المركز الوطني لتطوير المناهج
National Center for Curriculum Development

THE HASHEMITE KINGDOM OF JORDAN
MINISTRY OF EDUCATION

Jordan High Note

Grade 12

Semester 1

Workbook

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01 Identity

LESSON 1B **VOCABULARY AND SPEAKING**

1 ★ **Complete the fixed expressions in bold with the prepositions from the box. Some prepositions can be used more than once.**

about by into out with

1 I really **get a kick** *out* **of** mystery stories.
2 She **sets great store** _____ good table manners.
3 Their salaries should be increased **in line** _____ inflation.
4 Your results **say a lot** _____ how hard you must have worked.
5 I'**m** just **not that** _____ cooking, it's too much effort.
6 I **clicked** _____ her straightaway and we've been friends ever since.

2 ★★ **Complete the sentences with compound adjectives.**

1 Every time we eat out, he always tries to avoid paying his share. He's so *tight-fisted*!
2 I joined a film club hoping to meet _____ people at school.
3 She's always been really _____. Once she makes up her mind, there's no changing it.
4 He's so _____ that some people take advantage of it.
5 The stress from moving house has left Mum feeling quite _____, so be careful around her.
6 I'm so _____ I can't find my glasses even when they're on top of my head!
7 Be careful what you say to her. She's really _____ and can't take criticism at all.
8 This business is stuck in the past. They need a more _____ approach.

3 ★★★ **Read the definitions and complete the words with one letter in each gap.**

1 S*p o n t a n e i t y* is the quality of living in the moment and not planning.
2 C_____ is devoting time and energy to something.
3 F_____ is a kind of honesty and straightforwardness.
4 S_____ is a situation which you can trust will not change.
5 T_____ is the ability to give feedback without upsetting anyone.

4 ★★ **Complete the sentences with the correct adjectives formed from the nouns in Exercise 3.**

1. I'm sorry, but we need to have a *frank* discussion about your negative attitude.
2. It wasn't very _____ to comment on the size of her feet.
3. I don't feel that you are sufficiently _____ to this job. You turn up late almost every day.
4. Do you have to plan everything in such detail? What's wrong with being _____?
5. The government advises against travel until the political situation is more _____.

5 ★★★ USE OF ENGLISH **Complete the text with the correct words formed from the words in bold.**

PEOPLE DON'T CHANGE – OR DO THEY?

Have you ever had the [1]*sensation* (**SENSE**) while looking at a photo of your younger self that the person in the image is somehow almost a different person?

Of course, we change physically as we grow up, and as we grow older, but it seems that our personalities may also go through a [2]_____ (**TRANSFORM**). It's not just that we're no longer wild about collecting toy cars, or that we are perhaps a bit more [3]_____ (**TACT**) as we grow more aware of other people's feelings, but that, over time, we become completely different people. Psychologists call this process 'personality maturation' and it appears to begin in our teenage years and continues until we are in our seventies. By the time we retire, not only are we perhaps a bit more [4]_____ (**ABSENT**) and forgetful, but, somewhat more surprisingly, we are also likely to have become more [5]_____ (**HEART**) and generous. It seems that, on average, negative personality traits are diminished and we will probably be less [6]_____ (**HIGH**) and more [7]_____ (**LAID**) than in our younger years.

This is fascinating both because of how much more malleable personality is than we may have thought, and because it turns on its head the stereotype of the grumpy old person who becomes more [8]_____ (**NARROW**) as they age, and sets great store by doing everything 'their' way.

Despite the tendency to become more agreeable with age, how our personalities develop will, of course, be moulded by our upbringing and later life experiences. There is also some evidence that as we go into very old age, our personalities may undergo something of a reversal, and we may become more [9]_____ (**THIN**) and quick to take offence as well as less tolerant and [10]_____ (**INCLUDE**), as we face the greater challenges of this particular stage of life.

6 **Write a paragraph about your personality as a child. Then discuss how you have changed with a partner.**

LESSON 3B **LISTENING AND VOCABULARY**

Vocabulary practice

1 *1.6* **Complete the sentences with vocabulary from the last lesson. Then listen and check.**

1. Muneer studies hard and always has a quiet _____ in class.
2. My brother, his wife and their _____ are all coming over for dinner this evening.
3. Some people think that kindness is a _____, but I see it as a strength.
4. My family, community and beliefs have very much _____ the person I am today.
5. Suha's intelligence is _____, she gets it from her parents who are both teachers.

2 Complete the sentences with an adjective that describes personality.

1. Hamza is very c*apable* and t_____ – he always knows what to do and he keeps his promises.
2. Reem is so positive about learning and particularly loves Science. She's very e_____ and p_____.
3. She's had a very difficult year, but she's t_____ and r_____, so she has what it takes to get through it.
4. Be careful what you say to Habib. He's u_____ so he gets quite d_____ if he's criticised.
5. Jameela is so caring and c_____ and very d_____ when it comes to helping other people.

Pronunciation

ACTIVE PRONUNCIATION

Word stress in compound adjectives

In compound adjectives, the stress is usually on the second word. However, compound adjectives with no hyphen, or which are formed with a noun + gerund or past participle are usually stressed on the first word (e.g. *carefree*, *eye-catching*, *tongue tied*).

3 *1.7* **Read Active Pronunciation. Then decide which word is stressed in the following compound adjectives. Choose *1* for the first word or *2* for the second word. Listen, check and repeat.**

a	quick-witted	1 / 2
b	streetwise	1 / 2
c	absent-minded	1 / 2
d	thought-provoking	1 / 2
e	tight-fisted	1 / 2
f	time-saving	1 / 2
g	mouth-watering	1 / 2
h	record-breaking	1 / 2
i	thin-skinned	1 / 2
j	world-famous	1 / 2

Continuous and perfect tenses

1 ★ **Match sentences 1–10 with their meanings a–j.**

1 ☐ I've been trying to work for hours now.
2 ☐ He'd been sitting there for hours. It was time to go.
3 ☐ I'm learning to ski.
4 ☐ By August, I'll have been living here for two years.
5 ☐ Next time I see you, I will have had my hair cut short.
6 ☐ I've built up a lot of muscle.
7 ☐ The water was pouring down the side of the bath.
8 ☐ This time tomorrow, I'll be flying over the Atlantic.
9 ☐ I can't exercise because I've broken my leg.
10 ☐ I had been there before.

a a temporary situation in progress now
b an action that will be in progress at a specific time in the future
c an action in progress up to the present moment
d an action in progress before a certain point in the past
e an action completed at a non-specified time before now
f a recent action with a result in the present
g an action in progress up to a certain time in the future
h an action that will be completed before a certain point in the future
i an action in progress at a certain time in the past
j a completed action which happened before a certain point in the past

2 ★ **Choose the correct options to complete the sentences.**

1 I've been trying to call you ***all day / several times***.
2 You're keen! That's the third time you've ***run / been running*** this week.
3 Have you been eating a lot of fruit ***last week / this week***?
4 How many glasses of water ***had you drunk / had you been drinking*** by midday today?
5 ***You've been sitting / You've sat*** at that desk for hours. Get up and move about a bit!
6 I couldn't believe it when I saw Osama – ***we'd just been talking / we'd just talked*** about him.

3 ★★ **Complete the sentences with the correct Present Perfect Simple or Present Perfect Continuous forms of the verbs in brackets.**

1 It *'s been raining* (rain) all day. I'm fed up with it.
2 I _____ (have) a headache ever since I woke up this morning.
3 I hope you _____ (not wait) long.
4 How long _____ you _____ (be) ill?
5 How long _____ you _____ (feel) sick?
6 He feels terrible because he _____ (eat) sweets all morning.
7 Someone _____ (eat) my sandwich – they've taken a big bite!
8 She's too laid-back about her work – she _____ (chat) on the phone most of the day.

4 ★★★ **Complete the sentences with no more than three words in each gap.**

1 I've just *been* walking in the hills. It's gorgeous out there.

2 Next week, I _____ working here for five years.

3 It _____ raining as we left the cinema, so I opened my umbrella.

4 Don't call me tonight. I _____ watching the next episode of *Fix Up*.

5 I _____ going to bed too late recently. I must get an early night tonight.

6 I _____ studying Spanish at the moment in preparation for a trip to Madrid next month.

7 I _____ seen you for ages! Where have you been hiding?!

8 I know Amman pretty well, but I _____ to Aqaba before this trip. It was great.

5 ★★★ USE OF ENGLISH **Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and six words, including the word in bold.**

1 We intended to get fit this spring, but life got in the way. **DECIDED**

We *had decided to* get fit this spring, but life got in the way.

2 You are a smart cookie. This is your best work to date. **EVER**

You are a smart cookie. This is the best work _____.

3 There is no decision from the government yet. **HAS**

The government _____.

4 I don't expect to finish until tomorrow. **FINISHED**

I probably _____ tomorrow.

5 Both my parents have regular piano lessons. **BEEN**

Both my parents _____ piano lessons.

6 ★★★ **Complete the text with the correct perfect or continuous forms of the verbs from the box.**

come do live ~~notice~~ prioritise

WHY THE

BRAIN RESISTS CHANGE

One of the key reasons why people fail to change their bad habits is quite simply a lack of patience. They usually try to start a new habit, but give up when, after a few days or weeks, they [1]*haven't noticed* any dramatic changes.

Since the days when we [2]_____ in caves, the brain [3]_____ survival. From a biological perspective, if we are still alive, what we [4]_____ must be working for us, so there is no need to change it.

For this reason, the brain naturally resists change. It rarely works to try and change everything overnight. Therefore, we should make incremental changes, until one day we look back and see how far we [5]_____ .

7 **Write a paragraph about a habit you would like to give up.**

1 What impact is it having on your life?

2 How will your life be different in six months' time if you succeed?

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use compound adjectives to talk about personality.	Student's Book pp. 4–5	
2	I can use paraphrases to check and summarise information.	Student's Book p. 6	
3	I can understand the main points of a talk about personality.	Student's Book p. 7	
4	I can use continuous and perfect tenses.	Student's Book pp. 8–9	
5	I can identify specific details in a text and use verbs connected with understanding.	Student's Book pp. 10–11	
6	I can write a blog post about the past.	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

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VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

1 He's very ***defensive / humble / tough*** and never brags about how good he is at everything, despite his talents.
2 Are you ***deciding / implying / conceiving*** that people are more influenced by their upbringing than their personality?
3 The writer of the article is a ***mover / proponent / go-getter*** of the theory that early childhood habits last a lifetime.
4 There is very little ***discretion / humility / spontaneity*** in my cousin's life as he always plans everything down to the last detail.
5 I simply can't ***conclude / assume / comprehend*** why two sisters with the same parents have such different personalities.
6 I suppose our boss is very forward ***-seeing / -looking / -minded*** and always thinks about the long-term future of the business, rather than what's just round the corner.

2 Find one mistake in every sentence and correct it.

1 She thinks she's a real clever alec, but she actually got the answer wrong.
2 The story is about the life of an old man who was so close-fisted he rarely bought any presents.
3 In my opinion, Heba is a black horse and I'm sure she knows much more about the situation than she's letting on.
4 You must not be thin-minded when entering into discussions on this topic as our own views are not always that well-informed.
5 My new neighbour is a talking butterfly and always wants to chat with me.
6 My grandma always gives us money for things we want - she's such a gentle touch.

