B:** Of course I do!  
**A:** Did you <sup>1</sup>use to watch it when you were little?  
**B:** Yes, I <sup>2</sup>\_\_\_\_\_ to watch it every day after school!  
**A:** <sup>3</sup>\_\_\_\_\_ you have a snack while you were watching it?  
**B:** Yes, I <sup>4</sup>\_\_\_\_\_ always make myself a sandwich.  
**A:** Me too. Well, I used <sup>5</sup>\_\_\_\_\_ have a snack. I didn't <sup>6</sup>\_\_\_\_\_ to have a sandwich though. I <sup>7</sup>\_\_\_\_\_ always eat crisps while I was watching TV.  
**B:** My mum <sup>8</sup>\_\_\_\_\_ let me eat crisps!

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

- 1 We **never would** / **never used to** eat meat because my parents are vegetarian.
- 2 **Did the children use to** / **Would the children** be well-behaved when they were younger?
- 3 Did he **use to twist** / **twist** his ankle while he was skiing?
- 4 Did Faten **used** / **use** to go to that café when she lived near here?
- 5 The sports club **would** / **used** have a competition every year.
- 6 Hamzah **pulled** / **would pull** a muscle in his leg while he was exercising.

### 5 ★★★ Complete the text with the correct forms of *would* or *used to* and the verbs from the box.

eat fry love not think order watch

Mr and Mrs Alnahhas and their children <sup>1</sup>would eat fried food every day. They <sup>2</sup>\_\_\_\_\_ there was anything wrong with this. Mr and Mrs Alnahhas <sup>3</sup>\_\_\_\_\_ TV every evening, and one evening they saw a documentary about nutrition. They were shocked. Before, they <sup>4</sup>\_\_\_\_\_ vegetables most evenings. Now they've changed their habits. At restaurants they <sup>5</sup>\_\_\_\_\_ french fries with everything. They <sup>6</sup>\_\_\_\_\_ french fries more than any other food! Now they prefer salad.

### 6 Write about how your eating habits have changed since you were a child. Use *would* and *used to*.



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

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

Learning objective		Course material	How confident I am (1–5)
1	I can use the Past Simple, the Past Continuous and the Past Perfect to talk about past actions.	Student's Book pp. 26–27	
2	I can talk about sports, activities, fitness and exercise.	Student's Book p. 28	
3	I can identify the speaker's purpose and specific information in conversations and talk about accidents.	Student's Book p. 29	
4	I can use <i>used to</i> and <i>would</i> to talk about past habits and routines.	Student's Book p. 30	
5	I can use indirect questions to make polite requests or to ask for opinions and information.	Student's Book p. 31	
6	I can understand the development of ideas in an article and talk about eating habits.	Student's Book pp. 32–33	
7	I can write a short story.	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 learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

## 1 Complete the collocations.

amateur ankle challenge competition  
medal record professional

- 1 accept / overcome a(n) challenge
- 2 start out as a(n) \_\_\_\_\_
- 3 enter / do well in a(n) \_\_\_\_\_
- 4 become a / turn \_\_\_\_\_
- 5 set a(n) \_\_\_\_\_
- 6 take home a(n) \_\_\_\_\_
- 7 twist / sprain / break your \_\_\_\_\_

## 2 Complete the sentences with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

- 1 By the time they arrived (arrive) at the stadium, the game \_\_\_\_\_ (already/ start).
- 2 While she \_\_\_\_\_ (travel) round South America, she \_\_\_\_\_ (visit) Rio de Janeiro.
- 3 I \_\_\_\_\_ (rock climb) yesterday evening between six and seven o'clock, which is why I \_\_\_\_\_ (not hear) your call.
- 4 What \_\_\_\_\_ (you/learn) to do by the time you \_\_\_\_\_ (be) five years old?
- 5 I \_\_\_\_\_ (run) after the ball when suddenly, I \_\_\_\_\_ (pull) a muscle. It \_\_\_\_\_ (feel) as if lightning \_\_\_\_\_ (strike) me!
- 6 It \_\_\_\_\_ (be) a lovely day when I woke up. The sun \_\_\_\_\_ (shine) and the birds \_\_\_\_\_ (sing), but then, all of a sudden, it \_\_\_\_\_ (start) to pour with rain.
- 7 I \_\_\_\_\_ (ask) for freshly squeezed orange juice so I was upset when I \_\_\_\_\_ (see) the waiter pouring me an orange drink from a bottle.
- 8 They \_\_\_\_\_ (decide) to follow a healthier diet after they \_\_\_\_\_ (see) a documentary about the effects of processed foods.

## 3 Tick the correct verb forms 1–10 and correct the incorrect ones.



When I was at school I **1** would love  loved/used to love sports. I **2** used to play  for the school netball and hockey teams, which **3** was  fun. However, our head teacher **4** would believe  that academic subjects were more important than sports, so she didn't spend much money on sports facilities. The PE teachers **5** used to organise  a sports day every year, but it **6** wouldn't be  very good. Luckily for me, though, when I was eleven, my family **7** used to move  to a new house, which was next door to the local tennis club. I **8** would spend  hours there in the summer playing with my friends. I wasn't very good, but I **9** used to enter  the club tournament every July and once I even **10** would win  the junior championship! I don't play tennis these days, but I still love sports.

## USE OF ENGLISH

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

- 1 I'd like to know what time the restaurant opens. **MIND**  
Would you mind telling me what time the restaurant opens?
- 2 When I was a child, I would spend hours in this park. **TO**  
When I was a child, I \_\_\_\_\_ in this park.

**3** Thanks for the offer, but I don't need any help. **KIND**

\_\_\_\_\_ you, but I don't need any help.

**4** He wanted to get fit, so he went running every day. **INTO**

He went running every day because he wanted \_\_\_\_\_.

**5** Could you help me, please? **IF**

I \_\_\_\_\_ help me?

## READING

**5** Read texts 1–3 and choose the correct answers **a**, **b** or **c**.

To: Maha

From: Jameela

Got your invitation to dinner this morning. Thanks! Really looking forward to it – you're such a good cook! Please remember that Issa only eats plant-based food! We'll bring a chocolate cake for dessert. See you about 7.30. Be great to catch up!

**1** Jameela is writing to

- a** invite Maha to a meal she's going to cook.
- b** suggest that Maha makes a chocolate dessert.
- c** remind Maha that someone doesn't eat meat.

### Is competition a good or bad thing?

Come to the weekly debate after school in the Main Hall. Arrive before 4.15 as only 100 people can be seated. Debate starts at 4.30.

**2** **a** Students should arrive early as numbers are limited.

- b** People who arrive after 4.30 will not be allowed into the debate.
- c** The debate is part of a school competition.

