New Hello!

Year 3

Term 1

Student's Book and Workbook

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Egyptian International Publishing Company – Longman
10a Hussein Wassef Street
Messaha Square
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Arab Republic of Egypt

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York Press Ltd.
322 Old Brompton Road
London SW5 9JH
England

First published 2021
ISBN 978-977-16-1601-6
Deposit 21434/2021
Printed by

Acknowledgements – Student's Book

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Scope and sequence

	Skills	Language	Life Skills, Values and Issues
Module 1: Making history	**1 Read all about it!**		**Page 6**
	Reading: Compare different newspaper styles **Writing:** A persuasive essay **Listening/Speaking:** Understanding the key points in a lecture; Reporting an event	Past simple, past continuous and present perfect	**Life Skills:** Critical thinking – Identifying bias **Values:** Objectivity – Identifying bias and exaggeration; Integrity **Issues:** Digital citizenship
	***Great Expectations*: Chapter 1**		**page 12**
	2 Her story		**Page 16**
	Reading: Three texts about women who have made big contributions to our world; A summary of *What Katy Did* by Susan Coolidge **Writing:** A report on the results of a survey; Reflective and comparative essays **Listening/Speaking:** A podcast about girls in education; Making a speech about equality	Past perfect continuous	**Life Skills:** Critical thinking – Identifying inequality and prejudice; Communication – Identifying problems and communicating resolutions **Values:** Participation – Supporting equality **Issues:** Non-discrimination
	***Great Expectations*: Chapter 2**		**page 22**
	3 Beyond imagination		**Page 26**
	Reading: A scientific text about researching technological innovation **Writing:** Reflective online comments about the positive and negative effects of technology on society; An argumentative essay about green technology **Listening/Speaking:** A discussion about innovations in medicine; Making predictions about the future of technology	Future perfect *will / going to* for prediction	**Life Skills:** Critical thinking – Evaluating the positive and negative effects of technology on everyday life; Problem solving **Values:** Objectivity **Issues:** Technological awareness
	***Great Expectations*: Chapter 3**		**page 32**
	Revision 1		**Page 36**

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	Skills	Language	Life Skills, Values and Issues
Module 2: Working well	**4 Taking care of ourselves**		**Page 42**
	Reading: An article about how to avoid burnout; The poem *Suppose* by Phoebe Cary **Writing:** An email to a friend to offer help; An essay about changes you have experienced in your life **Listening/Speaking:** Voice messages about well-being; Discussion to find solutions for mental health problems	Making suggestions	**Life Skills:** Self-management – Time management; Resilience – How to manage your own stress **Values:** Independence **Issues:** Maintaining personal well-being
	***Great Expectations*: Chapter 4**		**page 48**
	5 The future of work		**Page 52**
	Reading: Text messages between a student and an IT support worker **Writing:** An email response asking for clarification about study tips **Listening/Speaking:** A podcast about the future of work; A presentation about study tips	Phrasal verbs Verb patterns with the gerund and the infinitive	**Life Skills:** Problem solving – Developing creative solutions to problems; Productivity – Alternative ways of achieving set goals **Values:** Work ethics – Efficient ways of studying and working **Issues:** Entrepreneurship
	***Great Expectations*: Chapter 5**		**page 58**
	6 Let's get it done!		**Page 62**
	Reading: A report on a study about productivity **Writing:** A reflective and argumentative essay on productivity **Listening/Speaking:** An interview with an expert on productivity; Brainstorm and discuss ideas to improve productivity	Causative verbs	**Life Skills:** Productivity – Increasing efficiency; Self-management – Being a reflective learner **Values:** Perseverence – evaluating the effectiveness of changes to your everyday life **Issues:** Entrepreneurship
	***Great Expectations*: Chapter 6**		**page 68**
	Revision 2		**Page 72**

UNIT 1

Lesson 1

Read all about it!

Before you start

Discuss the questions in pairs.

- Do you read newspapers (either digital or print version)? Why?
- What do you think is the role of newspapers in society today?

OBJECTIVES

Reading Compare different newspaper styles
Writing A persuasive essay
Listening Understand the key points in a lecture
Speaking Report an event
Language Review past simple, past continuous and present perfect tenses
Life skills Identify bias and exaggeration

Reading

1 Read the descriptions of two different types of newspapers. Do you have these types of newspapers in your country? Think of some examples.

A **tabloid** newspaper has small pages and large photos. It has short stories which are easy to explain. It uses simple language and large headlines, which often include funny rhymes or jokes.

A **broadsheet** newspaper is a more formal newspaper with large pages. It has more international news. Articles are more factual and use longer sentences and paragraphs. They have fewer photos than tabloid newspapers.

2 Read the descriptions again and summarise the differences in the table.

Tabloid	Broadsheet
Small pages	*Large pages*

3 Read the two newspaper articles quickly. Do you think they are from a tabloid newspaper or a broadsheet? How did you guess?

A

New Harry Potter book shown online

Photographs of all 784 pages of *Harry Potter and the Deathly Hallows* have appeared on the internet, four days before J.K. Rowling's final book is due to be published.

It is not known who took photographs of the book, whose contents have been kept a secret before the book is published at 12.01 am on Saturday. Some websites have removed the photos after receiving warnings from the publisher's lawyers, but photos of the book can still be read on other sites. It is also **claimed** that some people were typing up copies of the book from the photos to share on social media.

This all **occurred** despite the careful security which has been put in place before the book is published. This included asking booksellers not to tell the media when or if they had copies of the book. The incident highlights the problems of online book **piracy**, which is becoming much more common.

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B

Internet cheat ruins Potter surprise

Just four days before J.K. Rowling's final book about Harry Potter is published, an internet **cheat** has shared every page of the book online. This has **ruined** the surprise for millions of readers, who have been **waiting with bated breath** to find out what happens to the famous character.

Several websites show photographs of every page of *Harry Potter and the Deathly Hallows,* which means that you can read the whole book online, including the long-awaited ending. Lawyers have **demanded** that the websites stop showing the illegal photos, and, fortunately, some websites have agreed. However, other people have typed up the text from the photos and are likely to share the story on other websites.

Fans of Harry Potter were **shocked** by the news. "It's terrible," says Kate Strong from Cambridge, who plans to buy the new book for her children. "The person who has done this should be put in prison."

4 Read the news articles again and find the following facts. Which article had more facts?

Fact	Article A	Article B
Name of book	*Harry Potter and the Deathly Hallows*	*Harry Potter and the Deathly Hallows*
When book was shared online		
Number of pages in book		
Day and time of publication		
Information about security around new book		
How the fans felt about the incident		

5 In pairs, compare the two articles. Think about the following:

Which writes about the feelings of fans?

Which article has a bigger emotional effect on the reader? Why do you think that is?

Which do you prefer? Why?

Vocabulary

6 Look at the bold words in the articles and find words to match the descriptions.

1 someone who behaves in a dishonest way in order to get something .....
2 to ask for something in a very strict and serious way .....
3 when someone illegally copies and sells someone's work .....
4 completely spoiled something .....
5 an extreme adjective meaning very surprised and upset .....
6 a phrase meaning waiting with a lot of nervousness and excitement .....
7 say something is true, although it has not been proved .....
8 to happen or exist in a particular place or situation .....

Speaking

7 Work in pairs. Read the two quotations below. Which do you agree with? Why?

Publishers make a lot of money from books like Harry Potter, and books are expensive. For that reason, I think that all books should be free or cheap to read online. This will encourage more people to read.

Book piracy costs publishers millions of dollars every year. Without this money, publishers cannot afford to pay the authors. For that reason, I think piracy is a crime which must be punished.

Research

8 Find a newspaper story which interests you. Use at least three different sources and compare differences and similarities. Re-write the article in broadsheet or tabloid style. Share with the class.

WORKBOOK PAGE 2

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1 Lesson 2

Before you start

What qualities do you think you need to be a journalist?

Listening

1.1 **1 A student reporter is interviewing a journalist. Listen to the interview. Does the journalist mention any of the things you discussed above? What else does she mention?**

1.2 **2 Listen again. Are the sentences *true* (T) or *false* (F)? Correct the false ones.**

1 When you are interviewing someone, you ask as many questions as you can. [T]

.....

2 If you're writing a news story, try to show your own opinion. [ ]

.....

3 A successful journalist has to be nosy and interested in people. [ ]

.....

4 Journalists should keep trying till they find a chance for a good interview. [ ]

.....

3 Answer these questions.

1 Where did the journalist start? .....

2 How does the journalist suggest student reporters can get experience? .....

3 What did she do wrong when she first interviewed people? .....

4 What should you not include when you write news stories? .....

4 Work in pairs. Talk about the professional and ethical qualities that make a good journalist. Research different qualities to the ones mentioned in the interview in Exercise 1.

Writing

5 Write about 100 words to summarise the qualities a good journalist should have.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 78

Past simple

Use the past simple to talk about:

- actions which started and finished in the past.
  *There **was** one grumpy person that I remember!*
  *The actor **didn't want** to answer my questions!*
- a sequence of actions or events in the past.
  *I **started** as a trainee on a local newspaper and then I **started** a three-year apprenticeship.*
- repeated actions and habits in the past.
  *When I first **wrote** news stories, I often **included** my own feelings and opinions.*

Past continuous

Use the past continuous to talk about:

- an action that was already in progress when another action took place.
  *I **was interviewing** a well-known actor when he told me to be quiet.*
- two actions in progress in the past at the same time.
  *When I **was** first **interviewing** people, I **was asking** too many questions.*
- an action that was in progress at a particular time in the past.
  *I **was working** as a volunteer at a shop when I was at university.*

Present perfect

Use the present perfect to talk about:

- actions that started in the past but are still true or in progress.
  *I'**ve written** for many newspapers since that time.*
  *I'**ve worked** with a lot of journalists.* (I still work with them.)
- actions that have results in the present:
  *Sometimes I wonder why I'm tired, and I remember that I'**ve worked** for twelve hours without a break!*
- experiences (often with *ever* and *never*).
  ***Have** you ever **interviewed** anyone famous?*
  *I'**ve interviewed** lots of celebrities*
- actions which haven't happened (often with *still* or *yet*).
  *I **haven't interviewed** a famous scientist yet.*

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4 **Complete the news report with the correct form of the verb in brackets.**

Ever Given blocks Suez Canal

March 2021

Rescuers 1 ***have finally moved*** (finally move) a huge ship which 2 ..... (block) traffic going through the Suez Canal. The ship, called the *Ever Given*, is 400 metres long and weighs 200,000 tonnes. It is one of the largest of this type of ship in the world.

The ship 3 ..... (travel) through the Suez Canal on 23 March when there was a sand storm. The ship's captain said that a strong wind **spun** the ship so that both its front and back 4 ..... (hit) the sides of the canal. The result was that no ships could travel past the ship for nearly a week.

Yesterday, more than 380 ships 5 ..... (wait) to pass through the canal. Many ship companies wanted to know if there was another route. A few of the ships' captains 6 ..... (decide) to go around the south of Africa instead, but this added about eight days to their journeys. At the same time, some countries **announced** that they would send products by air, but this is about three times more expensive as sending it by ship.

The accident 7 ..... (be) terrible for businesses around the world. That is because around 12% of the world's business products pass through the canal each day so the accident 8 ..... (cost) both Egypt and other countries millions of dollars.

Luckily, smaller Egyptian boats 9 ..... (finally be able to) move the *Ever Given* yesterday. They did an amazing job. They moved around 30,000 square metres of sand under the ship before they 10 ..... (take) the ship to the Great Bitter Lake, in the middle of the canal. The canal authorities told us that they won't know the true cause of the accident until they **investigate**.

Although the canal is open for ships again today, traffic through the canal won't return to normal for many days. Experts are investigating the possible **casualties** for all sides. They are also studying the accident carefully to see how Egypt can be **compensated** financially.

Speaking

5 **Read the text again and answer *true* (T), *false* (F) or *not mentioned* (NM). Correct the sentences in your notebook.**

1. It was not easy to move the *Ever Given* from the Suez Canal. [T]
2. A strong wind probably caused the *Ever Given* accident to happen. [ ]
3. All the ships waited for the ship to be moved from the Suez Canal. [ ]
4. Egypt lost more money from the accident than other countries. [ ]
5. Small ships moved a lot of sand before they could move the *Ever Given*. [ ]

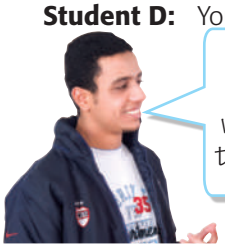
6 **Work in groups of four.**

Student A: You work for a newspaper. Ask Students B, C and D about their jobs, then ask each of them 2-3 questions about what happened at the Suez Canal.

Student B: You are the captain of the *Ever Given*. Answer the journalist's questions.

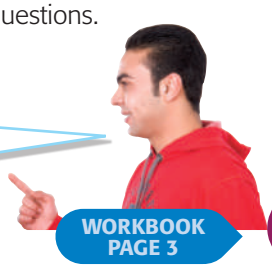
Student C: You are the captain of a ship that was waiting for the *Ever Given* to move. Answer the journalist's questions.

Student D: You work on one of the small rescue boats. Answer the journalist's questions.



Did you ask the expert what caused the accident?

Yes, she told me that they won't know the true cause until they investigate.



WORKBOOK PAGE 3

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1 Lesson 3

Before you start

- Do you think it's important to keep up-to-date with current affairs? Why?
- Do you trust newspapers and online news? Why?

FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

balanced bias inaccurate mislead omission point of view spin

Listening

1.5 **1 Look at the slides from a lecture given on a Media Course. You are going to hear part of a talk about media bias. Number the slides in the order the speaker talks about them.**

A **Bias by placement** ☐
- Position of the article on the page – the stories at the top of the page are the ones which the editor wants to show as most important

B **Bias by omission** ☐
- Leaving out certain stories
- Leaving out facts or certain information which does not agree with the writer's point of view

C **Bias by 'spin'** ☐
- Choosing examples or data which support one side
- Presenting an opinion as a fact.
- Using emotional language to persuade the reader

1.6 **2 Listen again and write two examples each of omission, placement and spin from the lecture in your notebook.**

Speaking

3 Read the social media post.

1. Who wrote it?
2. Who took the photo?
3. What's happened?
4. Are you more likely to believe this story or a story from a traditional media source? Why?

4 Discuss in pairs.

Spin is a type of media bias. Some journalists use words and phrases to support or oppose a service, product, or even an idea.
Look at the underlined words and discuss with a partner how they give you a positive or negative attitude towards the story.

What do you think '**citizen journalism**' means?

What are some of the positives and negatives of citizen journalism?

Writing

5 Imagine that you are this woman taking a photo with her phone. Write a few sentences about what you saw to include with the photo to post on social media.

WORKBOOK PAGE 4

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Before you start

Do you share news stories on social media? Why? Do you check to make sure they're true before you share them? Why?

Writing

1 Read the persuasive essay and answer the questions.

1. Does the writer think social media is a good way to keep up-to-date with news?
2. What does he say is our social responsibility?
3. In the final paragraph, what action or solution does the writer suggest?

2 Replace the bold phrases in the essay with a synonym from the box.

whilst finally consequently to conclude secondly personally firstly due to

3 In a persuasive essay, each main paragraph usually starts with a 'topic sentence' to introduce the main idea of the paragraph. Underline the three topic sentences in the essay.

4 In pairs, brainstorm ideas to support your opinion of social media. Then, using the outline below, plan the essay.

It's best to include . . .

Introduction
- Introduce topic
- Present both opinions briefly
- State your position clearly

Main body – give three reasons to support your opinion

Paragraph 1
- Topic sentence
- Example / supporting statements

Paragraph 2
- Topic sentence
- Example / supporting statements

Paragraph 3
- Topic sentence
- Example / supporting statements

Conclusion
- Sum up, re-stating your opinion in different words
- Suggest a solution or action.

Social Media has a negative impact on news and society

Social media has become the main source of news. These days sixty-eight percent of people who have internet access get their news from social media. **Although** this means that we can find news easily and get regular updates on our phones, **in my view** I think that social media has a negative impact on news and society.

To begin with, this constant cycle of news, which is mostly bad, can make people stressed and worried. A recent survey found that more than half of Americans say they get anxious and sleep badly **because of** the news.

Next, not everything we read or see on social media is true or legal. If we share it, before checking the facts, we might spread false information. **In turn**, this means that the public will stop trusting journalists. In addition, piracy is very common on social media. It is very easy to copy books, films and music and to share them, but this means that the people who wrote the books or made the films and music do not get any money for their work.

Lastly, social media starts to control what news we see and don't see. Our social media 'friends' become the 'managing editors'. They share news stories they like and agree with, so the news we see is not balanced or objective.

In summary, whilst it is a good thing that we have so much news available and it is easy to keep up-to-date with current affairs, we need to avoid the negative effects. It's important to be careful about where we get our news and how often we check it. We also have a social responsibility to make every effort not to spread inaccurate or misleading news and not to copy artistic content without permission.

1 Lesson 5

Great Expectations

Before you read

- Have you heard of *Great Expectations*?
- Look at the pictures. What do you think the story might be about?

Chapter 1 character list

Philip Pirrip (Pip) a young man; the main character
Mrs Joe Pip's older sister
Joe Gargery the husband of Pip's older sister; a blacksmith
Mr Pumblechook/Uncle Pumblechook Joe's uncle
A convict

Chapter 1

One cold, grey afternoon in the middle of winter, a small boy sat alone near the **marshes**. He was crying.

That small boy was me, Philip Pirrip. As my name was difficult to say when I was small, my name became Pip. I was crying because it was Christmas Eve, and I was an orphan – my parents were dead, and so were five of my brothers and sisters. This happened when I was very young, so I did not remember them.

I had lived with my sister and her husband, Joe Gargery, for most of my life. Joe was the village **blacksmith**, and Mrs Joe was twenty years older than me. She was tall and thin and liked to complain about me; she was often angry, but Joe was my friend.

On this grey afternoon, when I was about seven years old, I had walked down to the **graveyard** at the edge of the village. I sat by my parents' grave as the afternoon light slowly disappeared. The marshes nearby became dark and frightening.

I was going to leave and go home, when a terrible voice shouted 'Quiet!'

Then a man appeared from behind a grave. I nearly **jumped out of my skin**!

'What's your name, boy?' he shouted, walking slowly towards me.

'Pip, sir.'

'Show me where you live!' said the man.

I pointed to my village, not far away.

'Who do you live with?'

'My sister, sir – Mrs Joe Gargery – she's the wife of Joe Gargery, the blacksmith, sir.'

'A blacksmith!'

The man looked down and I saw his **leg-irons**. Then I noticed his old grey clothes, and his thin dirty face. He was shaking.

'Do you know what a blacksmith's **file** is?' he asked.

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'Yes, sir.'

He suddenly **grabbed** my shoulders and shook me.

'I want you to bring me that file early tomorrow morning. And some food, too. Then I will let you live! What do you say?'

I was frightened, so I promised to bring the file and the food to him the next day.

'Now go home!' he shouted.

I ran until I could run no more. When I looked back, I saw the man far out on the marshes, a black shape against the angry red sky. Once I **got my breath back** I hurried home as fast as I could.

When I ran into the kitchen, feeling happy to be home safely, Mrs Joe angrily asked me where I had been.

'Only to the graveyard,' I cried.

'Graveyard!' she shouted. 'You're lucky not to have been put in the graveyard long ago! It's because of me that you're still here. But I didn't want to look after you! It's bad enough being a blacksmith's wife. I never asked to be your mother!'

That evening, I had work to do in the kitchen as usual. It was almost bedtime and I was helping to prepare lunch for the next day, when I heard a loud noise.

'Listen! What is that?' I said.

'A **convict** escaped last night,' Joe explained. 'That noise was a warning to everyone in our village that another convict has **got away**!'

'From the prison ships,' Mrs Joe added.

'What are they?' I asked.

'They're ships where they put people because they have c**ommitted a crime**,' replied my sister. 'Now go to bed!' she shouted.

I remembered that I had seen a broken old ship, far out on the marshes that day. Perhaps it was a prison ship.

As I fell asleep, I realised that the man I had met that day was one of the escaped convicts. He wanted a blacksmith's file so that he could take off his leg-irons and get away from the marshes quickly. He scared me, but I also felt sorry for him.

Early the next morning, I got up and went into the kitchen. It was Christmas Day, and guests were invited to dinner. There was some delicious cheese in the kitchen, as well as nuts, apples and oranges, and a cold meat pie. I took them all. Then I went into Joe's workroom and found a blacksmith's file.

Closing the front door quietly behind me and holding all the food carefully, I **set off**. I ran to the graveyard and then out into the mist and over the wet marshes.

Suddenly, quite by surprise, I saw a man in grey who seemed to be asleep. He wore leg-irons and stood up when he saw me. At first, I thought he was the man that I knew, but then I realised that his face was different. He looked at me for a moment before disappearing into the mist. I wondered who he could be and what he was doing out here.

Soon afterwards, I found the man I was looking for. I gave him the food at once, and he ate it quickly as I told him about the other man that I had just seen. He wanted to know who he was and where he had gone, but I could not tell him. Then, as soon as he had eaten, he took the file from me and started trying to remove his leg-irons with an angry look on his face.

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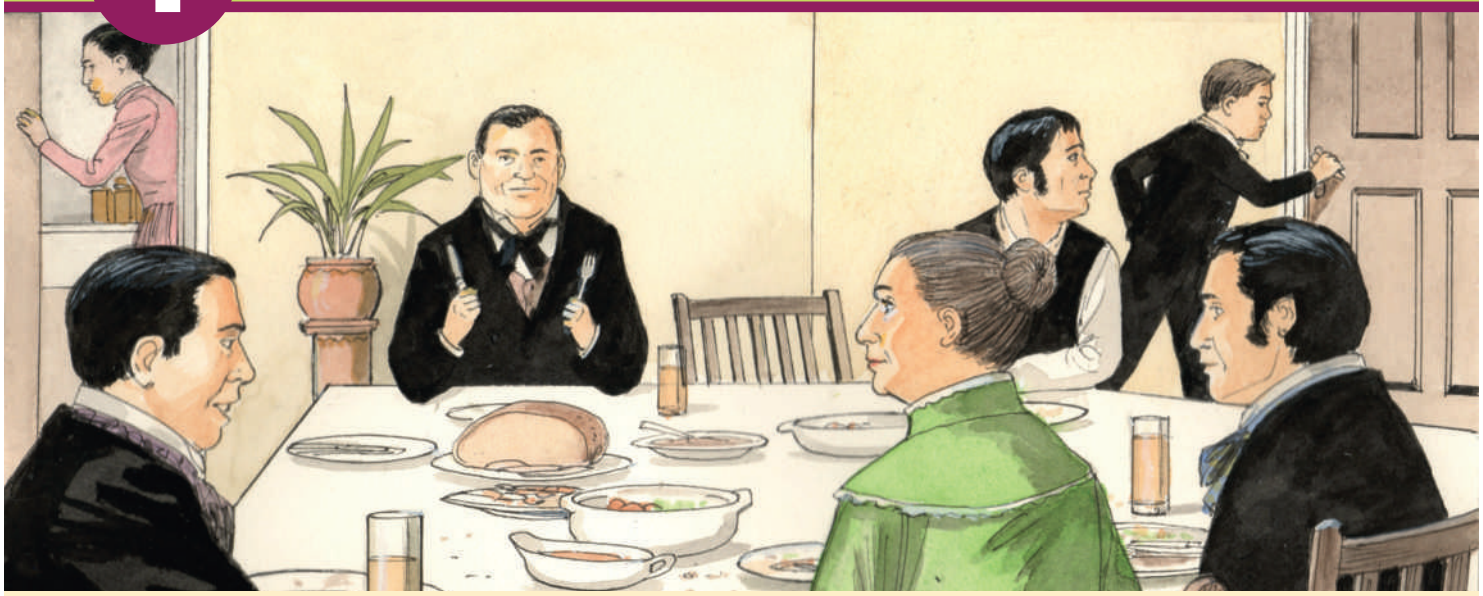
1 Lesson 5



I was afraid again, so I ran home as fast as I could. As I ran back across the marshes, I could hear the sound of the file on the leg-irons through the mist.

Mrs Joe was busy preparing the house for guests, so Joe and I were alone together. I began to feel guilty about the food and the file which I had stolen that morning, and I wanted to tell Joe what I had done. But then I thought he might not want to be my friend if I did, so I said nothing.

It was not long before the guests arrived and we sat down to Christmas dinner.

At first, nobody noticed that anything was missing. But then, to my horror, Mrs Joe invited everyone to try the delicious meat pie that Joe's uncle, Mr Pumblechook, had given us. The guests happily agreed and she went to find it. Joe told me I could have some, and I felt very bad. At any moment, Mrs Joe was going to discover that the meat pie had disappeared from the kitchen.

Unable to stay at the table with all the guests any longer, I got up from my chair and ran to the front door. But when I opened it, a group of soldiers entered, just as Mrs Joe came back into the room shouting, 'The pie has gone!'

The appearance of a group of soldiers made the guests forget about the pie and they all stood up from the table. Everyone wondered why the soldiers had come, and we all felt nervous.

'We need a blacksmith to mend some **handcuffs**, please,' the first soldier said. 'We're looking for two convicts who broke their handcuffs and escaped. We think they are hiding out on the marshes, although they probably won't try to get away until tonight.'

When he asked if we had seen them, everybody else said no. I did not speak.

Joe mended the handcuffs for the soldiers, and they waited with us as he worked. When they were finished, Joe and I followed the soldiers out of the village and onto the marshes.

'I hope we don't find the convicts, Joe,' I said quietly.

'Me too, Pip,' Joe replied.

Day became night as we walked over the marshes. It was raining and the wind blew the rain into our faces.

Suddenly, we heard angry shouts nearby. I was afraid of what was about to happen.

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Before you start

Discuss the questions in pairs.

- Who is the main character in *Great Expectations*?
- Who is the narrator in Chapter 1? Why do you think Charles Dickens chose this person?

Vocabulary

1 Match the words with the definitions.

1 blacksmith	**a** someone who is in prison for a crime
2 commit a crime	**b** do something which is illegal
3 convict	**c** two metal rings linked with a chain, which are attached to a prisoner's ankles
4 file	**d** two metal rings linked together which are locked around a prisoner's wrists
5 grab	**e** metal tool with rough surfaces for shaping or smoothing metal
6 got away	**f** person who makes things from iron, especially horseshoes
7 handcuffs	**g** low ground which is usually wet
8 leg-irons	**h** get hold of something suddenly or roughly
9 marsh	**i** to have escaped
10 set off	**j** begin a journey

Reading

2 Which of the people in Chapter 1 …

1 is often grumpy with Pip? .....
2 was always very kind to Pip? .....
3 has no family except for one sister? .....
4 jumped out and frightened Pip in the graveyard? .....
5 asked Joe to help them fix something? .....

3 According to what you read in Chapter 1, answer *true* (T), *false* (F) or *not mentioned* (NM).

1 Pip was fond of his sister's husband. ☐
2 Pip's sister was much older than her husband. ☐
3 Pip was very glad to get back home after visiting the graveyard. ☐
4 Pip took food from the fridge that had been prepared for Christmas lunch. ☐
5 Pip told Joe about the food he had taken because he felt guilty. ☐
6 The guests didn't know why the soldiers had come to the house. ☐
7 Pip admitted to the soldiers that he had seen the convict the previous day. ☐
8 The soldiers knew that Joe was a good blacksmith. ☐

Literary devices

Idioms

Writers often use idioms to make their descriptions more interesting.

What do you think these idioms from Chapter 1 mean? Choose the best answer.

1 *I nearly **jumped out of my skin**.*
   a Something suddenly frightened me.
   b I felt something rub against my skin.
2 *Once **I got my breath back**, I hurried home as fast I could.*
   a I found my way
   b I started to breath normally again

Writing

4 Refer to Chapter 1. Write answers to the questions in your notebook. Give examples from the text.

1 What is your impression of the man that Pip meets in the graveyard? Clarify your answer.
2 How does Dickens use the natural environment to reflect the characters' feelings? Use examples to explain.

Speaking

5 Discuss the question in pairs.

On hearing angry shouts, Pip says, "I was afraid of what was about to happen."

What do you think the angry shouts mentioned at the end of the story were? What do you think is going to happen next?

WORKBOOK PAGES 6–7

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UNIT 2

Lesson 1

Her story

Before you start

- Do you think some jobs might be more suitable for men than for women?
- Do you think that there are any jobs which men or women cannot do?

OBJECTIVES

Reading Extract information from three texts
Writing A report on the results of a survey
Listening Listen to a podcast about girls in education
Speaking Make a speech about equality
Language Comparatives and superlatives; Past perfect simple and past perfect continuous
Life skills Critical thinking: Identifying inequality and challenging stereotypes

Vocabulary

1 Match the words in the box with the definitions.

award contribution ~~lecturer~~ physicist prejudice qualify role model stereotype

1 a person who teaches at a university *lecturer*
2 something you do to help make something successful or someone advance .....
3 a scientist who specialises in the field of physics .....
4 a person young people can look up to and try to be like them .....
5 successfully finish a training course so you can do a job .....
6 a fixed idea about what a person or thing is like .....
7 a prize or symbol given to recognise an achievement .....
8 an unfair or unreasonable opinion because you do not have enough knowledge.....

Reading

2 Read the texts. Who was the first Egyptian woman to …

1 study in England? *Hilana Sedarous*
2 become a doctor? .....
3 have a planet named after her? .....
4 win first place in the Intel Science and Engineering Competition? .....

3 Read the texts again and answer Yasmeen (Y) or Hilana (H) for each question.

1 Who was born in Damietta? Y
2 Who studied abroad? ☐
3 Who won an award? ☐
4 Who wrote stories for children? ☐
5 Who attended a STEM school? ☐

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People who inspire

Firsts for Egyptian women

This week, we are celebrating two remarkable Egyptian women who broke down stereotypes and prejudices, demonstrating that women's place in society is important and continues to grow.

Hilana Sedarous

Born: 1904–1998
Education: London Medical School

Hilana Sedarous was the first Egyptian woman to become a doctor in modern Egypt and scholars believe that she was the first Arab woman to be a doctor, too. She was born in Tanta and was sent to London in 1922 to study mathematics with five other Egyptian students. However, while she was there, she decided to study medicine instead. She was considered one of the first medical students to study in England. In 1930, after going through many **obstacles**, she **qualified** as a doctor and returned to Egypt where she opened a private clinic for women. She was treating patients until she was 70 years old. After retiring, she started writing and translating stories for children.

Yasmeen Yehya Moustafa

Born: 1998
Awards: 1st place in the Intel Science and Engineering competition, NASA named a minor planet after her family (Moustafa 31910) recognising her contribution to science.
Education: Maadi STEM School for Girls, Middle East Technical University

Yasmeen is a **role model** for other young Egyptians. Born in Damietta, she defied **stereotypes**, by moving to Cairo alone to attend the Maadi STEM school. The CEO of Intel Egypt said that Yasmeen has received a "unique" honour, adding that her success in the field of scientific research is considered an achievement for all of the Egyptian society; and for Intel which encourages youth to be creative.