3 Complete the conversation with the continuous, perfect or perfect continuous form of the verbs in brackets.

A Hi. I haven't heard from you for a while, what [1]_____ (you / do) with yourself?
B Good to see you! Sorry, I [2]_____ (plan) to call you last night, but never got round to it. I [3]_____ (watch) a highly interesting TV series on and off for a while now – it's about researching your ancestry. So, I decided to have a go and I [4]_____ (find) several really useful websites. I [5]_____ (never / realise) before that it could be so fascinating.
A Yeah – I [6]_____ (mean) to catch that series too. I [7]_____ (find) college work a bit heavy at the moment. How [8]_____ (you / get on) with the research?
B I know what you mean about the assignments! I've missed a couple, so no doubt I [9]_____ (spend) next week catching up! But, by the end of the month, I [10]_____ (research) my family history for a good three weeks, so I should have some results!

USE OF ENGLISH

4 Complete the text with the correct form of the words in capitals.

ARE YOU THE RIGHT PERSON?

We are looking for volunteers to staff our hostels and help older people during the winter months. It would be a(n) [1]_____ (**SIMPLIFY**) to say that the ideal volunteer is kind-hearted and of a friendly [2]_____ (**DISPOSE**). Our people need to be able to deal with many issues so we would hope to attract people who are [3]_____ (**COMPASSION**), but, also tactful and able to use their [4]_____ (**DISCREET**). The [5]_____ (**VULNERABLE**) of some older people cannot be overstated as they have little [6]_____ (**STABLE**) in their lives. Our volunteers need to be [7]_____ (**DEDICATE**) individuals with a high sense of [8]_____ (**COMMIT**), so please apply if you are willing to devote significant amounts of your time.

READING

5 Read three texts about the significance of first impressions. For questions 1–6, choose from the texts A–C. Each text may be chosen more than once.

First Impressions

A First impressions are important in our personal and professional lives, which is why we need to be aware of the signals we are sending out and, if necessary, change them. Most people understand that a smile and eye contact are generally perceived positively so they make use of these strategically. On the other hand, they may be completely oblivious to the fact that their crossed arms can make them look closed or even hostile. Occasionally, even the most amiable person can have something on their mind which can affect how they feel. Rather than letting this show, they can use a technique such as thinking of something amusing that will put a smile on their face as they enter the room to meet and greet the people there.

B So, you've conquered your nerves and turned up at the dinner party. You stride into the room, smile at everyone and greet them with a firm handshake. But what now? After all, first impressions are not just about physical appearance. We also make judgements about people when we start to talk to them. Introverted people seem to be at a disadvantage, but all is not lost. There are tried and tested topics, such as the weather, for example, or you can use visual or oral clues to stimulate the conversation: an interesting accent – 'Where are you from?' A band T-shirt – 'Oh are you a fan?' If you are lucky, the person you ask will be a chatty extrovert happy to be in the company of someone who doesn't interrupt their well-practised anecdotes.

C Whenever the topic of first impressions is raised, job interviews are sure to be mentioned. Many of them start off with a few introductory questions aimed at settling the interviewee's nerves, as if this was a friendly encounter rather than a serious assessment of suitability. In an interesting study, objective outsiders were split into two groups to watch a video of the interview. One group watched the entire thing, the other missed out the initial, informal chat. The first group's judgement of the candidate's performance was, to a large extent, dependent on the impression they made at the start. So, it turns out that a talented candidate may be rejected for a position simply because they find social chit-chat difficult.

Which person makes the following statements?

1 ☐ You can overcome a personality trait to improve the impression you make.
2 ☐ A negative first impression can lead to an unfavourable outcome.
3 ☐ There are ways to overcome temporary mood swings.
4 ☐ It's important to keep your ears and eyes open for small talk openers.
5 ☐ We may come across more negatively than we realise.
6 ☐ A first impression can have an important effect on an overall impression.

02 On the move

LESSON 1B **VOCABULARY AND SPEAKING**

Vocabulary of movement

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

1 The famous author confidently ***wobbled / strode*** into the room to meet the children waiting for her to sign their books.

2 When the Prime Minister got out of the car, the reporters suddenly ***surged / shuffled*** forward and nearly knocked over the security guards.

3 It's a wonderful moment when a young child takes its first steps and ***hobbles / wobbles*** precariously across the room.

4 As the wind became stronger, the boat started to ***lurch / stride*** from side to side and we nearly capsized.

5 The train guard ***stumbled / surged*** over a bag in the aisle and nearly fell.

6 When the hockey ball hit her on the leg, she had to ***shuffle / stagger*** off the pitch to sit down for a while.

7 Since the operation on my knee, I find it much easier to drive my car to the shops rather than ***lurch / hobble*** down the road.

8 I remember my mother telling my brother, when he was very young, not to ***stride / shuffle***, but to pick his feet up properly when he was walking.

2 ★ **Choose the correct words to complete the idioms in bold.**

1 The business **has been going** ___ since the new company took it over.
a downstairs **b** downhill **c** downward

2 Avoid the websites listed below if you do not want to **be taken for a** ___.
a drive **b** journey **c** ride

3 The incessant noise of the roadworks outside his house **is driving my uncle up the** ___.
a wall **b** hill **c** path

4 It's a good idea to **steer** ___ **of** making any financial commitment until you know more details.
a clean **b** neat **c** clear

5 I've also got to retake my final exams next month – so we're **in the same** ___.
a ship **b** boat **c** canoe

6 The government has been **the driving** ___ **behind** new regulations to control city pollution.
a power **b** fuel **c** force

7 Once we get the bank to agree on the loan, setting up the business should be ___ **sailing**.
a clean **b** plain **c** open

3 ★★★ **Complete the posts on a website with one word in each gap.**

☐ **Aviator321**

I recently went on a trip to France by ferry and that was an interesting experience! The weather was really windy, and the ferry **1** I*urched* from side to side. Apart from feeling sick, I **2** s_____ over someone's bag which had slid across the floor and spent the rest of the trip **3** h_____ around with a bad ankle!

☐ **Digedd01**

My family went to London for the day last month and the train service is definitely going **4** d_____. To start with, we were completely **5** s_____ by the cost of the return tickets, and then the train was delayed by 45 minutes. If you are planning to travel by train these days, you're going to get taken for a **6** r_____.

4 ★★ **Complete the sentences with the correct forms of the verbs from the box. Then identify one sentence in which the verb is NOT used figuratively.**

backpedal drive fly jump park ride ~~sail~~ stagger stumble

1 Eman *sailed* through all the questions in the test and finished at least ten minutes before anyone else.

2 After the interview, Tareq was _____ when the manager asked him if he could start immediately.

3 When Professor Hassan had lost one page of his notes, he panicked and started _____ over his words.

4 I'm terrible when I'm reading – I often _____ to the end of a chapter to see what happens.

5 The football coach has been _____ the team hard recently, so they can start to win again.

6 Her fingers _____ across the keyboard as she hurried to finish her essay.

7 When Khalid realised he was wrong, he tried to _____ very quickly.

8 The government's plans to reform the public sector have been _____ until after the general election.

9 He arrived _____ on a black horse.

5 ★★★ **Read the conversation and tick the blog post in Exercise 3 that it refers to. Then complete the conversation with a word from the box.**

drove gone ~~plain~~ steer wobbling taken

Alia I hear your ferry journey wasn't much of a success. That's a real shame, because when I went on that boat a few years back, the journey was great. It was **1** *plain* sailing.

Sara You were lucky. It was a nightmare. So rough that everything on the tables was **2** _____ and nearly falling off! Apart from the weather and a sore ankle, the snack counter on board was terrible. If you go again, **3** _____ clear of the sandwiches – the bread was really stale. And I couldn't believe the prices. We were completely **4** _____ for a ride.

Alia I have to admit, it sounds like the snack counter has **5** _____ downhill. The sandwiches were great when we went.

Sara Also, we were sitting near the TV screen and the volume was so high it nearly **6** _____ us up the wall. Next time, we'll fly!

6 **Write notes about a travel experience (real or imagined) using ten of the new vocabulary items from this lesson. Then tell a partner about the travel experience. When you have finished, swap roles.**

Inversion and cleft sentences

1 ★★ **What are these sentences example of? Choose *I* for inversion or *C* for cleft sentences.**

1 It was the noise of the races and the smell of the food which really excited me. I / C

2 Not only did we get more comfortable seats in First Class, but we also had excellent food. I / C

3 Such was the anger, that the company had to reinstate the employees. I / C

4 What you'll love about it is being in a crowd. I / C

5 So amazing was the experience that we decided to go again the following year. I / C

6 What always surprises me is the speed he reaches. I / C

2 ★★★ **Rewrite the sentences using inversion.**

1 A passing driver waved at me to stop. Then I realised I had a flat tyre.
Only when *a passing driver waved at me to stop did I realise I had a flat tyre*.

2 The driving examiner was extremely strict. Very few students passed first time.
So strict _____
_____.

3 Ali was a very talented driver and won every race he entered for two years.
Such a _____
_____.

4 The experience was very traumatic and he never forgot it.
So traumatic _____
_____.

5 Saif didn't realise he'd won the race until he got out of the car.
Only after _____
_____.

6 It was the first time I had ever seen such an exciting event.
Never before _____
_____.

3 ★ **Rewrite the sentences starting with the words given.**

1 I wanted a mountain bike, not a road bike.
It *was a mountain bike I wanted, not a road bike*.
What _____.

2 I only said that it was getting late.
The _____.
All _____.

3 I was thinking about driving over to visit my grandparents.
What _____.
The thing _____.

4 I first learnt to ride a bike in a car park.
It _____.
The place _____.

5 Miss Altabbakh was my favourite teacher at primary school.
The person _____.
It _____.

6 I know everything about the course apart from the start date.
The only _____.
What _____.

4 ★★★ USE OF ENGLISH **Complete the text on the right with one word in each gap.**

5 **Write a short paragraph about whether or not you think it is important for young people to learn to drive and give your reasons.**

HAPPY DAYS!

I did it! The day [1]*when* we take our driving test is usually an unforgettable one, and mine certainly was. Not only [2]_____ I pass, but I passed with flying colours! Well, [3]_____ my driving examiner actually said [4]_____ that I was his best driver of the day! OK, I was his FIRST driver of the day, but it felt good. Everything went really smoothly. The [5]_____ I'd been very worried about [6]_____ the reversing – but in fact [7]_____ was the reversing that I did really well on. [8]_____ I must admit is that I was petrified, and I hardly slept the night before. [9]_____ I managed to keep a clear head is beyond me. Afterwards [10]_____ I wanted to do was go home and sleep! [11]_____ when I woke up the next morning [12]_____ the full impact of what I'd achieved hit me. Now, I could drive completely alone! What an amazing feeling. I celebrated by driving my dad's car to the supermarket and back!

Vocabulary practice

1 Complete the sentences with a phrasal noun made from the words in brackets and a preposition.

1 There's been a _____ with the project and we're unlikely to finish before next week now. (set)
2 The invention of the Internet was an incredible _____ for the advancement of humankind. (break)
3 I'm not sure about buying a car now because I didn't realise how big the _____ would be. (lay)
4 Due to _____ we're not going to be hiring any new staff this year. (cut)
5 We're waiting to hear the _____ of the meeting when they finish at 2. (come)

Pronunciation

2 2.4 **Listen to some sentences. Pay attention to how the voice tone rises or falls at the end of each clause. Listen and repeat.**

1 What's also important ↓ ↑ is being the right age and the right height. ↓
2 I think it's something ↓ ↑ that we'll see in our lifetime. ↓
3 It's the long-term effects that they can't really assess properly yet. ↓

3 2.5 **Listen to the mini-conversations and repeat, paying attention to the fall-rise intonation pattern in the cleft sentences.**

Alia Would you like to have a holiday in space?
Sana What I'd really like is to have a holiday in Egypt!