**Road ahead closed apart from resident access due to Big Run Sat 9.30–15.30.**

**Access vehicles should not exceed 15kph.**

**3** **a** People who live on this road will not be allowed to drive along it on Saturday morning.

**b** There will be a speed limit in force for vehicles on Saturday morning.

**c** A sporting event will close the road to pedestrians and all vehicles on Saturday morning.

## SPEAKING

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

### Student A

You are speaking to a teacher about your class project for the school health week. You'd like to set up a lunchtime health food café in school. In the conversation:

- Explain what you'd like to do and give examples of food the café could sell.
- Say you will ask parents and teachers to donate food.
- Suggest the money the café makes goes towards paying for new school sports equipment.
- Explain that students would like to organise everything themselves and thank the teacher for his/her offer to help.

### Student B

You are Student A's teacher. You are discussing Student A's class project for your school's health week. Use the phrases below to help you. You start first.

- *Have you got any ideas for our health week?*
- *Would you mind telling me who is going to pay for the food?*
- *Would you like the teachers to help?*
- *Thank you. That's a very good idea.*

## WRITING

**7** Write a story beginning with this sentence.

*I walked into the gym and looked around.*

## LESSON 1B VOCABULARY AND GRAMMAR

## Modal and related verbs

## 1 ★ Match the sentences 1–8 with the functions a–h.

1  You must switch off your smartphones.  
 2  You mustn't talk loudly in the quiet area.  
 3  She should be more careful.  
 4  Can I take off my seatbelt now?  
 5  Could you pass me my bag?  
 6  You can get up now.  
 7  I can speak four languages.  
 8  When I was a child I could swim well.

a This is advice.      f This is a request.  
 b This is possible.      g This is not allowed.  
 c This is a past ability.      h This is for asking permission.

## 2 ★ Choose the correct answers.

1 I'm sorry, but you    fold away your tray table now.  
 a must    b has to    c don't have to  
 2 During take-off every passenger    wear his or her seatbelt.  
 a have to    b has to    c mustn't  
 3 You    sit down for the entire journey, you can get up.  
 a have to    b mustn't    c don't have to  
 4 You    go through security – you have no choice.  
 a mustn't    b don't have to    c must  
 5 Passengers    leave their luggage unattended.  
 a have to    b mustn't    c don't have to

## 3 ★ Complete the sentences.

1 Cabin staff on flights **must / mustn't / don't have to** wear uniforms.  
 2 Passengers **must / mustn't / don't have to** stay in their seats all the time – they can move about.  
 3 You **must / mustn't / don't have to** block the aisles with your luggage.  
 4 You **must / mustn't / don't have to** go through security checks at the airport.  
 5 You **must / mustn't / don't have to** travel without a valid form of identification.  
 6 You **must / mustn't / don't have to** put hand luggage in the hold – you can take it with you on the plane.

4 ★★ Complete the sentences with *can*, *can't*, *could* or *couldn't* and a verb from the box.

fly go pack say speak you/see

1 My aunt can speak fluent Korean.  
 2 Nour    all her warm clothes into her luggage so she wore them instead.  
 3    anything out of the plane window? Let me look, too.  
 4 When I was small, I    to bed late during the holidays.  
 5 Issa    many words in English, but he understands a lot.  
 6 In the past, most people    by plane because it was very expensive.



5 ★★ Complete the sentences with the correct forms of *be able to* and the verbs in brackets.

- 1 Were you able to book (book) some cheap flights last summer?
- 2 \_\_\_\_\_ (you/ever/travel) without your passport?
- 3 I'm afraid we \_\_\_\_\_ (sit) together during the flight tomorrow.
- 4 Alia \_\_\_\_\_ (not get) her luggage back.
- 5 They \_\_\_\_\_ (board) the plane if they don't have their passports.

6 ★★★ Read the answers and write questions.

- 1 Do passengers have to go through passport control? Yes, passengers have to go through passport control.

- 2 \_\_\_\_\_?  
No, you don't have to take off your shoes at security.
- 3 \_\_\_\_\_?  
Sorry, you can't open the window.
- 4 \_\_\_\_\_?  
Yes, you should ask the flight attendant for assistance.
- 5 \_\_\_\_\_?  
No, she can't understand Spanish.
- 6 \_\_\_\_\_?  
Yes, you may use the reading light.

7 ★★★ Use the prompts to write questions. Then write short answers.

- 1 I / should / book / early to get a good price? Should I book early to get a good price?  
Yes, \_\_\_\_\_.

- 2 I / can / choose my seat?  
No, \_\_\_\_\_.
- 3 I / have to / take / some form of ID?  
Yes, \_\_\_\_\_.
- 4 I / may / do / some shopping at the airport?  
Yes, \_\_\_\_\_.

5 I / should / pack a heavy suitcase?

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

8 ★★★ Complete the blog post with one word in each gap.



Because of modern security rules, there are a lot of things to remember when you travel by plane. First of all, of course you <sup>1</sup> must take some form of ID with you. You <sup>2</sup> \_\_\_\_\_ get onto a plane without it! When you go through security, you <sup>3</sup> \_\_\_\_\_ take any food or drink with you. You <sup>4</sup> \_\_\_\_\_ take a lot of drink with you to the airport because you'll have to throw it away when you go through security! But don't worry – you <sup>5</sup> \_\_\_\_\_ buy as much as you want after security. And remember that liquids and creams are not allowed in large quantities – you <sup>6</sup> \_\_\_\_\_ take big bottles of shampoo, but you <sup>7</sup> \_\_\_\_\_ take small tubes of toothpaste. And you <sup>8</sup> \_\_\_\_\_ put them into a plastic bag for inspection. Have a good flight!

9 Think about the last time you travelled somewhere. Write a short paragraph about what you could, couldn't and had to do during your journey.

## LESSON 3B VOCABULARY | Travel essentials, travel phrases

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

ear plugs first aid kit insect repellent sunblock travel adapter travel pillow

- 1 I don't want to get sunburn, so I have to take sunblock with me.
- 2 Remember your \_\_\_\_\_ in case you get a cut or burn.
- 3 If it's a long flight, take a(n) \_\_\_\_\_ so you can sleep comfortably.
- 4 I need to charge my phone at the hotel, so I have to take a(n) \_\_\_\_\_.
- 5 Remember your \_\_\_\_\_ to block out noise on the plane.
- 6 There are a lot of mosquitoes at your destination so pack some \_\_\_\_\_.