Yasmeen's winning invention was sparked by the need for cleaner water in her village. She found that burning rice straw gave clean water and also produced a natural fuel which can be used to generate electricity. She says her school gave her the confidence to innovate and to defy **prejudice**: `I believe I can change the world', she proudly states.

Speaking

4 Discuss in pairs and take notes. Compare your ideas with another pair.

1. What difficulties do you think each of these women must have had?
2. What impact do you think these women have had on Egyptian society?
3. Who do you think is the most inspiring? Why?

I think it must have been very difficult for Hilana Sedarous to travel abroad at that time. She must have been unique.

Research

5 Do you know any of these women? Do some research to find out what fields they contributed to, and what 'firsts' they achieved, or choose your own person to research.

Mayar Sherif was the first .... to ...

Mayar Sherif | Lotfia al-Nadi | Hikmat Abu Zeid | Sarah Samir

Writing

6 Write an essay of about 200 words on the person you chose.

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2 Lesson 2

Before you start

- Who are the most successful sportswomen in your country?
- Why is it important to have women role models in sport?

Vocabulary

1 Complete the sentences with the words in the box.

determination karate pharmacist rank round ~~overcome~~

1 Successful athletes are usually able to ...*overcome*... their problems.
2 The first ..... of a sporting competition is when the opening game or match is played.
3 ..... is a Japanese sport in which you must defeat a person using hits, kicks or throws.
4 A ..... is a person who knows which medicines you should take to make you better.
5 People often ..... Hong Kong as the most expensive city to live in the world.
6 Hard work and ..... were the key to Mayar Sherif's success.

Reading

2 Read the text and answer *true* (T), *false* (F) or not mentioned (NM). Correct the false sentences in your notebook.

1 Ferial Abdelaziz had worked for many years as a pharmacist before she started karate. [F]
2 Ferial Abdelaziz had won gold medals before the Olympics in Tokyo. [ ]
3 Giana Farouk has won medals in four different countries. [ ]
4 Mayar Sherif ranked 74th in the world in September 2021. [ ]
5 Many Egyptian women have won Grand Slams. [ ]
6 Mayar Sherif sometimes takes advice from other successful athletes. [ ]

3 Read the text again and answer the questions.

1 Why has Ferial Abdelaziz made history?
2 What other successes did female athletes have in 2021?

2021: A great year for Egyptian women athletes!

2021 was an amazing year for Egyptian female athletes. At the Tokyo Olympic Games, **Ferial Abdelaziz** became the first female Egyptian to win the karate gold medal. Ferial studied to become a **pharmacist**, and had played karate since she was seven. Before she won the Olympic gold medal, she had already won a bronze medal at the World Championships in Spain and a silver medal at the 2019 Africa Games in Morocco.

However, Ferial was not the only Egyptian to win a medal at the Tokyo Olympics. **Giana Farouk** won a bronze medal at the same event. Giana had also won a gold medal at the Africa Games in Congo in 2015 and three gold medals at the World Championships (two in Germany in 2014 and one in Austria in 2016).

Also in 2021, Egyptian tennis player **Mayar Sherif** became the first Egyptian woman to be **ranked** in the top 100 players of the Women's Tennis Association (WTA), reaching number 74 in September. This was after she reached the WTA finals in Romania, where she lost to Andrea Petkovic. Earlier in the year, she beat Chloe Paquet from France in the first round of the 2021 Australian Open. Up until then, no Egyptian woman had won a match in a Grand Slam tournament.

These great women athletes and many others faced many obstacles and challenges. However, they were able to **overcome** them and proudly put Egypt on the world map of sports. The secret formula for their success was hard work, **determination** and a lot of patience.

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Language

1.8 **4 Fill in the gaps in the interview with Mayar Sherif, using the past simple, past perfect simple or past perfect continuous of the verbs in brackets. Listen and check.**

Interviewer: How long 1 ..... (you / play) tennis when you played your first professional match?

Mayar: Let's think … I 2 ..... (start) when I was 5 so I 3 ..... (play) for 15 years.

I: 4 ..... (you / ever / compete) on clay courts before you played at the French Open?

M: No, it was the first time I 5 ..... (play) on a clay court in a professional match.

I: Did you think you were going to win the match against Chloe?

M: No, to be honest, before the match I 6 ..... (not / hit) the ball very well. The courts were fast and it was difficult. But little by little I 7 ..... (play) better and by the time I played against her I 8 ..... (feel) confident.

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 79

Use the past perfect simple when you are already talking in the past and want to refer back to an earlier time.

The past | Before last Tuesday | Last Tuesday | Now

*She **hadn't won** a match.* *She won a match.*

Use the past perfect continuous instead of the past simple to talk about a continuous activity / something that had been happening over a period of time, before another action in the past.

The past | Before 2016 | 2016 | Now

*She **had been training** in Spain.* *She went to America to play.*

Writing

5 Write four questions to ask Mayar Sherif. In pairs, imagine one of you is the interviewer and the other is Mayar Sherif. Ask and answer your questions. Try to use a variety of past tenses.

A: *How long had you been playing tennis when people realised you were going to be good at it?*

B: *I was 15 when I started to win a lot of tournaments.*

Speaking

6 Discuss the following questions in groups. Share your ideas with the rest of the class.

1 Do boys and girls do an equal amount of sport?
2 Do people assume that girls are less interested in sport than boys?
3 How do stereotypes influence what sports we choose to do?

Some people think girls are not as strong as boys, and so they can't do sports which require strength, such as powerlifting.

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2 Lesson 3

Before you start

Comment on the following statements, then discuss your comments in pairs. Do you think they are true?

- In most countries there are more girls at university than boys.
- Boys get better grades than girls in STEM subjects at school.
- More boys choose to study STEM subjects at university than girls.

Listening

1.9 **1 Listen to the podcast about the Maadi STEM school in Cairo. Answer the questions.**

1 What is special about this school?
It is a school for girls studying STEM subjects.

2 What reasons does the speaker give for fewer girls studying STEM subjects? .....

3 What does Hoda like about her school?
.....

4 What have Hoda and her classmates achieved? .....

5 What is Hoda's goal? .....

1.10 **2 Complete the sentences. Then listen again to check.**

Girls often get **1** *better* ..... grades than boys in STEM subjects.

They are **2** ..... confident about their abilities.

The **3** ..... and **4** ..... students in the world presented their ideas at an international STEM fair.

What they study there is **5** ..... more interesting **6** ..... in her old school.

Vocabulary

3 Match the opposites.

1 grumpy	*c*	**a** well-behaved	
2 cruel		**b** impatient	
3 naughty		**c** good-natured	
4 cross		**d** kind	
5 patient		**e** cheerful	

Reading

4 Read the summary quickly. Would you like to read this book? Why?

Book of the week

What Katy Did, written by the American Susan Coolidge in 1835, is still an inspiration to many of today's female authors. The story follows the adventures of 12-year-old Katy and her younger brothers and sisters. Katy had no mother and her father was a busy doctor, so the children were looked after by their kind aunt. Katy wanted to be like a mother to her brothers and sisters, but was often impatient, naughty and liked to have dangerous adventures. One day, she decided to use a new swing, although her aunt had told her not to use it because it was broken. Katy fell from the swing and badly hurt her back. She could not walk and had to stay in bed. This made her very unhappy and **cross**, until she was visited by her cousin Helen. Helen was disabled and she taught Katy to be patient. She also showed her how to behave in a more caring way to her younger brothers and sisters. After her aunt became ill and died, Katy became the head of the family. At the end of the book, she had become a wiser, better person, and she learnt to walk again.

5 Read it again and answer the questions.

1 Why do you think Katy wanted to be like a mother to her brothers and sisters?
.....

2 In what ways was she not a good role model before her accident?
.....

3 How did the accident affect her?
.....

4 What lessons do you think the book teaches children? Do you think these lessons are important today?
.....

Writing

6 Write a short paragraph in your notebook describing your impression of the characters of Katy, Helen and Katy's aunt, using some of the adjectives in Exercise 3.

After her accident Katy became a kinder person.

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Before you start

- Do you think men and women have equal opportunities in the workplace?

Vocabulary

1 Match the percentages to the phrases.

79%	*e*	**a**	less than a third
48%		**b**	only a few
31%		**c**	the majority of
96%		**d**	none of the
0%		**e**	over three-quarters
5%		**f**	nearly half the number of

2 Read the report and study the bar graph. Fill in the gaps 1-4 with the names of the countries.

3 Read the report and discuss the questions.

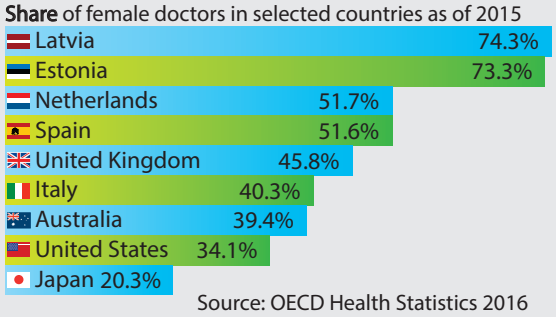
1 What key information does the graph show?
2 What questions do the results raise?

4 Look at the words and phrases in bold. Which do we use…

1 to describe what the report is about?
The bar graph shows … It can be seen that……
2 as an alternative to *important* or *large*?
.....
3 to compare two different results (two words)?
..... and .....
4 to summarise the results?
.....
5 to introduce the final paragraph?
.....
6 to say what you find noticeable or surprising (two phrases)? .....
.....
7 to speculate about the reasons behind the results? .....

Speaking

5 Imagine that you are making a speech on Egyptian Women's Day. Write a speech on the achievements of Egyptian women this year. Practise reading it aloud, then read your speech to the rest of the class.



Female doctors by country

The bar graph shows the percentage of female doctors in certain given countries around the world. **It can be seen that** there is a very **significant** difference across countries, from a majority of women doctors in some countries to a small minority in others.

The country with **the highest number of** women doctors is 1 *Latvia* ....., which has nearly three-quarters of female doctors, **while** the country with the smallest number is 2 ....., where less than a quarter of doctors are women.

Netherlands and 3 ..... have very similar numbers of women doctors; around half the doctors in those countries are women. **However**, another European country 4 ..... has around 10% fewer women doctors.

In conclusion, the **most surprising thing about the figures** is the big differences across different countries, which do not seem to be related to region, or size or economic development of the country. In other words, there does not seem to be any obvious pattern to the results. **It is especially interesting** to note the very low number of women doctors in Japan. That **may reflect** the stereotype that Japanese women are usually expected to look after the home, rather than work in medical or other fields.

SKILLS FOR LIFE

Remember these tips for successful public speaking:

- Use clear language
- Use short statements
- Pause after key statements
- Make eye contact

Video WORKBOOK PAGE 11

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2 Lesson 5

Before you read

- Can you remember what happened in Chapter 1?
- What do you think will happen next?

Chapter 2 character list

Joe Gargery the husband of Pip's older sister; a blacksmith
Biddy teacher and friend to Pip, Joe and Mrs Joe
Mrs Joe Pip's older sister
Mr Pumblechook/Uncle Pumblechook Joe's uncle
Miss Havisham a rich, elderly lady
Estella a young lady who lives with Miss Havisham

Chapter 2

The soldiers ran into the marshes and we saw two men. They were fighting and covered in mud. The soldiers pulled them away from each other.

In the light of the soldiers' torches, I saw the man that I had helped. I wanted to say, 'I didn't tell the soldiers where to find you,' but all I could do was **shake** my head. He gave me a long, strange look which I will never forget.

'I have something to say,' he said. 'It was me. I stole the food from the blacksmith's house this morning.' He looked at Joe and added, 'I'm sorry that I ate your meat pie.'

'You're welcome. We don't want you to be hungry,' Joe replied kindly.

The man turned away. Then he was taken to a boat nearby which took him to the black prison ship, far out on the marshes. We watched as he climbed back onto the ship in the distance and disappeared.

At that moment, the torches went out.

A year passed. I worked every day, helping neighbours with small jobs, but in the evening I went to the village school. The old lady who taught me often fell asleep, leaving her grand-daughter, Biddy, to show me how to read and write.

One night, Joe saw me sitting by the fire, as I was practising my writing.

'You know, Pip, you are very clever!' he said.

'Did you never go to school, Joe?' I asked.

'No, Pip,' he replied. 'My father didn't let me go, but he **had a good heart**. He taught me to be a blacksmith. And after he died, I met your sister. She's a fine woman.'

I looked into the fire.

'I'm glad you think so, Joe,' I said at last.

'I wish she wouldn't hit you, though,' Joe said. 'I would rather she hit me than you! We'll always be best friends, won't we, Pip?'

Just then Mrs Joe came in.

'If this boy isn't **grateful** to me now, he will never be!' she said.

I tried to look grateful, but I didn't understand what Mrs Joe meant.

'Miss Havisham wants Pip to go to her house,' she said. 'And he must go, or I will make him work hard here!'

Everyone in the village had heard of Miss Havisham; she was a very rich lady who lived in the nearest town. However, most people

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had never seen her because she never left her large, old house.

'So how does she know Pip?' Joe asked.

'She doesn't know Pip. Uncle Pumblechook visited her, and she asked him if he knew a boy who would go there to play with a child who lives there,' Mrs Joe replied. 'The boy will **make his fortune** by going to Miss Havisham's house, and he's going there tomorrow!'

Then she jumped on me, like an eagle on a lamb. I was washed very well that night. Uncle Pumblechook took me to Miss Havisham's house in my best clothes, the next day.

We waited at the gate until a very pretty, but proud, young girl appeared.

'This is Pip,' said Mr Pumblechook.

'Come in, Pip,' she said, opening the gate.

Uncle Pumblechook was not invited in so I left him at the gate. I followed the girl through an untidy garden.

The house looked unused and most of the doors were closed. Everything was dark inside, and we went upstairs with a **candle**.

The girl left me at a door, telling me to enter.

Inside was a dressing room lit by candles; the curtains were closed, so no daylight could enter. And then I saw her: the strangest lady I had ever seen, or would ever see.

She was dressed completely in white, with a long white **veil** and flowers in her hair. But her hair was white, the flowers were dead, and the white dress was now yellow with age. I saw a **bride** in a wedding dress, but everything about her was old and sad.

'Let me look at you,' she said.

As I stood before her, I noticed that the clock had stopped at twenty to nine.

'Do you know what I have here?' the lady continued, her hands on her heart.

'Yes, madam.' I replied. 'It's your heart.'

'**A broken heart**' she said. Then after a moment, she added, 'I am tired, and I am bored. Play!'

I wondered what game I could play, so I replied that I could not play alone

'Call Estella!' the old lady said.

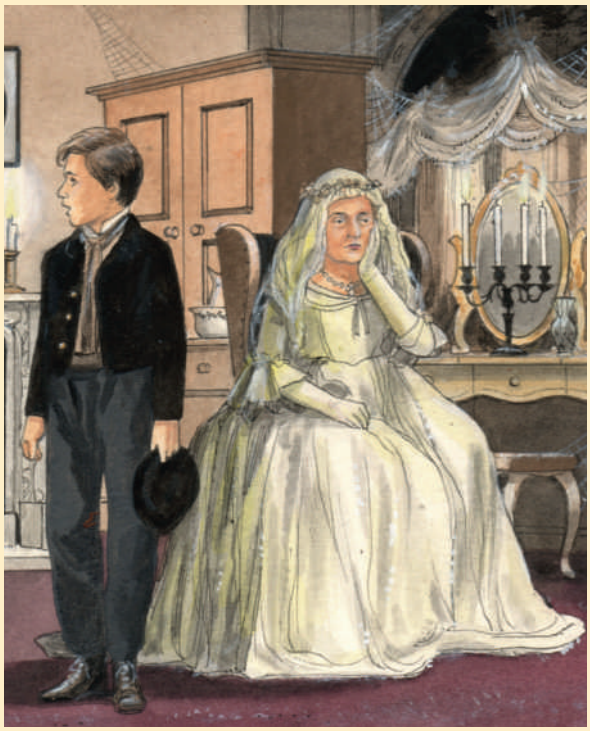
When Estella entered, I saw that she was the girl who had let me in. Now she was told to play with me.

'But he is just a poor working boy!' she complained.

Miss Havisham said something to her. I could not hear clearly, but I thought she said, 'Well? You can break his heart.'

And so Estella and I played games while Miss Havisham watched silently.

'What dirty hands you have!' Estella said, unkindly. 'And what ugly boots!'



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I was **ashamed**. Finally, Miss Havisham called me to her side.

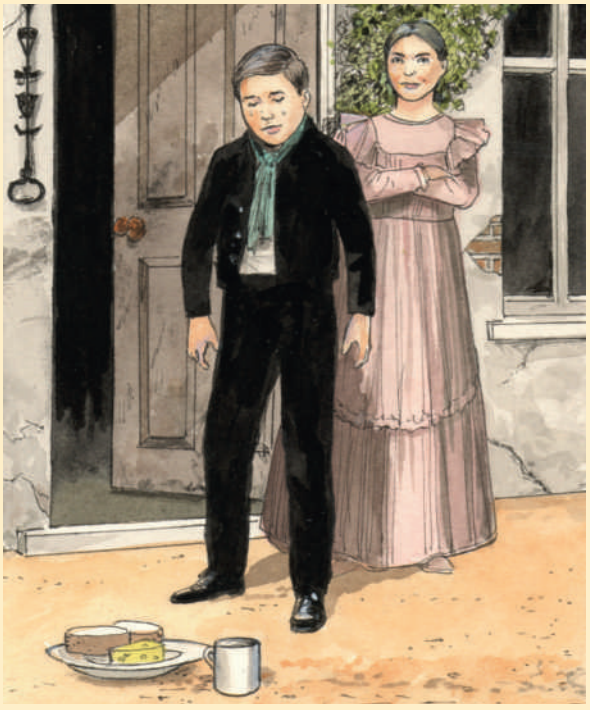
'What do you think of her?' she asked, looking at Estella.

'I think she is very proud. And very pretty. And very rude,' I said. 'I would like to go now, please.'

Miss Havisham made me promise to come back in six days. Then Estella led me back through the dark house and out into the garden.

Before I left, Estella gave me some food and drink, but did not hand it to me. Instead, she put it on the ground. Tears came to my eyes. When she saw that I was crying, she smiled.

I returned home, hurt and ashamed of my simple life. In the kitchen, Mrs Joe and Uncle Pumblechook were waiting for me. They wanted to know what had happened, but I didn't want to tell them the truth. Later, when I was alone with Joe, I told him everything. I said that the beautiful girl at Miss Havisham's house had said I was **common**, and that I felt ashamed.



Joe told me to be happy with my position in life, but I could not forget what had happened. I knew that this was the beginning of something that would change the rest of my life. I decided to learn as much as I could at the village school. If I had a better education, perhaps Estella would be kinder.

Two days later, I asked Biddy if she would help me more with my lessons, and she happily agreed. The village school was very busy and noisy, but when I left it that evening I hoped that with hard work, I would one day leave my simple life behind and become a fine gentleman.

On my way home, I met Joe at the village inn. He was sitting with a man I had not met before. He looked at me strangely.

'It's bad weather tonight,' Joe said. 'The mist is so thick, you wouldn't know there was a prison ship out there on the marshes!'

'Oh, is there?' asked the man. 'I don't know this area. It seems very lonely out on those marshes.

'Marshes are always lonely,' replied Joe.

'Perhaps you're right,' said the man.

The man then asked if any escaped convicts had been found recently, and I began to feel uncomfortable.

Then the man **stirred** his cup of tea, and I saw that he was using a blacksmith's file. It was the same file that I had taken from Joe's workshop a year ago! But Joe did not notice.

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Before you start

Go back and skim read the chapter. Discuss the questions.

- Did everyone go to school in the nineteenth century?
- How easy do you think it was to change your position in life?
- Do you think education or money was more important?

Vocabulary

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

ashamed bride candle fortune grateful shake stir veil

1 When he ..... the box, he heard something rattling around inside.
2 The guide told us the Pharaoh spent a ..... building his palace.
3 The mother of the ..... cried during the wedding.
4 The storm cut off the electricity so we had to use .....
5 The man was ..... to Pip for bringing him something to eat.
6 If you don't ..... the sauce, it won't be smooth.
7 He was ..... that he had lied.
8 The bride wore a long ..... on her head that matched her wedding dress.

Literary devices

Idioms with *heart*

Find the following idioms in the text. Match them with their meanings.

1 *have a broken heart*
2 *have a good heart*

a be very kind **b** be very sad

Can you guess the meaning of these other idioms with *heart*? Check in a dictionary.

The protagonist had a *heart of stone*. She was cruel to everyone.

I had a *change of heart* and decided to stay longer.

Reading

2 Read again and put the events from Chapter 2 in the correct order.

1 Estella gave Pip some food and drink but put it on the floor. ☐
2 Pip went to Miss Havisham's house where he played with Estella. ☐
3 Pip asked Biddy to help him study harder. ☐
4 Pip met Joe who was with a strange man in the village inn. ☐
5 The soldiers found the escaped convicts and took them back to the prison ship. [1]

3 Answer the questions.

1 Why didn't Joe go to school? .....
2 What does Mrs Joe think Pip should be grateful for in this chapter? .....
3 Why did Pip decide to work harder at school? .....

Speaking

4 Read the quotations.

- Who said them? Who are they speaking to?
- Why did they say this?
- What does it tell you about the speakers?

1 "It was me. I stole the food from the blacksmith's house."
2 "I'm glad you think so, Joe."
3 "Well? You can break his heart."
4 "But he is just a poor working boy!"

5 Discuss the questions.

1 Why do you think Miss Havisham wears a wedding dress?
2 Why do you think the clock had stopped?
3 Who is the man Pip meets in the inn? Do you think he knows more than he pretends?

Writing

6 Imagine you are Estella. Write a paragraph of about 100 words describing your first meeting with Pip. Start with …

When I first saw Pip standing at the gate …

WORKBOOK PAGES 12–13

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UNIT 3

Lesson 1

Beyond imagination

OBJECTIVES

Reading A scientific text
Writing Online comments about the impact of technology; An argumentative essay about green technology
Listening A discussion about innovations in medicine
Speaking Making predictions about the future of technology
Language Future tenses; Present perfect for future use
Life skills Problem solving; Critical thinking

Before you start

- What technology do you use every day?
- How does it make your life easier?
- Look at the photos. What do you think these new types of technology can do for us?
- Which do you think is most useful? Why?

Vocabulary

1 Choose the correct definitions for each word, then check in a dictionary.

1 surround	**a** start using a system
2 speaker	**b** involve yourself deeply in
3 experiment (v)	**c** use scientific methods to find something out or discover something
4 immerse	**d** device through which sound is heard
5 implement	**e** be all round (someone or something)
6 mass-produced	**g** way of viewing or doing something
7 process	**h** causing difficulty or problems
8 approach	**i** extremely good, exciting or surprising
9 spectacularly	**j** series of steps leading to producing something
10 inconvenient	**k** made cheaply and in large numbers with a machine

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Reading

'Surround sound' is a system that uses 3 or more **speakers** to make you feel like you are '**surrounded**' by sound. Surround sound experiments go as far back as the 1930s. In fact, the technology was first introduced in 1940 in the Walt Disney Film *Fantasia*, which used Fantasound. This was a system designed to totally **immerse** the audience in the film like the visuals did. Unfortunately, it was too expensive to **implement** on a big scale, as Fantasound needed 54 speakers. It wasn't until 1975, with the invention of Dolby Stereo, requiring just four basic speakers that 'surround sound' became practical. It was used **spectacularly** in the film *Star Wars*. True surround sound in the home, however, didn't arrive until 1982, with the introduction of Dolby Surround technology. But this still required four speakers, making it expensive and **inconvenient**.

Now, a whole new **approach** has been developed, by scientists at the Chemnitz University of Technology in Germany, which uses paper instead of speakers.

The team had **experimented** before; in 2015, they created an illustrated book which had speakers hidden inside the pages that made noises as readers turned them over. Now they have developed a printing **process** which can print whole rolls of the paper-thin speakers, rather than one sheet at a time. They have used this to make the T-ring, a 360-degree paper speaker, a sound experience more immersive than even a cinema, and can be potentially **mass-produced** at a competitive price. Professor Hubler, from the University predicts that one major use of this new idea will be for audio advertising and packaging. Imagine the packaging on bottles and tins playing music or adverts for you in your local supermarket!!

2 Read the article quickly and match it with the best title.

a Innovation in cinema
b The future of sound
c New research methods

3 Read the text again and answer *true* (T), *false* (F) or *not mentioned* (NM). Correct the false sentences in your notebook.

1. Walt Disney used a new system for producing sound in his film *Fantasia*. [T]
2. The film was very successful because of the amazing sound quality. [ ]
3. Shortly after this film, lots of film directors started to use this system. [ ]
4. Surround sound had been used in the home long before the cinema. [ ]
5. Scientists have found a more practical way to produce surround sound. [ ]
6. The problem with the book experiment was that you couldn't find the speakers. [ ]
7. It will be cheaper than old systems of 'surround sound'. [ ]
8. It is already being used in supermarkets to advertise products. [ ]

Speaking

4 Discuss the questions in pairs.

How useful do you think this new technology is?

What applications do you think the new paper-thin speakers might have?

I think this technology could be used in museums to provide audio information about the objects or paintings on display.

Video

WORKBOOK PAGE 14

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3 Lesson 2

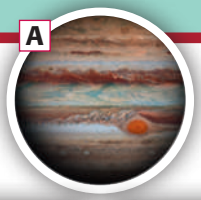
Before you start

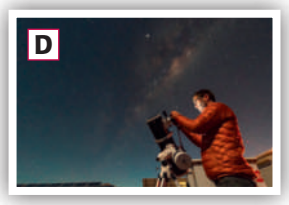
- Have you seen the film *The Martian* or any other science fiction films about space?
- Do you think space technology is important? Why?
- Do you think we will find life on other planets? Why?

Vocabulary

1 Match the words with the pictures. Check the meanings of the words in a dictionary, if necessary.

1 astronaut	*E*	**2** astronomer	
3 planet		**4** solar system	
5 spacecraft		**6** surface	
7 universe			





Reading

2 Read Tarek's question in the blog below. What do you think is the answer? Discuss with a classmate. Then read the astronomer's answer and see if you were correct.

www.teenastronomers…

Teen Astronomers is a website for young people who are interested in finding out about the world they live in. If you have any **burning** questions, please email us at teenastronomers@theconversation.edu.au.

Why has nobody found any life outside of Earth? – Tarek, age 17, Zagazig, Egypt.

Thank you for your question, Tarek. Astronomers like us are constantly searching for planets which may support human life, but they're not easy to find. To start with, it's likely that if such a planet exists, it will be outside our solar system. **Until** we have invented the technology to get us to these planets, 1 *we won't be able to study the conditions there* .

But we'll keep using the technology we have to find out what we can, 2 ..... .

One of the most important things is to find a planet with water, because it is essential for all life forms. Scientists recently discovered that there is permanent liquid water on Mars, which made a lot of people excited. After all, it is the closest planet to Earth. However, on average, the temperature on Mars is about minus 60 degrees Celsius. In winter it can go down as low as 125 degrees below **freezing**. **When** 3 ....., they'll be able to spend enough time on the surface of Mars to collect useful data.

Mars is hopefully just one step into the universe. **Once** we've conquered Mars, 4 ....., with future advances in space technology.

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3 Read the blog from the website again. Complete the gaps in the text with the following phrases.

A we won't be able to study the conditions there

B we've found a way for astronauts to survive these extreme temperatures

C **until** we have found some evidence.

D it will be easier to expand into the universe beyond

Language

4 Study the bold words on the website and in the phrases in Exercise 3. Answer the questions.

1 What tense is used for the verb which follows these phrases? .....

2 What tense is used in the other clause? .....

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 80

Present perfect for future

In clauses with *after*, *once* and *when*, we normally use the present simple to talk about the future:

When *we have enough information, we'll tell you.*

I'll keep working hard ***until*** *I pass the exam.*

We can also use the present perfect tense.

I won't be able to write the report ***until I've done*** *the research.*

Once I've done *the research, I'll start the report.*

5 Choose the correct option to complete the sentences.

1 When ***I'll do/I've done*** the experiments, I'll collect all the results.

2 Once you ***'ve finished/'ll finish*** your homework, will you tidy your room please?

3 Normal people won't travel in space until it ***has become/will become*** less expensive.

4 People ***won't have bought/won't buy*** electric cars until they have discovered a way for them to go longer distances without being charged.

5 When I've fixed my computer, ***I'll help/will have helped*** you with your research.

Speaking

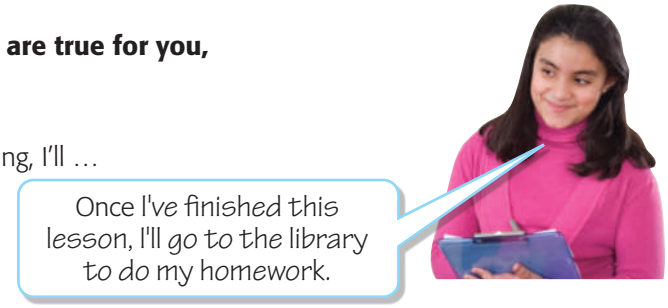
6 Complete these sentences so that they are true for you, then tell your partner.

Once I've finished this lesson, I'll …

When I've finished my homework this evening, I'll …

When I've left school, I'll …

Until I've earned enough money, I'll …



Research

7 How will space exploration help us? Write a question to ask the scientists on the website. In groups, discuss your questions. Does anyone know the answer to your question? Do some research to try and find out the answers to the other questions. Then share your information with the rest of the class.

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3 Lesson 3

Before you start

- In what ways can technology help us stay healthy?
- Do you know any apps which help monitor your health or fitness? If yes, which apps do this?
- Read the *Did you know?* fact. How do you think AI could be used to improve health care?

Did you know?

Artificial Intelligence (AI) is the development of machines to perform tasks which normally require human intelligence, such as understanding language, recognising pictures, solving problems and learning.

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

drugs **operation** **records** **sensor** **surgeon** **surgery** **treatment**

Listening

1.16 **1 You are going to hear a podcast about new advances in the field of medicine. First, look at the photos. In pairs, discuss what you can see. What do you think they are going to talk about in the podcast?**

1.17 **2 Listen and choose the best options in these sentences.**

1 Some operations are already being performed by ***computers/robots controlled by humans***.
2 Operations can be done more ***accurately/quickly*** when robots handle the surgical tools.
3 In the ***distant/near*** future companies think simple operations will be done by robots.
4 It ***will/won't*** be possible to carry out operations from a different country.
5 AI will ***replace/create opportunities*** for doctors and nurses.
6 In the future, doctors and nurses will do tasks which involve ***computer/human*** skills.