Amer What do you see as a priority for the space industry?
Salah What I'm wondering is whether we'll colonise other planets.

Ali Are you going to get a long holiday this year?
Nasser All I'm hoping for is a short break in Paris.

ACTIVE PRONUNCIATION

Intonation in cleft sentences

Intonation in cleft sentences depends on what information we are focusing on.

- *What* clefts usually focus on information in the second clause.
  What I need to do tonight ↓ ↑ is to finish my assignment ↓.
  All it means ↓ ↑ is that I must switch off my phone. ↓
- In cleft sentences starting with *it*, the tone depends on the context. If the second part of the sentence is new information, the tone usually falls. If the second part is not new information, there is a fall-rising tone.
  They offered some funding ... and it was this money ↓ that allowed him to take on extra trainees ↓. (new news)
  He thought his application would fail because of his height ... but it was his age ↓ that stopped him joining ↓ ↑. (not news)

4 Decide which cleft sentences in each pair are adding news in the second part, and which are not.

1 I'm worried about several exam papers, but
   a it's the History paper that really concerns me.
   b it's the History paper that I need to pass to get to uni.
2 Long periods of space travel will affect astronauts in many ways, but
   a it's their physical health that has always worried scientists.
   b it's humanity's need for progress that will ensure that the projects continue.

5 2.6 **Mark the intonation patterns on the sentences in Exercise 4. Listen and check. Then practise saying them.**

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use verbs and idioms related to movement to talk about travelling.	Student's Book pp. 14–15	
2	I can understand reference devices and talk about public transport.	Student's Book pp. 16–17	
3	I can use inversion and cleft sentences to add emphasis.	Student's Book pp. 18–19	
4	I can identify specific information in a conversation and talk about space.	Student's Book p. 20	
5	I can consider and compare alternatives when talking about tourism.	Student's Book p. 21	
6	I can write an email of complaint.	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

نسخة غير للإعداد والتجهيز

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in brackets.

1 The punctuality of the train service has been going _____ (hill) since the beginning of this year.
2 The increase in airline taxes is _____ (just) and should definitely not be implemented.
3 The design of the building was _____ (fundamental) flawed, which caused many problems during the building phase.
4 We had to _____ (come) a lot of hurdles when setting up our travel website, but now it's doing well.
5 In my opinion, the new car model is _____ (rate) because it isn't as reliable as the previous one.
6 Surely, it's _____ (blind) obvious that we cannot reduce car emissions quickly.

2 Rewrite the sentences using the phrases in the box.

At no time In no way Little did he know
No sooner Only when
Under no circumstances

1 I wouldn't lie to you whatever the situation.
_____
2 I didn't change platforms until I saw the sign.
_____
3 We had just set off for Dubai when the car broke down.
_____
4 I have never had a problem with my passport.
_____
5 He had no idea that the plane was already boarding.
_____
6 The cyclist was definitely not to blame for the accident.
_____

3 Rewrite the sentences in two ways starting with the words given.

1 I just can't understand the cost of space research.
What _____.
It _____.
2 I meant to send the query to Samia, not Sami.
The person _____.
It _____.
3 We need to check the insurance cover for winter sports before we book.
What _____.
It _____.

USE OF ENGLISH

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

Education for all

Recently, the rising cost of university education has caused an [1]_____ from students and parents. The high prices of entry are widely seen as a significant [2]_____ for families to overcome, particularly for those from disadvantaged backgrounds which has a knock-on [3]_____ on the [4]_____for their employment opportunities later in life. Fortunately, Chesterford college has made a [5]_____. in providing affordable courses by mixing classroom teaching with home study online. The [6]_____has been that enrolment has increased and the [7]_____ for students has decreased. Now that is something for the college to really [8]_____ about!

1	**a** outcry	**b** outlay	**c** outlook
2	**a** getaway	**b** breakthrough	**c** hurdle
3	**a** mark	**b** door	**c** effect
4	**a** cutback	**b** outlook	**c** outlay
5	**a** breakthrough	**b** downhill	**c** setback
6	**a** outcome	**b** getaway	**c** outcry
7	**a** mark	**b** outlay	**c** outcome
8	**a** knock	**b** share	**c** brag

LISTENING

5 2.8 **You are going to hear three short conversations. For questions 1–6, choose the answer A, B or C which fits best according to what you hear.**

1 You hear a married couple talking about their son.

1 The man and woman have different opinions about:
- **A** the speed of cars at that time of day.
- **B** their son's cycling skills.
- **C** the poor air quality on the cycle paths.

2 When talking about dangers to cyclists, the man and woman disagree about:
- **A** the seriousness of the problem.
- **B** the best solution to the problem.
- **C** whose fault the problem is.

2 You hear a married couple at an airport security check.

3 According to the woman, the machine:
- **A** should have been installed in every airport by now.
- **B** won't cause any problems to their possessions.
- **C** will save time for travellers in the future.

4 The woman mentions her shoes:
- **A** as part of an explanation.
- **B** as a complaint about their quality.
- **C** as a criticism of the way the security personnel perceive them.

3 You overhear a married couple talking about a future holiday plan.

5 From what the woman says about *flygskam* (flight shame), we can understand that:
- **A** it was an idea invented by environmental campaigners.
- **B** although popular in theory, the idea hasn't led to any significant changes in behaviour yet.
- **C** it's an idea that has been around since before people began to be concerned about the environment.

6 The woman makes a promise about:
- **A** reducing the time spent travelling.
- **B** preparing food for the journey.
- **C** making sure the journey is not stressful.

SPEAKING

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

Student A

1 Do you enjoy living in your town? Say why.
2 Do you ever use English outside the classroom? Say why.
3 Which famous person do you most admire?

Student B

1 Would you like to live in another part of your country? Say why.
2 How do you think you will use English in the future?
3 Which famous person would you most like to meet? Say why.

WRITING

7 You travel regularly to school by train and have a monthly pass. Recently, there have been a lot of cancellations and delays to the services, and the trains that do run are always very crowded. Write an email of complaint to the director of the railway company explaining the problem and how it has affected you. In your complaint, ask for a discount on your next pass in recognition of the poor service.

03 Hard sell

LESSON 1B **VOCABULARY AND SPEAKING**

Business-related vocabulary

1 ★ **Read the definitions and complete the words with one letter in each gap.**

1 A feature of a product or service which makes it different from the rest – U S P

2 A new business project that involves taking risks – v ___ ___ ___ ___ ___ ___

3 The cost of a product – p ___ ___ ___ ___ t ___ ___

4 (Of a price) Extremely cheap – b ___ ___ ___ ___ ___ ___ b ___ ___ ___ ___ ___ ___ ___

5 A product made specially for a particular customer – b ___ ___ ___ ___ ___ ___

6 When you bring a product onto the market for the first time – l ___ ___ ___ _____

7 The price a company says they will charge for a service – q ___ ___ ___ ___

8 Goods sold by a company over a period of time – t ___ ___ ___ ___ ___ ___ ___

9 Brings the best possible profits for the lowest possible price – c ___ ___ ___ - e ___ ___ ___ ___ _____ ___ ___

2 ★ **Match the two parts of the sentences.**

1 ☐ I asked several companies to give me

2 ☐ It isn't cost-effective to heat the whole house

3 ☐ He has unusually large feet

4 ☐ After working for the company for a few years,

5 ☐ The venture may be lucrative,

6 ☐ Once we've worked out what our USP is,

7 ☐ I was surprised by

8 ☐ You can't expect to get good quality

9 ☐ Everything is online now,

a how high their turnover was.

b so he needs bespoke shoes.

c a quote for remodelling the kitchen.

d if you're only working in one room.

e so I think the days of bricks-and-mortar shops are over.

f she decided to launch her own business.

g at bargain-basement prices.

h the rest will be plain sailing.

i but it's also risky.

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

1 The price ***tag / quote*** is missing. How much is it?

2 Shops sometimes put sweets by the cash desk to encourage impulse ***goods / buys***.

3 If you have positive word-of ***-reputation / -mouth***, you may not need to advertise.

4 It was a ***start-up / concept***, so we used the kitchen as an office at first.

5 They're offering free cinema tickets as a sales ***gimmick /concept***.

6 He was wearing a ***bespoke/bargain basement*** suit which clearly wasn't cheap.

7 Sports cars are luxury ***effective / goods***.

4 ★★ **Complete the sentences with the correct forms of the compound nouns.**

1 They spend far too much on *luxury goods* such as perfume and jewellery.
2 I try to avoid _____ by taking a shopping list to the supermarket.
3 Inevitably, most _____ will fail in their first year.
4 Our _____ is the high quality of our materials and our bespoke customer service.
5 There are little plastic toys in the cereal, given away as a _____.
6 There will be a significant _____, but it will be well worth the money in the long run.
7 We get most of our work through _____ referrals and recommendations.
8 When I looked at the _____, I almost passed out. It was so expensive!

5 ★ **Complete the sentences with the correct forms of the verbs connected to money from the box. There are two extra verbs.**

budget collapse discount finance owe refund value withdraw

1 Issa took out a loan to set up his business, so now he _____ the bank money every month.
2 Suha made so much money in her business that she _____ her younger brother's new business at the beginning.
3 The shop has _____ all of its prices for the holidays, so you should go and look now.
4 Hamza has been _____ every month to make sure he can save enough money for university.
5 After I complained about the quality of the shirt, the company will be _____ all of the full price back to me.
6 The dealership has _____ my car at 10,000 dinars, but I think it's probably worth more than that.

6 ★★ **Complete the online article with one word in each gap.**

Got an idea for a new business ¹*venture*?
Here's how to get started …

If you are entrepreneurial, you are probably juggling lots of ideas. But which business **²c**_____ is the best? Think about which one you have the most passion for, as a new **³s**_____ will require a great deal of time and energy.

If you want to break into an already crowded market, you'll need a **⁴U**_____. However great you think your idea is, research it thoroughly. If no one else is doing it, does that mean you're a genius, or that everyone else knows that there's no profit in what you're considering?
Finally, are you thinking of an online business, or a **⁵b**_____ -and-**m**_____ one? If it's the latter, remember that hiring premises will involve a significant **⁶u**_____ **i**_____.
Once you've decided on your idea, you need to think about how you're going to **⁷l**_____ the business. It probably isn't that **⁸c**_____-**e**_____ to start by paying a lot for advertising. If you can provide really excellent customer service, and win over some loyal fans, you'll get more business through **⁹w**_____-of-**m**_____, and can build your business up that way. You might not get rich quickly, but the freedom of being your own boss is hard to beat.

Vocabulary practice

1 3.3 **Complete the sentences with the words from the box. Listen and check.**

gullible ingenious naive shrewd trusting

1. I'm not always very _____ when I meet new people. It takes me time to feel safe with them.
2. I was quite _____ about how much work I needed to do to pass my exams.
3. My cousin has always been a _____ businesswoman and runs several companies now.
4. In 1925, the Eiffel Tower in Paris was sold to a _____ businessman by Victor Lustig, an American conman.
5. I loved the film! I thought the story was _____ and I've never seen anything like it before.