### 2 ★★ Match the beginnings 1–9 with the endings a–i.

- 1  The plane will reach its
- 2  They're two hours behind us, so it's 2 p.m. local
- 3  I'd like to start early and
- 4  It's so busy where I live, I want to escape
- 5  We're going to Australia, but we're stopping
- 6  I'm not sure if I can find my
- 7  Luckily I have no connections, I have a direct
- 8  Please call and tell me you've arrived
- 9  We're in the centre, within easy

**a** set off before seven o'clock.  
**b** way around without a map.  
**c** the crowds and the noise.  
**d** safely when you get there.  
**e** time there now.  
**f** off in Singapore for two days.  
**g** reach of shops and museums.  
**h** flight to New York.  
**i** destination on time.

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

#### SUMMER HOLIDAYS – WHAT NOT TO DO!

Traveller magazine recently collected some basic travel mistakes. Here we share them with you to help you prepare for your holiday. When Adel decided to go camping in the desert it seemed like a great idea – until he realised that travellers to this area should remember to take a spray against insects and basic medical material with them – there are no shops or medical centres nearby. Sadly, after three days of bugs and an infected cut, Adel's holiday was finished.

When Randa booked a holiday in a seaside hotel near shops she didn't ask about the hotel's noisy outdoor restaurant, which she only discovered when she arrived there. Even things to block her ears didn't stop the noise, so she had to change hotel – an expensive mistake!

Traveller magazine recently collected some basic travel mistakes. Here we share them with you to help you prepare for your holiday. When Adel decided to go camping in the desert it seemed like a great idea – until he realised that travellers to this area should remember to take **1insect repellent** and a **2** \_\_\_\_\_ with them – there are no shops or medical centres within **3** \_\_\_\_\_. Sadly, after three days of bugs and an infected cut, Adel's holiday was finished.

When Randa booked a holiday in a seaside hotel she didn't ask about the hotel's noisy outdoor restaurant, which she only discovered when she **4** \_\_\_\_\_ her destination. Even **5** \_\_\_\_\_ didn't stop the noise, so she had to change hotel – an expensive mistake!

### 4 Write a short paragraph about how to pack the perfect backpack for a one-week camping holiday.

## LESSON 4B GRAMMAR | Relative clauses

## 1 ★ Circle (D) for defining relative clause or (ND) for non-defining relative clause.

1 The National Park, which is free to enter, closes at 10 p.m. D / ND

2 That's the house where I stay on holiday every summer. D / ND

3 This canyon, which is 446 km long, is in the state of Arizona. D / ND

4 The woman who took this photo of us emailed a copy to me. D / ND

5 Are you the person who has our tickets for the museum? D / ND

6 We asked the guide who took us round to tell us about the mountain. D / ND

7 Sana, whose brother is studying in Canada, is going there next summer. D / ND

2 ★ Complete the sentences with *which*, *where*, *who* or *whose*.

1 A mountain refuge is a simple place *where* hikers can stay for a night.

2 Can you send me the photo \_\_\_\_\_ you took of the group?

3 My cousin Talal, \_\_\_\_\_ friend is from there, told us all about the place.

4 I'd like to see the place \_\_\_\_\_ this photo was taken.

5 They have to protect this bird, \_\_\_\_\_ is in danger of extinction.

6 I asked Salem, \_\_\_\_\_ has already visited Petra, to give me some advice.

7 The guides \_\_\_\_\_ pass an exam can become chief guides.

3 ★★ Complete the sentences with *that* where possible, or *who* or *which* if *that* is not possible.

1 I went to see Reem, *who* often travels abroad, to ask for some ideas.

2 This is the guide \_\_\_\_\_ took us round the park.

3 I'd like to see the photos \_\_\_\_\_ you took on holiday.

4 Holidays by the sea, \_\_\_\_\_ are very popular in summer, are available at different prices.

5 Sydney, \_\_\_\_\_ is a popular destination for language students, is on the east coast.

6 She's the travel agent \_\_\_\_\_ suggested going by train.

## 4 ★★★ Use the prompts to write sentences with relative clauses. Leave out the relative pronoun where possible.

1 this / guide / show / us / museum  
*This is the guide who showed us the museum.*

2 the house / we / stay in / last summer / be / beautiful

3 my grandmother / be / very active / travel / South Africa / last June

4 the video / we / make / on holiday / last / 20 minutes

5 Sawsan / her brother / work / an airline / get / free tickets

6 the man / we / ask / for directions / be / very helpful

## 5 Write a short paragraph about a place you like. Use the words in the box.

where which who whose

# LESSON 5B VOCABULARY

## Vocabulary extension

### 1 Complete the sentences with one word.

- 1 If you hit the road with your phone, don't forget your charger.
- 2 A power b\_\_\_\_\_ is useful for when you are off the beaten track.
- 3 You can listen to music with h\_\_\_\_\_ so that you don't disturb other people.
- 4 A p\_\_\_\_\_ can be useful for cutting things on camping holidays, but you can't take it on the plane.
- 5 If you're going to the countryside, perhaps you should take a t\_\_\_\_\_ to see at night.
- 6 Remember that sometimes there's no internet, so a pocket g\_\_\_\_\_ for information is a good idea.

### 2 Make a list of five more things that are good to pack for a trip. Tell your partner why you have chosen those things. Then listen to your partner talk about their list. When you have shared your lists, decide what the five most important items are.

## Pronunciation



### 3 4.8 Read the Active Pronunciation box. Then listen to someone reading some sentences. Notice how the ends of some words link to the beginnings of the next.

- 1 If you havea tablet, don't forget your charger.
- 2 A power bank is useful for when you can't charge your device.
- 3 You can watch movies with headphones so that you don't disturb other people.
- 4 A penknife can be useful for cutting things on nature holidays, but you can't take it on the plane.
- 5 If you're going hiking, you should take a torch to see in the dark.
- 6 ... a small guidebook for information is a good idea.

## ACTIVE PRONUNCIATION | Linking words

English speakers run words together to create a continuous stream of words. This way of linking words together can sometimes be difficult to understand. We can use different ways to link the ending of one word and the beginning of the next. When a word ends with a consonant (e.g. /t/, /d/, /k/ or a consonant sound, e.g. *take*) and the next word starts with a vowel, there is no pause between the words, e.g.

- *I did\_it quickly.*
- *Can you look\_at my work?*
- *Is\_it a boy or\_a girl?*
- *How much\_are these\_eggs?*

### 4 4.8 Listen again to the phrases from Exercise 3 and practise saying them.

### 5 4.9 Look at some sentences. Underline the words you think can be linked. Listen and check. Practise saying the sentences.



- 1 It's about 18 miles away from my home.
- 2 We got a train earlier than we'd expected because it had been delayed.
- 3 Tareq's dad is fed up with all the driving he does at night at the moment.
- 4 I'm not a fan of motorbikes, but from all these magazines it looks as if Khaled is!
- 5 You keep on making comments about my new hairstyle – please stop it!

### 6 4.10 Listen to some more phrases where the words are linked. Write what you think the words are. The number of words in each phrase has been given to help you.