Language

3 Study the time phrases. Which do we use to talk about the past, present and future?

these days **soon** **one day**
back then **within the next year or two**
in the next decade **in the last … years**

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 80

Talking about the future

Use the future simple (*will* or *won't* + infinitive) to talk about predictions in the future and future facts, e.g. *Robots **will help** doctors and nurses.*

Use the future continuous (*will* or *won't* + *be* + *-ing* form) to talk about an activity at a specific time in the future: *Later **we'll be talking** about health apps.*

Use the future perfect (*will* / *won't* + past participle) for actions that will or won't be completed before a specific time in the future: *He **won't have finished** the operation by 5 pm.*

4 In pairs, discuss the most important ideas in the podcast. Then write a summary of it. Read your summary to the rest of the class.

WORKBOOK PAGE 16

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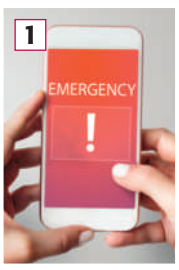
Before you start

What would life be like without technology?



Reading

1 **Read the comments which followed a blog called 'A World without technology'. Which two photos relate to the comments?**

2 **Do you agree or disagree with the comments? Why?**

Archive

Posted 8 Sept 2021, 17.30 Eduardo

Technology is very important for us here in Mexico City. We **depend on** smartphones, tablets, computers and especially the internet. I am lucky to have a computer in my house, because my father doesn't live with us, so it helps me keep in touch with him. **On a bigger scale**, technology has helped save lives in Mexico. We have very advanced warning systems which give people more time to escape to safety if an earthquake is coming. **On the other hand**, cyber security has become a big issue. Computer hackers can cause serious harm to individuals and organisations. Important information can be stolen. There have been many cases where this has happened in Mexico, and I'm sure there will be more in the future. 5

Posted 9 Sept 2021, 13.50 Hadia123

Technology surrounds us. It's everywhere. It's hard to imagine a life without technology. But, of course, we could live without it. Only forty years ago people survived without smart phones or the Internet. **On the whole**, I think technology can be dangerous because people can become addicted to it. They forget about simple things like walking in nature and being with friends. 0

Posted 11 Sept 2021, 16.30 Joat19

I don't agree with the last comment. The benefits of technology in medicine are obvious. People's lives are saved every day because of new technology in hospitals! In the future, it'll be even more important. It will help us discover new cures for lots of diseases. Of course, technology has some negative effects, but **on balance**, we can't live without it now. 1

Log in or register to post comments

Vocabulary

3 **Study the bold phrases in the comments and guess the meanings. Complete the sentences with the correct phrases.**

1 There are some things I like about my new smartphone, and some things I don't like. But *on balance* I prefer it to my old phone.
2 My uncle, who's 58 plays video games, but ....., I think most gamers are under 55.
3 We ..... the internet to do research for our homework.
4 On the one hand, calculators can solve complicated problems very quickly, but ..... they make us lazy and slower at working out maths problems.
5 Some technology, like dishwashers for example, can help us save time doing jobs in the house, but ..... we have innovations like electric cars, which can help us solve global problems.

4 **Read the comments again and make a list of advantages and disadvantages of technology mentioned.**

Advantages	Disadvantages
can warn us about natural disasters	

Writing

5 **Write a comment like those above reflecting on the positive and negative effects that technology has on everyday life in your country. Swap comments with your partner and write a reply.**

WORKBOOK PAGE 17

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3 Lesson 5

Before you read

- At the end of Chapter 2, Pip learnt that someone knew he had helped the convict on the marshes. How do you think Pip feels?

Chapter 3

Chapter 3 character list

Joe Gargery the husband of Pip's older sister; a blacksmith
Mrs Joe Pip's older sister
Miss Havisham a rich, elderly lady
Estella a young lady who lives with Miss Havisham
Sarah, Georgiana, Camilla and Raymond Pocket Miss Havisham's relatives
Mr Pumblechook/Uncle Pumblechook Joe's uncle
Biddy teacher and friend to Pip
Orlick a man who works for Joe at the blacksmith's

When I realised that the man in the inn had met the convict I helped on the marshes, I wanted to take Joe away. Before we could go, however, the man took out a new coin. He wrapped it in some paper and gave it to me.

'This is yours,' he said, 'but be careful!'

Feeling frightened, I took the coin and left with Joe. When we got home, we realised that the paper wrapped around the coin was a pound note. Joe went back to the inn immediately to try to find the man and return his note to him. However, the man had left. Mrs Joe put the pound note on a shelf where it would be safe and there it remained.

On my next visit to Miss Havisham's house, Estella took me into a **gloomy** room where three ladies and a gentleman were waiting. They were Miss Havisham's relatives, Sarah, Georgiana, Camilla and Raymond Pocket, and they had also come to see her that day.

A bell rang far away. Miss Havisham was ready to see me. Holding up her candle, Estella led me through the dark house.

'Well, boy!' she asked. 'Am I pretty?'

'Yes, you are very pretty.'

'Why don't you cry?' she asked, looking unkindly at me.

'I'll never cry again,' I said.

Just then, we met a large, dark-haired man on the stairs.

'Ah, you are a neighbour, I think?' he asked.

'Yes, sir,' I replied.

'Why are you here, boy?'

'Miss Havisham asked for me,' I explained.

'Well, **behave yourself!** This is not a place for children to play,' he said, before walking away.

I thought that he might be a doctor, and I continued walking up the stairs. I soon found myself in Miss Havisham's room again. Everything was the same as before.

'So! Are you ready to play?' she asked.

'I don't think I am, madam,' I replied.

'Well, do you want to work then?'

I said that I did, and she told me to wait for her in the dining room opposite.

When I entered the dark room, I could see a long table laid with a table-cloth and plates, prepared for a wedding celebration, but now it was **dusty** and covered with **spiders' webs**. The room looked like it had been exactly the same for many years. There were spiders and mice everywhere. I was looking around the room and watching the spiders when Miss Havisham came quietly into the room behind me.

'What do you think that is?' asked Miss Havisham, pointing at a tall shape in the centre of the table.

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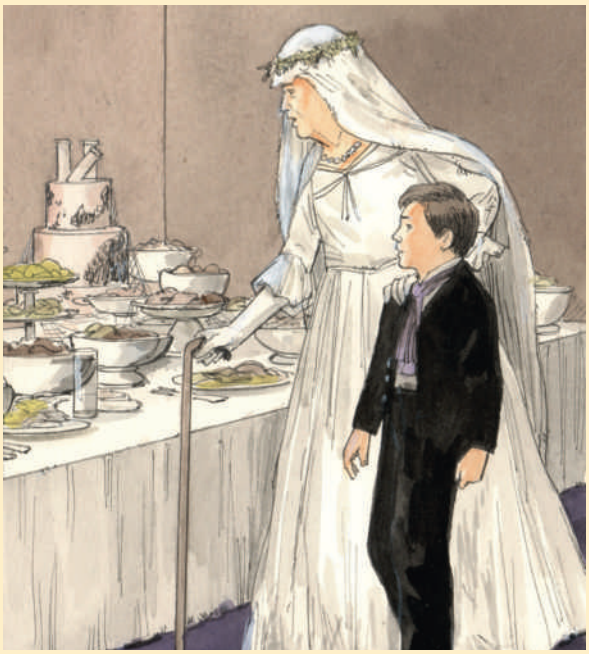

I went closer.

'It's a cake, Pip. A wedding cake! Mine!' she went on. 'And now, walk with me.'

She asked me to walk with her around the room, which we did for some minutes, until Estella and the Pockets came in. They asked about Miss Havisham's health and wished her a happy birthday, but she sent them away.

'That wedding cake was brought here, a long time before you were born,' Miss Havisham told me. 'And everything is still here.'

She stood for a long time, looking at the table.

Then we returned to her dressing room and Miss Havisham told Estella and me to play. So we sat down to play games in her dressing room but this time Estella refused to speak to me. Finally, Miss Havisham asked me to return in a few days and allowed me to leave. Estella led me out of the house, again put my food and drink on the ground and shut the door.

Alone in the garden, I was surprised to see another boy looking at me out of a window. He disappeared into the house, and then came out into the garden to speak to me. He had very pale skin and short fair hair, so in my mind, I called him 'the pale young gentleman'.

'Hello, who let you in?' he asked.

'Estella,' I replied.

'Come and fight, then!' he said, preparing to hit me.

The boy was my age, but much taller than me. I ran at him hard and he fell over. He jumped up, prepared to fight again, so I ran at him again. This time he got a black eye. He did not seem to be strong and never hit me hard.

The fight continued for several minutes until the boy was on his knees, saying, 'You have won!'

3 Lesson 5

He was so brave that I felt sorry for him.

'Can I help?' I asked.

'No, thank you. Goodbye,' he answered.

I knew that it was time to leave.

I did not see the pale young gentleman at Miss Havisham's again, although my visits continued.

Nothing ever changed. Miss Havisham sat in her wedding dress, in her **dusty** dressing room; Estella and I played games as she watched; and Miss Havisham asked if I thought Estella was pretty. I always said yes, and Miss Havisham seemed happy with this answer.

Mrs Joe and Uncle Pumblechook had been talking about the same thing ever since I had started to visit Miss Havisham. They were sure that she wanted to give me all her money, and they wanted my visits to continue.

'What will you be when you grow up, Pip?' she asked one day.

'I am going to become Joe's **apprentice** and learn to be a blacksmith,' I said.

'Then tell Joe to come here at once,' she replied.

When Joe came with me on my next visit, Miss Havisham gave him a large bag of money.

'Pip will become your apprentice now,' she said. 'He is a good boy and this is his reward. The money is to pay for his **apprenticeship**. But **that's your lot**! This is all you will get from me, Mr Gargery!'

'Shall I visit you again, Miss Havisham?' I asked.

'No,' she replied, 'Joe is your boss now. Estella, show them out!'

And so my apprenticeship with Joe began.

But I had changed. I no longer wanted to be a blacksmith; now, I was ashamed of my home and my family.

Estella was often in my thoughts, although I did not see her any more. I was sure that she did not like my position in life, so I continued my education and worked hard. This was largely thanks to Biddy, who gave me lessons and taught me as much as she knew. Although she was older than me, Biddy was my friend.

About a year after my apprenticeship with Joe had begun, I asked Joe for an afternoon's holiday, so that I could visit Miss Havisham and thank her for helping me. When Orlick, Joe's workman, heard that I was going, he was very angry. He did not think it was right that I should have an afternoon's holiday, while he could not have one too. I did not like Orlick; he was large and slow, and he often tried to make my life difficult at work. An **argument** began between Orlick and Mrs Joe, who wanted me to see Miss Havisham again. In the end, Joe had to stop them. But there was something strange about Orlick, but I **could not put my finger on** what it was.

Before you start

Discuss in pairs.

- Why do you think Mrs Joe and Uncle Pumblechook want Pip to visit Miss Havisham?
- How is Pip trying to improve himself?

Vocabulary

1 Complete the sentences with the correct word from the box.

apprenticeship argument apprentice behave myself dusty gloomy spider's web

1 It was a grey and ..... day.
2 There was a pile of ..... old books on the shelf.
3 My mother told me to ..... when I ran in playing a game and knocked over a chair.
4 I felt a ..... brush against my face as I walked through the doorway.
5 He worked for a year as a builder's .....
6 The children had an ..... about what game to play.
7 I'm going to apply for an ..... when I finish school.

2 Find the following phrases in the text and try to work out the meaning. Choose the phrase (a, b or c) which is most similar.

1 **That's your lot!** This is all you will get from me, Mr Gargery.
   a It's a lot of money.
   b You won't get any more.
   c That's more money than you've had before.
2 I **could not put my finger on** what it was.
   a I couldn't work out what it was.
   b I couldn't describe it very well.
   c I couldn't tell anyone about it.

Reading

3 Reread the chapter and write *true* (T) or *false* (F). Correct the false statements in your notebook.

1 Joe tried to give the pound note back to the strange man from the inn. T
2 Nothing had changed in Miss Havisham's room since the last time he had visited. ☐
3 Miss Havisham took Pip to the dining room to eat some cake. ☐
4 Estella was friendly towards Pip when they played together this time. ☐
5 The pale young boy was stronger than Pip. ☐
6 Miss Havisham gave Joe some money so he could train Pip to become a blacksmith. ☐
7 After Pip visited Miss Havisham's house for the last time, he forgot all about Estella. ☐
8 Orlick was annoyed because he thought Pip was being treated differently to him. ☐

4 Answer the questions in your own words in your notebook.

1 Why had Miss Havisham's relatives come to visit her?
2 Why do you think Miss Havisham still kept the wedding cake?
3 How did the fight between Pip and the pale young boy start and end?
4 Why did Pip feel sorry for the pale young boy?
5 Why does Pip stop visiting Miss Havisham's house?

Speaking

5 Discuss the following characters introduced in this chapter:

1 Strange man in the inn
2 Orlick
   - Do you think these characters will be important in the following chapters? Why?
   - Why do you think Pip is frightened of the man in the inn?
   - What do you think is strange about Orlick?

Writing

6 Answer the following questions, giving examples from this chapter to justify your opinion. Write about 100 words.

- In what ways do you think Estella is a cruel character?
- Do you feel sorry for Miss Havisham at all? Why?

WORKBOOK PAGES 18–19

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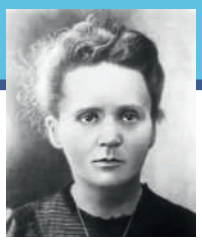
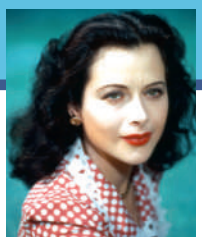
REVISION

R1 Lesson 1


Marie Curie


Hedy Lamarr

Mae Jemison

Ada Lovelace

Before you start

Have you heard of these people?
What do you know about them?

Vocabulary

1 Read the text for gist. How do the women in the pictures link to the text?

2 Read the text again and check your answers to Exercise 1. Then fill in the gaps with the correct form of a word from the box.

astronaut astronomer award contribution immerse inspiring physicist prejudice

3 Read the text again and answer the questions.

1 Explain the title of the show *Jina and the STEM Sisters*.
2 What was Mae Jemison's biggest achievement?
3 What was especially impressive about Hedy Lamarr?
4 What does the main character Jina learn?
5 What's the purpose of the show?

Speaking

4 Discuss in groups.

1 Is the theatre a good way of getting messages across to young people? Why?
2 You have been asked to put on a play at your school to focus attention on the achievements of women. In pairs, think of an idea for the play which you think will work best for the target audience of young people.
Plan the play and prepare a presentation to explain your idea to your class.

5 Present your idea to the rest of the class. Discuss the presentations.

- How well did the group present the idea?
- Which idea was the most creative?
- Which play would be most effective in promoting women's achievements?

DIGITHEATRE REVIEW

Scientists from history come to life in a new online show involving wooden puppets, music and theatre called *Jina and the Stem Sisters*. It's a musical with great songs and a wonderful message. The show tells the story of some of the most 1 ..... women in science and mathematics.

In the story, Jina is on a journey and gets lost in a forest. There she meets women who have made important 2 ..... to the history of STEM. The women include Hedy Lamarr, who was both an actress and inventor. Whilst at the top of her film career, she invented a technology called signal-hopping, which later was the basis for all modern wireless communication, including that found in mobile phones. Other women that Jina meets are Marie Curie, who was a 3 ..... and chemist famous for her research and experiments on radioactivity, and Mae Jemison, an American engineer and 4 ..... . Marie Curie was the first woman to win the Nobel Prize 5 ..... in two different fields. Mae Jemison was the first black woman to travel into space.

The scientists share their knowledge with Jina and help her to develop key skills to become a future STEM expert herself. On her journey, Jina also meets computer scientist Ada Lovelace and 6 ..... who show Jina the stars.

The show has been created for schools. It will hopefully encourage young people to find out more about these inspiring women in science and how they overcame the difficulties and 7 ..... in their way.

"The puppets were beautiful and completely 8 ..... me in the characters", Mona, aged 12. " I definitely recommend it."

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Before you start

Work in pairs and discuss the questions.

- How do you feel about space travel?
- Would you like to travel in space? Why?
- What do you think it feels like to look down on Earth from a spaceship?

Listening

1.20 **1 You are going to listen to part of a radio show about space tourism. Before you listen, make some predictions about space travel. Complete the sentences.**

- By the end of the decade … we'll be able to …
- Astronomers will have …
- Robots will be …

Language

1.21 **2 Complete the questions with the correct form of the verbs in the box. Then listen again and answer the questions with full sentences.**

advance cost make receive take take off

1 When will the first ever space flight for tourists ..... place?
2 Who will the mission ..... up of?
3 After they ....., what will the spacecraft do?
4 Will the passengers be ..... any astronaut training?
5 How much does a trip like this .....?
6 How do you think space travel will have ..... by the end of the decade?

Speaking

3 Work in pairs. Do you agree or disagree with the following statements? Give your reasons.

Space travel will soon be a reality.

In the future we'll be sending robots to space, not humans.

Space technologies will help us to understand better the planet we live in, including the climate.

By the end of 2050, most people will have travelled in space.

Writing

4 Write an opinion essay on one of the topics in Exercise 3. Use the phrases in the box.

consequently due to finally firstly personally secondly to conclude whilst

5 Work in pairs. Read your partner's essay. Tick (✓) the boxes for agree and cross (✗) for disagree. Use the table to give your partner feedback.

1	Uses a variety of linking phrases	
2	Introduces topic clearly	
3	Writer states their opinion clearly	
4	Each paragraph starts with a topic sentence	
5	Writer gives supporting examples and information	
6	Includes a clear concluding paragraph	

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R1 Lesson 3

Before you start

What kinds of jobs can people who study STEM subjects do? Write a list of as many as you can in 2 minutes. Compare your list with a partner.

Reading

1 Read about Sara and Amani's jobs and answer the questions.

1 What do Amani and Sara's jobs have in common?
2 What skills do you think you need to do these jobs?
3 What do you think 'Swarm Robotics' means?

FOCUS ON JOBS

CV

Name: Sara Ahmed
Education: Degree in Computing and Electronics Engineering
PhD in Swarm Robotics
Job: Senior developer, ESB Robotics
Duties: Developing software for robots
Biggest achievement: developed a new robot which will teach young people about programming

CV

Name: Amani Safwat
Education: Degree in Mechanical Engineering
Job: Car engineer, Mahindra Racing
Duties: Prepares cars for race days
Biggest achievement: made a contribution to the development of electric-powered racing cars

Listening

1.22 **2 Listen to the interview. Who is the interviewer speaking to, Sara or Amani?**

1.23 **3 Listen again and write the questions the interviewer asks in your notebook. Then tell your partner what questions you heard. Do you have the same questions?**

1.24 **4 Listen again and answer the questions that you wrote in Exercise 3.**

1 *My dad bought me my first computer when I was about seven, and I loved it*.
2 .....
3 .....
4 .....
5 .....

Speaking

5 Work in pairs. Role play the interview. Then swap roles.

Student A: Imagine that you are going to interview Amani Safwat. Write down five questions to ask her.
Student B: Imagine that you are Amani Safwat. Think about what questions your partner might ask.

6 Work with a new partner. Student A interviews Student B using the questions and answers you thought of in Exercise 5.

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Before you start

Have you entered a competition? What did you have to do?

Reading

1 Read the advert in a magazine. Answer the questions.

1 What do you have to do to win the competition?

2 What is the prize?

2 Replace the words in bold with a similar word from the box so the text still makes sense.

balanced bias misleading points of view reporter

Competition time

Do you dream of becoming a **journalist**? If so, enter our competition to win the chance to see your story in our magazine. If you've got a fascinating story to report from your local area, we want to hear from you.

Here are some top tips from our Editor to get you started. The winning story will be published in IntheNews, Find out more: www.IntheNewsnews.com

Top tips for writing a news story

- Present a view which is **objective**.
- Include the key facts, and make sure you check them.
- Try to avoid any **prejudice**.
- Don't include information that is inaccurate (not correct).
- Be careful not to include **confusing** figures.
- Interview people involved to get different **opinions**.

Speaking

3 Look at the photos. Match them to these headlines.

a Teen invents plastic-detecting robot to save our ocean ☐

b Driver banned after bus left hanging over river ☐

4 Work in small groups. Discuss what you think the news stories are about. Think about the following and make notes:

- What happened?
- Who was involved?
- When did it happen?
- Where did it happen?
- Why did it happen?

5 Work on your own. Choose one of the news stories in Exercise 3. Write a news story about it for the magazine competition. Use your notes from Exercise 4 and the tips in the magazine advert. Write about 200 words.

6 Read your story to a classmate. Give each other feedback. Use this checklist.

Is the story balanced?	☐
Does it show any bias?	☐
Does it include key facts?	☐
Does it use quotes?	☐

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R1 *Great Expectations:* Chapters 1–3

Before you start

1 How much do you remember? Do the quick quiz.

1 Who does Pip live with?
2 What happens in the graveyard in the opening chapter?
3 Why do soldiers visit Pip's house on Christmas Day?
4 Why have very few people seen Miss Havisham?
5 What was Miss Havisham wearing when Pip met her for the first time?
6 What did Estella give to Pip before he left the house?
7 What happened between Pip and the fair-haired boy in Miss Havisham's house?
8 Why did Orlick get angry with Joe?

Vocabulary

2 Complete the sentences about Chapters 1–3 with the correct words from the box.

apprenticeship argument bride convict blacksmith gloomy handcuffs leg-irons stir

1 An escaped ..... asked Pip to get him some food and a file.
2 The convict had ..... attached to his ankles.
3 Joe mended some ..... for the soldiers.
4 When Pip met Miss Havisham she was dressed as a .....
5 Pip worked hard so he could become a .....
6 Pip realized that the strange man in the inn knew about the convicts because he was using the blacksmith's file that Pip had given to the convict to ..... his tea.
7 Miss Havisham and Estella lived in a very ..... house.
8 Pip began an ..... as a blacksmith with Joe.
9 Orlick and Mrs Joe had a big .....

Reading

3 Read the sentences and choose the best answers A, B or C, according to the text in Chapters 1, 2 and 3.

1 Five of Pip's brothers and sisters …
  a had died when Pip was very young.
  b lived with Pip.
  c lived in the same village.

2 On Christmas morning Pip went back to the graveyard …
  a to visit his parents' graves.
  b to take the escaped convict some food.
  c to help the escaped convict take off the leg-irons.

3 The soldiers came to Pip's house …
  a because they knew Pip had seen the escaped convicts.
  b to see if the escaped convicts were hiding in the house.
  c to get some handcuffs fixed.

4 On the marshes a fight took place between …
  a two escaped convicts.
  b Joe and the soldiers.
  c the soldiers and the escaped convicts.

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5 Joe wasn't happy that …
- **a** Pip didn't have any friends.
- **b** Pip didn't like Mrs Joe.
- **c** Mrs Joe was unkind to Pip.

6 Estella made Pip sad because …
- **a** she wouldn't play with him.
- **b** she wouldn't hand him the food and drink.
- **c** Estella was crying.

7 Pip thought the large dark-haired man visiting Miss Havisham was …
- **a** a relative.
- **b** a doctor.
- **c** a neighbour.

8 When Pip grew up a little, he wanted …
- **a** to be an apprentice.
- **b** to improve his position in life.
- **c** to earn a lot of money.

9 Joe …
- **a** was angry about Pip taking an afternoon's holiday.
- **b** didn't mind Pip taking an afternoon off work.
- **c** let Orlick have an afternoon off work as well.

4 Do you agree with the following statements about the characters in Great Expectations? Find examples from Chapters 1, 2 and 3 to support your opinions.

1 Mrs Joe wasn't very loving towards Pip .....

2 Joe was a kind, understanding man.

.....

3 Miss Havisham is a strange, unhappy woman.

.....

4 Pip has a powerful conscience.

.....

5 Estella is cold and cruel.

.....

5 Write two statements about the escaped convict Pip meets in the graveyard, one true and one false. Swap statements with a classmate. Do you agree or disagree with them? Give your reasons.

Speaking

6 Read the quotations a–d and answer the questions 1–5 for each one.

- **a** 'You're lucky not to have been put in the graveyard long ago!'
- **b** 'I hope we don't find the convicts …' I said.
- **c** 'This is yours, ' he said, 'but be careful!'
- **d** 'Why don't you cry?'

1 Who says this?

2 Which chapter does the quote come from?

3 Who are they speaking to?

4 Why do they say this?

5 What do we learn about the speaker from this?

Writing

7 Write a short summary (about 200 words) of the first three chapters. Use the following sentence starters to help you:

In the opening chapter we meet Pip …

We learn that …

Pip gets to know …

At the end of Chapter three …

WORKBOOK PAGES 20–25

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UNIT 4

Lesson 1

Taking care of ourselves

Before you start

Read the list of activities you can do to help you feel good and add any other activities that help you. Order these activities according to how important they are for you. Compare and explain your order in pairs.

OBJECTIVES

Reading An article about burnout; An excerpt from the poem *Suppose* by Phoebe Carey
Writing An email to a friend to offer help; An essay about changes you have experienced in your life
Listening Voice messages about well-being
Speaking Discussion to find solutions for mental health problems
Language Modal verbs; Making suggestions
Life skills Self-management; Resilience

- ☐ doing exercise
- ☐ drawing or painting
- ☐ getting enough sleep
- ☐ eating healthy food
- ☐ going for a walk
- ☐ talking to friends and family

Vocabulary

1 Match the words with their definitions.

1 burnout	**a** to deal successfully with difficult situations
2 exhausted	**b** a situation where you can't do anything because you're so tired and stressed
3 cope	**c** the state of being comfortable, healthy and happy
4 well-being	**d** how we handle stress, relate to others and make choices
5 mental health	**e** describing the feeling of being very tired
6 improve	**f** a feeling of being very worried and scared
7 promote	**g** organising when you do things and for how long
8 self-care	**h** support and encourage the development of something
9 time management	**i** taking care of your body and how you feel
10 stress	**j** to get better

Reading

2 Read the article. What is burnout? How do you know someone is experiencing it?

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Archive

Posted 10 October, 13.50

How to avoid burnout

Burnout is a mental health problem that is affecting more and more people today because there's so much pressure on us to work hard and do everything perfectly. When you experience burnout, you feel exhausted and you usually don't spend enough time doing things you enjoy. You might stop doing hobbies that you used to enjoy and you may become ill more often than usual. As a result, people experiencing burnout feel like they can't live their lives normally anymore.

Burnout is usually caused by both decisions you make about things that you can control, for example, the amount of homework you have to do, and situations you can't control, for example if you spend a lot more time on your homework than you have to because you want to do it perfectly. This is your choice or the result of poor time management skills.

If you're in danger of suffering from burnout, you will usually experience a lot of stress, find it difficult to sleep and have a lot of headaches or pain in your shoulders and back.

In order to improve your mental health, you need to take responsibility for the things that you can control. For example, if you find it difficult to say 'no' when people ask you to do activities outside of school and you feel exhausted because of this, you could change this behaviour. Then you can start thinking about activities you really enjoy doing. These should be activities that help you to forget about everything else that is happening, such as drawing or painting, doing a sport or having 'real' conversations with your friends and family. Activities like these are examples of self-care. They help to promote better mental health and increase your well-being.

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3 Read the article again. Make notes on the answers to these questions. Then discuss and compare your ideas in pairs.

1 What causes burnout? .....
2 What problems does burnout cause? .....
3 How can you decide if a particular activity can help you to avoid burnout? .....
4 Write one sentence summarising what the last paragraph is trying to say. .....

Language

4 Match the phrases from the article with the meaning of the modal verbs in bold.

1 You **might** stop doing hobbies.
2 the amount of homework you **have to** do
3 You **could** become ill.
4 decisions you make about things that you **can** control
5 These **should** be activities that help you forget.

a It's a good idea to do this. ☐
b It's possible to do this. ☐
c There's a chance that this will happen. [1] ☐
d This is something that is necessary to do. ☐

Speaking

5 Work in groups. Make notes or draw a mind map for your answers to the questions.

1 What could have a negative effect on your mental health? What can you do to stop this happening?
2 Is there anything in your life that you could change to improve your well-being?
3 What activities help you to improve your well-being when you do them?

We have to do a lot of exams. But if you start studying early and don't feel afraid of exams, you can stop being too stressed.

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4 Lesson 2

Before you start

Work in pairs. Look at the photo and discuss the questions.

1 What is the woman thinking about and feeling?

2 Does her reaction surprise you? Why?

FOCUS ON VOCABULARY

Check the meanings of these words in a dictionary.

alter **clear off** **frown**
pout **scold** **suppose**

Reading

1 Work in pairs. Read the poem. What is the message of the poem? What is the connection between the poem's message and the photo?

Suppose

by Phoebe Cary

1 Suppose you're dressed for walking,
And the rain comes pouring down,
Will it **clear off** any sooner
Because you **scold** and **frown**?

2 And wouldn't it be nicer
For you to smile than **pout**,
And so make sunshine in the house
When there is none without?

3 And suppose the world don't please you,
Nor the way some people do,
Do you think the whole creation
Will be **altered** just for you?

4 And isn't it, my boy or girl,
The wisest, bravest plan,
Whatever comes, or doesn't come,
To do the best you can?

2 Match the sections of the poem (1-4) with what the poet is saying (a-d).

a There are some things that you can't change. ☐

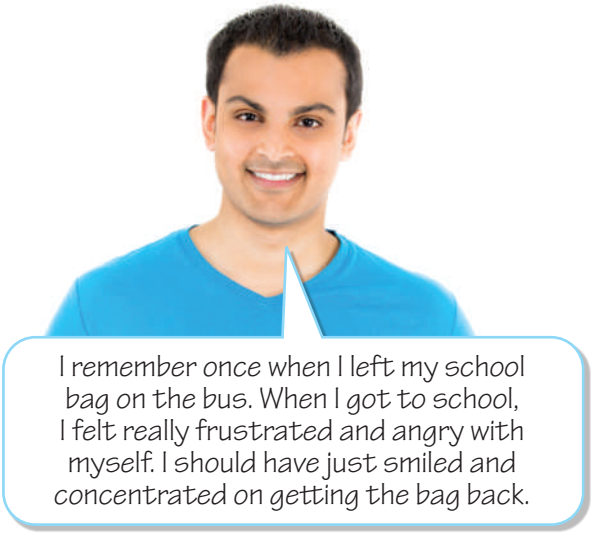
b Feeling unhappy about something won't stop it happening. [1]

c Whatever happens to you in life, just try your best. ☐

d If you try to be happy, you'll feel good. ☐

Speaking

3 Work in pairs. Think of a time when you followed or didn't follow the advice in the poem. Tell your partner what happened and how you felt.