Pronunciation

2 3.4 **Count the number of syllables in each word. Listen and check. What do you notice?**

1. different
2. interesting
3. family
4. necessary
5. happening
6. especially
7. complimentary
8. suppose

ACTIVE PRONUNCIATION

Words that drop a syllable

In British English, vowels tend to be left out in natural speech and the word loses an unstressed syllable. This usually happens before:

- /r/ (e.g., *different, interesting, necessary, complimentary*).
- /l/ (e.g., *especially, dreadfully, family, marvellous*).
- /n/ (e.g., *happening, educational, definite, prisoner*).

In a few words, the dropped syllable comes before a consonant (e.g., *vegetable, medicine, suppose*).

3 3.5 **Listen and find the vowels which are left out in natural speech. Then practise saying the words.**

1. correct
2. frightening
3. national
4. secondary
5. memory
6. thankfully
7. perhaps
8. mystery

4 3.6 **Look at the texts and find four words in each text where vowels may be left out. Listen and check. Then practise reading the texts aloud.**

The government plans to introduce a series of national measures to improve performance in secondary schools. The proposals were announced today by the Education Secretary.

The new health centre offers a specialist complementary therapy service, including a range of different treatments which can be safely used alongside traditional medicine.

The Passive

1 ★ **Find and correct one mistake in each sentence.**

1 Leeds Corn Exchange built in 1863. *was built*

2 It is a grade 1 listed building which means it cannot altered without permission.
_____

3 In Victorian times, corn traded there.
_____

4 Recently, it been refurbished and is now home to many independent shops and designers. _____

5 The interior of the building considered to be one of the finest of its kind in the country. _____

2 ★ **Rewrite the sentences using the Passive.**

1 We will prosecute all shoplifters.
All *shoplifters will be prosecuted*.

2 Reading a review has convinced 82 percent of consumers to make a purchase.
82 percent _____.

3 The manager sacked the shop assistant.
The shop assistant _____.

4 Genuine individual online reviews of products influence over 93 percent of consumers.
Over _____.

5 People think that shopping will always be a social experience.
It _____.

6 Someone didn't wash the dishes last night.
The dishes _____.

3 ★★ **Match reasons for using the Passive a–f with sentences 1–6 from Exercise 2.**

a ☐ We want to sound more objective or talk about general opinions.

b ☐ There is a tendency to put the new or most interesting information at the end of the sentence.

c ☐ It is obvious who carried out the action.

d ☐ We want to avoid personal responsibility or blame.

e ☐ We are more interested in the action (e.g. a process) than who does it.

f ☐ There is a tendency not to start a sentence with a long complex subject.

4 ★ **Choose the best continuation for each sentence.**

1 My sister makes customised jeans.
- **a** They are sold by her online.
- **b** She sells them online.

2 Leeds is a popular shopping destination.
- **a** It was visited by over three million people last year.
- **b** Over three million people visited it last year.

3 This jumper has shrunk.
- **a** Did you read the washing instructions?
- **b** Were the washing instructions read by you?

4 Maha is an excellent salesperson.
- **a** More is sold by her than anyone else on the team.
- **b** She sells more than anyone else on the team.

5 Oxford Street is a famous shopping street in London.
- **a** The street was originally built by the Romans.
- **b** The Romans originally built the street.

6 Oxford Street is heavily polluted by traffic.
- **a** They are therefore considering pedestrianisation.
- **b** Pedestrianisation is therefore being considered.

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

1 It is often difficult *to see* (see) the outside world when you're in a shopping mall.
2 This is because they _____ (design) to make people lose track of time.
3 For the same reason, it is unusual _____ (come across) a clock.
4 This deliberate confusion of time and space _____ (know) as hyperreality.
5 The confusion _____ (occur) when you stop looking for a specific item and start shopping in general.
6 The store Dayton's in the first shopping mall _____ (name) after the family that owned the mall.
7 Unfortunately, it _____ (say) that the effect was not intentional.
8 Designers of early shopping malls simply wanted shopping to _____ (experience) as a social event.

6 ★★ **Rewrite the Passive sentences using a different subject.**

1 A lot of gift vouchers were given to me for my birthday.
I was given a lot of gift vouchers for my birthday.
2 All employees will be offered a discount.
_____
3 I am owed a refund.
_____
4 I have been shown the plans for the new shopping mall.
_____
5 She had been given a shopping basket.
_____
6 All the customers were given a freebie.
_____

7 ★★ **Complete the text with the most appropriate phrases from the box. There are six extra phrases.**

certain companies launched it
to be stopped in has been ordered
to stop has ordered will be delivered
have been being used will be ironed out
have been using will deliver
~~it was first launched~~ will iron out

Why voice shopping may not be **the next big thing** after all

When [1]*it was first launched*, it seemed as if voice shopping might be the next big thing. Let's say you notice that your printer is getting low on ink. There's no longer any need [2]_____ what you were doing and go online to buy it. Just say, 'buy printer ink', and it [3]_____ the very next day.

And yet, only a tiny percentage of consumers [4]_____ voice shopping. One reason may be the high percentage of miscommunications. Unless the transaction is extremely simple, or it's an item which [5]_____ before, there's a very real risk that a completely wrong item will turn up on your doorstep. It may be that as the technology develops, these glitches [6]_____, but for now, it's simply not taking off as a trend.

8 **Write a paragraph about your favourite shop. Use a mixture of the Active and the Passive.**

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use compound nouns and phrasal verbs to talk about business ideas.	Student's Book pp. 26–27	
2	I can infer meaning, opinion and attitude from an interview and talk about persuasion.	Student's Book p. 28	
3	I can accept or refuse an offer in a negotiation.	Student's Book p. 29	
4	I can identify specific details in an article and talk about behavioural economics.	Student's Book pp. 30–31	
5	I can use the Passive to focus on the action and be more objective.	Student's Book pp. 32–33	
6	I can use paraphrases when writing a for-and-against essay.	Student's Book pp. 34–35	

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

Skill I want to improve in	How I can improve

3 What can you remember from this unit?

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

نسخة قيد الإعداد والتجهيز

VOCABULARY AND GRAMMAR

1 Complete the collocations in the sentences.

1 The shops need to keep coming up with new **sales g**_____ to encourage people to go in.
2 I have to return this jacket. It was an **i**_____ **buy** when I was browsing online last week and I can't afford it.
3 The company's **profit m**_____ are low this year, so they will be hoping for better sales next year.
4 When someone wins a large amount of money, they usually go on a **shopping s**_____ and splash out on things they've always dreamed about.
5 You would imagine that in a recession, the sale of **luxury g**_____ would be the first to suffer, but that is not always the case.
6 It took a lot of creative meetings before we came up with a new **business c**_____ for a chain of bakeries.

2 Rewrite each sentence in two ways using the Passive.

1 They lent us the money to develop the website.
We _____. / The money _____.
2 The accountants will give their reports to the board next week.
The board _____. / The reports _____.
3 The bank had sent thousands of clients warnings about the new scams.
Thousands of clients _____. / Warnings _____.
4 Some customers have owed her significant amounts of money for a long time.
She _____. / Significant amounts of money _____.

USE OF ENGLISH

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

1 Managers need to implement the recent health and safety regulations before the end of March. **HAVE**
The recent health and safety regulations _____by 31st March.
2 If you buy a lot of things at once, you can often save money. **BULK**
It can be a good idea _____ want to save money.
3 Are they giving us a choice about how we want to pay? **GIVEN**
Are _____ about how we want to pay?
4 Some children help their parents out by doing a few things for them. **RUN**
It is helpful for some parents when their _____.
5 The company sold us insurance after we had booked tickets. **BOOKING**
After _____ by the company.

READING

4 Read the article on page 27 about advertising and choose the correct answers.

1 According to the article, advertising ____
a started many centuries ago.
b developed due to competition.
c wasn't successful in the 20th century.

2 Initially, the Internet enabled advertisers to ____
a challenge social media sites.
b behave like some consumers.
c pay for users' personal data.

3 The GDPR made it compulsory for companies to allow people to ____
a advertise on social media.
b access all websites in the EU.
c accept or reject stored cookies.

4 Contextual advertising ____
a posts adverts on websites with a connected theme.
b doesn't align correctly with new GDPR standards.
c targets customers based on their Internet history.

5 The writer suggests that in the future ____
a companies will stop competing with each other.
b advertising will decline because of technology.
c advertisers will develop new techniques.

On the hunt for customers

From precious metals to fabrics to spices, the activities of buying and selling are centuries old. All that is required is a product or service which someone else wants and will pay for. This is quite straightforward, but in the modern world where companies must compete with each other in order to attract customers and secure sales, advertising has evolved into a multibillion-pound global industry.

For most of the 20th century, traditional advertising was featured on terrestrial television and radio, or on billboards, or in the print media. Over time, companies developed a kind of *targeted advertising* which meant that their adverts were aimed at the interests and preferences of a specific audience, for example, by running an advert for sportswear in a fitness magazine, or in the commercial break during a football match on TV. The goal was to increase revenue by directing adverts at those who were more likely to buy the items being promoted.

With the advent of the Internet, targeted advertising became much more established. Web browsers and social media platforms were able to harvest huge amounts of data on the public's viewing habits and histories; information they could monetise by selling it to advertisers. And, once visited, websites installed 'cookies' onto people's computers which, quietly and unbeknown to many users, collected information about their interests and their consumer behaviour.

So far so good for the marketing moguls, but by the 21st century, critics' complaints about the lack of privacy for individuals brought about significant changes to Internet tracking practices, and this outcry led to a sea change in advertising regulations across the world. In the European Union, for example, new legislation came into effect in 2018 radically changing the rules around online advertising. Named the GDPR (General Data Protection Regulation), it provides far more robust protection of personal data. Any websites accessed within the 27 member countries of the EU, or in the UK, are obliged to be transparent about their advertising methods and, crucially, cannot monitor online behaviour without obtaining the user's consent. The onus is on these companies to offer people a simple and clear choice between opting in or out of tracking cookies, or the option to control which cookies may be used. Other aspects of the GDPR further protects individuals' rights to privacy. There are massive fines for companies that fail to comply with any of the regulations and, by 2024, almost £3bn was paid in fines for data breaches by five of the biggest social media sites.

While policies like the GDPR make browsing online a less invasive experience for members of the public, they have been a blow to companies that relied on targeted advertising. But, as far as marketers are concerned, necessity is the mother of invention, so they have come up with another approach to attracting potential buyers online. Known as *contextual advertising*, this alternative method involves the strategic placement of relevant adverts on relevant web pages, for example, an advert for a cookbook on a website dedicated to food. Ironically, despite the great advances of modern technology, this is not dissimilar to traditional advertising styles in the old-school media of the past. Its rationale is based on the user's interests rather than on his or her consumer behaviour and/or personal data. Companies use keywords and topics to locate websites with a context pertinent to the product or service they have to offer, and place their adverts there.

Contextual advertising has a number of advantages for the marketer: it is inexpensive; it is generally proving to be quite effective; and it respects privacy laws. A pitfall, however, is that a company's advert may appear side by side with that of a direct competitor. For users, contextual advertising aligns with their interests in principle, but it is not without certain drawbacks. Some people find these adverts irritating or distracting, while others may simply ignore them. What is certain is that online advertising will continue to evolve, for example, with more sophisticated algorithms and programs driven by AI (Artificial Intelligence), and advertisers will always find ways to seek out potential customers.