- 1 (3 words) catch up on
- 2 (3 words) \_\_\_\_\_
- 3 (3 words) \_\_\_\_\_
- 4 (3 words) \_\_\_\_\_
- 5 (4 words) \_\_\_\_\_

### 7 4.11 Listen to the phrases in context and check your answers to Exercise 6.



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

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

Learning objective		Course material	How confident I am (1–5)
1	I can use a variety of modal and related verbs.	Student's Book pp. 36–37	
2	I can identify the author's attitudes in an article and talk about holidays.	Student's Book pp. 38–39	
3	I can talk about travelling.	Student's Book p. 40	
4	I can use defining and non-defining relative clauses.	Student's Book p. 41	
5	I can identify specific information in a monologue and a radio programme and talk about urban transport and pollution.	Student's Book p. 42	
6	I can show degrees of agreement using a range of language.	Student's Book p. 43	
7	I can write a formal email requesting information.	Student's Book pp. 44–45	

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

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences.

- 1 If you want a good price, you should **leave / book / switch** a flight in advance.
- 2 Please **close / put / fasten** your seatbelt. The plane is going to take off.
- 3 You should **throw / fold / hide** away your tray table before take-off.
- 4 You go **by / through / between** security at the airport before your flight.
- 5 Can you raise your window **blind / curtain / cover** so I can see the view?
- 6 They had a good trip and arrived home **carefully / safely / securely**.

### 2 Complete the sentences with one word in each gap.

- 1 Before the plane takes off, you must put your seat in an **upright** position and switch your phone to **f**\_\_\_\_\_ mode.
- 2 We **h**\_\_\_\_\_ a car for a week on our last holiday to Oman. We always **h**\_\_\_\_\_ the road early to avoid traffic.
- 3 Dad loves choosing places no one knows for our holidays, but I don't really like going off the **b**\_\_\_\_\_ track.
- 4 It was easy to find their way **a**\_\_\_\_\_ so they didn't need a map.
- 5 When they're driving, they always plan the **r**\_\_\_\_\_ so they can **e**\_\_\_\_\_ the crowds. They hate going to busy places.
- 6 Although her office is within easy **r**\_\_\_\_\_, she leaves home early because of the traffic **c**\_\_\_\_\_ in the city centre.

### 3 Rewrite the sentences with the correct form of the verbs from the box. Sometimes more than one answer is possible.

can/can't could/couldn't must/mustn't  
may/may not (not) have to ought (not) to  
(not) be able to should (not)

- 1 I feel it's important to get up early tomorrow.  
*I must get up early tomorrow.*
- 2 Please ask the people next door to be quiet.
- 3 It's necessary to wear a swimming hat.
- 4 I wasn't able to speak English well when I started this job but now I am.

- 5 You are not allowed to bring cameras into the museum.

- 6 It would be a good idea if the hotel changed the towels every day.

### 4 Combine the two sentences to create one sentence with either a defining relative clause (1-3) or with a non-defining relative clause (4-6). Put the pronoun in brackets if it can be omitted.

- 1 I saw an advertisement on the website. It wasn't up to date.  
*The advertisement (which/that) I saw on the website wasn't up to date.*

- 2 People enjoy travelling off the beaten track. They can get lost!

- 3 We stayed in a hotel last summer. It was heated by renewable energy sources.

- 4 Toxic air is still produced by some factories. It is a big contributor to global warming.

- 5 Wind power is growing in popularity. It's a form of sustainable energy.

- 6 Cycling is a popular means of transport. It's environmentally friendly.

## USE OF ENGLISH

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

1 The key to having a great holiday is flexibility. **FLEXIBLE**

2 You should never leave your luggage                    at the airport. **ATTEND**

3 Please watch the safety                    carefully. **DEMONSTRATE**

4 You need good                    skills for some types of adventure holiday. **SURVIVE**

5 There are a lot of flies here. Has anyone got any insect                   ? **REPEL**

6 They were very late because of the traffic                    in the city centre. **CONGEST**

## 6 Choose the correct words a-d to complete the text.

I've just got back from the **1** of a lifetime to Dubai. It was a great holiday but it didn't start well.

I was going to go with my friend but unfortunately, he was too ill to travel. So, I set **2** for the airport alone! I checked in and went through security. It took so long that I thought I was going to miss my flight! Once I was on the plane, things didn't get any better. I had booked **3** seat so I could get off the plane more quickly after landing. Unfortunately, someone had made a mistake, so I had to sit in a window seat. Finally, when we were almost at our **4**, the captain announced, 'We are sorry but we won't be able to land for another 50 minutes due to a bad storm.' Despite this terrible start, everything went **5** and I had a fantastic holiday.

**1** a voyage b journey c trip d walk

**2** a on b up c down d off

**3** a a side b a fold c an aisle d a window

**4** a aim b target c objective d destination

**5** a badly b worse c smoothly d good

## LISTENING

7  4.16 You are going to hear people talking in three different situations. For questions 1-3 choose the best answers a, b or c.

1 The tour guide is

- a giving the visitors information about Rhodes.
- b welcoming the visitors.
- c giving the visitors details about their accommodation.

2 The speaker is announcing that

- a there is a change of gate for flight 285.
- b flight 285 is delayed for technical reasons.
- c flight 285 is ready for boarding.

3 What is the businesswoman's attitude to flying?

- a She finds it exciting.
- b She thinks it's a practical way of travelling.
- c She says it pollutes the environment.

## SPEAKING

## 8 Your friend is going on holiday without their parents for the first time. In pairs, talk about why each piece of advice is important and then decide which is the best advice.

- go with one or two good friends
- choose a destination near home
- take plenty of money
- call your parents every day

## WRITING

## 9 You have seen this advertisement.

## City cycle tours!

Get to know the city and keep fit at the same time! We organise day and half-day tours for all ages.

Write an email asking for more information. Ask about the meeting point and time, how long and difficult the ride is, the price and the lunch arrangements.

## LESSON 1B VOCABULARY AND GRAMMAR

## Talking about the future

## 1 ★ Match sentences 1–8 with functions a–h.

- 1  I might ask my cousin to help me – she's good at Maths.
- 2  These questions are so easy! I'm going to pass this exam!
- 3  I'll help you with that!
- 4  I'm going to study all weekend.
- 5  The teacher is really good. I'm sure she'll prepare us well for the exam.
- 6  The exam's about to start and I can't remember anything!
- 7  The test starts at ten o'clock.
- 8  I'm seeing the manager tomorrow about a summer job.