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Language

4 Read the sentences and choose the correct verb form.

1 You should ***try***/***trying*** to learn better time management skills.
2 You could have ***say***/***said*** 'no' to playing on the school basketball team.
3 Why don't you ***take***/***taking*** some snacks with you, so you aren't so hungry?
4 Have you considered ***talk***/***talking*** to your family about your feelings?
5 How about ***listen***/***listening*** to some music to help you to relax?
6 You shouldn't ***have watched***/***watch*** television for so long. Your eyes are so red!

FOCUS ON LANGUAGE LANGUAGE REVIEW PAGE 81

Making suggestions

Use the following structures to make suggestions about what to do in the future:

How about + the *-ing* form?

What about + the *-ing* form?

Have you considered/thought about + the *-ing* form?

How about saying *no more often?*

What about doing *sport four times a week instead of six?*

Have you considered going *to bed a bit earlier?*

Why don't you + infinitive without *to*?

You could/should + infinitive without *to*.

Why don't you start *studying for that exam in February?*

You could do *your homework with other students.*

You should plan *your revision.*

Note:

Use *should/ought to have/should have* + past participle to talk about past regrets/blame:

You ***ought to/should have taken*** *more breaks.*

Listening

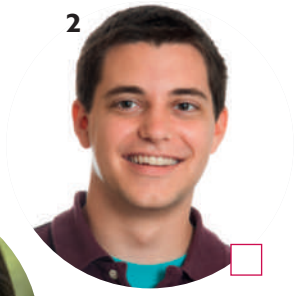
1.25 **5 Listen to three students talking about situations that are having a negative effect on their mental health. Match the speakers to the situations.**

1

c

Nour

2



Ibrahim

3

Heba

a Trying to do everything perfectly
b Not having enough time for activities they enjoy
c Not managing their time well

1.26 **6 Listen to the students again. Make notes on the details of their situations.**

Speaking

7 Work in pairs. Use your notes from Exercise 6 to brainstorm possible solutions for the problems each speaker is having.

Writing

8 Choose one of the speakers from Exercise 5. Write six sentences to give them advice. Use the language for making suggestions from the *Focus on Language* box.

Video

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4 Lesson 3

Before you start

Work in pairs. What can people do to improve their mental health? Discuss your ideas.

Listening

1.27 **1 Listen to two voice memos from students Nevine and Hany who have done something to improve their mental health. Make notes on the changes the speakers made in their lives and then answer the questions.**

1 Did the speakers follow any of the advice that you discussed?
2 What changes did each speaker make in their lives?
3 What change(s) did both speakers make?

SKILLS FOR LIFE

It's important to be aware of the signs of burnout. Then you can take action so the situation doesn't get any worse. It's also important to share your feelings with people you trust, like your family or teachers because they can help.

1.28 **2 Listen again. Are the sentences *true* (T) or *false* (F)?**

1 Nevine started to solve her problems by identifying the reason for them. [T]
2 Nevine says that she was trying to play four different sports perfectly. [ ]
3 Nevine still doesn't relax at the weekend, but she does things she enjoys. [ ]
4 Nevine has now found a new hobby that she enjoys. [ ]
5 Hany didn't expect to have any problems with his mental health. [ ]
6 Hany's mental health problems started because of stress at school. [ ]
7 Hany found it difficult to sleep because of his mental health problems. [ ]
8 Hany's parents helped him to make a study plan. [ ]

Reading

3 Read the advice from a teacher who helps teenagers who are suffering from burnout. Put the things that she does in the correct order (1-5).

[ ] Identify more efficient ways of doing things.
[ ] Find out how they feel.
[ ] Find out what they like doing and make better use of it.
[ ] Find out about what they have to do.
[1] Talk about the mental health problems they're having.

When I talk to teenagers who are suffering from burnout, I start by talking to them about the negative effects of their mental health problems. It's a good idea to ask how they're feeling, for example, they may feel exhausted or they may not have any time for self-care. Then I ask them about their routine because I want to find out how much time they spend doing their homework and how much time they spend on other activities. After that, we can find out if there's anything we can change, for example to have better time management. A final important thing to look at is what activities the student really enjoys. We can talk about these and think about how the student can make more time for them.

Speaking

4 Work in groups. You have a friend who's suffering from burnout. You want to help your friend, but you need more information. Read and answer the questions.

1 Which questions would be the most useful to ask?
2 What would each question help you to find out?

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Before you start

Think of a time when you helped a friend who was having problems. Why did you decide to help him/her? How did you help him/her? What were the results?

Reading

1 **Read this email from a teenager to a friend. What two things does Karim suggest that Mohamed does on his own to improve his mental health? What does Karim offer to do with Mohamed to help him?**

2 **Read the email again. Answer the questions.**

1. Why has Karim decided to write to his friend Mohamed?
2. What problem did Karim have with his mental health?
3. What did Karim do to improve his mental health?
4. What does Karim suggest that Mohamed should identify?

To: Mohamed@mail.com

From: Karim@mail.com

Hi Mohamed,

I wanted to write because I've noticed that you don't seem to be your normal self at the moment. You used to have so much energy, but now you look exhausted a lot of the time at school. I think I can understand how you're feeling because I was suffering from a lot of stress last year too. I couldn't cope with all of the homework I had. Instead of doing the work, I used to just sit at my desk and worry about it for hours. I remember that I was exhausted all the time and my teachers weren't very happy with my schoolwork. Time management was something I didn't know anything about back then, but I asked my sister for help and she showed me how to plan my study time better.

Is there something that you're worrying about which is stopping you getting to sleep? Or maybe you're doing too many things at the moment. Everyone suffers from stress and finds it difficult to cope with life sometimes, so don't worry about it. When you understand that, you can start to identify the reasons for your problems.

Why don't you think about what is happening in your life at the moment? Is there anything that you're spending too much time on? How often do you make the time to do something you really enjoy? We could get together to have a talk about what's going on if you want. Just let me know when.

Talk soon,

Karim

Writing

3 **Now plan an email to a friend who seems to be suffering from burnout. Make notes on:**

- possible signs of burnout you have noticed
- your own experiences of stress, exhaustion or burnout – real or imagined
- what you know about the causes of burnout
- ideas for things that can help people with stress, exhaustion or burnout
- some specific advice you could give your friend

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4 Lesson 5

Before you read

- What kind of person is Miss Havisham?
- Can Pip trust her? Why?

Chapter 4 character list

Miss Havisham a rich, elderly lady
Sarah Pocket a relative of Miss Havisham
Estella a young lady who lives with Miss Havisham
Mr Wopsle a friend of Mr and Mrs Gargery
Orlick a man who works for Joe at the blacksmith
Joe Gargery the husband of Pip's older sister; a blacksmith
Mrs Joe Pip's older sister
Biddy teacher and friend to Pip
Mr Jaggers a lawyer
Mr Pumblechook/Uncle Pumblechook Joe's uncle

Chapter 4

When I visited Miss Havisham the next day, I was sorry that Estella was not there. Miss Sarah Pocket opened the door for me.

'What do you want?' Miss Havisham said angrily. 'I hope you don't want anything from me, because you will get nothing!'

'I don't want anything. I have come to say thank you – for my apprenticeship,' I explained.

'Well,' Miss Havisham replied, '**from now on,** come to see me once a year, on your birthday!'

I promised that I would.

'You are looking for Estella, aren't you?' Miss Havisham continued. 'She has gone away for her education and she will become a lady. Do you feel that you have lost her, Pip?'

She laughed, and I did not know what to say. Then she asked me to leave, so I set off for home.

On the way, I met Mr Wopsle, one of the guests from that Christmas dinner a few years ago, and we walked together. It was getting darker now. In the mist, a man came slowly towards us, and we realised it was Orlick. He told us that some more convicts had escaped from the prison ship, and he seemed to act strangely as he walked with us along the road back.

On my return to the house, I was surprised to find a crowd of people in the kitchen. While Joe had been out that evening, someone had broken into our house and they had hit Mrs Joe on the head, injuring her badly. Nothing had been taken, but a convict's leg-irons lay on the floor.

I immediately remembered the convict who I had helped two years before in the graveyard. However, I felt sure that the person who committed the crime was not him. I suspected Orlick because he had been so angry with my sister. However, I had no **proof**.

Mrs Joe was unable to speak or walk again after the attack, but she could draw, and one

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day, she drew a **hammer**. Biddy and I knew at once that the hammer meant the blacksmith's hammer, which meant Orlick! When Mrs Joe was able to sit in the kitchen again, we could see that she was scared of him.

Mrs Joe could not hurt me now and because Joe needed help in the house, Biddy came to cook and clean for us. At last, my life was improving.

Some years passed, and I continued my apprenticeship at the blacksmith's. My visits to Miss Havisham's house continued once a year. It seemed as though time, like her old clocks, had stopped there. I did not see Estella again during that time, although I often thought of her. And when it was time to leave, Miss Havisham always gave me a coin and told me to come back on my next birthday.

Biddy soon became an important member in our **household**. She looked after everything well, and also cared for my sister. Mrs Joe could no longer walk or speak, and now I felt sorry for her. As the weeks became months, and the months became years, I also saw how kind and good Biddy was.

One day, I said to her. 'Biddy, I want to become a fine gentleman.'

'But don't you think you are happier as you are, Pip?' she asked, surprised.

'No, Biddy,' I explained. 'I will never be happy unless I can lead a different life to the one I live now.'

She looked down and was quiet.

'I don't want to be just a blacksmith,' I continued. 'Ever since I met Estella at Miss Havisham's, I have wanted to improve myself. She is so beautiful and clever, and I admire her very much!'

After a moment, Biddy asked quietly, 'Do you want to become a gentleman to **upset** her, or to marry her? If you want to upset her, then you shouldn't care what she thinks; if you want to marry her, she probably isn't **worth the effort**.'

'That may be true,' I replied, 'but I still admire Estella so much!'

I knew that I was making a mistake, but I could not change my feelings.

Biddy told me then that she was glad I could talk to her, and said she would never tell anyone else.

'I will always tell you everything, Biddy!' I said.

'Until you're a fine gentleman,' she replied, in a strange, sad voice.

It seemed impossible that my wish to become a gentleman would come true. But one evening, while Joe and I were at the village inn, listening to Mr Wopsle reading aloud from a newspaper, I noticed that a stranger was looking at us. Then I remembered him. He was the gentleman I had met on the stairs at Miss Havisham's house, years before.

'Is your apprentice, Pip, here?' the dark man asked us, looking at Joe. 'I need to speak privately to you both.'

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He sounded like an important man, so we invited him to come back to the workshop with us. Once there, he said he was Mr Jaggers, a lawyer from London.

'I am working for someone but I cannot tell you their name,' he explained. 'I have to tell you that Pip has great **expectations**. He will receive a large amount of **property** in future, so now he must have an education. The only condition is that he does not ask who his **benefactor** is.'

I immediately agreed. Joe was so surprised that he did not object at all when Mr Jaggers asked him if he could end my apprenticeship immediately.

'I have a large sum of money for you,' Mr Jaggers continued, turning to me, 'and your education will begin soon in London, with Mr Matthew Pocket. He will be your teacher and he will make a gentleman of you! But first, take these twenty pounds to buy some new clothes.'

When Joe was asked if he needed any money for losing me at the blacksmith's, he replied, 'Pip is welcome to go and find his fortune. Money makes no difference to my feelings for him. We will always be best friends.'

Joe was so good and kind, and really cared about me. When he and Biddy realised that I was to leave them in just a week, they both congratulated me, but they did not say much more than that. I knew that they were sad that I was leaving. My sister did not understand what was happening, although Biddy tried to explain everything to her.

I decided that when I had bought my new clothes, I would put them on at Uncle Pumblechook's house.

'I don't want all the poor people in this village to see me in my fine clothes,' I explained to Joe and Biddy.

They were both silent. Uncle Pumblechook, however, was delighted.

'I will never forget you, Joe,' I said, as I left the blacksmith's a week later. However, in truth, I had begun to feel more and more ashamed of Joe's poor education. When I said goodbye to Biddy, I asked if she could teach Joe to speak better, but to my surprise she refused. Suddenly, I felt lonelier than ever before.

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Before you read

Work in pairs. Discuss the questions.

- Do you agree with Pip that education can change lives? Why?
- Would you leave your friends and family behind to move to a big city to get a better education? Why?

Vocabulary

1 Replace the words or phrases in bold with the correct form of the words and phrases in the box.

to be worth the effort benefactor
expectations from now on hammer
my heart was set on proof property
to suspect upset

1 My grandparents bought **a house and an apartment** in Cairo when they were younger. .....
2 That rich man was a **person who gave money** to help build the hospital. .....
3 We need to use this **tool with a heavy piece of metal at the end of a long handle** to hit the nails into the wood. .....
4 Everyone **believes it's true** that these two people were responsible, **but they are not sure** .....
5 My dad said that **from this moment and into the future,** I must do my homework as soon as I get home .....
6 The necklace we found in the car is **something we can use to show everyone** that she took it. .....
7 My brother has worked very hard on his art project, but he thinks the hard work will **help him, even though it was difficult**. .....
8 I have **strong hopes** that good things are going to come my way this year. .....
9 I knew it wouldn't be easy to become a scientist, but **I was determined to achieve** my goal. .....
10 My mum was **unhappy** that I'd forgotten her birthday. .....

Reading

2 Reread Chapter 4. Complete the sentences with the correct characters.

Biddy Mr Jaggers Mrs Joe
Uncle Pumblechook

1 Someone breaks in and hits ..... on the head.
2 ..... arrives to look after Mrs Joe and becomes a part of the family.
3 Pip meets ..... in an inn and learns that he will receive a large amount of money in the future.
4 Pip buys some new clothes and decides to put them on at .....'s house.

Speaking

3 Work in pairs. Discuss the question.

Do you think Pip does the right thing when he goes to London? Why?

Literature

4 Read the quotations and answer the question.

a "Mrs Joe was unable to speak or walk again … but she could draw, and one day, she drew a hammer. Biddy and I knew at once that the hammer meant the blacksmith's hammer, which meant Orlick! **When Mrs Joe was able to sit in the kitchen again, we could see that she was scared of him**."

b "Biddy soon became an important member in our household. **She looked after everything well, and also cared for my sister.**"

What effect do the sentences in bold have?

A They give specific examples which persuade you that the other information is true.

B They give specific examples which show what a great achievement something was.

Writing

5 Re-read the last three paragraphs of this part of the story. How has Pip changed since the start of the story? Write a paragraph giving your answer.

WORKBOOK PAGES 30–31

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UNIT 5

Lesson 1

The future of work

OBJECTIVES

Reading Text messages between a student and an IT Support worker
Writing A letter of application for a job; An email asking for clarification about study tips
Listening A podcast about the future of work
Speaking A discussion about new ways of studying
Language Verb patterns with the gerund and infinitive; Phrasal verbs
Life skills Problem solving

Before you start

Look at the pictures and think about how you study.

- What technology do you use to help you study?
- Do you have to use technology to learn or create things?
- Where do you enjoy studying? Where is it easiest for you to study? Why?

Vocabulary

1 Match the words that go together.

1 install	**a** into possibilities
2 join/leave	**b** sound
3 switch your .... on/off	**c** your screen
4 mute	**d** software
5 share	**e** a virtual meeting
6 turn the ... up/down	**f** your microphone
7 look	**g** up with your work
8 catch	**h** camera

Reading

2 Read a chat conversation between a student called Carla and an IT support worker at her school. What was Carla's problem?

Carla: Hi, can you help us?

IT Support: Yes, sure. Can you tell me what the problem is?

Carla: Sure. We wanted to have a virtual meeting with a group of students in Egypt for a project. We installed the software for the meeting and that was fine. Everyone joined the meeting. We turned our microphones on and switched our cameras on. We could hear and see everyone without any problems for the first five minutes.

IT Support: OK and what happened then?

Carla: Then, I shared my screen and everything stopped working.

IT Support: So the other students couldn't hear or see you and you couldn't see or hear them either?

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Carla: That's right. We were talking to them, but they stopped responding. It was clear that they couldn't hear us. We turned our sound up, but it seems that they still couldn't hear anything we said or see us. We can only see the document I wanted to show them now.

IT Support: Did you mute your microphone?

Carla: No, I didn't touch my microphone. It was still on.

IT Support: Did you check your internet connection?

Carla: Yes, I did. The internet connection is fine.

IT Support: That's strange. Are you definitely still in the meeting? Could it be that you left the meeting and you didn't realise it?

Carla: I'll check. Oh, you're right. I closed the meeting by accident! Sorry.

IT Support: Don't worry. It happens ☺ Maybe you can look into other ways of staying in touch with the students during your meetings if there are technical problems, like email or instant messaging.

Carla: Yeah, good idea. Thanks for your help. I'll go and email the students.

3 Read the conversation again and answer the questions.

1 When did Carla start to have a problem?
2 How did Carla know there was a problem?
3 What did Carla do to try to solve the problem?
4 Which two things were working and not causing the problem?
5 What was the cause of the problem?
6 What does the IT support worker suggest that Carla do in future?

FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 82

Phrasal verbs

Phrasal verbs consist of a verb combined with one or two prepositions. When these words are used together, they create a new verb with a different meaning.

In some phrasal verbs, the noun comes in between the verb and the preposition: *__Turn__ your sound __up__.*

In some phrasal verbs, the noun comes after the phrasal verb: *We can __look into__ other ways of staying in touch.*

Some phrasal verbs can either be separated or not separated by a noun: *Please __turn__ your camera __off/turn off__ your camera.*

Language

4 Complete the phrasal verbs in the sentences with the correct prepositions.

down ~~into~~ on off up x2

1 We're going to look *into* ..... other ways of sharing documents online.
2 You don't have to turn your camera ..... if you don't want to. Leave it .....
3 At least I have this weekend to catch ..... with the school work I missed!
4 I asked her to turn her sound ....., but then it was much too loud.
5 We told her the sound was too loud so she turned it .....

Speaking

5 Discuss the questions in pairs.

1 Do you think that having virtual meetings will help Carla and the students to do their project work more efficiently? Say why.
2 Can you think of another solution to Carla's problem? If yes, what would that be?

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5 Lesson 2

Before you start

Work in pairs. Discuss the question. Which of these recent changes in the world of work do you think will become even more important in the future? Why?

- Companies doing more to help their employees with personal problems.
- More employees working from home or in other spaces, such as coffee shops.
- Employees have more control over their working hours and work fewer hours.
- Employees send a lot fewer emails or none at all and instead use virtual meetings or apps to communicate and share information.

Listening

1.32 **1 Listen to part of a podcast about the future of work. Tick (✓) the speaker's predictions about the future of work.**

1. The number of people who work from home will increase. ☑
2. Employees will decide what their working hours will be. ☐
3. Companies will stop telling their employees what to do. ☐
4. Employees will be able to make more decisions at work. ☐
5. Employees will stop using email in ten or twenty years' time. ☐
6. People will only send emails when they need to solve problems. ☐

1.33 **2 Listen again. Make notes on the information or examples that the interviewee uses to support each of his four predictions.**

Prediction 1: .....

.....

Prediction 2: .....

.....

Prediction 3: .....

.....

Prediction 4: .....

.....

Speaking

3 Work in pairs. Discuss the questions. Use your notes from Exercise 2 to help you explain your answers.

1. Which of the interviewees' predictions do you agree with? Why?
2. Are there any predictions that you don't believe? Why?

I think a lot of employees will decide to work from home in the future because you have more free time if you work from home and it's better for the environment too.

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FOCUS ON

LANGUAGE

LANGUAGE REVIEW PAGE 82

-ing forms or the infinitive

When two verbs are used together, the second verb could either be in the *-ing* form or *to* + infinitive.

Some verbs are always followed by *to* + the infinitive, for example *encourage*, *need*, *seem* and *want*:

*What's the most important future trend we **need to know** about?*

*That **seems to be** logical.*

Some verbs are always followed by the *-ing* form, for example *enjoy*, *finish* and *recommend*:

*They **enjoy making** more decisions on their own.*

Some verbs can be followed by the *-ing* form or *to* + infinitive and the meaning stays the same, for example *continue*, *like*, *hate* and *start*:

*Employees will **continue doing/to do** this.*

Some verbs can be followed by either the *-ing* form or *to* + infinitive but the meaning changes according to the verb form which is used, for example *stop* and *remember*:

*Companies will **stop seeing** work as something everyone does in the same place and at the same time.* (They will no longer do this.)

*I **stopped to buy** water on my way home.*

(I stopped, bought the water and then continued.)

Language

4 Answer the questions to give your opinion about the future of work. Use the verb patterns in bold in your answers.

1 What new things will employees **start doing** at work?

.....

.....

2 How many employees will **decide to work** from home if they have the choice?

.....

.....

3 What things that we do now will we **continue doing** at work in the future?

.....

.....

5 Work in pairs. Match these sentences with their meanings.

1 I'll **remember to talk** to my colleagues about having more virtual meetings.

2 I **remember talking** to my colleagues about having more virtual meetings.

a This is something I will not forget to do in the future. ☐

b This is something I have a memory of doing in the past. ☐

6 Work in pairs. What is the difference in meaning between these two sentences?

1 We **stopped the virtual meeting to check** that everyone's microphones were turned on.

2 We **stopped checking** that everyone's microphones were turned on because they always were.

Speaking

7 Work in pairs. Think about how students might study differently at school in the future. Use the phrases below to make predictions.

1 I think students will start …

2 In my opinion, we'll stop …

3 I believe we'll continue …

4 The way I see it, students will still want …

Video

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5 Lesson 3

Before you start

- What problems do you or your classmates have when you're studying?
- What helps you to study more effectively?

Reading

1 Read the three study tips. Match the headings to the correct tips.

a Draw mind maps

b Create a study system with colours

c Make a study plan before you start studying

TIP 1: .....

Start by thinking what you need to learn. For example, if you need to study for a Maths exam, make a list of all the topics you need to know. Then, decide how much time you'll need to learn about each one. Finally, decide which topics are the most important and plan to spend more time on these.

TIP 2: .....

This is a creative way of bringing information about a topic together in one place. You start by writing the topic in the centre of the page and then draw lines from the centre. At the end of each line, you write a different part of the topic and make short notes about it. You could even use pictures instead of text in your mind map too.

TIP 3: .....

For example, if you write the most important points about a topic on cards, you could use the same colour cards for similar topics. This will help you to find information more quickly. You could also get some different coloured pens and highlight different types of words (verbs, nouns, adjectives, etc.) in different colours.

SKILLS FOR LIFE

Everyone has problems while they're trying to study sometimes. Don't get stressed or give up. Try to think of creative solutions. Try doing something in a different way, in a different place or in a different order, or using technology.

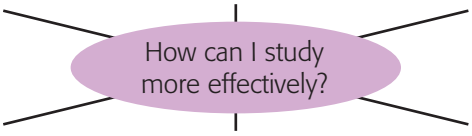
2 Read the study tips again. Are the sentences *true* (T) or *false* (F)?

The writer says …

1. You should identify specific things you need to learn about. [T]
2. It isn't important to decide which topics you need to concentrate on. [ ]
3. Mind maps help you to put information about different topics in one place. [ ]
4. You can draw pictures instead of writing words on a mind map if you want to. [ ]
5. You can use cards to summarise important information. [ ]
6. You should make all the words on a card the same colour. [ ]

Speaking

3 Work in groups. Brainstorm other ideas for study tips.



4 Work in groups. Prepare a presentation showing how you plan to use two of the study tips from Exercise 3 next week. Use the following questions to help you make your study plan, then present your ideas to the class.

1. When can you start using the tips?
2. What is the first thing you need to do to start using the tips?
3. What changes will you have to make to the way you study?

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Before you start

Work in pairs. Put in order the things you can do when you don't think you've understood something. 1 = the most effective, 5 = the least effective.

1 Let the other person know that you didn't understand. ☐
2 Get angry. ☐
3 Say what you have understood. ☐
4 Ask a lot of questions about the topic. ☐
5 Ask the person to explain more simply. ☐

Reading

1 Read the email, then answer the questions.

1 How does Iman know Monica?
They work together.

2 Why did Iman write to Monica?
.....

3 What does Iman not understand?
.....

To: Monica@mail.com
From: Iman@mail.com

Hi Monica,

Thank you for your email about virtual meetings.

I understand how to join the meeting by clicking on the link in an email and turning my microphone and camera on and off, but I'm not sure about how to give a presentation during a meeting. It sounds like you have to share your screen if you want to show other people a document or PowerPoint slides, is that right? So I need to join the meeting, share my screen and then stop sharing when I've finished showing the thing I wanted to show. Have I understood that correctly? If I haven't, feel free to let me know how I should be doing it. Maybe we could have a quick call so you can talk me through it.

Thanks very much in advance for your help. I'm sure I'll be able to give presentations in our meetings without any problems very soon.

Talk to you soon,

Iman

2 Work in pairs. Read the email again. Match the questions to the correct answers.

1 How does Iman start the email? *d*
2 Which phrase tells you that Iman understood some of Monica's explanation? ☐
3 Iman uses the phrase 'It sounds like ...' to introduce an explanation of what? ☐
4 After she's given this explanation, Iman asks a question in order to do what? ☐
5 What does Iman suggest that they could do if she hasn't understood correctly? ☐
6 What two things does Iman say at the end of the email? ☐

a She says thank you and she'll be able to solve the problem soon.
b 'I understand how to ...'
c Check her understanding.
d She said that she has received Monica's email.
e Talk to each other.
f What she understood from Monica's explanation.

Writing

3 You receive this email from a friend who's trying to help you to study more effectively. Plan a reply to this email.

Make notes on:

- How to start the email
- One thing you definitely understood
- How to ask if you've understood correctly
- How to end the email

Hi there,

You asked for some study tips and I have two good ones for you:

Try using the Pomodoro technique. You concentrate on your work for 25 minutes, then take a break, then do another session for the same amount of time, then take another break. After a few of these, you take a longer break.

Try teaching another student something you find difficult to understand. Prepare something before you meet up with them. Then explain it to your friend as well as you can.

Let me know how the studying goes.

Talk to you soon!

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5 Lesson 5

Before you read

- At the end of Chapter 4, Pip learnt that he would be rich. How does he feel about this? Why?

Chapter 5 character list

Miss Havisham a rich, elderly lady
Mr Jaggers a lawyer
Matthew Pocket Miss Havisham's cousin; father of Herbert Pocket; Pip's teacher in London
Mr Wemmick Mr Jaggers' clerk
Herbert Pocket a relative of Miss Havisham; who Pip will live with in London
Miss Havisham a rich, elderly lady
Estella Miss Havisham's adopted daughter
Miss Havisham's half-brother
Miss Havisham's fiancé
Startop a man who is staying with Herbert Pocket and Pip
Bentley Drummle a man who is staying with Herbert Pocket and Pip

Chapter 5

I visited Miss Havisham, wearing my new clothes.

'I have been given a fortune since I last saw you, Miss Havisham,' I said. 'And I am so grateful!'

'I know,' she replied, 'and you have a good life ahead of, you. But remember to follow Mr Jaggers' advice!'

She looked pleased as I said goodbye, and I felt sure that she was my secret benefactor. After all, Mr Jaggers had told me that I was to be educated in London by Mr Matthew Pocket, one of Miss Havisham's relatives.

When I was sitting on the coach to London the next day, after a quick goodbye to Joe, my sister and Biddy, I felt as though the whole world was waiting for me.

It was five long hours before I arrived at Mr Jaggers' office in London. His **clerk**, Mr Wemmick, explained that because Mr Jaggers was still at work, I should wait for him in his office. It was an unpleasant place, and I was sad that I had left the blacksmith's.

When Mr Jaggers returned, he said that I should go to my **lodgings** at Barnard's Inn, where I would share rooms with Mr Matthew Pocket's son. He wanted to take me to his father's house in a few days' time, so that I could meet my new teacher.

'Here is some money, Pip,' Mr Jaggers continued. 'It is a lot of money! But don't worry; I will know how much you spend, in case there are any difficulties.'

This was good news! I felt happier now, and I agreed to go to my lodgings with Mr Wemmick. He told me that Mr Matthew Pocket lived in Hammersmith, five miles away.

When we came to Barnard's Inn, I was disappointed. It looked dusty and gloomy. Mr Wemmick left me at the door, but no one answered it.

I thought that no one would come and let me in, but after about half an hour, I heard footsteps. A tall, thin young man appeared.

'Mr Pip?' he asked. 'I am sorry! I went to buy some fruit at the market and I thought you would arrive later than this.'

He invited me in. It was only when he turned to speak to me, in the light of the window, that I saw who he was – the pale young gentleman!

Herbert Pocket was the pale young man. He was not handsome, but his face was cheerful, and I liked him at once. However, I had a strange feeling that he would never become rich.

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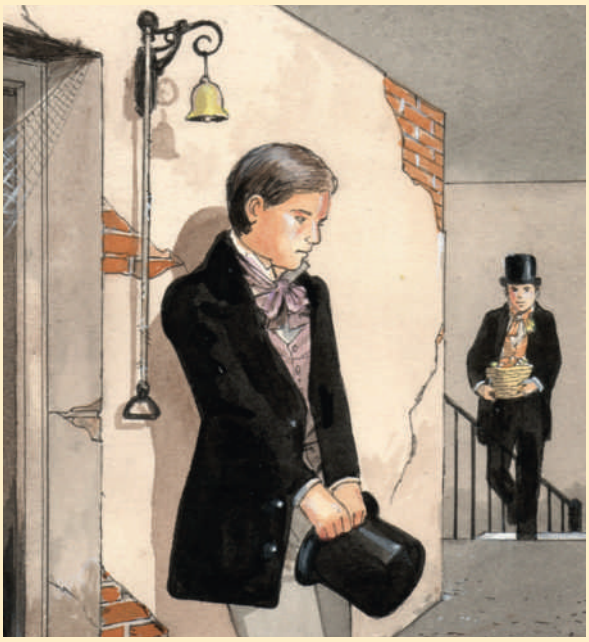

We immediately began talking. I discovered that Miss Havisham had once thought she might **adopt** Herbert, so she had invited him to visit her. That was on the day that I had met Herbert, and fought with him in the garden. After that visit, however, Herbert was not invited to Miss Havisham's again.

'She didn't think I was suitable,' Herbert told me. 'But if she had adopted me, I would probably be rich now. And if that had happened, then I might even be Estella's **fiancé**, too!'

'You must be disappointed!' I said.

'No, not at all,' he replied. 'I think I have had a lucky escape! Estella is proud and cruel. Miss Havisham adopted her, you know. She wants to use her – to **take revenge on** men!'

I was very surprised. Estella was adopted! Why did Miss Havisham want to use her in such a strange way?

When we sat down to eat, Herbert continued to tell me about Miss Havisham. First, however, he told me how to behave at the dinner table, for which I was grateful.

I soon discovered from Herbert that Mr Jaggers was Miss Havisham's lawyer. Mr Jaggers had suggested that Herbert's father, Mr Matthew Pocket, should be my teacher in London. I was convinced now that Miss Havisham was my secret benefactor!

Herbert told me more about Miss Havisham. He explained that when she was a young woman, she and her half-brother had **inherited** a fortune from their father.