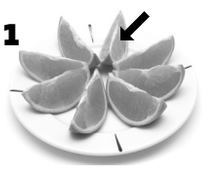
04 Tastes

LESSON 1B **VOCABULARY AND SPEAKING**

Adjectives to describe food, partitives

1 ★ **Label the pictures with the words from the box.**

clove dab handful heel scoop
~~segment~~ slab slice sprig sprinkle

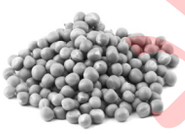
1 
segment

2
_____

3
_____

4
_____

5
_____

6 
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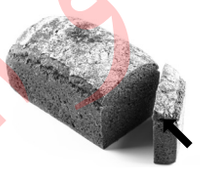
8 
_____

9
_____

10
_____

2 ★★ **Choose the correct meanings for the underlined words.**

1 The meat is <u>gristly</u>.
- **a** hard and chewy
- **b** tasty and well-seasoned

2 The cake is <u>gooey</u>.
- **a** bit dry and crumbly
- **b** sticky and soft

3 The sauce is <u>velvety</u>.
- **a** thick and lumpy
- **b** smooth and soft

4 The pudding is <u>stodgy</u>.
- **a** heavy and solid
- **b** delicious-looking

5 The fish is <u>tender</u>.
- **a** tough and chewy
- **b** easy to cut and eat

6 The meat is <u>succulent</u>.
- **a** undercooked
- **b** moist and tasty

7 Here's a cup of <u>scalding</u> tea.
- **a** extremely hot
- **b** really strong

8 The sandwich is all <u>soggy</u>.
- **a** wet and soft
- **b** fluffy and chewy

9 The bread is <u>mouldy</u>.
- **a** fresh and tasty
- **b** old and inedible

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3 ★★ **Complete the mini-conversations with the words from the box.**

greasy gristly ~~mouldy~~ scalding tempting tender

Samia Can we have some cheese?
Zeinab Sorry, I had to throw it away – it was [1]*mouldy*.

Amer Would you like some more chips?
Saeed No, thanks. They're a bit too [2]_____.

Imad This meat is so [3]_____. How did you cook it?
Malek Oh, I just bought good quality, that's all.

Reem I think I'll have the cheesecake.
Suha It looks really [4]_____, but I haven't got room!

Abbas Oh, have you burned your lip?
Adnan Yes, I had some soup earlier and it was [5]_____.

Rana My steak was OK. But you didn't eat yours.
Amina No, it was really tough and [6]_____.

4 ★★★ **Complete the words in reviews A–C with one letter in each gap.**

A Five-star rating for this new restaurant! The menu had a range of [1]te *m p t i n g* options and it was difficult to make a choice, but the waiter made some recommendations and I followed his advice. I started with a [2]v__ __ __ __ __ __ parsnip soup which was just the right temperature – neither [3]s__ __ __ __ __ __ nor too cold, with some crusty bread. I followed this with a [4]f__ __ __ __ __ cheese omelette and afterwards I treated myself to a piece of [5]g__ __ __ __ chocolate brownie with a [6]d__ __ __ __ __ __ of chocolate powder. A quality meal at affordable prices. Highly recommended.

B Avoid this restaurant, unless you want to waste money and maybe end up with an upset stomach! A starter consisting of a couple of [1]s__ __ __ __ __ __ __ of grapefruit with a [2]s__ __ __ __ __ __ __ of sugar and a [3]s__ __ __ __ of brown toast wasn't very tempting. I had chicken which, for some reason, had a [4]d__ __ of sauce on it and a salad with what must have been a single [5]d__ __ __ of French dressing. The cheese and biscuits that followed were equally disappointing. The cheese was old and [6]m__ __ __ __ __, and the biscuits were dry and tasteless. Needless to say, I refused to pay!

C My meal at the restaurant left me slightly ambivalent. On the one hand, the meat in my main course was tough and [1]c__ __ __ __ and the boiled cabbage was [2]s__ __ __ __. But on the other hand, when I sent it back, I was then given another serving with extremely [3]t__ __ __ __ __ lamb and clearly fresh vegetables. Later, I was treated to dessert on the house – a generous [4]s__ __ __ __ of delicious homemade chocolate ice cream decorated with delightful [5]s__ __ __ __ __ of mint. Because of this, I shall definitely return. Customer service like this is excellent.

5 **Describe a meal that was particularly memorable. Give reasons and say what could have improved it, if anything.**

Advanced conditional structures

1 ★ **Match each pair of sentences with their meanings.**

1 ☐ If I'd spent more on the steak, it wouldn't have been so chewy.

2 ☐ If I'd spent more on the steak, it wouldn't be so chewy.

a They are eating.

b They have eaten.

3 ☐ If I were a more experienced cook, I'd have given you a hand with the meal.

4 ☐ If I were a more experienced cook, I'd help you with the meal.

a The meal has been cooked.

b The meal has not been cooked.

5 ☐ If I don't put the chicken in to roast now, it won't be ready on time.

6 ☐ If I put the chicken in to roast now, it would be ready too early.

a The speaker doesn't want to start cooking.

b The speaker wants to start cooking.

7 ☐ If he'd invited me, I would have come.

8 ☐ If he invited me, I would come.

a The dinner has happened.

b The dinner hasn't happened.

9 ☐ If the chef hadn't used so many cloves of garlic, the lamb would be much tastier.

10 ☐ If the chef didn't use so many cloves of garlic, I would have chosen the lamb.

a I didn't choose the lamb.

b The garlic spoiled the taste of the lamb.

2 ★★ **Choose the correct forms to complete the sentences.**

1 If we ***thought / think*** more about the consequences of our actions, we ***'d have stopped / stopped*** these practices long ago.

2 If cattle ***graze / grazed*** on ecological grass, we ***'ll have got / 'll get*** healthier meat and milk.

3 If they ***had opened / opened*** an organic café near us, I ***will / 'd*** go there regularly.

4 If those young city children ***didn't go / hadn't been*** on a farm visit last year, they ***'d still be thinking / will still think*** that milk was produced in factories!

5 If companies ***didn't / don't*** use so much packaging on produce, it ***is / would be*** better for the environment.

3 ★★ **Choose the correct words to complete the sentences. Sometimes both words are correct.**

1 The restaurant wouldn't be doing so well ***but / if it weren't*** for your help.

2 If he ***should / were to*** ask you what the recipe is, you mustn't tell him.

3 If ***it hadn't been for / there should have been*** you, the improvements would have taken much longer.

4 ***If / As long as*** the store sold more products for vegans, it would do more trade.

5 If ***it hadn't been for you rustling / you were to rustle*** up omelettes, I'm sure we'd all devour them in no time!

4 ★★★ **Complete the sentences with one word or a contraction in each gap.**

1 If you ***should*** ever ask Rashed over for a meal, remember he's a vegan, so there are products he won't eat.

2 If it _____ been for governments banning those really dangerous pesticides years ago, the situation would be significantly worse than it is.

3 As _____ as you cook it slowly in the oven for a few hours, it will be wonderfully tender.

4 _____ for the sprigs of parsley, there would be no greenery on the plate at all.

5 If it hadn't _____ for the need to share the buffet with the group, I would have eaten everything in sight.

6 If we _____ to leave parts of our gardens untended, it would encourage biodiversity and the insects would flourish.

5 ★★ **Complete the sentences with the words from the box.**

assuming condition should ~~supposing~~ unless without

1 ***Supposing*** I brought some eggs? Would that help at all?

2 _____ knowing about different cultures' eating habits, you're bound to put your foot in it at some point.

3 _____ we start buying wonky fruit, the practice of throwing away good food is not going to change.

4 _____ everyone likes avocados, we'll be fine for a starter.

5 I'll eat again at that restaurant on _____ that they bring down some of their prices.

6 _____ I only get one piece of bread again, like last time, I'll complain.

6 **Write a short post for a website describing how you would survive on a desert island.**

Vocabulary practice

1 Complete the sentences with the words from the box.

coals drink home manners sinking thing

1 Tell your brother to make sure he minds his _____ while he's staying with his grandma.
2 If my parents thought I hadn't done my homework, they would haul me over the _____.
3 My sister got told off last night for slurping her _____ at the dinner table.
4 Oh no! I have a _____ feeling that I forgot to lock the front door when I left.
5 I think it won't be long before cash becomes a _____ of the past.
6 Seeing that documentary on the environment really brought it _____ to me how much work humankind needs to do to improve our home.

Pronunciation

2 4.9 Read the sentences. Then listen and compare your pronunciation.

1 What is amazing is how rapidly trends come and go.
2 However, it serves to show us that manners were important and at that time extremely strict.
3 Pictures of beautifully fragile Venetian drinking glasses indicate how impossible it would have been to handle these roughly.

ACTIVE PRONUNCIATION
Emphatic syllable stress

When we use emphatic adverbs, we usually stress these words. Additionally, we tend to emphasise the stress of one syllable over the others to focus attention. The voice rises slightly on this syllable.

*The situation could **ràpidly** deteriorate.*
*Crops will **inèvitably** fail, won't they?*
*It's **remàrkably** difficult to plan these things.*

Adverbs of emphasis include: *absolutely, certainly, clearly, completely, definitely, desperately, inevitably, naturally, obviously, positively, rapidly, really, remarkably, significantly, simply, undoubtedly.*

3 4.10 Listen and choose the correct sentence, a or b, that contains a stressed syllable.

1 This move would significantly benefit large numbers of people. a / b
2 We desperately need to research alternatives. a / b
3 This could completely change how our food is sourced. a / b
4 It's clearly one of the most difficult problems mankind has ever faced. a / b
5 It is blindingly obvious that everyone needs to do their part in controlling food waste. a / b

4 4.11 Find the stressed syllables in the words in bold. Listen and check.

1 This option would cost **considerably** less than what has been suggested.
2 To say that nothing can be done is **completely** ridiculous.
3 This would **dramatically** reduce our reliance on government funding.
4 Providing shelters in some areas is **rapidly** becoming unsustainable.

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use adjectives and partitive expressions to talk about food.	Student's Book pp. 36–37	
2	I can identify paraphrases in an article and talk about appetite triggers.	Student's Book pp. 38–39	
3	I can use conditional forms to make hypotheses about the past, present and future.	Student's Book pp. 40–41	
4	I can propose solutions, and give reasons and justifications when talking about food.	Student's Book p. 42	
5	I can understand the development of ideas in a vlog and talk about table manners.	Student's Book p. 43	
6	I can write a restaurant review.	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

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VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in the box.

drop dusting pinch segment slab slice spoonful

1 Don't forget to add a _____ of salt to the mixture before baking it in the oven.
2 For breakfast at the hotel, we had two _____ of toast, a couple of eggs, some mushrooms and a _____ of baked beans.
3 After my daughter made a cake, there was a _____ of flour over the whole work surface.
4 I'm concerned because all he's eaten today is a few _____ of orange.
5 You will only need a couple of _____ of chilli oil, otherwise it will be far too fiery!
6 The cook on the programme used an enormous _____ of meat and it looked really unappetising.

2 Complete the sentences with the missing words.

1 This dessert **t**__ __ __ __ me back to my childhood when my gran used to cook it every Saturday.
2 Please don't **s**__ __ __ __ your drink! It sounds terrible.
3 I just can't cut down on chocolate! I'm afraid I'm a **l**__ __ __ cause.
4 The soup was **s**__ __ __ __ __ __ __ and I burnt my tongue.
5 The chocolate cake looked extremely **t**__ __ __ __ __ __ __, but I was good and just had a biscuit.
6 I read about the effects of too much salt and sugar in our food. It brought it **h**__ __ __ to me how unhealthy my diet actually is.