**a** a future prediction based on evidence

**b** a plan, an intention

**c** an event in the very near future

**d** an arrangement

**e** a future possibility

**f** a prediction based on an opinion or belief

**g** a timetabled event

**h** a decision the speaker has just made

## 2 ★ Complete the sentences.

1 I can't meet you tonight. I **go** / **'m going** to the cinema with Abbas.

2 I don't like this film, so I **am getting** / **will get** bored if you make me watch it.

3 I think you **will find** / **are finding** the Maths exam next week easy.

4 You'll be ready in five minutes? OK, I **will wait** / **am waiting** for you outside.

5 He's a sensible person. I'm sure he **will plan** / **plans** his studies for the next month.

6 Aisha's struggling with English. She'll be so disappointed if she **doesn't pass** / **won't pass** the exam.

7 I'm curious to find out what **is going to happen** / **is happening** in the next episode.

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

1  I'm not sure about this question.

2  It's an advanced exam.

3  Please be quiet in the corridor.

4  You could write to the newspaper editor.

5  I'm about to finish my homework.

6  Fatima is very inventive.

**a** An exam is about to start in here.

**b** She could have some creative ideas to help.

**c** I'll help you in two minutes.

**d** The answer might be 'yes' or 'no'.

**e** She may offer you a work placement.

**f** There could be some very difficult questions.



**4 ★★ Complete the sentences about the future with the correct form of the verbs in brackets. Use the Present Continuous or *be going to*.**

- 1 **I'm spending** (spend) this weekend relaxing and having fun.
- 2 Look out! Your books \_\_\_\_\_ (fall off) the table!
- 3 The film \_\_\_\_\_ (start) late because of technical problems.
- 4 Be careful – you \_\_\_\_\_ (make) a lot of careless mistakes.
- 5 I've got a film. We \_\_\_\_\_ (watch) it together on Saturday evening.
- 6 She \_\_\_\_\_ (pass) the exam easily because she has studied a lot.

**5 ★★ Put the words in order to make sentences.**

- 1 you / pass / I / the exam / think / will  
I think you will pass the exam.
- 2 good results / probably / get / will / she
- 3 study / are / going / we / to / together
- 4 the lesson / start / to / about / is
- 5 think / difficult / be / will / don't / it / I
- 6 understand / not / might / I / everything
- 7 to the dinner / Khawla / coming / definitely / is
- 8 probably / Mrs Albawab / us a test / won't / give

**6 ★★ Complete the mini-conversations with the words and phrases from the box.**

Are you going to begins could be does doesn't think don't think is about to 'll be might might know Yes, I am you'll pass

- 1 **A** Do you think *you'll pass* the exam easily?  
**B** No, I \_\_\_\_\_ it'll be easy.
- 2 **A** What time \_\_\_\_\_ the revision session start?  
**B** It \_\_\_\_\_ at 4.30.
- 3 **A** I really struggled to understand it, but I \_\_\_\_\_ some of the answers.  
**B** You've studied all of the topics though, so you \_\_\_\_\_ OK.  
**A** Hmm. Let's wait and see.
- 4 **A** Hurry up! The train \_\_\_\_\_ leave!  
**B** Let's run. We \_\_\_\_\_ get to it just in time.
- 5 **A** It's only a mid-year test. Rana \_\_\_\_\_ it'll be too difficult.  
**B** Is he certain? I'm sure it \_\_\_\_\_ a challenge.
- 6 **A** \_\_\_\_\_ study over the weekend?  
**B** \_\_\_\_\_. Would you like to come and study with me?

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

- 1 **Are you doing any exams tomorrow?**  
No, we aren't doing any exams tomorrow.
- 2 \_\_\_\_\_?  
Yes, I'm going to study all day!
- 3 \_\_\_\_\_?  
Yes, of course you'll understand all the questions.
- 4 \_\_\_\_\_?  
Yes, it's going to rain at the weekend.
- 5 \_\_\_\_\_?  
Yes, the test is about to start.
- 6 \_\_\_\_\_?  
No, I'm not about to leave.

**8 Write a short paragraph about your plans for next week.**

## LESSON 2B VOCABULARY | Phrasal verbs related to studying

1 ★★ Choose a verb from Box A and a word or phrase from Box B to make phrasal verbs that match the definitions.

**A** catch come drop get go hand **put**

**B** down to in off out over up on up with

1 to do something later

*put off*

2 to revise or repeat, so you can learn

3 to do work or study which you have missed

4 to give your work to the teacher

5 to have (an idea)

6 to start a task seriously

7 to leave a course before it finishes

2 ★ Complete the sentences with the phrasal verbs from Exercise 1.

1 She managed to *catch up on* the work she had missed by using her friend's notes.

2 I've got no ideas. Can you \_\_\_\_\_ some suggestions?

3 I'm really tired, so I think I'll \_\_\_\_\_ doing this homework until tomorrow.

4 She doesn't like drama club much; I think she'll probably \_\_\_\_\_ soon.

5 Remember that we have to \_\_\_\_\_ our History essays tomorrow morning.

6 I'm not very confident about this topic. I'd like to \_\_\_\_\_ it again.

7 OK, let's stop chatting and \_\_\_\_\_ some serious work.

3 ★★ Complete the conversation with one word in each gap.



**Teacher** Are you feeling OK? You seem to be having trouble keeping <sup>1</sup> **up** with the class today.

**Pupil** Actually, I don't feel very well. I can't seem to <sup>2</sup> **c**\_\_\_\_\_ up with any of the correct answers.

**Teacher** That's not like you. I never have to tell you to pull your <sup>3</sup> **s**\_\_\_\_\_ up.

**Pupil** I just feel really tired and I've got a headache. I can't concentrate. I just can't get <sup>4</sup> **d**\_\_\_\_\_ to anything today.

**Teacher** I think I'll ask Mrs Kim to call your parents. Go home. You can <sup>5</sup> **h**\_\_\_\_\_ in your work when you feel better. I know you won't <sup>6</sup> **p**\_\_\_\_\_ it off without a good reason.

**Pupil** Thanks, Sir. I promise to go <sup>7</sup> **o**\_\_\_\_\_ today's work when I feel better. I don't want to fall <sup>8</sup> **b**\_\_\_\_\_!

4 Write a short paragraph about how you organise and plan your studies so that you can keep up with your school work.

## LESSON 3B GRAMMAR

## Future Continuous and Future Perfect

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

- 1 By the time I'm 18, I will have finished school.
- 2 \_\_\_\_\_ 9 p.m. tomorrow morning I'll be waiting to start my exam.
- 3 By \_\_\_\_\_ time next week, all our exams will have finished. Hooray!
- 4 Will you have returned from your holiday in three days \_\_\_\_\_ now?
- 5 \_\_\_\_\_ the end of this month, I will have saved enough money for a new smartphone.
- 6 \_\_\_\_\_ two hours' time, we will have discovered what our exam results are!