It was not long, however, before her half-brother spent his **share** of the money and became jealous of her. He wanted to have her money, and he started to think about how he could get it from her. He didn't care if he had to hurt her to get it.

Soon afterwards, Miss Havisham got **engaged**. During this time, she gave most of her fortune to her fiancé. This was against the advice of her cousin, Matthew Pocket, who warned her not to trust her future husband too much. Miss Havisham became very angry with Matthew Pocket and ordered him to leave her house. He has never been there since.

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5 Lesson 5

'Is your father still angry with Miss Havisham for ordering him to leave?' I asked Herbert.

'No, he's not angry at all,' replied Herbert. 'But when Miss Havisham sent him away that day, she said that he wanted to get her money himself. If he visited her now, it would look as if he still wanted her money .'

On the morning of the wedding, when everything was ready and the guests were expected, there was some bad news. Miss Havisham's fiancé had left her! She received the news at twenty to nine in the morning, while she was getting dressed. Ever since that time, more than twenty-five years ago, neither Miss Havisham, nor her house, had changed at all. Even the clocks in the house had been stopped.

'But why didn't Miss Havisham's fiancé marry her?' I asked. 'He would have had all her property then.'

'Perhaps he was already married,' Herbert said.

It seemed that the fiancé had, in fact, planned everything with Miss Havisham's half-brother, hoping to take as much money from her as they could. Nobody knew if the two men were still alive, or not.

The following day, I was taken to meet the Pocket family at their home in Hammersmith in West London. They lived by the river in an old house. When we arrived, we found Herbert's younger brothers and sisters playing noisily in the garden. Despite the place being very ordinary, it was a happy house, and I immediately felt comfortable there.

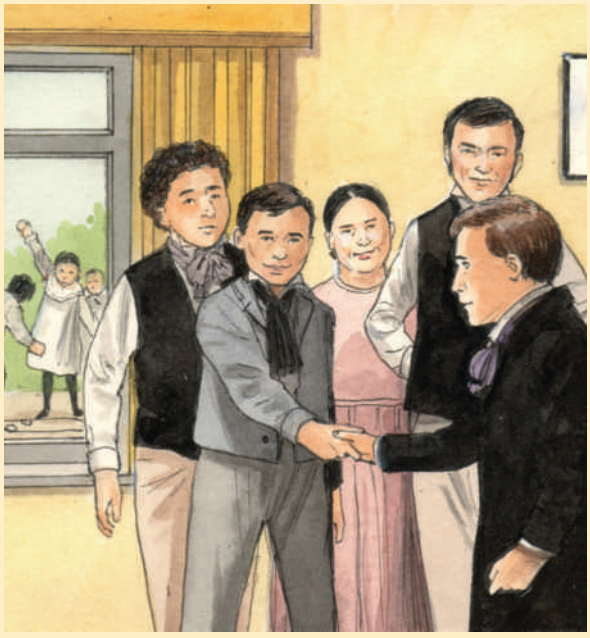
Mr Matthew Pocket and his wife were as cheerful as their son, and made me welcome. After they showed me my room, they introduced me to two other young men who were also staying there. We soon got to know each other very well. Startop was good-natured, but Bentley Drummle was proud and **grumpy**.

I was learning how to live like a young gentleman and improving my education because I would be very rich one day. Mr Jaggers gave me more money whenever I asked, which was quite often. I noticed, however, that he never laughed, and everyone seemed scared of him.

One day, while waiting in Mr Jaggers' office, I had a conversation with Mr Wemmick about Mr Jaggers' work. I noticed that Mr Wemmick was proudly wearing a ring. He told me that it was a present from people he had worked with.

I was invited to Mr Wemmick's house. He lived with his father some distance from the centre of London, in a strange building that looked like a small wooden castle.

Mr Wemmick told me that all of London's criminals were afraid of Mr Jaggers, so they left him alone. I learnt that Mr Jaggers did not even lock his house at night, and often said, 'I want to see the man who'll **dare** to rob me!'



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Before you read

Work in pairs. Discuss the question.

- How does Pip feel about leaving for London?

Vocabulary

1 Match the words and the definitions.

1 clerk
2 lodgings
3 adopt
4 grumpy
5 fiancé
6 be convinced
7 half-brother
8 inherit
9 jealous
10 (get) engaged
11 to dare
12 take revenge on
13 share

a to often be in a bad mood
b to be strong or brave enough
c a person who works in an office
d feeling unhappy and angry because someone else has something you want
e someone who is the son of one of your parents
f a man who has agreed to marry someone
g a place to live
h to receive something from someone else, usually in a will
i to agree to marry someone and give them a ring
j to be completely sure that something is true
k to do something bad to someone who was unpleasant to you
l a part of something that has been divided
m to legally take someone else's child into your family

Speaking

2 Work in pairs. Discuss the question.

Do you think Miss Havisham is Pip's secret benefactor? Why?

Reading

3 Complete the summary using the words and phrases in the box.

a great fortune
all the clocks had been stopped
are afraid of Mr Jaggers Miss Havisham
secret benefactor share

Pip visits **1** ..... before he leaves for London. When he arrives, Pip meets Herbert Pocket. He tells Pip that Miss Havisham had thought about adopting him. Pip also learns that Mr Jaggers is Miss Havisham's lawyer and he becomes convinced that she is his **2** ..... . He discovers that Miss Havisham's father had left her and her half-brother **3** ....., but the half-brother wanted her **4** ..... of the money too. Miss Havisham got engaged and gave money to her fiancé. He left her on the morning of their wedding. Since then, Miss Havisham has changed nothing in her house and **5** ..... .

Pip learns to live like a young gentlemen and Mr Jaggers gives him money whenever he needs it. Later Pip finds out that all of London's criminals **6** ..... .

Literature

4 Writers use both direct speech and reported speech. Look at the examples and write *D* for direct speech and *R* for reported speech.

1 'I know,' she replied, 'and you have a good life ahead of you ...' .....
2 'Here is some money, Pip,' Mr Jaggers continued. .....
3 When we sat down to eat, Herbert continued to tell me about Miss Havisham. .....

5 Read this quotation and answer the questions.

'Perhaps he was already married,' Herbert said.
It seemed that the fiancé had, in fact, planned everything with Miss Havisham's half-brother, hoping to take as much money from her as they could. Nobody knew if the two men were still alive, or not.

1 What had the two persons planned for?
2 Were they successful?
3 How did Miss Havisham react to this? Do you think she was right?

Writing

6 Think of a conversation from Chapter 4. Write a paragraph about what was said. Use both direct speech and reported speech. Use the words and phrases in the box to help you.

continued continued to tell me/us about
explained that mentioned replied said

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UNIT 6

Lesson 1

Let's get it done!

OBJECTIVES

Reading A report on a study into productivity
Writing A Reflective text
Listening An interview with an expert on productivity
Speaking Brainstorm and discuss ideas to improve productivity
Language *Get something done*; Causative verbs
Life skills Productivity; Self-management

Before you start

Look at the picture and think about what helps you to do a lot of schoolwork in a short period of time. Discuss the questions in pairs:

- What things in the photo help you when you're studying? What other things can you think of?
- What things in the photo make it harder for you to study? What other things can you think of?

FOCUS ON VOCABULARY

Check the meaning of these words and phrases in a dictionary:

assess **decline** **efficiency** **productive** **productivity** **progress** **raise** **vary**

Listening

1.37 **1 Complete the conversation with the words and phrases from the Focus on Vocabulary box. Then listen and check.**

Eman: I try hard to finish my homework on time, but I can never get it all done. After just a few minutes my productivity levels start to 1 *decline* ..... and I start looking at my phone.

Amany: It sounds like you need to 2 ..... your 3 ..... so you can get more homework done.

Eman: So I need to become more 4 .....?

Amany: Yes, exactly. You need to do good work, but get it done faster by increasing your 5 ..... . First, 6 ..... when and where you find it easiest to work. You could try to 7 ..... the time and place where you work and see what happens at different times and in different places.

Eman: That's a good idea. I'll try doing that and hopefully I'll soon be making more 8 ..... with my homework.

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1.38 **2 Listen to an expert on productivity talking about how to be productive and answer the questions.**

1 What two things do you achieve when you're productive?
2 Can everyone raise their productivity levels in the same way? Why?
3 What two things can you change about the way you work to become more productive?
4 Which two things make everyone less productive than they could be?

1.39 **3 Listen to the expert again. Are the sentences *true* (T) or *false* (F)? Correct the false statements.**

1 The expert tells people there isn't one thing that will help everyone to become more productive. [T]

.....

.....

2 The expert believes that everyone is more productive if they leave their home and go and work somewhere else, like a cafe. [ ]

.....

.....

3 The expert says that the time of day when people can work efficiently varies for different people. [ ]

.....

.....

4 The expert believes you should still try to do some work even if you're feeling stressed or worried. [ ]

.....

.....

Language

4 Read the sentences (a–c) from the audio and answer the questions (1–3).

a … productivity means managing your study or work time so that you **get all your work done** in the time you have
b assess where you could concentrate the best and **got the most work done**.
c but it may make it harder for other people to concentrate and they'll **get less work done**.

1 Which verb could you use instead of 'get … done' in the sentences above?

.....

2 Which word do you use in front of the structure 'get … done' to talk about the future? .....

3 Which word in the structure 'get … done' do you change when you talk about the past and what do you change it to? .....

Speaking

5 Discuss the questions in pairs.

1 What time do you get most work done?
2 Which places do you go to when you want to get a lot of work done?
3 Does doing more than one task at the same time make it harder for you to get work done?
4 Are you happy with the amount of work you got done last week? Why?

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6 Lesson 2

Before you start

- Have you ever made a change to the way you study to make you more productive?
- If you have, what change did you make and what effect did it have?
- If you haven't, think of a change you could make to help you become more productive. What effects would this change have?

Reading

1 Quickly read the report by a researcher about the effects of changes to the way students study. Does the researcher mention any of the changes you discussed?

2 Read the report again. Answer the questions.

1 Why did the researcher decide to do this study?

They wanted to find out which situations make students more productive.

2 What is the central idea of the report?

.....

3 What data did the researcher use to draw his conclusions?

.....

4 When and how often did the researcher ask the students to change the way they study?

.....

5 What way of studying helped some students to be more productive, but made it more difficult for other students?

.....

A report on a recent study into productivity amongst students

In our research study, we assessed the productivity levels of sixteen to eighteen-year-old students. The aim was to find out which situations led to an increase in the students' productivity levels while they are studying. We chose a group of 250 students and asked them to keep a diary over a six-month period. In these diaries they wrote down how much time they spent studying every day and what they achieved.

At the start of the study, we asked all the students to make a change to their study habits. We wanted to find out what effect this change would have on the students' productivity. We repeated this process at the start of every month for the rest of the study to look at the effects of varying study habits.

Our analysis of the students' diaries resulted in some interesting conclusions. We noticed that most students' productivity levels increased significantly when they got up earlier to study before school. This was even true for students who had said they weren't very efficient when they studied early in the morning. On the other hand, most students' productivity levels declined significantly when they regularly studied until late into the evening. Another interesting finding was that studying with other students had a very positive effect on some students' productivity levels, but a very negative effect on other students' productivity levels.

In conclusion, we can state that studying in the morning seems to help most students to become more productive, but the effects of other factors, like whether or not students study alone, vary, depending on the individual.

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3 Read these sentences from the report. Underline the phrases which show cause and effect. Then write C (cause) or E (effect).

1 The aim was to find which situations led to an increase in the students' productivity levels. C
2 We wanted to find out what effect this change would have on the students' productivity. ☐
3 We then repeated this process at the start of every month for the rest of the study to look at the effects of varying study habits. ☐
4 Our analysis of the students' diaries resulted in some interesting conclusions. ☐

Listening

1.40 **4 Listen to a question and answer session with the researcher who wrote the report. Match the questions with the summaries of the researcher's answers.**

1 Do you think you would get the same results with younger students? b
2 Did you have any situations where a student really didn't want to make the changes that you asked them to make? ☐
3 I wanted to know if the students in the study allowed you to share their diaries with other researchers. ☐

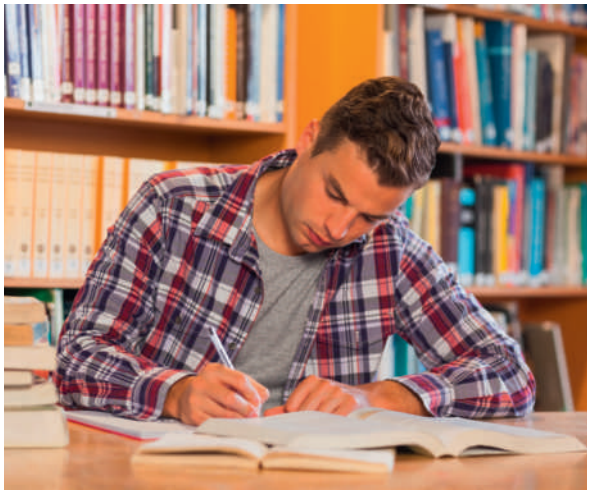
a The researcher says that this wasn't a problem.
b The researcher expects that this will happen.
c The researcher says that he never planned to do that and won't do it.

Language

1.41 **5 Listen again and complete the verb patterns with the correct verbs.**

allow ~~let~~ make stop

a *let* ..... / ..... someone do something
b ..... someone from doing something
c ..... someone to do something



FOCUS ON LANGUAGE

LANGUAGE REVIEW PAGE 83

Causative verbs

We use the verb *make* to say that someone or a situation forced someone else to do something. For example:

*My parents **make me tidy** my room.*

We use the verbs *let* and *allow* to say that someone has permission to do something.

*The teacher sometimes **lets us watch** a film.*

*The teacher sometimes **allows us to watch** a film.*

Note: We use *to* + infinitive with *allow*.

We use the verb *stop* to say that someone or a situation makes it impossible to continue doing something:

*The cold weather **stops us from going** outside.*

Speaking

6 Work in pairs. Complete the sentences so they are true for you and then share them with a partner.

1 My parents/teachers sometimes stop me from…
2 My parents/teachers let me…
3 My parents/teachers made me…
4 I'd like to do a job which allows me…

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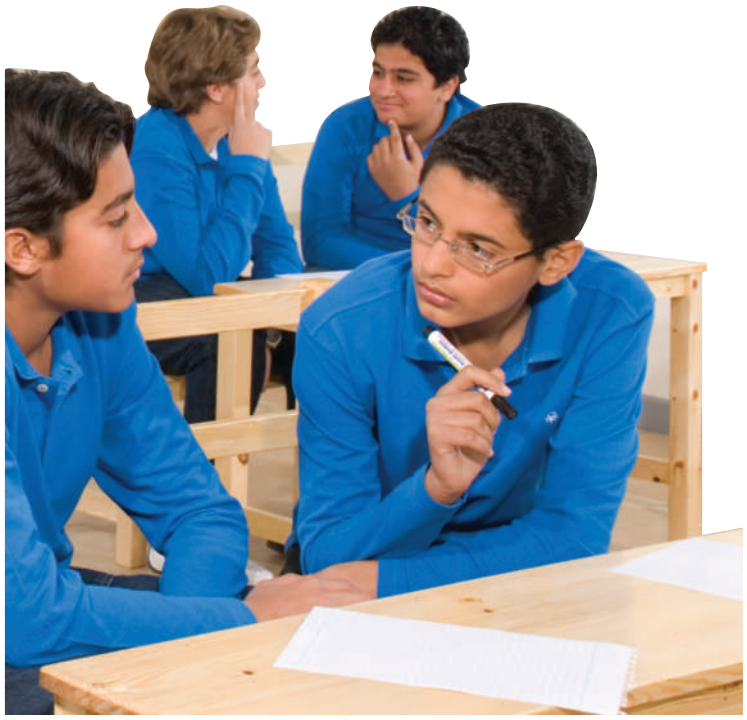
6 Lesson 3

Before you start

- How do you usually brainstorm ideas?
- Do you brainstorm ideas alone or with other people?
- Do you brainstorm best by talking about your ideas, writing your ideas, or drawing your ideas?
- Why do you brainstorm ideas?



Listening

1.42 **1 Listen to a brainstorming session in an English lesson. Answer the questions.**

1 How many students are taking part in the brainstorming session?
2 How are the students brainstorming ideas (talking, writing, drawing, etc.)?
3 Why are the students brainstorming ideas?
4 What would you like and dislike about brainstorming ideas in this way?

1.43 **2 Listen again. Which phrases (a–f) do the students use to do these things during the brainstorming session?**

1 Start the discussion [d]
2 Make sure everyone takes part in the session [ ]
3 Talk about the pros and cons of an idea [ ]
4 Say what's important [ ]
5 Check that everyone is happy with a decision [ ]
6 Make a decision [ ]

a it might lead to …, but at least …
b Would you be happy for us to add that to our possible solutions, Reem?
c Let's add it to our options.
d Does anyone already have any ideas they want to share?
e So do we all agree that this could be a good solution?
f … that's our priority.

Speaking

3 Work in pairs. Discuss the questions.

1 Why is it important to make sure that everyone takes part in a brainstorming session?
2 Why is it important to check that everyone is happy with the decisions you make in a brainstorming session?

4 Work in groups. Brainstorm ideas that would help you to become more productive when you're studying. Think about the following:

- What stops you from being as productive as you could be?
- What do you know or think can help you to become more productive?
- How easy it will be to put the ideas into practice in your daily life?

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Before you start

- When you make a change because you want to improve something, how do you know if the change has helped or not?
- Why can analysing what didn't work when you tried to improve something be helpful?

Reading

1 Magdy changed the way he studies because he wanted to raise his productivity levels. He wrote about his experiences a week later. Read the text and answer the questions.

1 Which three changes did Magdy make?
2 Which change was very helpful?
3 Which change helped him most?
4 Which change didn't help him at all?

2 Look at the underlined phrases in the text. Write the phrases next to their function.

1 Describing what you did
I kept going with it .....
2 Talking about your experiences from your position now
.....
3 Describing the negative effects
.....
4 Describing the positive effects
.....
5 Saying how helpful it was
.....

Trying to raise my productivity levels: Week 1

I tried dividing my study time into twenty-five minute periods and taking breaks between them. I can understand the logic of doing this and I'm sure it helps some people to concentrate better because they only have to concentrate for short periods. However, the big drawback for me was that I kept looking at the time to see when it was time to have a break. Looking back, I suppose I should have set an alarm instead so I didn't have to do that and then it might have been more helpful for me.

I decided to always do the task that I found the most difficult first and, of course, this was quite hard to do at first because it isn't what you naturally want to do. However, I kept going with it and after a few days, I noticed how it was helping me to manage my time better and meant that I made a better job of the unpleasant tasks than I did before. This definitely had a positive impact on my productivity.

I liked the idea of making a study plan because I thought it would help me to get better organised. It definitely helped me to feel less stressed about what I needed to do because I wrote down exactly what I had to do in a list and that made it seem easier to get everything done. I was surprised by what a big difference the study plan made. I'm definitely going to carry on making study plans.

Writing

3 Plan a text about your experiences of using two study tips from Lesson 3. Include the following:

- What you did
- How you feel about the experiences from your position now
- The positive effects of using each study tips (if any)
- The negative effects of using each study tips (if any)
- How helpful you found using the study tips overall

SKILLS FOR LIFE

When you make a change to the way you study or in any other area of your life, you need to evaluate it. Has this change had any positive effects? Has this change had any negative effects? Which effects have had a greater impact? Evaluate the effects to make decisions about whether to continue with the change or to try something else.

Video WORKBOOK PAGE 41

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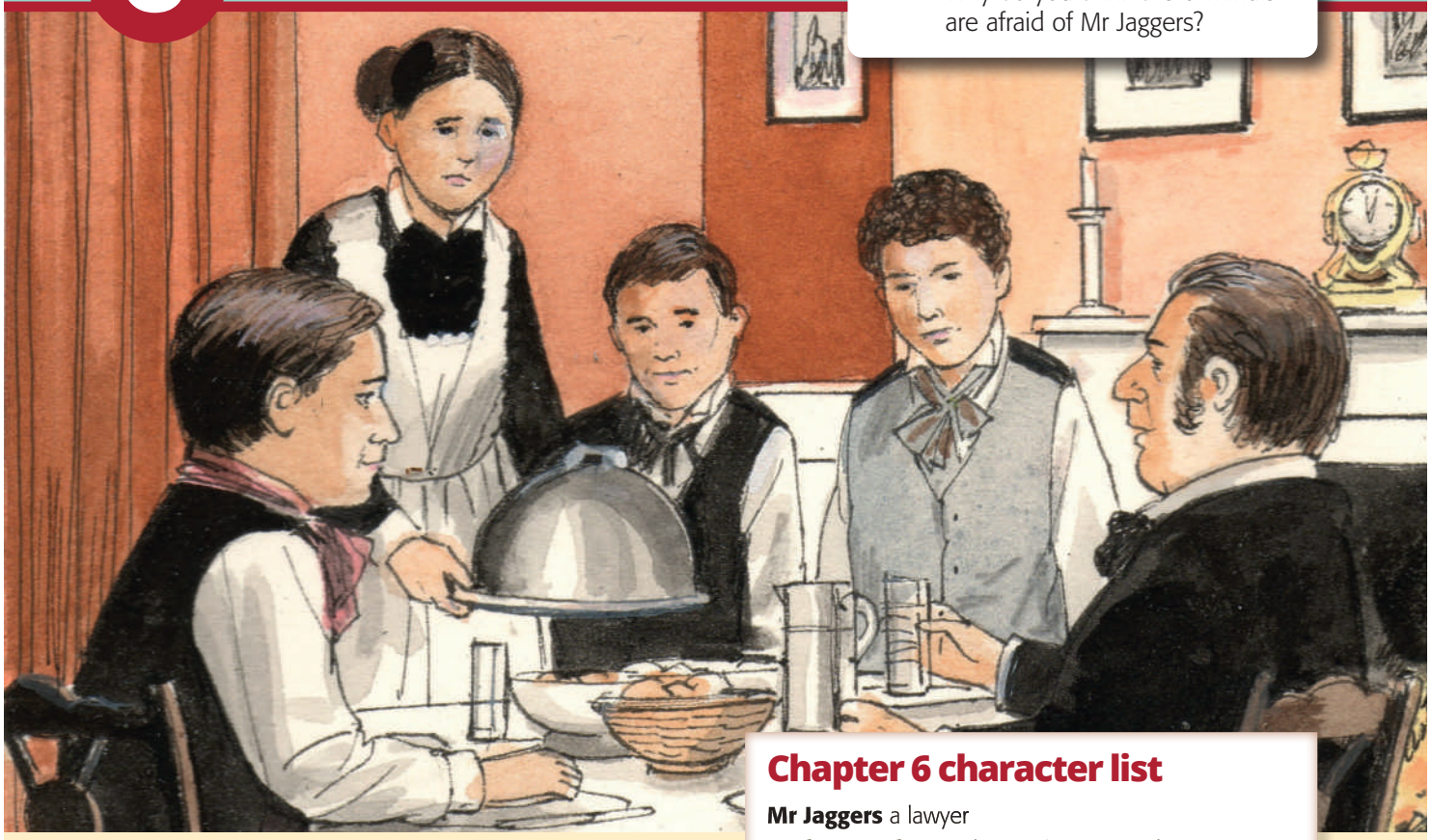
6 Lesson 5

Before you read

- Why do you think the criminals are afraid of Mr Jaggers?



Chapter 6 character list

Mr Jaggers a lawyer
Herbert Pocket a relative of Miss Havisham; Pip's friend in London; son of Pip's teacher
Startop Pip's friend and house-mate
Bentley Drummle Pip's house-mate
Molly Mr Jaggers' housekeeper
Matthew Pocket Pip's teacher in London; Miss Havisham's cousin
Biddy teacher and friend to Pip
Joe Gargery the husband of Pip's older sister; a blacksmith
Mrs Joe Pip's older sister
Two convicts
Magwitch the convict Pip helped to escape

Chapter 6

A few days afterwards, I was invited to dinner at Mr Jaggers' house with Herbert Pocket, Startop and Bentley Drummle.

Mr Jaggers lived in a large, gloomy building, not far from his office. We all sat down at a big table. There was plenty for everyone to eat and drink, but Mr Jaggers kept everything at his side, and served us himself.

When he saw Drummle, he immediately asked me who he was.

'That is Bentley Drummle,' I replied.

'So, Bentley Drummle is his name, is it?' he said. Mr Jaggers thought about this information for a moment before saying, 'I like the look of him!'

Mr Jaggers spent a lot of time looking at Drummle. He talked to Drummle for a long time, and I heard Drummle **boasting** that he was much stronger than Startop and me. We were both annoyed, and Startop and I found ourselves talking boastfully as well. Our conversation became a competition to show who had the best skills.

Mr Jaggers seemed to enjoy our talk as a form of entertainment. But I didn't enjoy it at all. I don't know why I said some of the things I did, but being among these people seemed to make me behave that way.

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Just then, a woman of about forty entered the room. She was tall and thin, with pale eyes and long hair, and she gave Mr Jaggers an **anxious** look as she put more food on the table. She seemed to be worried that Mr Jaggers would say something bad about the food. He introduced her as Molly, his housekeeper.

'Now, if you gentlemen want to see some real strength, show them your **wrists**, Molly!' Mr Jaggers continued.

She pulled up her **sleeves** and showed them to us. One of her wrists had terrible **scars** on it; it must have been cut badly in the past.

'I have never met a man or a woman with stronger hands than Molly,' Mr Jaggers said. 'They are **remarkable**! Don't you just think so?'

We all took turns to look at her arms. Then, Mr Jaggers thought that Molly was getting too much attention, so he told her to leave the room again.

'At half-past nine, gentlemen,' said Mr Jaggers, 'we need to finish. Please make good use of your time here.'

Until that time, Drummle continued to boast about things he had done, which Mr Jaggers seemed to encourage. However, when Drummle left the house with Startop, Drummle realised that he no longer had an **enthusiastic** audience for his boasting, and the two started to argue.

Before leaving, I told Mr Jaggers that I did not like Drummle at all. He advised me to keep away from him and then he said good night.

Fortunately, however, Drummle finished his education with Mr Matthew Pocket soon afterwards and returned home, to my great relief.

A few weeks later, a letter arrived from Biddy. She wrote:

Dear Mr Pip,

I am writing to you ***at the request of*** *Mr Joe Gargery to let you know that he is going to be in London and would be very glad to see you. He will arrive at nine o'clock tomorrow morning and hopes that this will be a good time for you. I am sure that you will be happy to see him because you always had a good heart.*

Your poor sister is much the same as when you left. We talk about you every day and think about what you are saying and doing.

Yours sincerely,

Biddy

I wished that I could pay Joe not to come. He was my friend, but I was ashamed of him now. He wanted to visit me at Barnard's Inn, where I still had lodgings with Herbert. It was lucky, I thought, that he was not visiting me at my tutor's home in Hammersmith. I didn't want to introduce him to everyone there.

Early one morning, Joe arrived at my lodgings. He would not sit down. He looked very uncomfortable and he remained standing. He **held on to** his hat nervously. He seemed anxious not to do or say the wrong thing, but I was annoyed. If only he would not call me 'Sir' so often!

We ate breakfast with Herbert, who tried to help Joe to feel comfortable. But Joe coughed too much, sat too far away from the table, and dropped food everywhere. It was only when Herbert left for work, and we were alone, that I found out why he had come.

'Miss Havisham wishes to see you, Sir,' Joe said. 'And she wants you to know that Estella has come home.'

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I hoped that Joe could not see how I felt.

'Pip, my dear friend,' he said, **affectionately**. 'I wish you well!'

Then he left. A few minutes later, I was sorry that I had been so unfriendly to Joe. I hurried outside, hoping to call him back, but it was too late. I could not see him anywhere.

I decided to go home the following day. Although I thought of staying with Joe, I told myself that a room would not be ready for me at the blacksmith's.

I told myself that it would be better for Joe if I stayed at a hotel instead, so I found one near Miss Havisham's house.

As I was waiting to leave London on the coach, I saw two convicts standing nearby. They wore leg-irons and handcuffs; their guard had a gun. I recognised one of the convicts immediately. It was the man who had given me a shiny new coin at the village inn a long time ago. I hoped that he would not recognise me. After all, I was older now, and dressed like a gentleman!

When the coach arrived, the two convicts and their guard climbed up, sitting just behind me. I tried not to look at them, but I could not avoid their conversation.

'When I first went to prison,' I heard the first convict saying. 'I was only inside for a few months. When I was told that I could leave, another convict, Magwitch, asked me to help him. He wanted me to find a boy who had helped him, years before, when he had escaped and was hiding on the marshes. Magwitch didn't know me then, but he gave me a **shiny** new coin to give to that boy, if I ever found him. And I did!'

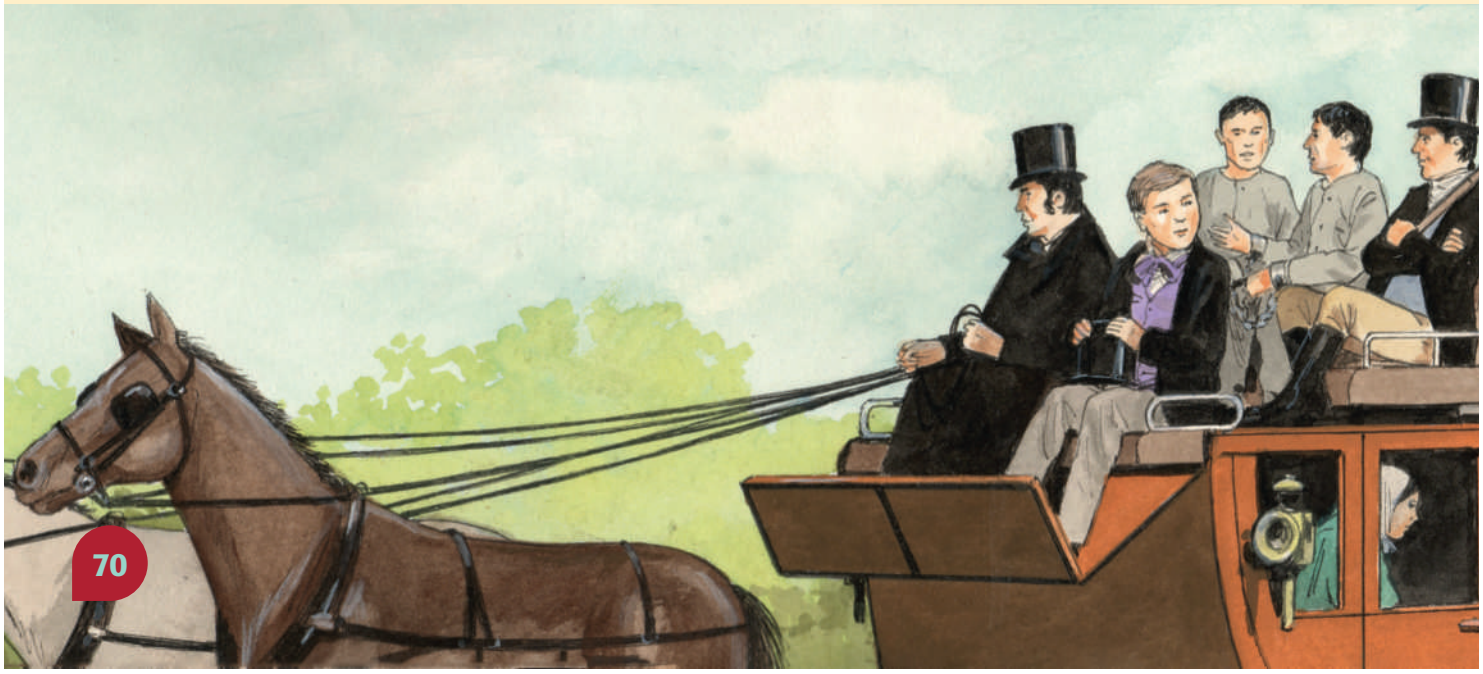
'So the convict I gave the food and file to, all those years ago, is called Magwitch!' I thought.