3 Choose the correct words to complete the sentences.

1 ***But / Without*** for Huda's help, we would not have been able to present the report on time.
2 If it ***hadn't been / had been*** for the lecture by a local chef, my brother would never have gone into hospitality.
3 If you ***would / should*** arrive before the main group, could you please check that the restaurant has laid enough places at the tables?
4 ***Were they to change / Should they have changed*** to a plant-based diet, their health might improve.
5 There will be a dramatic reduction in plastic waste ***if / should*** the new packaging policy be adopted.

4 Complete sentences 1–7 using the information from the sentence in italics and the words in bold.

We need enough people to enrol on the nutrition course for it to start on 4th September.

1 _____, the nutrition course will start on 4th September. **SHOULD**
2 _____, the nutrition course would start on 4th September. **WERE**
3 _____, the nutrition course won't start on 4th September. **UNLESS**
4 _____, the nutrition course will start on 4th September. **PROVIDED**
5 _____, the nutrition course will start on 4th September. **AS LONG**
6 We need _____ the nutrition course, _____. **OTHERWISE**
7 The nutrition course will start on 4th September _____. **CONDITION**

USE OF ENGLISH

5 Complete the text with one word in each gap.

What a taste!

Considering its impact on our daily lives, you would find research into the sense of taste rather limited [1]_____ you to compare it to research into our other senses. And if it hadn't been [2]_____ the work of a few scientists, we [3]_____ still be thinking that our tongues could only detect four basic tastes. [4]_____ asked, anyone could probably reel off the standard list: salt, sugar, bitter and sour, and [5]_____ someone had been in isolation for the last few years, they [6]_____ be aware of the addition of a fifth taste – 'umami'. What may be news to people is that a sixth taste, 'fat', and even potentially a seventh taste, 'carbohydrates', are being investigated. [7]_____ these be confirmed, it could explain why some people are more prone to excessive calorific and fat intakes.

LISTENING

6 4.12 You are going to hear a lecturer talking about how ethnic cuisine adapts in different parts of the world. Complete sentences 1–8 with a word or short phrase.

1 According to the speaker, in the Far East, dishes often include a mixture of _____.
2 The earliest Chinese immigrants to the USA found employment in the _____ industry.
3 The speaker says that more Chinese nationals arrived in the USA during the _____.
4 At home, the Chinese would never combine ideas from _____.
5 The speaker mentions that, as well as lots of unusual flavours, Americans particularly liked that the Chinese meals contained _____.
6 Nowadays, many people in the USA, especially those who _____, are looking to eat something more authentic.
7 According to the speaker, early Indian takeaway restaurants in the UK were often opened in what used to be _____.
8 The use of curry tree leaves in Indian cooking is restricted to cuisines from some _____ in the south of the country.

SPEAKING

7 The photos show different part-time jobs young people can get in the food industry. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.

Student A

1 What might the people in the photos like about their work and what difficulties might they face?
2 Which of these jobs do you think might be the most memorable experience? Say why.

Student B

1 What skills would be needed to be a success in each job and what kind of people should avoid them?
2 Which of these jobs requires the most motivation? Say why.

8 Look at the prompts showing some habits that people sometimes get into regarding food. In pairs, talk to each other about why people might get into these habits. Then decide which situation you think would be the easiest to change for someone who wants to save money.

Why might people get into these habits regarding food?

- Using ready-made or pre-packed food
- Wasting food
- Eating out
- Buying out-of-season fruit and vegetables
- Not using the cheapest supermarket

05 Do your best

LESSON 1B **VOCABULARY AND SPEAKING**

Idioms (studying), collocations with *attempt* and *effort*, verbs + dependent prepositions

1 ★ **Choose the correct words to complete the idioms in bold.**

1 We were all struggling with the grammar, but he ***blew / breezed*** **through it** all.

2 Don't talk to me! I need to **get my *brain / head* down** and get this work finished.

3 As soon as the exam started, **my mind went *empty / blank***.

4 Being polite **was *drummed / dragged* into us** from an early age.

5 As long as you can **keep *up / on* track**, you should do well this year.

6 I really need a holiday! **I've been *running / breezing* on empty** for months now.

7 I just can't ***get / grasp*** **the hang of** this game. I keep losing!

2 ★ **Match the idioms from Exercise 1 with their meanings a–g.**

a ☐ have no energy left

b ☐ focus on something

c ☐ teach something by repeating it many times

d ☐ learn how to do something

e ☐ do something successfully and easily

f ☐ suddenly forget information that you knew previously

g ☐ continue to make good progress with an activity

3 ★ **Match the two parts of the sentences.**

1 ☐ The rescuers made a last-ditch effort to

2 ☐ He made a misguided attempt to

3 ☐ We made a detour in a futile attempt to

4 ☐ They didn't really have much time so they only

5 ☐ If we want to get this finished today,

6 ☐ He sped up towards the end of the race

a avoid the bad weather, but still got soaked.

b made a half-hearted effort to find the missing luggage.

c reach the people before the building collapsed.

d we will have to make a sustained effort.

e untangle the fishing rod and fell into the river.

f in a valiant attempt to overtake me.

4 ★ **Choose the correct words to complete the sentences.**

1 Knowing that he was almost out of time, he made a ***frantic / misguided*** attempt to finish the essay.

2 She made a ***strenuous / futile*** effort to get there on time and, luckily, succeeded.

3 He made a ***half-hearted / valiant*** effort to keep up, and soon gave up.

4 It isn't just about trying hard today, but about making a ***sustained / frantic*** effort over the next few weeks.

5 At least you tried. It was a ***misguided / valiant*** effort. Well done!

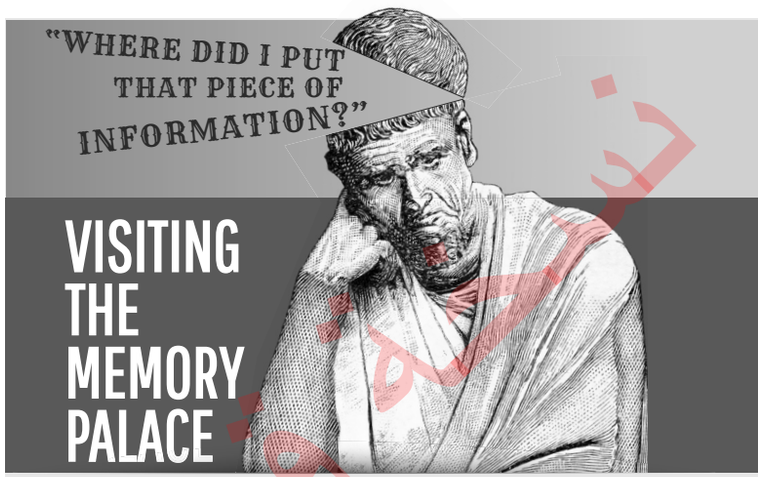
5 ★ **Complete the sentences with the correct prepositions.**

1 I don't think you can cram another scoop of ice cream *into* that bowl!
2 We all stood staring _____ the porcupine in the back garden. Where could it have come from?
3 A sticking plaster solution can easily backfire _____ you and make things worse.
4 Never let anything deflect you _____ pursuing your dreams.
5 The problem with cramming _____ exams, is that you will forget everything afterwards.
6 You won't pass unless you start applying yourself _____ your work.
7 Snacking between meals is associated _____ unhealthy eating.
8 Start by sorting the names _____ alphabetical order.

6 ★★★ USE OF ENGLISH **Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and five words, including the word in bold.**

1 He didn't really try to win the prize. **HALF-HEARTED**
He *made a half-hearted attempt* to win the prize.
2 The car was really full with six of us. **CRAMMED**
There were _____ the car.
3 He shouldn't have attempted to swim across the river. **MISGUIDED**
He _____ to swim across the river.
4 If you keep studying, you should get a great mark. **TRACK**
You're _____ great marks if you keep studying.
5 I found it difficult to drive when I first tried. **HANG**
It was difficult to _____ when I first tried.
6 I completely forgot everything. **BLANK**
My _____.

7 ★★★ **Complete the online article with one or two words in each gap.**



The Memory Palace sounds like it might be the name of a place, but it's actually a technique invented by the ancient Greeks for memorising anything that you need to [1]*cram* into your head. You might not see the point of learning how to memorise facts and figures when everything can be found at the touch of a button, but there are still a surprising number of occasions when developing a super memory will be useful. Not least if you're [2]_____ for an exam. If you master this technique, your mind may never [3]_____ again!

The idea behind the Memory Palace is to [4]_____ the information you want to remember with a place that you know very well, such as your own home. Close your eyes and imagine walking through this location. As you go, visually put each piece of information in a specific place. The more visual and memorable you can make the image, the better. For example, let's say you want to remember the expression 'make a [5]_____ effort'. You might imagine a knight in armour making an effort to open your front door, which is badly stuck.

When you later want to recall the items, just imagine yourself walking the same mental route, and the items should come back to you without even really having to [6]_____ yourself to it. With practice, you'll soon get the [7]_____ of it, and be able to [8]_____ through any exams with ease.

8 **Write a paragraph about when you made a valiant attempt to do something.**

Modal and related verbs

1 ★ **Complete the sentences with the modal verbs from the box.**

can't (x2)	~~must~~	mustn't	oughtn't

1 Aisha left the exam room after just ten minutes. She ***must*** have failed.
2 I have broken my right arm and I _____ write with my left hand!
3 That result is disappointing. You _____ to have taken so much time off.
4 Adel _____ have failed, he's the strongest student in the class.
5 You _____ make any noise in the exam room or you'll be thrown out.

didn't need to	have to	might have
needn't have	should have	

6 I wish I had known the lecture didn't start until ten. I _____ got up so early.
7 It was a mistake to tell her about it. I _____ kept quiet.
8 I _____ get up early that day, so I had a lie-in until midday.
9 I was sick today, so I _____ take the exam tomorrow instead.
10 Don't worry. You _____ done better than you think – you can't know until the results come out.

2 ★ **Match the sentences from Exercise 1 with their functions a–j.**

a ☐ not have the ability to do something
b ☐ not be allowed to do something
c ☐ be almost certain that
d ☐ be possible that
e ☐ it wasn't necessary so I didn't do it
f ☐ be almost impossible that
g ☐ be a good idea to have done something
h ☐ it wasn't necessary to do something, but I did it
i ☐ have no choice but to do something (someone else makes you do it)
j ☐ not be a good idea to have done something

3 ★ 5.6 **Listen to the pairs of sentences. What do they express? Choose *C* for a complaint or *P* for a possibility.**

1 a He might have helped me. C / P
b He might have helped me. C / P

2 a You could pick that up. C / P
b You could pick that up. C / P

3 a They could have tried it. C / P
b They could have tried it. C / P

4 ★ **Choose the correct forms to complete the sentences.**

1 Rana ***must / can't*** have been here earlier, that's her umbrella on the table.
2 You ***don't have to / mustn't*** leave your email address, it's entirely optional.
3 You ***could / may*** have given me a lift! I saw you drive past in your fancy car!
4 I don't know where my wallet is. I ***should / could*** have left it at home, I guess.
5 I ***didn't need to rush / needn't have rushed*** because he was going to be late.
6 ***Could / May*** you introduce us, please?