## 2 ★★ Complete the sentences with the Future Continuous forms of the verbs in brackets.

- 1 At this time tomorrow evening, we will be watching (watch) a film.
- 2 What \_\_\_\_\_ (you/do) at this time next week?
- 3 She \_\_\_\_\_ (not visit) the college at ten o'clock tomorrow.
- 4 \_\_\_\_\_ (you/meet) any other students in the near future?
- 5 We \_\_\_\_\_ (not study) Maths this time next year - it isn't part of our course.
- 6 I really hope that in six months from now, I \_\_\_\_\_ (attend) a language course abroad.

## 3 ★★ Complete the sentences with the Future Perfect forms of the verbs from the box.

chat form meet not decide return tour

- 1 By this time tomorrow evening, I will have returned from the university open day.
- 2 I hope that I \_\_\_\_\_ a better idea of what I want to study.
- 3 All the visitors to the university \_\_\_\_\_ the campus.
- 4 We \_\_\_\_\_ to students who are studying at the university now.

5 I \_\_\_\_\_ lots of new people - maybe some of them will become friends.

6 I \_\_\_\_\_ if I'm going to choose that college though. I have three more open days to go to!

## 4 ★★ Complete the sentences.

- 1 Alia **won't have solved / won't be solving** these Maths problems before bedtime.
- 2 Do you think our teacher **will have received / will be receiving** our exam results before class?
- 3 Nadia **won't have attended / won't be attending** school tomorrow as she's not well.
- 4 Where **will you have stayed / will you be staying** when you go to visit the college?
- 5 After a few days in Brazil you **will have picked up / will be picking up** some basic words and phrases.

## 5 ★★★ Use the prompts to write sentences. Use the Future Continuous or the Future Perfect.

1 at / this time / next / week / we / sit / on the beach.

*This time next week we will be sitting on the beach.*

2 we / not have / lunch / by / 1.30 p.m.

3 she / make / a decision / by / next week?

4 I / attend / three / open days / by / next week!

5 what / you / do / by / 4 p.m. tomorrow?

6 Noura / not study / in France next year.

## 6 Imagine your life in five years' time.

What will you have achieved? What will you be doing? What will you not be doing? Write a short paragraph predicting your future.

## LESSON 5B VOCABULARY

### Vocabulary extension



1 5.10 Complete the sentences with the words from the box. Then listen and check.

almost balance call large plan  
unemployed

1 I was going to be a sports coach, but I changed my plan.

2 But, it's still hard to find the right \_\_\_\_\_ between making a living and actually living.

3 In my old job, my commute took \_\_\_\_\_ one hour each way.

4 I guess I've joined what people \_\_\_\_\_ the 'gig economy'.

5 I think about one of my friends who's \_\_\_\_\_.  
6 He's done some shifts in a \_\_\_\_\_ factory, but that job was temporary.

### 2 What two advantages does the speaker mention about his new job?

### Pronunciation

3 Read the Active Pronunciation box. Then read some sentences from the recording. Do the underlined words contain a light /l/ sound or a dark /l/? Write L or D next to the underlined words.

1 One advantage of my job now is that I don't need to travel \_\_\_\_\_ to work.

2 By the time I got home, I felt \_\_\_\_\_ like \_\_\_\_\_ I had no energy left \_\_\_\_\_.

3 I really \_\_\_\_\_ want to help my students pass their exams.

4 I'm still \_\_\_\_\_ very tired at the end of the day.

5 Sure, you might get more control \_\_\_\_\_ over your schedule \_\_\_\_\_, but there's no stability \_\_\_\_\_, no guarantees.

### ACTIVE PRONUNCIATION |

#### Dark and light /l/

The /l/ sound can be pronounced in two ways called 'light' and 'dark' /l/.

- We use the light /l/ before a vowel or diphthong, e.g. *London, light, flag, unless, lovely*.
- We use the dark /l/ as the final sound of a syllable, after a vowel or diphthong, e.g. *full, able, will, April*.

Some people confuse the /r/ and the /l/ sounds. When making the /r/ sound the tongue does not touch the roof of the mouth, whereas to make the /l/ sound it does.

4 5.11 Listen and check your answers to Exercise 3.



5 5.11 Listen again and repeat the sentences.

6 5.12 Listen and notice how the /l/ sound changes. Practise saying the pairs of words.



1 gradual	gradually
2 final	finally
3 feel	feeling
4 impossible	impossibly
5 eventual	eventually
6 school	schooling

7 5.13 Read the sentences aloud. Listen, check and repeat.



1 Mariam led a really useful life.

2 Muna found the right lights for her room.

3 Nasser likes funny films, but Maher likes thrillers.

4 All the latest results were listed online and they revealed excellent progress.

5 There was rain, lightning and deep floods on the desert roads and we finally arrived three hours late!

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

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

Learning objective		Course material	How confident I am (1–5)
1	I can use a variety of forms to talk about future events and situations.	Student's Book pp. 48–49	
2	I can talk about studying.	Student's Book p. 50	
3	I can use the Future Continuous and the Future Perfect to talk about future events and situations.	Student's Book pp. 50–51	
4	I can carry out a simple interview and describe my strengths and weaknesses.	Student's Book p. 52	
5	I can take effective notes while listening to an interview and talk about jobs.	Student's Book p. 53	
6	I can identify specific details in an extended text and talk about the future of work.	Student's Book pp. 54–55	
7	I can write a personal statement as part of a university application.	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 learnt and most want to remember	Expressions and phrases I liked

## VOCABULARY AND GRAMMAR

## 1 Complete the dialogue with the correct forms of the words from the box.

determined down to drop out  
fall behind hand keep up pull put  
salary unemployed

**A** I've <sup>1</sup> fallen behind with my Geography homework. I still haven't done last week's project.

**B** Why don't you <sup>2</sup> \_\_\_\_\_ it in on Monday?

**A** I don't know if I'll have enough time. I'm finding it hard to <sup>3</sup> \_\_\_\_\_ with the class.

**B** What's wrong? I know you're usually so <sup>4</sup> \_\_\_\_\_. You never give up. So <sup>5</sup> \_\_\_\_\_ your socks up and do it this weekend!

**A** Starting is the hardest part. I find it really difficult to get <sup>6</sup> \_\_\_\_\_ work at the moment.

**B** I understand but you mustn't <sup>7</sup> \_\_\_\_\_ it off any longer.

**A** Maybe I'll <sup>8</sup> \_\_\_\_\_ of school and look for a job.

**B** Don't be silly! Go and ask the teachers for help. If you don't finish school, you won't have qualifications and you won't get a job with a good <sup>9</sup> \_\_\_\_\_ and you might even end up being <sup>10</sup> \_\_\_\_\_.