'Huh!' said the second convict. 'Magwitch trusted you then, did he?'

'Yes, he did,' the first convict replied. 'But he didn't know me very well.'

'Magwitch got a **life sentence** for that escape, you know!' the guard said.

Memories **came back to haunt me**, and I was scared. I got off the coach as soon as I could, and walked the rest of the way. It was late when I arrived at the hotel. I was feeling very tired, but I didn't sleep very well that night.



Before you read

Read the description of Mr Jaggers from this part of the story.

Mr Jaggers lived in a large, gloomy building, not far from his office. We all sat down at a big table. There was plenty for everyone to eat and drink, but Mr Jaggers kept everything at his side, and served us himself.

Work in pairs. Discuss the questions.

- What does this tell us about Mr Jaggers?
- Do you think that Mr Jaggers is someone who Pip can trust? Why?

Vocabulary

1 Complete the sentences with these words from this part of the story.

affectionately anxious at the request of boast come back to haunt me enthusiastic hold on to life sentence remarkable scar shiny sleeves wrist

1 This is the ..... that I always wear my watch on.
2 My sister told me how proud she was of me and smiled at me .....
3 I've just cleaned and polished my new black leather shoes. Look at how ..... they are!
4 A friend of mine likes to ..... that she's the best runner in our school!
5 I've been feeling ..... recently because I've had a lot of important exams.
6 It's ..... how popular that app has become. Nobody expected it!
7 The prisoner was given a ..... for his crimes.
8 I sometimes wear t-shirts with long ..... in winter.
9 If I don't tell her the truth now, my lies will .....
10 The parent told the child to ..... their hand to cross the road.
11 The doctor told her patient that they would have a small .....
12 He is very ..... about tennis. He is always talking about it.
13 The footballer signed the t-shirt ..... the fan.

Reading

2 Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.

1 Mr Jaggers hadn't met Bentley Drummle before the dinner at his house. ☐
2 Molly the housekeeper boasts about how strong her hands are. ☐
3 Pip receives a letter from Biddy with news about his sister. ☐
4 Pip is glad that Joe is going to visit him at the Pockets' house in Hammersmith. ☐

Speaking

3 Work in pairs. Discuss the question.

What does this part of the story tell you about Pip's new life and how he has changed?

Literature

4 In this part of the story, the writer uses *but* between two clauses to show a contrast between two facts or feelings. For example:

- *There was plenty for everyone to eat and drink, but Mr Jaggers kept everything at his side, and served us himself.*
- *I was feeling very tired, but I didn't sleep very well that night.*

Read this part of the story again and find at least three more examples of this sentence structure.

5 What are the effects of using these contrasts? Choose the adjective which describes how the examples make the reader feel or add your own ideas.

a surprised **b** disappointed **c** impressed

Writing

6 Imagine that you were at the dinner with Mr Jaggers. Write a diary entry of around 200 words. Include the following:

- a brief summary of what happened
- what you thought of Mr Jaggers
- what you thought of the behaviour of the other boys at the dinner

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REVISION

R2 Lesson 1

Before you start

Look at the photo. Discuss the questions in pairs.

- Does it ever take you longer to complete your schoolwork because you get distracted?
- What stops you from concentrating on your schoolwork?

Reading

1 Read the article about procrastination and answer the questions.

1 Why do scientists believe that we procrastinate?

2 Which two solutions to avoid procrastinating does the writer suggest?

2 Read the article again and match the missing sentences (1–3) to the correct places in the text.

1 For example, give yourself little rewards after working for a short period of time, like checking messages after finishing a task.

2 Whereas the future self is focused on achieving long-term goals.

3 Unfortunately, procrastinating often has a negative impact on your mental health.

Procrastination?
Blame your brain!

Have you ever tried to get something done, but found that you don't make much **progress**? Perhaps you do ten minutes of work, then start doing something else, like reading text messages.

Starting one task then stopping to do something else or not starting the task in the first place is called **procrastination**. Everybody does it. **A** ☐ You may put yourself under a lot of pressure to **catch up** with the other students in your class or you might have set an **unrealistic** goal to get something done in a certain time. This can cause stress.

What is going on in the brain which makes us avoid doing something, even though we know we should do it? Scientists suggest we imagine that there are two parts of our brain: our present self and our future self. The present self wants to feel good right now and see the benefits of the work you're doing immediately. **B** ☐ It's **inevitable** that the two selves come into conflict. If the present self wins, you usually find yourself procrastinating.

How can you deal with these two different selves so you can keep up efficiency levels and **improve** your **time management** skills? One suggestion is that you try to please your present self. **C** ☐ Alternatively, you could try to focus on the benefits that reaching your long term goals will bring you. Try imagining how good it would feel to achieve them and holding on to that feeling.

Vocabulary

3 Complete the sentences with the words and phrases from the article.

1 People usually experience ..... when they have too much work to do.

2 Since I stopped procrastinating, my ability to finish my homework has .....

3 If you miss school, you should borrow the notes so you can ..... with the rest of the class.

4 If your goals are ....., it is ..... that you will not achieve them.

5 There are courses you can take to get better at .... but you also need to be organised.

6 How much ..... have you made with your project? Do you think you'll finish it this week?

Speaking

4 Work in pairs. Tell your partner when you procrastinate and why. Make suggestions that could help.

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Before you start

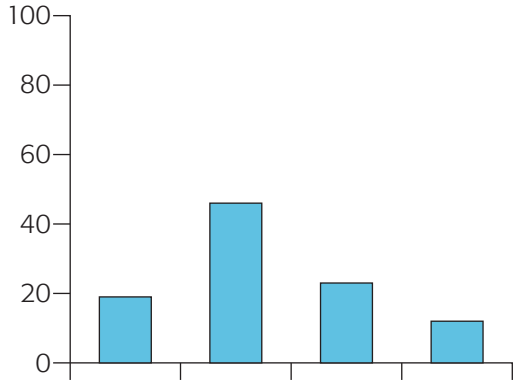
Discuss the questions in pairs.

- Have there been changes at your school since you started there?
- What were they and why were they made? If there haven't been any changes, what changes do you think would help to improve your school? Why?

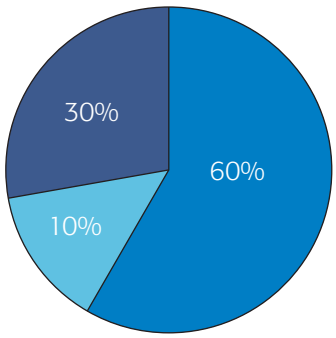
Listening

1.46 **1 Listen to the results of a school survey and look at the graphs A and B. Number the graphs in the order that the speaker talks about them.**

A ☐



B ☐



1.47 **2 Listen again. Are the sentences *true* (T) or *false* (F)?**

1 The school recently made two changes to the way students practise English when they aren't at school. ☐
2 The school was interested in finding out what types of technology students use to practise English. ☐
3 More than half the students enjoyed using the digital workbooks more than paper workbooks. ☐
4 10% of students thought that the digital and paper workbooks were equally good. ☐
5 An aim of the survey was to find out how often students took part in a virtual meeting to practise their English outside of the classroom. ☐
6 Many students had technical problems when they tried to join the virtual meetings. ☐

3 Write a title for each graph.

A .....

B .....

Speaking

4 Work in pairs. Discuss the questions.

1 How do you think students at your school would react to the same changes? Which workbook would most students prefer? How much time do you think students would spend in virtual meetings?
2 What other ways could students use technology to increase their efficiency when learning English?

Language

5 Choose the correct words to complete the sentences.

1 I think it's a mistake to stop young people ***from using / to use*** mobile phones to do their homework.
2 To concentrate on your schoolwork you have to stop ***to listen / listening*** to music.
3 I've heard that there are some useful apps to learn vocabulary so I'm going to look ***into / onto*** the different options.
4 Our teacher lets us ***choose / to choose*** an online article to read for homework.
5 I think Yasser ***has to / should*** watch some videos in English because it would help improve his spoken English.
6 We always try ***to find / finding*** different ways of learning and practising English to make it more interesting.

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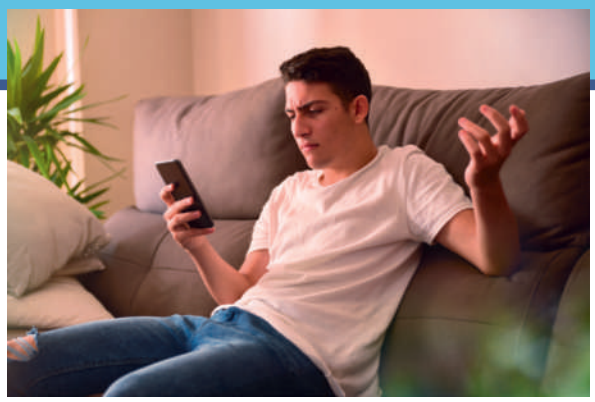
R2 Lesson 3



Before you start

Work in pairs. Discuss the questions.

- What problems do your parents or grandparents have when they talk to people online or send and read messages on their phones?
- Can you help them? What do you do?

Listening

1.48 **1 Listen to three people talking about problems with technology. Do they have any of the problems that you talked about? Discuss your answers in pairs.**

1.49 **2 Listen again. Complete the descriptions of the three speakers' problems.**

1 Hend's problem is that the other people in the ..... can't ..... her.
2 Engy's problem is that nothing happens when she clicks on the ..... to the virtual meeting in the meeting .....
3 Bassem's problem is that he can't ..... the ..... he's just written.

3 Match the solutions the speakers use to solve the problems (a–c) with the three problems (1–3) from Exercise 2.

a installing the software you need ☐
b turning the internet back on again ☐
c unmuting the microphone ☐

Speaking

4 Work in pairs. Brainstorm ideas for things the speakers could do so they don't have these problems again.

Write a text message to each speaker to explain what they can do next time to avoid having the same problem.

Hi Engy, ...
.....
.....
.....
.....

Hi Hend, ...
.....
.....
.....
.....

Hi Bassem, ...
.....
.....
.....
.....

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Before you start

Work in pairs. Discuss the questions.

- In what ways do you think differently now than you did when you were 11 years old? What are the possible reasons for these differences?

Reading

1 Read an email that Ahmed wrote to himself as an 11-year-old. Answer the questions.

1 Why is 11-year-old Ahmed having problems?

.....

2 What could he do about them?

.....

3 What difference between his life as an 11-year-old and his life now does Ahmed mention? .....

4 What activity does 20-year-old Ahmed recommend? .....

5 What does 20-year-old Ahmed tell his younger self to avoid? .....

To: Ahmed@mail.com
From: Ahmed@mail.com

Dear 11-year-old Ahmed,

I know you're finding life tough at the moment. You're experiencing stress at school and you're working hard with your sports training. You're finding it harder at your new school because the schoolwork is a lot more difficult than it was at your old school. You have more homework so it is harder to find time to practise swimming and running. How about telling your teachers about the problems you're having and asking for help?

Try to remember that life is actually quite easy at the moment compared to how it will be later, even though you might not believe me about that. When you're my age, you'll be really good at time management. You'll be able to balance your schoolwork and your sport practice. I know you want to be like Ahmed Elgendy one day. Don't worry - you'll achieve amazing things.

Enjoy the free time that you have now! Don't forget to spend time doing things that improve your well-being, like talking to family. Play football with your friends at the weekend!

You're going to be just fine, but remember to ask for help when you need it and enjoy the free time that you have so you don't end up feeling exhausted and burnt out.

See you in 9 years,

20-year-old Ahmed

Speaking

2 Work in pairs. Tell your partner about the differences between your life now and your life as an 11-year-old. Consider:

- The good things when you were 11.
- Any problems you had as an 11-year-old and possible solutions for them.
- The advice you would give to your 11-year-old self.

Writing

3 Write an email to your 11-year-old self. Include the ideas from your discussion in Exercise 2. Write about 200 words in your notebook.

Speaking

4 Work in pairs. Read your partner's email. Tell your partner about:

- something in the email that you found interesting.
- something that you and your partner have in common or a difference.

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R2 Great Expectations: Chapters 4–6

Vocabulary

1 Choose the correct answer from a, b, c, or d.

1 I know he was the one who pushed the old lady, but I don't have any .....
a sentence **b** convicts **c** result **d** proof

2 Some other students in my brother's class really ..... him by laughing at the presentation he gave in class last week. He was so sad.
a convinced **b** upset **c** recognised **d** haunted

3 We're not going to enter the competition. The prizes aren't very good, so we don't think it's worth the .....
a effort **b** boasting **c** pride **d** expectations

4 I was disappointed that I didn't get the job because my heart was ..... on it.
a set **b** gone **c** warm **d** convinced

5 Her ..... are that she will get full marks on our next maths test because she's done so well on all of the other tests.
a suspects **b** memories **c** affections **d** expectations

6 I ..... this watch from my grandfather when he died.
a robbed **b** expected **c** inherited **d** stole

7 Everyone's really ..... of Heba because she's already passed her driving test and she can drive herself around now.
a ashamed **b** jealous **c** ahead **d** convinced

8 Are you sure that a warm sweater is the most ..... thing to wear in this hot weather?
a suitable **b** surprising **c** delightful **d** good-natured

9 He's always ..... about how much money he has. I think he's very rude!
a coughing **b** complaining **c** boasting **d** advising

10 We were feeling ..... while we were waiting to get our exam results in case we hadn't done very well.
a arrogant **b** boastful **c** remarkable **d** anxious

11 My little brother always greets me very ..... and throws his arms around my neck!.
a violently **b** nervously **c** affectionately **d** fortunately

12 The convict was given a life ..... for his crimes.
a education **b** sentence **c** conviction **d** attention

Reading

2 Match the people with the sentences.

1 Pip
2 Mrs Joe
3 Biddy
4 Mr Jaggers
5 Herbert Pocket
6 A convict in the coach

a Comes to help the family after Mrs Joe is hurt.
b Talks about how he was asked to find a boy and give him a shiny coin.
c Suffers a serious injury and can no longer speak or walk.
d Feels differently about the people around him after getting new of his expectations.
e Talks about what happened to Mrs Havisham when she was younger.
f Gives Pip money, but a lot of people are afraid of this person.

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3 Choose the correct answer.

1 Who does Pip suspect of hurting Mrs Joe?
a Mr Wopsle **b** Orlick

2 What does Pip say that Miss Havisham gave him every year on his birthday?
a A large amount of money **b** A coin

3 What is the condition on which Pip will receive a fortune in the future?
a That he doesn't ask who his benefactor is **b** That he marries Estella

4 In chapter 5, who becomes Pip's teacher in London?
a Matthew Pocket **b** Mr Jaggers

5 According to Herbert, who wanted to steal money from Miss Havisham when she was younger?
a Mr Jaggers, her lawyer **b** Her half-brother and her fiancé

6 In Chapter 6, who was boasting at the dinner with Mr Jaggers?
a All of the boys who were there **b** Bentley Drummle

7 When Joe comes to London, where does he visit Pip?
a At Barnard's Inn **b** At the Pocket's home

8 What does Pip learn about Magwitch's escape on the coach ride back home?
a That he never returned to prison again **b** That he received a life sentence

Speaking

4 Work in pairs. Read the quotations and discuss the questions.

1 "One day, I said to her. 'Biddy, I want to become a fine gentleman.'
'But don't you think you are happier as you are, Pip?' she asked, surprised.
'No, Biddy,' I explained. 'I will never be happy unless I can lead a different life to the one I live now.'"

Do you think that Pip wants to live a different life because he wants to be like the rich people he has met or does he really believe he'll only be happy if he changes his life?

2 "On the morning of the wedding, when everything was ready and the guests were expected, there was some bad news. Miss Havisham's fiancé had left her! She received the news at twenty to nine in the morning, while she was getting dressed. Ever since that time, more than twenty-five years ago, neither Miss Havisham, nor her house, had changed at all. Even the clocks in the house had been stopped."

What do you think about what happened to Miss Havisham? What do you think of her reaction to what happened?

3 "Early one morning, Joe arrived at my lodgings. He would not sit down. He looked very uncomfortable and he remained standing. He held onto his hat nervously. He seemed anxious not to do or say the wrong thing, but I was annoyed. If only he would not call me 'Sir' so often!"

How has the relationship between Pip and Joe changed? How does each of them feel about each other now?

Writing

5 Imagine that you are a newspaper reporter. Choose two of the quotations above. Write a clear and easy to understand summary of what happened. Include the most important events and the reasons why they happened. Write about 200 words.

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Language Review

UNIT 1 Past simple, past continuous and present perfect

Uses of the past simple:

- actions which started and finished in the past, e.g.
  *She **lived** in New York for three months only.*
  *She **didn't live** in Paris.*
  *My uncle **returned** from Algeria in 2010.*
  ***Did** you **visit** the New Administrative Capital Museum a week ago?*
- a sequence of actions or events, e.g.
  *She **finished** her degree, then **moved** back to Egypt.*
- repeated actions and habits in the past, e.g.
  *Heba **wrote** lots of novels during her thirties.*
  *Karim **didn't like** going swimming when he was little.*
  ***Did** you often **paint** pictures at primary school?*

Uses of the past continuous:

- to speak about an action that was in progress at a particular time in the past:
  I **was doing** my homework at 9 pm yesterday.
- an action that was already in progress when another action took place, e.g.
  *Amira **was studying** in Cairo when she met her husband.*
  *When/While I **was walking** to school, I saw a terrible accident.*
- two actions in progress in the past at the same time, e.g.
  *While I **was listening** to the lecture, I was making notes.*

Note:

Use *during,* not while before a noun:
*I met two of my old friends **during** the party.*

Uses of the present perfect:

- actions that have results in the present, e.g.
  *He is happy that **he has scored** a goal in the match.*
- actions that started in the past and still continue, e.g.
  ***I've started** French classes.* (and I'm still going to them).
  *We'**ve done** a lot of work today.* (and we're still working).
- experiences (often with *ever* and *never*), e.g.
  ***Have** you ever **interviewed** a famous person?*
  *I'**ve never been** on a plane.*
- actions which haven't happened (often with *still* or *yet*), e.g.
  *They **haven't developed** a treatment yet.*
  *Salma still **hasn't won** a professional match.*
- periods of time with *since* or *for*, e.g.
  *She's **been** playing football **since** she was five/**since** her childhood.*
  *I **have lived** abroad **for** 5 years*
  *It's years **since** we last met! We **haven't met** for years!*

Note : ***since** three o'clock/ **for** two hours.*

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UNIT 2

Past perfect

Past perfect simple

Uses of the past perfect simple:

- for actions or events which happened at an earlier time than another event in the past
- We often use it with adverbs and time expressions such as *after, before, once, when, until, already, etc.*

*I'**d finished** all my homework, so I **decided** to play tennis.*

*When the journalist **arrived** to do the interview, the player **had** already **left**.*

*Once I'**d read** the book, I **understood** what she **had achieved**.*

*We **didn't hear** about the earthquake until we **had read** the newspaper.*

*I **had** no sooner **remembered** his phone number, than I **decided** to contact him.*

***Had** Hatim **arrived** before the match **started**?*

*My father **was** angry because I **hadn't followed** his advice.*

Note: Use infinitive + *ing after* ***before*** and ***after*** if there is no subject after them:

*Before **going** home, I had bought some bread.*

Past perfect continuous

	had (not) been	*-ing* form
I	'd been	practising a lot.
She	hadn't been	listening carefully.

*She **had been waiting** for a long time when I arrived.*

***Had** you **been watching** TV when that stranger knocked on the door?*

***Had** you **been waiting** for a long time when I arrived?*

Uses of the past perfect continuous:

- to emphasise that the activity had been continuing for some time before another action in the past. Compare:

*I **studied** before I went to bed.*

*I'**d been studying** for two hours before I went to bed.*

- to talk about how long something had been happening:

*She'd **been studying** for four hours when the computer broke down.*

Note:

Don't use the past perfect continuous when you use sense verbs or say how many times you did/reported the action:

*I **had sent** ten emails before I left the office.*

*They **had known** each other for ten years before they became partners!*

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UNIT 3 Future tenses

Present perfect for future use

In clauses with *after*, *once* and *when* we normally use the present simple to talk about the future, e.g. *When I finish my studies I'll go and live abroad.* Sometimes, however, we use the present perfect.

***Once** I'**ve done** the research, I'**ll write** the report.*

***After** she'**s finished** her degree, she'**ll get** a job as a lawyer.*

*The airport **will open** again **when** they'**ve moved** the plane.*

Common mistakes

When ~~I'll get~~ there, I'll let you know. (When I've got there, I'll let you know.)

I'll keep researching until ~~I'll~~ discover a cure. (I'll keep researching until I've discovered a cure.)

Talking about the future

- Use the **future simple** (*will* or *won't* + infinitive) for: predictions with no evidence, quick decisions, offer, request and future facts.

  *In ten years' time, the world **won't be** very different.*

  ***Will** you **finish** the article by the end of the day?*

  *We'**ll see** more and more robots in shops in the next few years.*

  *It's hot. I'**ll turn** on the fan.*

  *Don't worry; I'**ll help** you clean up this mess.*

- Use the **future continuous** (*will* or *won't* + be -ing form) for: events that will be happening at a certain time in the future.

  *This time next year, I'**ll be living** in Spain.*

  ***Will** you **be studying** this evening?*

  *I **won't be going** to that school next week; I'm on sick leave.*

- Use the **future perfect** (*will / won't* + past participle) for: actions that will or won't be completed before a specific time in the future.

  *Before the end of this century, they'**ll have found** life on other planets.*

  ***Will** they **have found** a cure by 2040?*

  *I **won't have finished** typing the report by the time you get here.*

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UNIT 4 Modal verbs, making suggestions

Model verbs

Modal verbs are used for degrees of possibility, ability and permission. They are also used for requests, suggestions and advice.

- ***can / can't* + infinitive without *to*** is used to talk about possibility, present ability and permission:
  *We **can't** see the stars very clearly tonight.* (possibility)
  *I **can** usually cope with difficult situations.* (present ability)
  *You **can** talk to the teachers in ten minutes.* (permission)
- *could/couldn't* + infinitive without *to* is used to talk about possibility and past ability.
  *When I was six, I **could ride** a bike, but I **couldn't swim**.* (past ability)
- ***have to / don't have to*** is used to say that something is necessary/not necessary:
  *Students **have to** do their school work and take exams.* (necessary)
  *You **don't have to** read every page in the book.* (not necessary)
- ***might** to* is used to show that we think there's a small chance that something will happen, but it's still possible:
  *I **might visit** you next week; I haven't decided yet.*
- ***should / shouldn't*** + infinitive without to is used that say that it is or isn't a good idea to do something, for example when giving advice:
  *You **should** spend more time on self-care.*
  *You **shouldn't** hesitate to ask for help.*

Making Suggestions

Giving advice about the future:

- *How / What about + verb*-ing?
  ***How about going** to bed earlier?*
  ***What about doing** your homework with a friend?*
- *Have you considered/thought about + verb*-ing?
  ***Have you considered making** a study plan?*
  ***Have you thought about** asking to take the exam again?*
- *Why don't you* + infinitive without *to*?
  ***Why don't you try** a new sport?*
- *You should* + infinitive without *to*
  *You **should** spend more time relaxing in the evening.*

Use *should/ought to have* + past participle to express regret (for doing or not doing an action in the past.)

*You **shouldn't/oughtn't to have** wasted your time playing on your cell phone. Now your grades are quite low.*

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UNIT 5

Phrasal verbs, verb patterns

Phrasal verbs

Phrasal verbs are verbs which consist of a verb followed by one or two prepositions. The combination of the verb and preposition(s) in a phrasal verb creates a new meaning which is different than the meaning of the verb and preposition(s) on their own.

Separable phrasal verbs

- The verb and preposition(s) in some phrasal verbs are always separated by a noun and these are called separable phrasal verbs. The noun comes in between the verb and the preposition:

  turn up: *Can you* ***turn*** *the sound* ***up****? I can't hear it.*

Inseparable phrasal verbs

- The verb and preposition(s) in some phrasal verbs are never separated by a noun and these are called inseparable phrasal verbs. The noun always comes after the phrasal verb:

  look into: *Let's* ***look into*** *other ways of having a virtual meeting.*

  catch up: *I need to* ***catch up*** *with my homework this evening.*

- In some phrasal verbs, the verb and preposition(s) can be either separated by a noun or not but the meaning is the same:

  turn off: *Can you* ***turn*** *your camera off?* OR *Can you* ***turn off*** *your camera?*

- But with some phrasal verbs the meaning is different when the verb and preposition(s) are separated by a noun from when they aren't separated by a noun:

  pick up:
  I can still ***pick up*** *my little sister.* (to physically move someone or something upwards)
  We're going to ***pick*** *my aunt* ***up*** *from the airport tomorrow.* (to meet someone somewhere and then take them with you to another place.)

Verb patterns with gerund and infinitive

When two verbs are used together, the second verb is either in the gerund form (or verb-*ing*) or the infinitive form (*to* + present participle).

Verbs that are always followed by the infinitive, e.g. *decide*, *encourage*, *need*, *seem*, *try*, *want*, *arrange*, *agree*, *hope*, *expect*, *plan*, *offer*, *learn*.

We ***decided to work*** *on the project together.*

The book ***seems to be*** *back in the library now.*

Verbs that are always followed by the gerund, e.g. *avoid*, *enjoy*, *finish*, *miss*, *recommend*, *admit*, *deny*, *dislike*, *practise*, *risk*, *consider*, suggest

You should ***avoid looking at*** *your phone in bed.*

I ***enjoy watching*** *films in English.*

Verbs that can be followed by the gerund or infinitive:

Some verbs can be followed by either a gerund or an infinitive+to and the meaning stays the same, e.g. *continue*, *hate*, *like*, *start*:

We will continue ***looking*** *for the photos until we find them.*

We will continue ***to look*** *for the photos until we find them.*

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- Some verbs can be followed by either a gerund or an infinitive but the meaning changes according to the verb form which is used, for example, *stop*, *remember*, forget, regret and try.

  *When I run, I need to **stop to take** a break every 15 minutes.*
  (to stop doing an activity so you can do another activity)

  *Let's **stop thinking** of ideas now and start making a plan.* (to stop doing an activity)

  *Please **remember to bring** you digital camera tomorrow. (Don't forget to bring it.)*

  *I **remember meeting** this man last year at the wedding reception. (I saw this man last year and now I remember that action.)*

  *I **regret wasting** all my money; now I have no money to buy this T-shirt. (I'm sorry because I have wasted all my money.)*

  *We **regret to inform** you that you have not been accepted for this job. (We are sorry to tell you this.)*

  ***Try taking** this medicine for your headache. It's very good.* (Try something as an experiment to see if it works.)

  *I'**m trying to learn** Chinese, but it's very difficult.* (Try to + infinitive means that something is difficult, but you make an effort to do it.)

UNIT 6 *Have/get* something done, causative verbs

Get something done

Uses of *get something done*:

- You use the structure *get/have + object + done* to say that someone will complete a particular task:

  *I always **get** my housework **done** in the afternoon.*
  *Heba always helps her mother to **get** the washing **done**.*

- Use the past simple form of *get/have* to talk about completing a particular task in the past:

  *I **got** my project work **done** last weekend.*

- Use will *get/have + object + done* to talk about completing a particular task in the future:

  *I will **get** the book report **done** tomorrow.*

Causative verbs

Use of *make* (someone) infinitive without *to*:

- to say that someone forces someone (else) to do something:

  *Our teacher **made** us read the book again.*

Use of *let* (someone) infinitive without *to*:

- to say that someone can do something because someone (else) has given them permission to do it:

  *The teacher sometimes **lets us do** an easy exercise for homework.*

Use of *allow* (someone) infinitive "to":

- to say that someone can do something because someone (else) has given them permission to do it:

  *My parents **allow me to stay up** later at the weekend.*

Use of *stop* (someone) *from* verb-*ing*:

- to say that someone / a situation makes it possible for someone (else) to continue doing something:

  *The very hot weather sometimes **stops us from going** outside.*

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New Hello!

Year 3

Term 1

Workbook

Paul Ashe and Matthew Hancock

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UNIT 1

Lesson 1

Read all about it!

Vocabulary

1 Complete the sentences with the correct form of the word or phase.

cheat ~~**claim**~~ **demand** **incident** **piracy** **ruin** **shocked** **wait with bated breath**

1 In the last email from my cousin in India, he ...*claimed*... that some of India's roads are the most dangerous in the world!
2 Tarek often won running races at school, but we all knew he was a ..... . He did not follow the correct route and did not run as far as other students.
3 The family picnic was ..... when there was a sandstorm and everyone had to wait inside.
4 People ..... while the firefighters helped the family from the fire. Thankfully, everyone was saved.
5 The police have closed the train station because there has been an ..... .
6 Workers at the factory ..... better pay and shorter working hours.
7 Downloading music from some websites on the internet without paying is an example of ..... and people should not do it.
8 I was ..... to read that 52% of people in the world are under 30 years old.

Reading

2 Read the two reports. Which one is from a tabloid and which is from a broadheet?

3 Read the reports again and add the four missing sentences a–d.

a The criminal lawyer made it clear that copying e-books without the permission of the author is a crime.
b The student said she was only trying to help others buy cheaper books.
c He also said that it is important to understand that even though it is easy to do so, it is a crime to copy e-books without the permission of the author.
d Her crimes were referred to the country's International Crime Court.

A Punished for stealing books!

An International Crime Court in Denmark punished a twenty-year-old student for selling pirated digital copies of textbooks. 1 *b*

The student was punished and required to pay a large sum of money for her crime. 2 ☐

B Piracy is a Crime!

In recent news, a former Danish student in her late 20s was punished for selling pirated digital copies of textbooks. 3 ☐ The criminal lawyer stated that the convict has now received a punishment for violating copyright law. 4 ☐ When asked to give a reason why she sold books that she does not own the rights to, the student said she was helping students obtain books at a lower price. It was made clear to her that copying e-books that one does not own the rights to is illegal. In addition to being punished by law, she is also required to pay a large sum of money for the crime of piracy.