5 ★★ **Complete the sentences with the correct modal verbs. Sometimes more than one answer is possible.**

1 Mr Alra'i thinks there ***might*** be a question on Modals in the exam because the topic hasn't come up for a while.
2 You _____ have told me you were going to be out. It was a wasted journey for me.
3 He _____ have been a big star, but he decided against acting as a career.
4 You _____ use a green pen on the exam paper – blue or black only.
5 Who _____ be calling at this time? It's nearly midnight!
6 Could you help me, please? I _____ reach the top shelf because I'm too short!

6 ★★★ USE OF ENGLISH **Choose the correct words a–d to complete the text.**

MANAGING EXAM-RELATED ANXIETY

A certain amount of anxiety [1]___ be useful when taking an exam. Adrenaline signals to the body, and the brain, that we [2]___ to focus and pay attention, and it [3]___ even improve our performance.

However, after a certain point, anxiety could lead to negative thoughts about our performance, 'I just [4]___ do this!', which is clearly not helpful.

In the run-up to an exam, you [5]___ pay particular attention to eating and sleeping well. You [6]___ give up junk food altogether, but be careful to ensure that your diet is balanced and includes plenty of protein, fruit and vegetables. There's no benefit in staying up late studying, especially if you are [7]___ to get up early on the day of the exam.

You [8]___ also benefit from learning some relaxation techniques, such as deep breathing or mindfulness, which you [9]___ use when you feel the anxiety levels starting to rise.

1 **a** should **b** can **c** must **d** has to
2 **a** need **b** didn't need **c** needn't have **d** needn't
3 **a** ought to **b** can't **c** may **d** needs to
4 **a** mustn't **b** couldn't **c** didn't have to **d** can't
5 **a** ought **b** shouldn't **c** can **d** ought to
6 **a** might **b** needn't **c** mustn't **d** can't
7 **a** banned **b** not allowed **c** required **d** able
8 **a** might **b** could have **c** can **d** must
9 **a** may **b** can **c** need **d** ought

7 ★★★ USE OF ENGLISH **Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and five words, including the word in bold.**

1 Students should bring a ruler to the exam. **SUPPOSED**
Students *are supposed to bring* a ruler to the exam.

2 My parents told me I had to study harder. **FORCED**
I _____ by my parents.

3 We didn't buy a train ticket at the station, but were able to buy one on the train. **NEED**
We _____ a train ticket at the station because we were able to buy one on the train.

4 The school says that students have to wear a uniform. **REQUIRED**
Students _____ wear a uniform.

5 The school said that pupils were not allowed to wear earrings. **BANNED**
The pupils _____ earrings.

6 You shouldn't have told him the answers. **MEANT**
You _____ him the answers.

8 **Write a paragraph about your worst/best exam experience.**

LESSON 4B **LISTENING AND VOCABULARY**

Vocabulary practice

1 Complete the sentences with the words in the box.

check lost pat run stake step

1 My parents used to let me know if I wasn't doing as well as they thought I could, but they would also _____ me on the back when I did well.
2 I generally find I need to do my work before 7pm because I quickly _____ out of steam after that.
3 I'd done badly in my exams and really _____ faith in myself, but my sister helped me to keep going.
4 I like to travel because it forces me to _____ outside of my comfort zone and learn about other cultures and traditions.
5 Even though I don't live at home any more, I like to _____ in on my brother from time to time to see how he's doing with school.
6 Passing the exam tomorrow will mean I can go to the university I want, so there's a lot at _____.

2 Write a paragraph about a time when you were pushed out of your comfort zone, but ended up being glad that it happened.

Pronunciation

3 *5.11* **Listen to some sentences. What do you notice about the pronunciation of the underlined words?**

1 I've never really thought of myself as a singer.
2 I think I'm a stronger person for the experience.
3 So, I had three passengers ...
4 I didn't want to put us in any danger.
5 The queues at lunchtime were much longer ...
6 Lots of people suffering from hunger ...

ACTIVE PRONUNCIATION
Words that end in *-nger*

The cluster *nger* can be pronounced in three different ways:

- /ŋə/ (e.g. *ha**nger***)
- /ŋgə/ (e.g. *a**nger***)
- /ndʒə/ (e.g. *gi**nger***)

4 *5.11* **Write the underlined words from Exercise 4 in the correct column. Listen, check and repeat.**

/ŋə/	/ŋgə/	/ndʒə/
	stronger	

5 *5.12* **Read some less common words. How is the cluster *nger* pronounced? Choose *1* for /ŋə/, *2* for /ŋgə/ or *3* for /ŋdʒə/. Listen and check.**

1 scavenger 1 / 2 / 3
2 linger 1 / 2 / 3
3 plunger 1 / 2 / 3
4 banger 1 / 2 / 3
5 sponger 1 / 2 / 3
6 ranger 1 / 2 / 3
7 zinger 1 / 2 / 3
8 whinger 1 / 2 / 3
9 malinger 1 / 2 / 3
10 wordmonger 1 / 2 / 3

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

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

	Learning objective	Course material	How confident I am (1–5)
1	I can use verbs and dependent prepositions, collocations and idioms to talk about studying.	Student's Book pp. 48–49	
2	I can use modal and related verbs to complain or express possibility.	Student's Book pp. 50–51	
3	I can identify specific details in an article and talk about success.	Student's Book pp. 52–53	
4	I can recognise word clusters in fast speech and talk about motivation.	Student's Book p. 54	
5	I can use phrases to buy myself time to think.	Student's Book p. 55	
6	I can write an essay considering other people's points of view.	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

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VOCABULARY AND GRAMMAR

1 Choose the correct words to complete the sentences.

1 Trying to finish the assignment before bedtime was ***futile / strenuous / valiant***. I couldn't concentrate at all.
2 There is a lot of ***discipline / rivalry / aptitude*** between the sisters to achieve the best results at school.
3 He has a real stubborn ***part / streak / aspect*** when it comes to working well in teams because he generally thinks his ideas are the best.
4 The performance of the players will come under closer ***criciticism / scrutiny / discipline*** after a series of poor match results.
5 When I read the exam question, I just ***saw / thought / went*** blank and couldn't remember a thing!

2 Find and correct seven mistakes made with modal verbs and expressions in the conversation. Some modal forms are correct.

A I really enjoyed the performance. You had so many lines. It can have been horrific trying to learn them!
B You'd think it would get easier the more plays you do. But I could assure you – it doesn't. I must say that this role took ages to learn. We were supposing to put down books three weeks before the performance, but several of us needed another week. OK, I can have put down my book when the director said, but I would have allowed to be prompted so much that the rehearsals would have taken forever! I guess I must have started learning my lines earlier, but I was on holiday. I didn't fancy sitting on the beach with a playscript when I needed to have been swimming and socialising! As it was, I was still nervous about my lines during the performance last night.
A Well, you needn't have worried. You were word perfect.

USE OF ENGLISH

3 Complete the text with the correct form of the words in capitals.

SELF-TESTING

It might be considered [1]_____ (DEBATE) by some, but the idea of testing oneself on a regular basis can actually be a highly effective way of learning. Many students studying for exams take notes and test themselves on the key information, which is good, but it would be [2]_____ (GUIDE) to think that self-testing like this should only take place at the end of a period of learning. In fact, leaving such revision to the very last minute could indeed [3]_____ (FIRE) on us as it's too much for our brains to take in. Educators recommend setting ourselves a series of regular questions to focus our learning, and these should be quite challenging. We might write open questions, or ones that require us to explain the differences between various factors, results, causes, etc. [4]_____ (PERSEVERE) with such testing involves [5]_____,(TENACIOUS) but this can definitely pay off and students will be able to take exams with the self- [6]_____ (CONVINCE) that they have consolidated their learning as well as possible.

READING

4 Read the article about life coaching on page 43. Match paragraphs A–E with gaps 1–4. There is one extra paragraph.

SUCCESS IN COLLEGE – SUCCESS FOR LIFE

What exactly is life coaching? At its most basic, a life coach is someone who you pay to give you advice about how to improve your life. Unlike a therapist, who requires professional qualifications, anyone can be a life coach and they can provide a useful service as long as both parties are aware that a life coach is not certified to deal with problems such as depression or anxiety.

1 ☐

As a college degree has been proven to be vital for economic and social advancement, more and more stressed-out students become their patients. Sometimes, educators suggest life coaching to the troubled young people who need the security of being able to talk to someone non-judgemental. What is even more important, they need to know the person is reliable.

2 ☐

This is one of the reasons why the life coaching organisation *Beyond 12* was set up: to assist the underprivileged. Its founder is Alexandra Bernadotte, whose family moved to the USA when she was a child. As a straight-A student, she was offered a place at the prestigious Dartmouth College. Although she managed to graduate, she found the years spent at school extremely demanding. She was among people from very different backgrounds to her own, so she struggled to fit in. Living on the breadline, she could not afford to pay for a life coach, so only her will to succeed allowed her to continue. Then, after graduating, she was determined to help other students in the same situation.

3 ☐

The reasons for these depressing figures are easily explicable. Most students have some sort of problem adjusting when they leave home to go to university. For some, this may be in the form of homesickness; for others, stress and lack of confidence. To make matters worse, those who are the first college entrants from their family often suffer from loneliness and lack of professional help.

4 ☐

Thanks to Alexandra and the life coaches her organisation employs, more and more young people are benefitting from an education which will ensure that they and their children can achieve more and have meaningful economic and personal prospects.

A Undoubtedly, life coaching can be highly beneficial to all. However, students experience challenges at university, regardless of the financial circumstances that they came from. This creates a disparity between students who can pay for a life coach and those who are unable to afford one.

B That's where *Beyond 12* can come in. The team is small, but they are bold and committed, and they draw from their own experience. By offering their advice to low-income students, the coaches help them to survive the college experience. On average, after six years, only 42 percent of poorer students graduate or remain in their studies. With *Beyond 12's* support, this figure rises to 85 percent.

C What life coaches are, in essence, is a replacement for friends or family who people would traditionally turn to for advice and encouragement. They support clients in recognising their strengths and weaknesses and show them how to achieve their goals or, if necessary, identify what these might be. In doing this, they help people to overcome any problems that stand in their way.

D The International Coach Federation ensures they all abide by a common set of rules. A coach registered with the ICF is obliged to follow their code of ethics and standards of behaviour which include client confidentiality. However, not all coaches are members of this organisation so care must be taken when choosing someone for guidance.

E This support is definitely necessary. According to statistics, only nine percent of low-income students in the United States have graduated from university by their mid-20s compared to 77 percent of high-income students. What's more, many poorer students who leave secondary school planning on going to university never get there. Those that do are twice as likely as the children of graduates to drop out during their first year if their parents didn't go to college.

PHRASAL VERBS

break into: If you want to break into an already crowded market, you'll need a USP.

breeze through something: I've always breezed through exams, really.

click with somebody: When we know it, it's easier to be ourselves and to find the tribe that we really click with.

come across: We may come across more negatively than we realise.

cram in/into: There were six of us crammed in the car.

cut back on something: The school had to cut back on its spending.

cut down on something: I just can't cut down on chocolate!

drum something into somebody: The time teachers spend drumming information into their students could be better employed in teaching them how to think.

hang out with: We hang out with like-minded people.

reel something off: Anyone could probably reel off the standard list: salt, sugar, bitter and sour.

rustle up: I'll rustle up a couple of steaks on the barbecue.

sail through: Adam sailed through his final exams.

set off to do something: Worried, my friend set off to take her test.

set up: My family set up this business 100 years ago.

spring up: Fast-food restaurants are springing up all over town.

stumble across: Researchers have stumbled across a drug that may help patients with this disease.