## 2 Complete the sentences with the Future Perfect or the Future Continuous.

**1** The presentation won't have finished (not finish) by five o'clock.

**2** What do you think you \_\_\_\_\_ (do) this time next year?

**3** They \_\_\_\_\_ (not land) in Australia by 7 p.m.

**4** \_\_\_\_\_ the professor \_\_\_\_\_ (come) to a decision by tomorrow?

**5** At this time tomorrow we \_\_\_\_\_ (sit) in the exam room with the question paper in front of us!

**6** I can't have coffee at ten tomorrow because I \_\_\_\_\_ (play) tennis.

## 3 Complete the two conversations.

**A** <sup>1</sup> What time **may / does** the train leave?

**B** <sup>2</sup> At 5.30 but it's 5.30 already!

It **is going to be / is being** late.

**A** <sup>3</sup> We **will go / are going** to the cinema after school. Would you like to come?

**B** <sup>4</sup> Great! What time **do you meet / are you meeting**?

## USE OF ENGLISH

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

'What are you going to do when you <sup>1</sup> leave school?' is a question teens are often asked. Some young people have a clear vision of what they want <sup>2</sup> \_\_\_\_\_ future life to be like and might reply, 'By the time I'm 23, I'll have finished university and I'll <sup>3</sup> \_\_\_\_\_ working in finance'. <sup>4</sup> \_\_\_\_\_, a considerable number of young people don't have such concrete plans. The value of getting work experience for those in <sup>5</sup> \_\_\_\_\_ a dilemma is sometimes overlooked. For instance, if a teen is thinking about following a career in administration, what better way to find out if he or she likes working in an office <sup>6</sup> \_\_\_\_\_ to get a temporary summer job in one? Although doing a repetitive holiday job with low wages might not sound like much fun, it can teach a young person the value of hard work and how to work <sup>7</sup> \_\_\_\_\_ pressure. This all contributes to their ability to understand themselves and to choose an appropriate university course or job.

## READING

5 Match sentences A–F with gaps 1–5 in the text on the right. There is one extra sentence.

**A** I hurried off too, to the restaurant to get my instructions, full of confidence.

**B** No, this was not what I had expected.

**C** I would get to travel the Mediterranean, visit loads of different countries completely free AND get paid for doing it!

**D** And before I had a chance to respond, he was leading me through all the tables towards the very back of the restaurant.

**E** As soon as he showed me the way to the kitchen, I realised that waitressing on a cruise would not be such an easy job as I had imagined.

**F** The money I earned there helped towards paying for my books and allowed me to have a bit of a social life.

## SPEAKING

6 Find a photo with a person in it. Then take turns to describe the photos. Talk about the person, places and things in your photo.

## WRITING

7 You see this advertisement on a university website.

**Free language course!**

The university is offering a free place on a two-week English course in the UK.

To apply, write a letter telling us about your language learning background, why you would like to study English in the UK and why we should choose you.

Write your letter. Use the beginning below.

Dear Sir/ Madam,

I would like to apply for the free place on the English course in the UK that I saw advertised on your website. ...

**THE BEST SUMMER EVER?**

**A**s soon as the boat sailed, I knew I had made a mistake. It wasn't as if I'd never had a job before. Throughout my second year at university I had worked as a waitress at an Italian restaurant in town. **1** As well as helping me financially, it was something I really enjoyed. I got on well with the rest of the staff and met lots of different people.

I also had a passion for travelling and I was really excited when my mother phoned me just before the end of summer term. 'I've found you a summer job on a cruise ship!' she said. 'It's only four weeks and you'll have finished before university starts again,' 'Wow! This was a real opportunity. **2** In my opinion it was going to be the best summer ever.'

You've probably guessed by now. I hadn't considered the actual work side of this. When I arrived on board, I found out I was sharing a very small cabin with three other girls. They were kind enough, but they hardly had time to say hello before they had to rush off to start their shifts. **3** After all, I was experienced in restaurant work. At the door of the dining area, however, I hesitated. In front of me was an enormous space. It was at least ten times bigger than the Italian restaurant I'd worked in!

Someone important-looking, in a spotless uniform, came up to me.

'You're the new girl?' he asked. **4** 'As you're new, you will be responsible for the two tables the furthest from the kitchen.' He pointed to two tables set for six people each. 'There are three courses, and of course, the passengers like to be served at the same time. And they will be expecting hot food.'

My mind started to swim; twelve people, three courses, miles to walk back and forth to the kitchen. I pictured myself: a tray in each hand, piled with bowls of soup, trying to maintain my balance and reach my tables safely. **5** I turned to say, 'Thanks but I...', when a loud bell sounded, and people started to flood into the restaurant. The ship had started moving, and I couldn't escape.

## PHRASAL VERBS

**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.

**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?

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

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

**drop out:** Sadly, a lot of teenagers drop out of college.

**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.

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

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

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

**get out:** 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?

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

**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 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.

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

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

**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.

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

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

**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.

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

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

**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?

**throw away/out:** Please throw away/out all these old boxes.

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

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

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

**warm up:** Jackie 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 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 popular 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 Maya 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 something):** 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 style:** Those jeans are going out of style now.

**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 film was meant to be a comment on corruption in Italy in the 1980s.

**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 administrative assistants.

**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 a change in European election laws.

**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 behaviour.

**crazy about something:** I can't help ordering sweet popcorn 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:** Harold 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 amusing 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 something:** My classmates and I disagree strongly on several important issues.

**agree/disagree with somebody:** I'm not sure I agree with you.

**allow (somebody) 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.

**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 50 chefs were competing in this year's championships.

**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.

**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 something:** I often dream of leaving my busy life and going to live in the countryside.

**dress up as:** Nobody is dressed up as a superhero at tonight's competition.

**encourage (somebody) to:** They encouraged me to eat a healthy diet.

**end in:** I would never go on a cruise again because they always seem 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:** The room was filled with rubbish!

**focus on:** The movie focuses on the refugees in Italy.

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

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

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

**insist on:** Would you let them have a birthday dinner? What conditions would you insist on?

**invite somebody to something:** When my parents invited me to join them on holiday, I wasn't sure whether or not to go.

**laugh at something/somebody:** If I complain, he just laughs at me.

**lie about something to somebody:** If you lied about where you got the money, would your friends and family believe you?