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Listening

1 Listen to the conversation and answer the questions.

1 What does Manal say has happened? *She has broken the computer.*
2 Who last used the computer? .....
3 What does Soha say about the computer when she used it? .....
4 What did Mum forget to tell them? .....
5 Why do they need to buy a new computer? .....

Language

2 Complete the sentences with the correct form of the verb in brackets.

I ❶ *have not visited* (not visit) Sharm El-Sheikh for years, so a month ago, I ❷ ..... (go) there with my family. One morning, while we ❸ ..... (walk) on the beach, I ❹ ..... (be) surprised to meet one of my best friends who I ❺ ..... (not see) since we ❻ ..... (be) students at secondary school. We ❼ ..... (spend) a very nice time there.

3 Complete the sentences with *since, for, ago, while* or *when*.

1 What sport did you use to do *when* you were a child?
2 Sherif has lived in London ..... his childhood.
3 Ahmed Elgendy has practised swimming ..... he was six years old.
4 I haven't been to Aswan ..... years.
5 Two weeks ....., my grandmother was seriously ill, but she is better now.
6 ..... I was waiting for the bus, my mother phoned me.

4 Match the two parts of the sentences to make complete sentences.

1 Have you ever	a at midday last Saturday?
2 What were you doing	b you flown in a plane?
3 How often have	c lived in the same house?
4 When did you	d been to a football match?
5 Have you always	e last see your grandparents?

Writing

5 Now answer the questions in Exercise 4.

1 *No, I have never been to a football match, but I would like to go.*
2 .....
3 .....
4 .....
5 .....

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1 Lesson 3

Reading

A **Millions to be spent on project that will make our traffic worse!**

Car drivers are angry about plans to open a new bus lane from the city centre. The plan, which will cost LE200 million, will stop all cars using Yellow Road, one of the most important roads into the city. "Traffic in the city is already terrible," says businesswoman Mrs Joan Bates. "If they close Yellow Road, it will be even worse." Another business person who uses South Road regularly, Mr Jason Shelley, says, "Why are they planning to close roads? With so many cars in the city, they need to build new ones. No one wants to take buses because they are too slow."

Front page

B **New route to serve university**

There are plans for a new bus lane from the city centre to the university. The LE200-million project will mean closing Yellow Road to cars, but will make the journey by bus 30 minutes faster. The organisers believe the project will help attract students to the university and that the electric buses will also reduce pollution. The bus lane will also be used by bikes and taxis. The project is part of a long-term plan to persuade people to use public transport rather than driving, to help reduce traffic and air pollution.

Page 3

1 **Read the two texts above and answer the questions.**

1. Which report gives a more balanced point of view? .....
2. What example can you find of bias by placement? .....
3. What examples can you find of bias by omission? .....
4. How does one report put a negative spin on the story? .....
5. What do you think of the plan for the bus lane? Why? .....

Vocabulary

2 **Read and complete the gaps with the words and phrases in the box.**

inaccurate ~~**balanced point of view**~~ **mislead** **omission** **placement** **spin**

Tarek loves a football team called *The Greens*. He writes reports on their matches, online, but the reports do not give a ❶ *balanced point of view*. He always puts *The Greens'* report at the top of the page when they win, but not when they lose! This is bias by ❷ ...... He always puts a ❸ ..... on his stories, too. For example, when *The Greens* lose, it is because they did not have their best players. However, he does not report the fact that the other team did not have their best players when *The Greens* win! This is bias by ❹ ..... Nevertheless, Tarek's reports are not ❺ .....: he does not want to ❻ .....you and the reports tell you what really happened in the match. After all, he cannot change the result!

Writing

3 **You read the report about a plan for a new hotel. It will be on your favourite beach. Write a report about the plan in your notebook. Put a negative spin on the report.**

Exciting plan for hotel

A new, modern hotel is planned for White Beach. There will be rooms for 200 people and most will look out over the beautiful beach. The project should give work to many local people and bring more tourists to a beach that few people know about. They will also open a new road to the hotel, to replace the old one which is difficult to drive down.

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Language

1 Match to make words and phrases from a persuasive essay with the reasons for using them.

1 to begin with,
2 due to
3 whilst
4 personally,
5 consequently
6 to conclude

a to introduce a summary of the main points
b to give contrasting information
c to introduce the topic
d to give an opinion
e to introduce the result of something
f to give a reason for something

Reading

2 Put the paragraphs of this essay about guidebooks in the correct order.

We still need guidebooks because we cannot rely on the opinion of people online.

a ☐ Lastly, we need to remember that guidebook writers are usually experts. You can trust them for accurate information and a balanced point of view. They also know who is using their books, so if the book is intended to be for young people, they will recommend places that young people will like.

b ☐ Secondly, who are the people writing the reviews? It is difficult to know this information. If they are 50-year-old Europeans, will they have the same opinion as you? It is very hard to know if you are going to like the same places that they like.

c [1] With today's social media, it is possible to find online reviews of everything from a local park or café to a famous restaurant or museum. Before you book a holiday, you can read what other people think of a hotel or car hire company and what they recommend you do when you get there. Although this means you can get information very easily, in my view, this is not as useful information as you can get from a guidebook.

d ☐ To conclude, online reviews are useful, but it's important to remember that they are just people's opinions. If you want to know what experts think, personally I think you should buy a guidebook.

e ☐ To begin with, we need to ask ourselves why people write reviews online. Whilst it is sometimes because people like writing their opinions, at other times they have a reason for writing it. Perhaps they know the owners of the café, or perhaps they are the owners of the café! That is why they give it a good review.

3 Read the article again and answer the questions in your notebook.

1 Which two opinions are there in the introduction? *You can get online reviews easily and quickly. However, the information from a guidebook is more trustful and more accurate.*
2 Which three reasons are given to support the writer's opinion?
3 What solution or action is suggested in the conclusion?
4 Do you agree with the argument? Why?

4 Write a persuasive essay in your notebook.

People should share the news that matters most to them in their communities rather than relying on what local news organisations think they should be interested in.

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1 Story

Great Expectations

Chapter 1

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

blacksmith convict file handcuffs leg-irons ~~marsh~~ set off graveyard

1 We can't build houses here because there is a ....*marsh*.... The ground is too wet.
2 The metal was sharp and rough, so we used a ..... to make it smooth.
3 The police arrested the man and put on ..... to stop him from moving his hands.
4 They put their walking boots on and ..... early in the morning.
5 In the past, all villages had a ..... who could make things from metal.
6 Very dangerous ..... were put in ..... in the past to stop them from running away.
7 A/An ..... is an area of land where people are buried.

2 Match the two parts of the sentences to make complete sentences.

1 ☐ I ran to the shops, and when I
2 ☐ When Tarek saw the huge, angry camel, he nearly
3 ☐ The police think that the men

a jumped out of his skin.
b committed the crime last week.
c got my breath back, I asked for bread!

3 Complete the timeline with these events from the story.

- They go to the marshes to look for the convicts.
- Pip takes some food and a file for the convict.
- ~~Pip visits his parents' grave.~~
- Mrs Joe realises that a pie has gone from the kitchen.
- Pip sees another man in leg-irons.
- Some soldiers tell them that they are looking for convicts.
- A man in leg-irons talks to Pip in the graveyard.

1 *Pip visits his parents' grave.*
2
3
4
5
6
7

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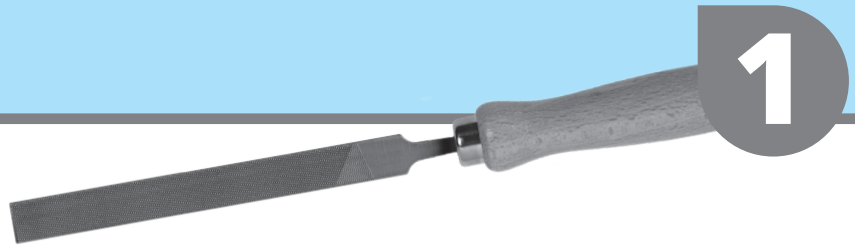

4 Answer the questions.

1 How did Pip get his name?

He found it difficult to say Philip Pirrip.

2 Why did Pip live with his sister Mrs Joe?

.....

3 What did Joe think of the man in the graveyard?

.....

4 Why was there a lot of food in the kitchen the next day?

.....

5 Why do the soldiers visit their house?

.....

5 Read the quotations and answer the questions.

1 *'I want you to bring me that file early tomorrow morning. And some food, too. Then I will let you live!'*
Who says this and why?

.....

2 *'I didn't want to look after you! It's bad enough being a blacksmith's wife. I never asked to be your mother!'*
Who says this, and what do we learn about her?

.....

3 *'We need a blacksmith to mend some handcuffs, please.'*
Why do the soldiers need handcuffs, do you think?

.....

4 *'I hope we don't find the convicts, Joe'.*
Why do you think Pip says this?

.....

6 Answer these questions.

1 How would you describe the beginning of the story? Are you enjoying it? Why?

.....

2 How did Pip feel when he stole the food and the file? Did he do anything to relieve himself? Why/Why not?

.....

7 Write a paragraph saying what you think will happen next. Why?

.....

.....

.....

.....

.....

.....

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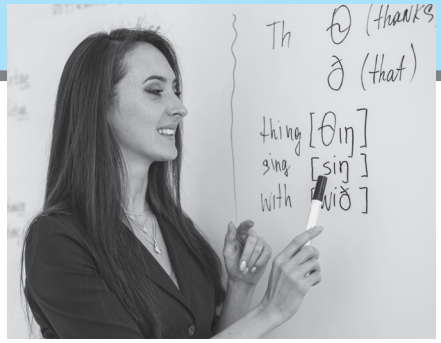
UNIT 2

Lesson 1

Her story



Vocabulary

1 **Complete the sentences with the correct word or phrase.**

award ~~**lecturer**~~ **made a contribution** **role model** **physicist** **qualified** **stereotype**

1 My English *lecturer* at university inspired me to become an English teacher.
2 Yasmeen Yehya Moustafa is a great ..... for young female scientists in Egypt.
3 It is a ..... to think that all footballers are tall and strong. Some of them are quite small.
4 Nadia is a nurse who won a/an ..... in 2020 for her work during the health emergency.
5 Tarek worked very hard for many years and he has now ..... as a doctor.
6 I would like to thank our volunteers, who have all ..... in helping to make the park look so beautiful.
7 Albert Einstein is perhaps the most famous ..... the world has known.

Reading

2 **Read the biography of Dr Tahani Amer and circle the correct words.**

Dr Tahani Amer grew up in a suburb of Cairo. Her love of engineering started while she ❶ ***watched/was watching*** her father repair a car engine when she was young, although she thought she would study medicine at university. She then ❷ ***married/has married*** when she was 17 and moved to the USA in 1983.

Although she ❸ ***did not speak/was not speaking*** any English at that time, this did not stop her from doing well in maths and she got top grades in her exams. She took a two-year degree in science while she ❹ ***has brought up/was bringing up*** two young children, and then took a higher degree in engineering. In 1992, she got a master's degree in aerospace engineering and another qualification in engineering after that. It is easy to understand why she ❺ ***believes/is believing*** that education is the key to opportunity!

After she moved to the USA, she was determined to work for the National Aeronautics and Space Administration (NASA) and she ❻ ***has done/did*** some work for them while she was at college. This gave her the experience she needed to get a full-time job there. She became a manager at NASA in 2012. Since 2016, she ❼ ***was working/has worked*** for NASA's technology department. During her time there, she ❽ ***was helping/has helped*** to program computers and test wind tunnels. She invented a new device and helped solve real-life problems. She now reviews NASA's space missions.

While living in the USA, Dr Tahani Amer ❾ ***has also done/also did*** a lot of volunteering for the community. She helps at after-school science clubs, teaches Arabic and Islamic studies to young children and also works hard to help other women become successful in their careers. Dr Tahani Amer's work ❿ ***contributed/has contributed*** to the increase in the number of women who work at NASA. Today, around 30% of people who work for NASA are female.

1 How did Dr Tahani Amer become interested in engineering?
She watched her father repair a car engine.
2 In what ways was it difficult for Dr Tahani Amer when she moved to the USA?
.....
3 How does she prove that she believes education is the key to opportunity?
.....
4 In what ways has she made a contribution to society?
.....

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Vocabulary

1 Complete the sentences with the correct word or phrase.

pharmacist ranked overcome determination karate

1 When you insist on achieving your goals, you have a lot of .....
2 Ashleigh Barty is ..... the top female tennis player in the world.
3 Amira was able to ..... last year's obstacles and received an A in biology this year.
4 ..... is very popular these days. Many young people love to play it.
5 Mostafa loves chemistry and he is studying to become a .....

2 Use the internet to research about these Egyptian female athletes:

1 Nour El Sherbini
2 Rahma Kahled
3 The Egyptian National Women's Volleyball team
Find out about:
- The awards or medals they won
- When and where they got them

Listening

1.11 **3 Listen to a report about a handball player. What is her dream?**

1.12 **4 Listen again and answer the questions.**

1 What had Fatma been playing for many years before 2021?
She had been playing top handball.
2 Who has she played for before she went to university?
3 Who had she played for before she graduated?
4 Why does she hope that the sports organisers would spend money on the women's handball team in the future?
5 What had women won in other sports in the past?

Language

5 Circle the correct words.

1 We ***had been waiting/had waited*** for nearly an hour before the bus finally came.
2 I ***had been drinking/had drunk*** all my water before we got to the top of the mountain.
3 The musician Chopin ***had been writing/had written*** his first piece of music before he was eight.
4 The fields were flooded because it ***had been raining/had rained*** for ten days without stopping.
5 She ***had been training/been trained*** for weeks before she played the final match.
6 After I ***have been waiting/had been waiting*** for 20 minutes, my friend arrived and apologised to me.
7 I ***had sent/had been sending*** three emails before I left the office.

Writing

6 Do you think that people are more or less prejudiced against women today than in the past? Write an essay of about 200 words in your notebook giving your reasons.

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2 Lesson 3

Vocabulary

1 Match the two sentences

1. My older sister is very patient.
2. We saw some boys being very cruel outside the school.
3. Tarek's little brother is often naughty.
4. Mona is often grumpy before lunch.
5. Hassan's sisters are both very good natured.
6. Judy's children are very well behaved.

a. He sometimes hides his father's phone!
b. They are always friendly and smiling.
c. She explains carefully when I can't do my homework.
d. We had to wait a long time and they didn't complain at all.
e. They were throwing stones at a cat so we stopped them.
f. Once she's eaten, she's quite cheerful again!

2 Now write four sentences in your notebook using the following adjectives.

cross cheerful impatient kind

Language

3 Complete the sentences with the comparative or superlative form of the words in brackets.

1. Do you think that girls are *kinder* (kind) than boys?
2. At my primary school, Baher was sometimes naughty, but Marwan was ..... (naughty) boy in the class.
3. Most children are ..... (well behaved) as they get older.
4. Hazem is always a bit grumpy, but he is even ..... (grumpy) when his favourite football team lose.
5. Lama is ..... (good natured) in class. She never gets angry!
6. Dalia is much ..... (cheerful) in her new job than in the last one. She didn't like it.

Listening

1.13 **4 Listen to a conversation about the characters in *What Katy Did*. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.**

1. Hany didn't like the aunt because she was always cross with Katy. [T]
2. Hany thought that Katy was very naughty. [ ]
3. Ayman said that Katy always thought about her younger brothers and sisters. [ ]
4. Hany said that he would feel grumpier if he was unable to walk. [ ]
5. Ayman thought that Katy was better natured than Helen after her accident. [ ]
6. They agree that Helen is the kindest person in the story. [ ]

Writing

5 Choose two or more characters from a story or a film you have seen recently. Compare the characters using some of the vocabulary from the lesson.

.....

.....

.....

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Listening

1 **Listen to a speech about Women's Day. Which message is repeated?**

2 **Listen again and complete the information.**

1 Egypt's Women's day is on *16 March*.
2 The event in 2019 lasted from .....
3 The organisers had chosen these dates to .....
4 The event aimed to remember .....
5 There are now around 90 .....
6 In 2021, many women had become .....

Writing tip!
Reports are often used to communicate the results or findings of a project.
Use shorter paragraphs and formal language. Avoid using apostrophes, contractions and opinions.

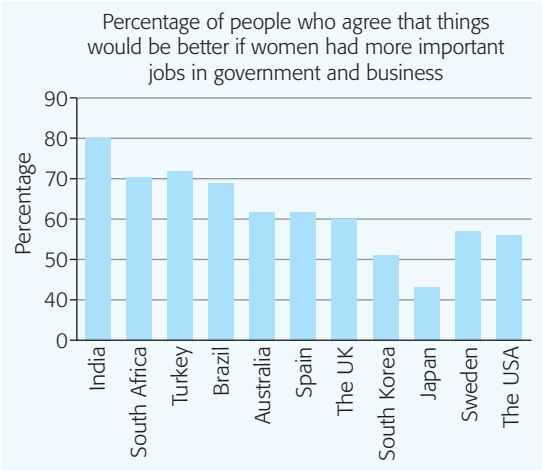
Language

3 **Look at the graph and choose the correct words from the box to complete the report.**

conclusion especially fewer highest However majority nearly note over reflect ~~seen~~ significant surprising while

From the graph, it can be 1 *seen* ..... that there is a 2 ..... difference between people's opinions when asked the question in the graph. The 3 ..... number of people who agreed were in India, where the 4 ..... of people (80%) thought things would be better if women had more important jobs in government and business. Perhaps the most 5 ..... thing about the figures is that 6 ..... 70% of people in the less developed countries, such as South Africa and Turkey, agreed with the question. 7 ....., in some of the more developed countries such as Sweden and the USA, 8 ..... than 60% of the people agreed, 9 ..... in South Korea, 10 ..... half the number of people disagreed. It is 11 ..... interesting to 12 ..... that in Japan, only 43% agreed. That may 13 ..... the fact that Japan is a very traditional society.

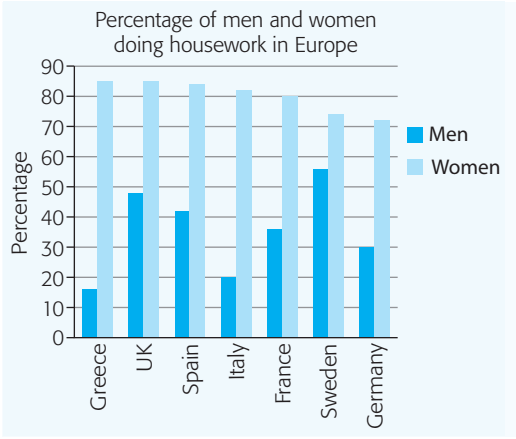
In 14 ....., we can see that in most countries, people believe that things would be better if women had more important jobs in business or government.



Source: Ipsos Mori

Writing

4 **Write a report based on the following graph. Use some of the words and phrases from Exercise 3.**



Source: Eurostat 2017

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2 Story

Great Expectations

Chapter 2

1 Match the words and the definitions.

1 (e) ashamed
2 ( ) bride
3 ( ) candle
4 ( ) fortune
5 ( ) veil
6 ( ) grateful
7 ( ) shake
8 ( ) stir

a a lot of money
b move quickly from side to side or up and down
c feeling thankful and lucky
d mix a liquid by moving a spoon around it
e feeling embarrassed or bad about something
f something made of wax you burn to produce light
g a woman who is getting married
h a piece of fine material worn to protect or hide your face

2 Circle *True* or *False* and correct the false sentences.

1 Pip told the convict that he hadn't said anything about him to the soldiers. True/False
.....
2 The convict told the soldiers that he stole food from Pip's house. True/False
.....
3 The village school teacher's grand-daughter, Biddy, taught Pip to read and write. True/False
.....
4 Uncle Pumblechook came to the house to meet Miss Havisham. True/False
.....
5 Miss Havisham wore a new white wedding dress. True/False
.....
6 Estella looked pleased when she saw that Pip was sad. True/False
.....
7 Joe met a man at an inn who asked about the convicts. True/False
.....

3 Complete the sentences with these adjectives, then match the people or places with the descriptions.

dark fine ~~kind~~ pretty proud rich rude unused

1 (b) He was a *kind* ..... man who taught Joe to be a blacksmith.
2 ( ) Joe thinks that she is a ..... woman but doesn't like the way she hits Pip.
3 ( ) She is an old, ... woman who lives in the nearest town.
4 ( ) She is a ..... but ..... and ..... young girl.
5 ( ) It looked ..... and all the rooms were .....

a Miss Havisham
b Joe's father
c Miss Havisham's house
d Mrs Joe
e Estella

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4 Complete the sentences from the story with the correct form of these verbs.

cover disappear ~~fight~~ shake stir stop

1 When the soldiers found the two convicts, they *were fighting* and ..... in mud.
2 Pip ..... his head to show the convict he had said nothing to the soldiers.
3 The convict climbed back onto the ship and .....
4 The clock in Miss Havisham's house .....
5 The man at the inn ..... his tea with a blacksmith's file.

5 Answer the questions.

1 Why had most people never seen Miss Havisham?
Because she never leaves her house.
2 Why did Mrs Joe want Pip to go to Miss Havisham's house?
.....
3 Why were all the rooms in Miss Havisham's house lit by candles?
.....
4 Why didn't Estella want to play with Pip?
.....
5 Why did Pip feel ashamed?
.....
6 What was Joe's advice to Pip?
.....
7 Why do you think the man in the inn had Joe's file?
.....

6 Choose the correct spelling of the words in these sentences from the story.

1 The soldiers ran into the ***marches/marshes*** and we saw the two men.
2 I am sorry that I ate your ***meat/meet*** pie.
3 I ***wandered/wondered*** what game I could play.
4 ***Tears/Tiers*** came to my eyes.
5 The ***missed/mist*** is so thick, you wouldn't know there was a prison ship out there!

7 Answer the following questions:

1 "I'd rather she hit me than you!" What does this tell you about Joe's personality?
2 Estella described Pip as being "common"? Why does she do this?

8 Imagine that you are Pip. Write a diary entry about your visit to Miss Havisham's. Describe what happened and how you felt about it.

.....
.....
.....
.....
.....

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UNIT 3

Lesson 1

Beyond imagination

Vocabulary

1 Complete the sentences with the correct word or phrase.

immersed implemented inconvenient mass-produced process ~~speakers~~ spectacularly surrounded by

1 The *speakers* on most phones are very good now. Music sounds loud and clear on them.
2 The shops are ..... big buildings. It is the only small building in the road.
3 Noha had a ..... big birthday cake in the shape of the pyramids!
4 The play was so good that I was totally ..... in the story. I forgot I was in a theatre!
5 There are plans to build new cycle lanes through the city, but they have not yet been ....., so I still take the bus.
6 The wood goes through a/an ..... which turns it into paper.
7 All the trains were cancelled this morning, which was very ....., as I couldn't get to college.
8 Plastic toys are very cheap because thousands of them are ..... in factories every day.

Reading

2 Read. Which three things made IMAX films different to traditional films?

3 Read again and complete the sentences.

1 IMAX films took a different approach to *traditional films.*
2 Cinemas that showed this type of film were square so that .....
3 In the film about Mount Everest, people felt that they .....
4 Since 2000, mass-produced films that use the same technology can be .....
.....
5 Some cinemas have seats that move to
.....
6 The technology to 'feel' films using smell, rain and wind probably .....

Technology in the cinema

When you watch a good film, it is easy to forget where you are. Technology, however, is making the film experience even more real.

In the 1970s, a company called IMAX took a different approach. Their films were shown on very large, tall screens. Special speakers were put behind the screen, which helped to make the sound better and louder. In addition, the films were made using a special process which made the pictures look much more 'real'.

The problem with these types of films was the cost. They had to build special square cinemas, because people needed to watch the film in seats which all faced the screen. You also needed special cameras and couldn't make films of more than an hour long. So these films were nearly all educational, often about nature. One of the most popular was about climbing Mount Everest and when you watched it, you really felt you were surrounded by snowy mountains.

Since 2000, however, similar technology has allowed traditional films to be made in the same way. These are mass-produced and shown in traditional cinemas. As a result, many modern films sound great. Many are in 3D, so that the pictures look real and not flat. Some cinemas even have seats that move while you watch the film to immerse you even more into the experience. Other cinemas have even experimented with allowing you to 'feel' the film using smell, rain and wind. However, the cost of this will probably mean this technology won't be in most cinemas.

Writing

4 Which form of technology is most innovative and useful today? Why? Write an essay of about 200 words supporting your view.

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Vocabulary

1 Complete the sentences with the correct word or phrase.

astronauts Astronomers ~~planets~~ solar system spacecrafts surface universe

Earth is one of the eight ❶ *planets* of our ❷ ..... . ❸ ..... have been able to study most of these planets for many years. However, we will start to learn more about them when we can send ❹ ..... further than the moon, where they have been already. Scientists have already sent ❺ ..... onto the ❻ ..... of planets such as Mars, and with each journey, we can learn more and more about the ❼ ..... around us.

Listening

1.18 **2 Listen to an interview with an astronomer. What does he say about the moons called Enceladus, Titan and Europa?**

1.19 **3 Listen again. Are these sentences *true* (T) or *false* (F)? Correct the false sentences in your notebook.**

1 Once we have finished exploring Mars, we'll probably find other places that have life. *T*
2 We'll know where water comes from on Enceladus once we've sent astronauts there. ☐
3 We'll know more about Titan's lakes once we have sent the first spacecraft there. ☐
4 We won't be able to study water on Europa until we can send powerful machines that can dig there because it is so far under the surface. ☐

Language

4 Match the two parts of the sentences to make complete sentences.

1 Ali won't be able to use the computer
2 Once I've finished reading this book,
3 When we've baked the cake,
4 We won't be able to stay in the hotel
5 When Tarek has passed his driving test,

a until they've finished painting it.
b we'll cut it into pieces.
c he'll be able to drive in Cairo.
d I'll lend it to you.
e until he's repaired it.

Writing

5 Write a paragraph summarising the research you found out about the importance of space exploration in Exercise 7 of the Students' Book.

.....
.....
.....
.....

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3 Lesson 3

Vocabulary

1 Read the definitions and write the words.

drugs operation sensor ~~surgeon~~ treatment

1 a special doctor who is trained to cut open people to make them better *surgeon*
2 medicines or things that make medicines .....
3 when doctors cut open your body to help repair it or remove something that is damaged .....
4 something to try and make you feel better after an injury or when you are ill .....
5 a piece of equipment that can find or measure light, heat, sound etc. .....

Reading

2 Read the article and answer the questions.

1 Why will shops not need to close in the future? *AI will be able to do the work of shop assistants.*
2 What will be different about the things you can buy online? .....
3 What will people be calling instead of taxis in the future? Why? .....
4 What will more people have learnt to do in the future with the help of AI? .....
5 In what way will AI be like mobile phones? .....

Language

3 Circle the correct words.

1 Soon, my little brother ***will be/ will be being*** too old for primary school.
2 Within the next few years, we ***won't be/ won't have been*** able to see tigers in the wild, only in zoos.
3 In three decades, schools ***will use/ will be using*** computers instead of teachers.
4 Within the next hundred years, we ***will have found/will be finding*** a way to use water for fuel.

Possible future uses of AI

Experts all agree that we will see more artificial intelligence (AI) in the future, but how will this affect our lives?

Factories already use AI to build cars and machines. Work that used to be done by factory workers is now done by computers. In the next few decades, computers will also do some work that is now done by office workers and shop assistants. That means many shops and businesses won't need to close: they will be open for 24 hours.

When you use the internet, AI quickly knows what you are interested in and sends you advertisements to sell you things. In the future, AI will know enough about you to be able to tell factories to make things just for you: the things won't need to be mass-produced.

Many people think that self-driving cars will have replaced traditional cars within the next few decades. We will all be calling self-driving cars to take us where we want to go, just like we call a taxi today.

Soon, AI will also be helping us to learn new skills. It will help people produce amazing art or music. AI will also help us to communicate in any language.

Mobile phones have changed the way we live in just a few years. In the near future, our lives will have changed again thanks to AI.

4 When do you think we will have done the following? Answer using the phrases in the box.

in the next decade/hundred years never one day soon within the next year or two

1 run out of oil *I think we will have run out of oil in the next hundred years.*
2 sent people to Mars .....
3 all bought electric cars .....
4 learnt how to stop global warming .....
5 stopped using plastic .....

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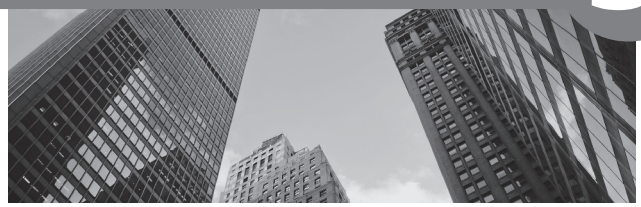

Vocabulary

1 Match the two parts of the sentences to make complete sentences.

1 Baby elephants depend
2 Most buildings in the city of New York are
3 We all love to see elephants, but
4 I think that young people today are
5 The boys and girls did well in the exams, but

a on the other hand, more and more are killed every year.
b on the whole healthier than they were 20 years ago.
c on their mothers until they are about five.
d on balance, the girls got higher marks.
e built on a bigger scale than those in European cities.

Reading

2 Put the paragraphs of this essay in the correct order.

The advantages and disadvantages to evolving technology

a ☐ On the other hand, new technology is very bad for the environment. We all want to buy the latest phone, television or computer game, but that often means throwing away the old ones. You can recycle some parts of old equipment, but a lot of it is never used again. Who wants an old phone that does not connect to the internet?

b ☐ On the one hand, this makes things easier for all of us. It is not very expensive to buy televisions that are almost as good as cinema screens. Mobile phones mean that you can be connected to the internet anywhere, so you can always find out information or know where you are. Planes and cars are safer and businesses work better.

c ☐ On the whole, it is good that technology changes. We all want to have things that can improve our everyday lives. On balance, however, I think that we have to a way to use new technology on old equipment. It is terrible that we have to throw away good equipment just because it does not use the latest technology. If we could build phones, TVs and computers that could last for decades, we could have a cleaner, greener world.

d [1] Technology is always changing. Every few years, you can buy televisions that have larger screens or better pictures. Mobile phones can do more and more things. On a bigger scale, computers in businesses, at airports and in almost every organisation become more and more powerful. We now depend on everything becoming better, bigger and faster.

Writing

3 Write an argumentative essay about the advantages and disadvantages to only using green technology such as electric cars and solar energy in the future. Write about 200 words.

- Use some of the expressions with *on* from Exercise 1.
- Try to use examples of future forms, including the present perfect.

.....

.....

.....

.....