PREPOSITIONS

PREPOSITIONS IN PHRASES

AT

at a disadvantage: Introverted people seem to be at a disadvantage, but all is not lost.

at no time: At no time were we offered an apology of any kind.

BY

by the skin of one's teeth: We managed to catch the plane by the skin of our teeth!

IN

in no way: In no way am I responsible for his actions.

in sight: I don't binge and eat everything in sight – just a few pieces of cheese or a handful of crisps will be enough.

in the long run: Moving to Spain will be better for you in the long run.

PREPOSITIONS AFTER NOUNS

(be) wild about something: We're not longer wild about collecting toy cars.

drawback to: In spite of these benefits, there are some clear drawbacks to shopping locally.

increase in: There has been a three percent increase in tips left by diners.

permission for something/to do something: The students have been given permission to leave early.

research into: There's been a lot of research into first language acquisition.

PREPOSITIONS AFTER ADJECTIVES

dependent on something: Do we really want to be so utterly dependent on technology?

pertinent to something: This cycle is very pertinent to many of the stress reactions we experience in everyday life.

willing to do something: If we want to achieve anything, we have to be willing to step out of our comfort zone.

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PREPOSITIONS AFTER VERBS

associate something with something: Your brain associates this place with sleep and rest.

backfire on: My plan to be at the airport extra early backfired on me when the plane was delayed by four hours.

ban from: I was banned from going out with my friends for a couple of weekends.

benefit from: Many thousands have benefitted from the new treatment.

blame for: The report blames poor safety standards for the accident.

bombard with: We're continually being bombarded with information, advice, warnings and threats relating to healthy eating.

comment on: People were always commenting on his size.

conceive of: This implies that the languages spoken by the Inuit mould the way they conceive of the world.

concern oneself with: We need to concern ourselves with maintaining a good state of emotional health.

cram for: If you take a holiday, you'll be in a better mental state to start cramming for your exam.

criticise for: He has been criticised for incompetence.

deduce from: We can probably deduce from this that they don't feel the need to quantify precisely in the way that many of us do.

deflect somebody from something: Nothing can deflect me from reaching my goal.

devote something to somebody: When you shop locally, you can devote some of your time to your family and friends.

head for (a place): Well, what I do is head for the kitchen, rustle up what I've just seen on the screen – and then feel awful afterwards.

ooze with: Create the perfect picture of a gooey chocolate cake, oozing with light, fluffy cream.

pass something on to somebody: He didn't pass any of this information on to the kids so they wouldn't worry.

persist with: If you have already invested time or money in something, you should persist with it no matter what.

prompt somebody to do something: In the 1950s, a more athletic body came into fashion, and prompted men to start working out.

refer to: Nurture refers to the influence of our environment.

sort something into (piles): Please sort the books into piles.

stare at: Why are you all staring at the window? What's happening outside?

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WORD BUILDING

PREFIXES

Prefix	Examples
anti- (= against)	anti-bullying, anti-hacking
co- (= with, together)	co-working, co-pilot
extra- (= more than normal)	extra-special, extra-large
inter- (= between)	international, Internet
multi- (= many)	multi-sensory, multi-talented
over- (= more than expected)	overweight, overload
re- (= again)	re-establish, re-read
self- (= me)	self-confident, self-aware

Prefixes that give an opposite meaning

Prefix	Examples
dis-	disabled, disagree
il-/ir-	illegal, irregular
im-/in-	immature, insecurity
mis-	misjudged, misbehave
non-/un-	nonsense, unacceptable

SUFFIXES

Noun suffixes

Suffix	Examples
-age	package
-al	proposal
-ant/-ent	assistant, president
-ation/-ion/-ition	communication, opinion, definition
-cian/-ian	optician, librarian
-dom	freedom
-ence/-ance	defence, appearance
-er/-or/-ist	voyager, sailor, artist
-hood	childhood
-ice	practice, notice
-ing	meaning, revising
-ism	mechanism
-ment	government, improvement
-ness	weakness, goodness
-ship	relationship, friendship
-sis	analysis, emphasis
-tion/-sion/-cion	obstruction, suspension, suspicion
-ty/-ity	eighty, reality
-ure	pressure, culture

Adjective suffixes

Suffix	Examples
-able/-ible	habitable, horrible
-al	informal, social
-ed	exhausted, relaxed
-ic	artistic, ecstatic
-ing	interesting, matching
-ive	active, productive
-ful/-less	useful, useless
-ous	generous, nervous
-ory/-y	contradictory, chatty
-ly	curly, likely

Adverb suffixes

Suffix	Examples
-ly	effectively, probably

Verb suffixes

Suffix	Examples
-ate	complicate, congratulate
-en	shorten
-ify	clarify, identify
-ise/-ize	victimise, realise
-ute	commute

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PRONUNCIATION TABLE

Consonants

p	**p**air, com**p**lete, a**pp**ear
b	**b**ox, a**bb**reviation, jo**b**
t	**t**ennis, wai**t**ing, a**tt**end
d	**d**egree, we**dd**ing, wor**d**
k	**k**ite, s**ch**ool, thin**k**, se**c**tion
g	**g**irl, a**g**ain, lu**gg**age, **g**host
ʧ	**ch**eck, mat**ch**, fu**t**ure
ʤ	**j**udge, pa**g**e, sol**d**ier
f	**f**eel, di**ff**icult, lau**gh**, **ph**ysical
v	**v**erb, ner**v**ous, mo**v**e
θ	**th**ird, au**th**or, ba**th**
ð	**th**is, fa**th**er, wi**th**
s	**s**aw, noti**c**e, **s**i**s**ter
z	**z**one, ama**z**ing, choo**s**e, qui**z**
ʃ	**sh**ip, **s**ure, sta**t**ion, o**c**ean
ʒ	plea**s**ure, occa**s**ion
h	**h**abit, **wh**ole, choco**h**olic
m	**m**eaning, co**mm**on, su**m**
n	**n**eat, **kn**ee, cha**nn**el, su**n**
ŋ	cooki**ng**, stro**ng**, tha**n**ks, su**ng**
l	**l**ifestyle, rea**ll**y, artic**l**e
r	**r**espect, co**rr**ect, a**rr**ival
j	**y**ear, **u**se, b**ea**utiful
w	**w**indow, **o**ne, **wh**ere

Vowels

ɪ	**i**nformation, **i**nvite
e	s**e**ntence, b**e**lt
æ	**a**dd, m**a**tch, c**a**n
ɒ	n**o**t, d**o**cumentary, w**a**sh
ʌ	l**o**ve, b**u**t, l**u**ck
ʊ	f**oo**twear, l**oo**k, p**u**t
iː	r**ea**ding, thr**ee**, magaz**i**ne
eɪ	r**a**ce, gr**e**y, br**ea**k
aɪ	adv**i**ce, m**i**ght, tr**y**
ɔɪ	b**oy**, j**oi**n
uː	t**wo**, bl**ue**, sch**oo**l
əʊ	c**oa**t, sh**o**w, ph**o**ne
aʊ	ab**ou**t, n**o**w
ɪə	appe**ar**, h**ere**
eə	p**air**, v**a**rious, sq**ua**re
ɑː	d**ar**k, f**a**ther
ɔː	b**ough**t, dr**aw**, **au**thor
ʊə	t**our**, p**ure**
ɜː	h**ur**t, th**ir**d
i	happ**y**, pronunc**i**ation, ser**i**ous
ə	access**o**ry, act**or**, pict**ure**
u	sit**u**ation, vis**u**al, infl**u**ence

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REVISION ANSWER KEY

Unit 1

Exercise 1

1 humble **2** implying
3 proponent **4** spontaneity
5 comprehend **6** -looking

Exercise 2

1 ~~clever~~ smart
2 ~~close~~ tight
3 ~~black~~ dark
4 ~~thin~~ narrow
5 ~~talking~~ social
6 ~~gentle~~ soft

Exercise 3

1 have you been doing
2 was planning
3 've / have been watching
4 've / have found
5 've / have never realised
6 've / have been meaning
7 am finding
8 are you getting on
9 'll / will be spending
10 'll / will have been researching

Exercise 4

1 oversimplification
2 disposition **3** compassionate
4 discretion **5** vulnerability
6 stability **7** dedicated
8 commitment

Exercise 5

1 B **2** C **3** A **4** B **5** A **6** C

Unit 2

Exercise 1

1 downhill **2** unjustified
3 fundamentally
4 overcome **5** overrated
6 blindingly

Exercise 2

1 Under no circumstance would I lie to you.
2 Only when I saw the sign, did I change platforms
3 No sooner had we set off for Dubai than the car broke down.
4 At no time have I had a problem with my passport.
5 Little did he know that the plane was already boarding.
6 In no way was the cyclist to blame for the accident.

Exercise 3

1 What I can't understand is the cost of space research. / It's the cost of space research that I can't understand.
2 The person I meant to send the query to was Samia, not Sami. / It is Samia who I meant to send the query to, not Sami.
3 What we need to check before we book is the insurance coverage for winter sports. / It is the insurance coverage for winter sports that we need to check before we book.

Exercise 4

1 a **2** c **3** c **4** b **5** a **6** a **7** b **8** c

Exercise 5

1 A **2** B **3** B **4** A **5** C **6** C

Exercise 6

Students' own answers

Exercise 7

Students' own answers

Unit 3

Exercise 1

1 gimmicks **2** impulse
3 margins **4** spree **5** goods
6 concept

Exercise 2

1 We were lent the money to develop the website. / The money was lent to us to develop the website.
2 The board will be given the accountants' reports next week. /The reports by the accountants will be given to the board next week.
3 Thousands of clients had been sent warnings about the new scams by the bank. / Warnings of new scams had been sent to thousands of clients (by the bank).
4 She has been owed significant amounts of money by some customers for a long time. / Significant amounts of money has been owed to her by some customers for a long time.

Exercise 3

1 have to be implemented.
2 to buy in bulk if you
3 we being given a choice
4 children run errands for them
5 booking tickets, we were sold insurance

Exercise 4

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

Unit 4

Exercise 1

1 pinch **2** slices / spoonful
3 dusting **4** segments **5** drops
6 slab

Exercise 2

1 takes **2** slurp **3** lost **4** scalding
5 tempting **6** home

Exercise 3

1 But **2** hadn't been **3** should
4 Were they to change
5 should

Exercise 4

1 Should enough people enrol
2 If enough people were to enrol
3 Unless enough people enrol
4 Provided enough people enrol
5 As long as enough people enrol
6 enough people to enrol on..., otherwise it won't start on 4 September
7 ...on the condition that enough people enrol

Exercise 5

1 were **2** for **3** would **4** If
5 unless **6** would **7** Should

Exercise 6

1 sweet and sour ingredients
2 construction **3** 1960s
4 different parts of the country
5 a lot of / plenty of meat
6 have travelled / been to China
7 fish and chip restaurants
8 coastal states

Exercise 7

Students' own answers

Exercise 8

Students' own answers

Unit 5

Exercise 1

1 futile **2** rivalry **3** streak
4 scrutiny **5** went

Exercise 2

1 It ~~can~~ have been horrific - must
2 I ~~could~~ assure you - can
3 We were ~~supposing~~ - supposed
4 I ~~can~~ have put down - could
5 I would have ~~allowed~~ - needed
6 I ~~must~~ have started - should
7 when I ~~needed to~~ - could

Exercise 3

1 debatable
2 misguided
3 backfire
4 perseverance
5 tenacity
6 conviction

Exercise 4

1 C **2** A **3** E **4** B

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