**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.

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

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

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

**share something with somebody:** 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.

**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 Hilary's science fair entry?

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

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

**work for:** My neighbour says she works for the police, but she 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	Examples
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	Examples
dis-	disabled, disagree
im-	impatient, impossible
ir-	irrelevant, irresponsible
non-	non-profit, non-existent
un-	unconscious, unfinished

## SUFFIXES

### Noun suffixes

Suffix	Examples
-ment	development, equipment
-tion/-sion	preparation, discussion
-ence/-ance	influence, appearance
-ness	fitness, goodness
-ing	meaning, revising
-ure	pressure, procedure
-er/-or	author, voyager
-ist	artist, dentist
-ant/-ent	assistant, president
-cian/-ian	technician, pedestrian

### Adjective suffixes

Suffix	Examples
-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

### Adverb suffixes

Suffix	Examples
-ly	effectively, probably

### Verb suffixes

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

# PRONUNCIATION TABLE

## Consonants

p	pair
b	box
t	temporary
d	dress
k	kind
g	girl
tʃ	check
dʒ	judge
f	feel
v	verb
θ	think
d	this
s	same
z	zero
ʃ	brush
ʒ	pleasure
h	habit
m	meaning
n	name
ŋ	reading
l	like
r	respect
j	year
w	with

## Vowels

ɪ	information
e	sentence
a	add
ɒ	not
ʌ	love
ʊ	footwear
ɪə	reading
eɪ	race
aɪ	advice
ɔɪ	boy
u:	two
əʊ	coat
aʊ	about
ɪə	appear
eə	pair
ɑ:	dark
ɔ:	bought
ʊə	floor
ɜ:	hurt
i	happy
ə	accessory
u	situation

# REVISION ANSWER KEY

## Unit 1

### Exercise 1

1 dark-blue, baggy  
2 loose-fitting, linen 3 leather,  
matching 4 tanned, pale 5 curly,  
medium-length 6 plain, cotton

### Exercise 2

2 logo 3 Denim 4 silk 5 wavy  
6 well-dressed

### Exercise 3

2 'm going 3 Do, want  
4 sounds 5 don't, go  
6 have 7 belongs 8 are selling  
9 Do, have 10 are getting  
11 think 12 don't have

### Exercise 4

1 b 2 c 3 c 4 b 5 a 6 b

### Exercise 5

1 D 2 A 3 C

### Exercise 6

Students' own answers

### Exercise 7

Students' own answers

## Unit 2

### Exercise 1

1 galaxy 2 launched 3 system  
4 deliveries 5 stressed 6 memory

### Exercise 2

2 existence 3 achievement  
4 recognition 5 procedures

### Exercise 3

2 broadens 3 box 4 blank 5 blew

### Exercise 4

2 've been working 3 have been  
going 4 Have you been making  
5 haven't been making 6 Have  
you seen 7 have been talking  
8 've only read 9 haven't had  
10 have asked

### Exercise 5

2 go 3 concentrate 4 seeing  
5 to phone 6 walking 7 to study  
8 buying

### Exercise 6

2 make up my mind 3 isn't quite  
as good 4 How long have you  
been 5 I've been doing  
6 He regrets saying 7 How about  
having

### Exercise 7

2 7.50 3 café 4 worksheet  
5 taking photos 6 fly drones

### Exercise 8

Students' own answers

### Exercise 9

Students' own answers

## Unit 3

### Exercise 1

2 amateur 3 competition  
4 professional 5 record  
6 medal 7 ankle

### Exercise 2

1 had already started  
2 was travelling, visited  
3 was rock climbing, didn't hear  
4 had you learnt, were  
5 was running, pulled, felt, had  
struck 6 was, was shining, were  
singing, started 7 had asked, saw  
8 decided, had seen

### Exercise 3

3 correct 4 believed/used to  
believe 5 correct 6 wasn't/didn't  
use to be 7 moved 8 correct  
9 correct 10 won

### Exercise 4

2 used to spend hours  
3 That's (very) kind of  
4 to get into shape  
5 wonder/was wondering if you  
could

### Exercise 5

1 c 2 a 3 b

### Exercise 6

Students' own answers

### Exercise 7

Students' own answers

## **Unit 4**

### **Exercise 1**

**1** book **2** fasten **3** fold **4** through  
**5** blind **6** safely

### **Exercise 2**

**1** flight **2** hired, hit **3** beaten  
**4** around **5** route, escape  
**6** reach, congestion

### **Exercise 3**

**2** Could you please ask the people next door to be quiet?  
**3** You have to wear a swimming hat. **4** I couldn't speak English well when I started this job but now I can. **5** You can't bring cameras into the museum.  
**6** The hotel should change the towels every day.

### **Exercise 4**

**2** People who enjoy travelling off the beaten track can get lost!  
**3** We stayed in a hotel which/that was heated by renewable energy sources last summer.  
**4** Toxic air, which is still produced by some factories, is a big contributor to global warming.  
**5** Wind power, which is a form of sustainable energy, is growing in popularity. **6** Cycling, which is a popular means of transport, is environmentally friendly.

### **Exercise 5**

**2** attendance **3** demonstration  
**4** survival **5** repellent  
**6** congestion

### **Exercise 6**

**1** b **2** d **3** c **4** d **5** c

### **Exercise 7**

**1** a **2** a **3** b

### **Exercise 8**

Students' own answers

### **Exercise 9**

Students' own answers

## **Unit 5**

### **Exercise 1**

**2** hand **3** keep up **4** determined  
**5** pull **6** down to **7** put **8** drop out  
**9** salary **10** unemployed

### **Exercise 2**

**2** will be doing **3** won't have landed **4** Will, have come  
**5** will be sitting **6** will be playing

### **Exercise 3**

**1** does **2** is going to be **3** are going **4** are you meeting

### **Exercise 4**

**2** their **3** be **4** However **5** such **6** than **7** under

### **Exercise 5**

**1** F **2** C **3** A **4** D **5** B

### **Exercise 6**

Students' own answers

### **Exercise 7**

Students' own answers



السلام عليكم ورحمة الله وبركاته

نرحب بكم في

موقع و منتديات صقر الجنوب التعليمية

منهاج المملكة الأردنية الهاشمية

ويسعدنا ويشرفنا ان نستمر معكم في تقديم

كل ما هو جديد للمنهاج المدثة المطورة ولجميع

المستويات والمواد

ملفات نجمعها من كل مكان ونضعها لكم في مكان واحد  
ليسهل تحميلها  
عما ان جميع ما ننشر مجاني 100%

أخي الزائر - أخي الزائرة ان دعمكم لنا هو انمامكم لنا  
 فهو شرف كبير  
 صفتنا على الفيس بوك [هنا](#)  
 مجموعتنا على الفيس بوك [هنا](#)  
 قناتنا على اليوتيوب [هنا](#)

جميع ملفاتنا نرفعها على مركز تحميل خاص في [صقر الجنوب](#)

ندن نسعى دائما الى تقديم كل ما هو افضل لكم وهذا وعد منا  
ان شاء الله  
شعونا دائما حتى نواصل في العطاء و [نسأل الله](#) ان يوفقنا و  
يسدد خطانا

في حال واجهتك اي مشكلة في تحميل اي ملف  
من [منتديات صقر الجنوب](#) [المنهاج الاردني](#)  
[صفحة اتصالنا](#)