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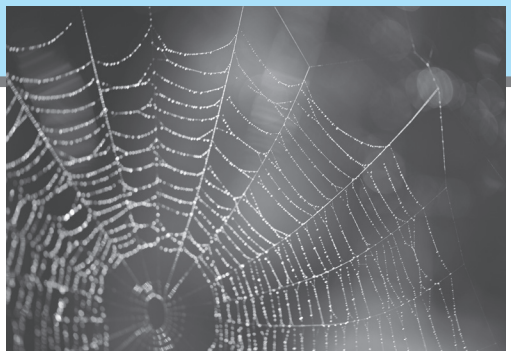
3 Story

Great Expectations



Chapter 3

1 Answer the questions.

1 If you get an *apprenticeship*, do you learn while you are doing a job, or learn about it at university?
2 Do you have an *argument* when you agree or do not agree with someone?
3 If something is *dusty*, is it clean or dry and dirty?
4 If something is *gloomy*, is it dark and sad or light and pretty?
5 If someone tells you to *behave yourself* does it mean you should behave well or behave badly?
6 Is a *spider's web* something a spider eats, or uses to catch insects?

2 Choose the correct words.

1 The shopkeeper was very kind and gave the children a free ice cream. 'Here you are!' he said. 'But that's your ***lot***/***load***.'
2 There was a strange smell in the room, but I couldn't put my ***eyes***/***finger*** on what it was.
3 A football hit me in the face, so I got a ***black***/***hit*** eye.

3 Match the people with the descriptions.

Biddy Estella Joe Orlick Miss Havisham
the pale young gentleman ~~the man at the inn~~

1 He gave Pip a coin. *the man at the inn.*
2 She showed Pip an old wedding cake. .....
3 Pip hit him and gave him a black eye. .....
4 He received a large bag of money from Miss Havisham. .....
5 She taught Pip as much as she knew. .....
6 He was angry because Pip had an afternoon's holiday but he could not. .....
7 She was often in Pip's thoughts, but he did not see her any more. .....

4 Put the events from Chapter 3 in the correct order.

a ☐ Miss Havisham asks Estella to play with Pip.
b (1) Mrs Joe put the pound note on a shelf to keep it safe.
c ☐ Pip becomes Joe's apprentice.
d ☐ Pip met Miss Havisham's relatives, the Pockets.
e ☐ Joe has to stop an argument between Mrs Joe and Orlick.
f ☐ Pip visits a dining room laid for a wedding celebration.
g ☐ Pip has a fight with a boy in the garden.
h ☐ Miss Havisham gives Joe a large bag of money.

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5 Match the two parts of the sentences to make complete sentences.

1 Feeling frightened,
2 Holding up her candle,
3 Pointing at a tall shape in the centre of the table,
4 Alone in the garden,

a Estella led Pip through the dark house.
b Miss Havisham asked Pip what he thought it was.
c Pip was surprised to see another boy looking at him out of a window.
d Pip took the coin and the note and left the inn with Joe.

6 Answer the questions.

1 What did Mrs Joe and Uncle Pumblechook think Miss Havisham wanted to give Pip?

.....

2 Why did Pip start to feel ashamed of his home and family?

.....

3 Why do you think Miss Havisham was always asking Pip about his opinion of Estella?

.....

4 Why do you think the dining room had not changed for many years?

.....

5 Why do you think there were spiders and mice everywhere in the dining room?

.....

6 Why do you think Estella refused to speak to Pip when Miss Havisham asked them to play?

.....

7 Complete the sentences from the story with the correct form of the verbs in the box.

hit lay lead ring ~~wrap~~ wait wish

1 The man in the inn *wrapped* ..... the coin in paper and gave it to me.
2 Estella took Pip into a gloomy room where three ladies and a gentleman .....
3 A bell ..... far away.
4 In the dining room, Pip saw a long table ..... with a tablecloth and plates.
5 The Pockets ..... Miss Havisham a happy birthday.
6 At the end of the day, Estella ..... Pip out of the house.
7 The pale young gentleman did not ..... Pip very hard.

8 Read the quotations and answer the questions.

1 '*I'll never cry again.*' Who says this and why?

.....

2 '*And everything is still here.*' What does Miss Havisham mean by 'everything'?

.....

3 '*Can I help you?*' Who does Pip say this to and why?

.....

4 '*This is all you will get from me, Mr Gargery!*' What does Joe get, and why does Miss Havisham say this?

.....

9 Do you think that Pip is becoming a better person after meeting Miss Havisham? Why? Write a paragraph in your notebook. Write about 150 words.

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REVISION 1

Units 1–3

Choose the correct words to complete the sentences.

1 We think that the person who won the quiz is a ..... . He looked up the answers online, which was not allowed.
A chat **B** bias **C** cheat **D** spin

2 You must be ..... of yourself; you have made a silly mistake!
A proud **B** pleased **C** afraid **D** ashamed

3 The ..... of some planets in our solar system is rocky.
A impact **B** face **C** scar **D** surface

4 It is a ..... to think that women always do housework.
A prejudice **B** stereotype **C** type **D** incident

5 What is the best ..... for a headache?
A cause **B** treatment **C** illness **D** surgeon

6 People who leak books and join in ..... are punished for their crime.
A piracy **B** pirates **C** cheat **D** chat

7 While I ..... dinner, someone knocked on the door.
A had **B** was having **C** did have **D** am having

8 Doctors keep the health ..... of all their patients, so they know what illnesses they have had in the past.
A paper **B** records **C** placements **D** figures

9 After he had examined the athlete, the doctor ..... him permission to join the competition.
A gave **B** given **C** had given **D** gives

10 The train ..... before we arrived at the station.
A had left **B** has left **C** was leaving **D** will leave

11 Mr Ali ..... at a shop for ten years before he got a job at the bank.
A has worked **B** is working **C** will have been working **D** had been working

12 The bridge over the valley is built on a ..... scale than the one over the river.
A big **B** bigger **C** biggest **D** the biggest

13 When the bus plunged off the bridge, it was the ..... experience of my life. We were lucky that nobody was hurt.
A most shocking **B** shocking **C** more shocking **D** less shocking

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14 For the next year, Ahmed ..... on an engineering project in Alexandria.

A was working **B** will have worked **C** will be working **D** had been working

15 By 2050, I think that astronomers ..... new planets outside our solar system.

A will have found **B** find **C** have found **D** are finding

16 We won't be able to live on Mars until we ..... enough water there.

A will find **B** have found **C** will be finding **D** found

17 I felt really sick ..... the party, so I went home.

A While **B** when **C** during **D** on

18 She has made a great *contribution* to social work in her neighbourhood. *Contribution* here is a synonym for .....

A deprivation **B** donation **C** estimation **D** relation

19 My brother was finally ..... that he had been selected for the new position as Sales Manager.

A asked **B** said **C** informed **D** ordered

20 You should ..... your foot in ice-cold water to reduce the swelling.

A appear **B** float **C** inverse **D** immerse

21 This is the most difficult situation I .....

A had ever been faced **B** have ever faced **C** had ever faced **D** have ever been faced

22 Which of the following is punctuated correctly? .....

A The teacher said, You must follow school rules, Hatem."

B The teacher said, "You must follow school rules, Hatem".

C The teacher said "You must follow school rules, Hatem."

D The teacher said, "You must follow school rules, Hatem."

23 Pollution has a serious effect on our health. *However*, a lot of people are still ignorant of the importance of keeping the environment clean. This shows ..... in ideas.

A addition **B** contrast **C** possibility **D** reason

24 In a *hook sentence*, you need to .....

A sum up your essay by briefly revisiting the information covered.

B grab the reader's attention to read the essay.

C support, explain, illustrate, or provide evidence for the idea expressed in the topic sentence.

D analyze two points of view by either comparing them, contrasting them, or both.

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R1

Read the text and answer the questions.

Few women had become pharaohs of ancient Egypt before Hatshepsut, who is one of the most important females in Egyptian history. She was pharaoh from around 1479 BCE to 1458 BCE, making her one of the longest ruling females. During her 21 years of rule, she improved trade with other countries, which had stopped for many years during a war.

Pictures from the walls of ancient temples show Hatshepsut's ships trading with a country called Punt (now part of East Africa), from where her ships brought back gold, valuable stones and animal skins. They also brought back trees, which were planted when they returned to Egypt. This is believed to be the first time foreign trees were grown in a different country. The journey to Punt was probably the first of other trading trips, which included visits to Byblos (now in Lebanon) and Sinai.

Money from this trade helped Hatshepsut to build many amazing buildings and bring many years of peace and wealth to Egypt. The many buildings that Hatsheput had built were usually larger and more impressive than buildings of the past. Her most famous buildings include the temples at Beni Hasan and at Deir el-Bahri, which some people call one of the wonders of the ancient world. But she also helped to repair other older monuments that had been damaged and started a period of artistic creativity.

Hatshepsut had many statues made of herself and you can find them in many of the world's greatest museums today. Many of the statues that were made at this time were in the Thutmoside style (named after her father Thutmose I), which people today consider as the typical ancient Egyptian style.

The mummy of Hatshepsut and lots of information about her can be found at the National Museum of Egyptian Civilization.

25 What was Hatshepsut's main contribution to ancient Egypt?

A She had statues built. **B** She brought peace and wealth to the country.
C She helped women become pharaohs. **D** She was a female stereotype.

26 Which of the following do we not learn about Punt from the text?

A Many trees grew there. **B** People hunted animals there.
C It was a rich country. **D** It had many wars with ancient Egypt.

27 How could Hatshepsut afford to build so much during her rule?

A She improved trade with other countries. **B** She won wars with other countries.
C She planted trees from other countries. **D** She had many statues made of herself.

28 What do we know about the statues that were made of Hatshepsut?

A They are unusual. **B** They are in a style that people expect.
C They are more impressive than other statues. **D** They are in a very unpopular style.

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29 Why you think many of ancient Egypt's older monuments had been damaged before Hatshepsut's rule?

.....

30 In what ways is Hatshepsut a good role model for women today? .....

31 According to the article, gold, valuable stones and animals were .....

A finally kept in Punt

B sold to African countries

C brought to Egypt

D restored before the reign of Hatshepsut

32 People consider Deir el-Bahri one of the *wonders* of the ancient world. *Wonders* is similar in meaning to .....

A obstacles **B** myths **C** marvels **D** superstitions

33 Which of the following is incorrect according to the passage?

A Not many women had become pharaohs of ancient Egypt before Hatshepsut.

B Hatshepsut improved trade with other countries, built many amazing buildings and made wars with others during her reign.

C We can see the statues made for Hatshepsut in many of the world's greatest museums today.

D Thutmose III was Hatshepsut's stepson.

34 We can see the mummy of Hatshepsut .....

A at the National Museum of Egyptian Civilisation

B in East of Africa

C in the temples at Beni Hassan

D at a museum in Punt

35 Trade with other countries ..... during Hatshepsut's rule.

A flourished **B** declined **C** stopped **D** was the same as

36 According to the article, which of the following gives incorrect information?

A During the reign of Hatshepsut, foreign trees were planted in Egypt.

B Hatshepsut had older monuments repaired.

C Hatshepsut ruled Egypt for more than twenty years.

D Today, people consider the Thutmoside style of making statues as a typical modern one.

37 Hatshepsut ..... during her reign.

A had a lot of amazing buildings built **B** brought wealth to the country

C achieved peace **D** all of the above

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Read the sentences and choose the correct translation from A, B, C or D.

38 Innovation is endless. The more man seeks progress and welfare, the more he invents things that make life easier. However, do you think all inventions don't have negative aspects?

A الابتكار لا نهاية له، فكلما ابتكر الإنسان أشياء تجعل الحياة أسهل، كلما سعى إلى التقدم والرفاهية، ومع ذلك، هل تعتقد أن كل الاختراعات ليست لها جوانب إيجابية؟

B الابتكار لا نهاية له، فكلما سعى الإنسان إلى التقدم والتطور، كلما اشترى أشياء تجعل الحياة أسهل. ولذلك، هل تعتقد أن كل الاختراعات ليست لها جوانب سلبية؟

C الابتكار لا نهاية له، فكلما سعى الإنسان إلى التقدم والرفاهية، كلما ابتكر أشياء تجعل الحياة أسهل. ومع ذلك، هل تعتقد أن كل الاختراعات ليست لها جوانب سلبية؟

D الرفاهية لا نهاية لها، فكلما سعى الإنسان إلى التقدم والرفاهية، كلما ابتكر أشياء تجعل الحياة أسرع. ومع ذلك، هل تعتقد أن الرفاهية ليست لها جوانب سلبية؟

39 Women have played a pivotal role in the renaissance of ancient and modern societies. Through this role, they demonstrated their ability to achieve positive change in those societies.

A لقد أظهرت المرأة دورًا محوريًّا في نهضة المجتمعات القديمة والحديثة، واستعرضت في تلك الفترة قدرتها على تحقيق التغيير النسبي في تلك المجتمعات.

B لقد لعبت المرأة دورًا محوريًّا في بناء المجتمعات القديمة والحديثة، وأظهرت من خلال هذا الدور رغبتها في تحقيق التغيير الإيجابي في تلك المجتمعات .

C لقد لعبت المرأة دورًّا عاديا في نهضة المجتمعات القديمة والحديثة، وأظهرت من خلال هذا الدور قدرتها على تحقيق التغيير الإيجابي في تلك الحضارات .

D لقد لعبت المرأة دورًا محوريًّا في نهضة المجتمعات القديمة والحديثة، وأظهرت من خلال هذا الدور قدرتها على تحقيق التغيير الإيجابي في تلك المجتمعات .

40 من المتوقع أن تتوقف طباعة الصحف في العقود القليلة القادمة. سنقرأ الأخبار عبر الإنترنت، لذلك سنحتاج إلى معرفة المزيد عن المواقع الإلكترونية الجديدة التي يمكن أن تعطينا وجهة نظر متوازنة .

A In the next few decades, I think that we will have continued printing newspapers. We won't be reading the news offline, so we will need to know about new books that can give us a balanced point of view.

B In the next few years, I think that we will have stopped painting newspapers. We will be borrowing the news online, so we will need to know about new websites that can give us a fixed point of view.

C In the next few decades, it is expected that printing newspapers will have stopped. We will be reading the news online, so we will need to know about new websites that can give us a balanced point of view.

D In the next few decades, I think that we will have stopped printing newspapers. We will be reading the news online, so we will need to know about new websites that can give us a balanced point of view.

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41 يهدف منتدى شباب العالم المُقام فى مصر سنويا إلى الدعم الكامل للشباب، وتحديد كل المشكلات التي تواجهم وحلها للاستفادة بشكل فعال من مهارتهم و إمكانياتهم في تطوير المجتمع وتحقيق التنمية الشاملة.

A The International Men Forum, which is held in Egypt annually, aims to fully support young people and identify and solve all the problems they face, to effectively benefit from their skills and capabilities in developing society and achieving comprehensive improvement.

B The World Youth Forum, which is annually held in Egypt, aims to fully support youth and identify and solve the problems they face, to effectively benefit from their skills and capabilities in developing society and achieving comprehensive development.

C The International Youth Forum, which is held in Egypt annually, seems to fully care for young people and simplify and solve the problems they face to effectively benefit from their skills and capabilities in improving society and achieving comprehensive development.

D The local Youth Forum, which is held in Egypt annually, aims to fully look for young people and identify and postpone all the problems they face to effectively benefit from their skills and capabilities in developing society and achieving comprehensive development.

42 تهتم الدولة دائما بحماية حقوق الملكية الفكرية للمؤلفين والناشرين, لذا تفرض عقوبة صارمة على القرصنة الفكرية وتسريب الكتب حفاظا على حقوق المنتجين ودورالنشر.

A The estate is always takes care of protect the intellectual property rights of authors and publishers, so it imposes a strict penalty on intellectual piracy and book leak in order to preserve the rights of producers and publishing homes.

B The state is always interested in protecting the intellectual property rights of authors and publishers, so it propose a strict penalty on intellectual privacy and book diversion in order to preserve the rights of producers and publishing houses.

C The state is always interested in protecting the intellectual property rights of authors and publishers, so it imposes a strict penalty on intellectual piracy and book leaking in order to preserve the rights of producers and publishing houses.

D The estate is always interested in protecting the intellectual liberty rights of authors and publishers, so it imposes a strict penalty on intellectual piracy and book lake in order to preserve the rights of producers and publishing houses.

43 Write an argumentative essay of about 200 words on one of these topics:

1 Write about the advantages and disadvantages of interational sports competitions such as the FIFA World Cup and the Olympic Games.

2 Write about the pros and cons of tabloid and broadsheet reports.

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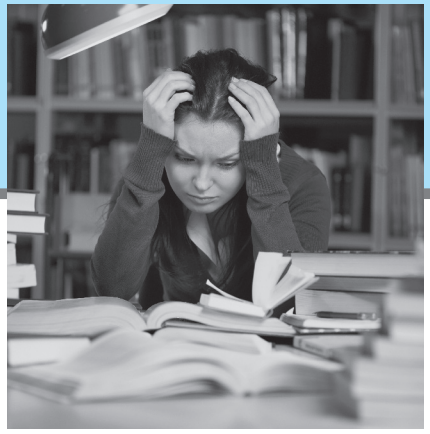
UNIT 4

Lesson 1

Taking care of ourselves



Vocabulary

1 Complete the sentences with the correct word.

burnout **cope** **exhausted** **improve** ~~**mental health**~~ **promote** **self-care** **stress** **time management** **well-being**

1 I feel lonely and I'm beginning to have strange dreams. I'm worried about my *mental health*.
2 I am always studying and when I have free time I just want to stay in bed. I think I'm suffering from .....
3 I think schools should ..... the importance of looking after yourself.
4 I don't have the time to do everything I want to do. I'm bad at .....
5 My father has to cope with a lot of ..... in his job and uses sport to help him relax.
6 Mohamed has started to exercise regularly. It has helped him improve his general ..... a lot. He is much more relaxed and positive now.
7 Amal is always ..... and she never has the energy to do anything.
8 My mum knows how to ..... with difficult situations really well.
9 My grandmother said walking in the countryside helped ..... her physical and mental health.
10 You must always make time for ..... If you look after yourself, you will be able to help others as well.

Reading

2 Read the article. Which tip ...

1 says you should pay attention to what you eat and drink? *Tip 4*
2 says it is not good to study for long periods with no break? .....
3 suggests a special technique to help you plan your study periods? .....
4 says exercise helps you to reduce stress? .....
5 suggests organising all the things you have to do before you begin? .....
6 says that going outside is a good idea? .....

Studying can be stressful.
Here are four tips to make life easier.

Tip 1: Divide the things you need to do into four categories. These are: (1) urgent and important (2) important but not urgent (3) not important but urgent (4) not important and not urgent. Using this system, you will quickly be able to see what you have to do now and what can wait.

Tip 2: When studying for a long time, you should know when to take a rest. This will help you to avoid burnout and continue studying. Use a clock with an alarm. After every twenty-five minutes, take a five-minute break and stand up and stretch.

Tip 3: You should do exercise on a regular basis. Exercise will produce endorphins, which are chemicals that help to reduce stress. If the exercise is outside, you will also benefit from some fresh air.

Tip 4: You should not eat unhealthily when you are studying. A salad is quick to prepare and fruit is a better snack than chocolate. You should also avoid having too much caffeine. Water is much healthier.

Writing

3 Which is your favourite tip from the article? Why? Do you already follow the advice? Write about 40-50 words.

.....
.....
.....
.....

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Language

1 Choose the correct words.

1 Why don't you ***use***/***to use*** a diary to help you plan your work?
2 You couldn't have **to *do*/*done*** any more than you did. That was your best.
3 Have you thought about ***doing*/*do*** more exercise?
4 What about ***starting*/*start*** with the most important things first?
5 She looks very tired. I think she should ***has*/*have*** gone to bed earlier last night.
6 You could ***study*/*studying*** together and help each other.
7 Have you considered ***listening*/*listen*** to music before going to bed?
8 You shouldn't have ***watched*/*to watch*** TV so late last night!

2 Read the problems and write some advice. Use the word in brackets.

1 I sometimes get headaches when I'm studying and I'm often thirsty. (considered)
Have you considered drinking more water?
2 My back hurts from sitting in the same position for so long. (how)
.....
3 I stayed up all night revising and now I'm exhausted. (should)
.....
4 I'm not sure how to complete the project for the teacher. (could)
.....
5 I have to finish an essay but I'm hungry and it's nearly lunchtime. (what)
.....

Listening

1.29 **3 Complete the conversation with the correct word. Then listen and check your answers.**

considered could ~~don't~~ how thought

Leila: Hi Nadia. I haven't seen you for a long time. How are you?
Nadia: Hi Leila. Thanks for asking. I'm a bit stressed.
Leila: Oh no! Why ❶ *don't* ..... you sit down and tell me about it?
Nadia: Well, I have three exams this week and don't know when I can revise because I have a big project for science, too. I also promised my parents I would help them in the shop in the evenings.
Leila: That sounds like a lot. Have you ❷ ..... telling your parents you are stressed?
Nadia: I don't want to worry them.
Leila: You ❸ ..... write down everything you have to do this week in order of priority and say 'no' to the things at the bottom of your list. Also, ❹ ..... about doing your revision while you are in the shop. It's usually quiet in the evenings, isn't it?
Nadia: Have you ❺ ..... about becoming a student counsellor? You're very good at giving advice!
Leila: Oh, thank you.

Writing

4 Write some more advice for Nadia. Write about 40-50 words in your notebook.

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4 Lesson 3

Listening

1.30 **1 Listen and choose the correct message of the interview.**

1 Other people have a big impact on how positive you feel.
2 If you do not say 'thank you' to others you will feel sad.
3 Positive thinking starts with how you think and behave.

1.31 **2 Listen again and complete the sentences.**

1 The name of George Mitchell's book is *Positive Thinking is* Easy.
2 The book sold ..... copies in one month.
3 George says it is important to be ..... for all the things we have.
4 In one study, one group wrote about things they were grateful for and the other group wrote about the things that produced ..... in them.
5 The group who thought about all the good things in their lives were happier after just ..... weeks.
6 A study in ..... demonstrated that being kind to others can have an impact on society.

Reading

3 Read a short extract from George Mitchell's book. Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 George Mitchell says we should avoid worrying about things out of our control. [T]
2 Nobody gets stressed about the changes in the weather. [ ]
3 Buying a good raincoat is one example of a positive solution to a problem. [ ]
4 Change is always a good thing for people. [ ]
5 How we perceive change is what causes stress. [ ]
6 Accepting change as normal will help us adapt to problems better. [ ]

One way to help you deal with life's problems is to focus only on the things you can change. There are many external factors which may influence how well you can cope with a particular problem. However, you should accept that there are some things you just do not have control over. It is not helpful to worry about these things. For example, when it rains do you get stressed about getting wet? Or do you buy a good raincoat to keep you warm and dry in bad weather? This is an example of how you can find a quick and simple solution to what others might see as a problem. This is also the first step to accepting change as something normal. It is a simple way to make sure you remain positive when you face life's difficulties.

Writing

4 Think about the changes you have experienced in your life. Write an essay of about 200 words describing the following points:

- How did you react when change happened?
- Could you have reacted differently?
- How could you react differently to changes in the future?

.....
.....
.....
.....
.....

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Reading

1 Read each student's description of their situation and match it with the email they wrote. What advice can you give each student?

1

Wael

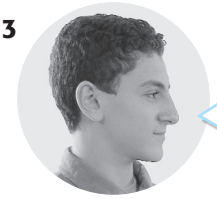
I have moved house and school and it's had an impact on my well-being. ...c.....

2

Imad

I am very worried about passing all my exams and although I can't spend much time with friends, I still follow what they are doing on social media. .....

3



Seleem

I think it's important to know what is happening in the world, whether it's good or bad. .....

a

For the last few weeks, I've been feeling like I can't cope with everything in my life. My friends are getting great marks at school and after school they meet up. But I don't have time to join them. On social media they always upload photos and videos of themselves having fun in the park and around town. I don't know how they find the time to do all these things and study too.

b

I like to know what is happening in the world and I have set up my phone to send me news alerts. Recently though, there have been so many problems happening around the world and it's making me feel stressed. It's having a big impact on my well-being. I often feel quite anxious and don't want to leave the house.

c

I have just started doing sport to calm down because recently I've been quite angry. We have just moved to a new city because of my dad's new job. I had to leave all my best friends, the athletics club I was in and all this happened during an important year at school. I want to study medicine, so I have to get good results in my exams. I often get angry about small things.

2 Read again and complete the sentences. Which student says ...

1 larger events have had a negative impact on him? ...Seleem.....
2 other people he knows seem to have an easier life? .....
3 a change caused by another family member is a problem? .....
4 he would prefer to stay at home as a result of how he feels? .....
5 the change in his life has come at a very bad time? .....
6 he is not spending time with his friends anymore? .....

Writing

3 Interview a friend and ask them what problems they are having now. Write down one problem and your advice. Then ask them for some help with a problem you have and write the advice they gave you. Write about 200 words in your notebook.

Your friend's problem:

.....

Your advice:

.....

Your problem:

.....

Your friend's advice:

.....

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4 Story

Great Expectations

Chapter 4

1 Match the words and phrases to the definitions.

benefactor **be worth the effort** **household** **expectations**
from now on **my heart was set on** **proof** **~~property~~**

1 a building that belongs to you *property*
2 an action that starts from this moment and continues into the future .....
3 a person who gives someone money to help them improve their life .....
4 feelings that good things will happen .....
5 an object or some information that shows something is true .....
6 when you really want something or want to do something .....
7 something that is useful or good but difficult to do .....
8 all the people who live together in one house .....

2 Match the characters with what they did in Chapter 4.

1 Miss Havisham	**a** helps Pip to learn a trade
2 Estella	**b** has gone away to become a lady
3 Miss Sarah Pocket	**c** is someone Pip met the year before
4 Pip	**d** is often nasty to people around her
5 Mr Wopsle	**e** is thought to have hurt Mrs Joe
6 Orlick	**f** is a good person and good friend to Pip
7 Joe	**g** is serious and distant but brings good news for Pip
8 Biddy	**h** receives some very good news about his future
9 Mr Jaggers	**i** is at Miss Havisham's house and opens the door to Pip

3 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Miss Havisham told Pip to visit her once a week. F
Miss Havisham told Pip to visit her once a year.

2 There were lots of people in the kitchen when Pip entered. ☐
.....

3 Someone had hit Mrs Joe and had stolen things from the kitchen. ☐
.....

4 Biddy and Pip think Orlick might have hurt Mrs Joe because he was angry with her. ☐
.....

5 Mrs Joe drew a file. ☐
.....

6 Miss Havisham used to give Pip some cake on his yearly visits. ☐
.....

7 Pip told Biddy that he wanted to become a blacksmith. ☐
.....

8 Joe was given twenty pounds for releasing Pip from his apprenticeship. ☐
.....

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4 Complete the sentences.

1 Pip promised that he would .....
2 Although he had no proof, ...
3 Pip felt his life was improving .....
4 Mr Jaggers told Joe that .....
5 After saying goodbye to Joe and Biddy, ...

5 Reread Chapter 4 and answer the questions.

1 Why do you think Orlick mentioned that more convicts had escaped from the prison ship?
Suggested: *To give the others the idea that it was a convict who had hit Mrs Joe.*
2 What does Pip say he needs to do to be happy?
.....
3 Why did Mr Jaggers offer Joe money?
.....
4 Why does Pip ask Biddy to help Joe to speak better?
.....

6 Complete the sentences from the story with the correct adverb.

~~**angrily**~~ **badly** **immediately** **privately** **quietly** **slowly** **strangely**

1 At the start of Chapter 4 Miss Havisham asked Pip a question *angrily*.
2 In the mist a man walked ..... towards Pip and Mr Wopsle.
3 Orlick acted ..... as he walked along the road with the two men.
4 Mrs Joe had been ..... injured.
5 Biddy asked Pip ..... why he wanted to be a gentleman.
6 Mr Wopsle asked to speak to Pip and Joe .....
7 Mr Wopsle asked Joe if Pip could finish his apprenticeship .....

Writing

7 Pip tells Biddy '*I knew that I was making a mistake, but I could not change my feelings*'. What would you do if you were Pip? Give reasons. Write around 200 words.

.....
.....
.....
.....
.....
.....
.....
.....
.....

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UNIT 5

Lesson 1

The future of work

Language

1 **Complete the table with the phrasal verbs.**

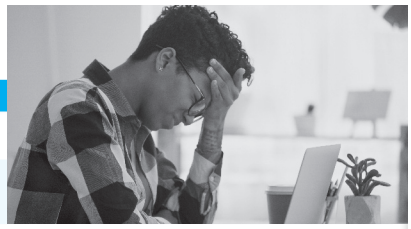
catch up look into switch off switch on turn down turn off turn on ~~turn up~~

The noun comes in between the verb and preposition	Can either be separated or not separated by a noun	The noun comes after the phrasal verb
turn up		

Reading

2 **Complete the online help forum with the correct form of these verbs.**

install join keep look ~~mute~~ share switch turn



IT Support Forum

Nevine: I've bought some new headphones and have plugged them in but now I can't (1) *mute* ..... my microphone and everyone can hear me all the time.

Hana: I'm having problems with a video conference call. I can't hear anything when people are talking to me. I have just downloaded and (2) ..... the latest version of the software but nothing is happening. I have tried (3) ..... off the computer and turning it on again. Any other ideas?

Mazin: I need to show someone what is on my computer when we're on a call, but I don't know how to (4) ..... my screen.

Ziad: There is a long delay when I'm playing games online and I can never (5) ..... up with my friends. I always lose the races in the games. Do I need to (6) ..... into getting a better internet connection?

Malak: When I (7) ..... a meeting online I can't (8) ..... on my camera. So people can hear me, but they can't see me!

3 **Read the forum again. Answer the questions.**

1 What is Nevine's problem? .....
2 How can she solve her problem? .....
3 Who can't hear other people on video calls? .....
4 Who doesn't know how to use one of the tools of a video call? .....
5 What makes the internet connection slow? .....
6 Who had a problem after buying something new? .....

Writing

4 **Using technology makes our lives easier, but sometimes we face problems because of technology. Choose one or more of the problems you recently faced with technology. Write about 100 words in your notebook.**

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Listening

1 Complete the predictions about the future of work. Use the correct form of the words in brackets.

1 Artificial intelligence will start *taking/to take* (take) control of more work in the future.
2 Human beings will continue ..... (do) jobs that need interpersonal skills.
3 People will need ..... (learn) different languages.

1.34 **2 Listen to an interview about the future of work. Which prediction from Exercise 1 is not given?** ☐

1.35 **3 Listen again and decide if the sentences are *true* (T) or *false* (F).**

1 Artificial Intelligence will cause a change in the types of jobs available. *T*
2 There are no positive consequences to using Artificial Intelligence. ☐
3 Only 5% of jobs can be replaced completely by machines. ☐
4 Jobs that need human contact will be most affected. ☐
5 By 2030, 900 million people will have to find different jobs. ☐
6 Speaking different languages will be important in the future. ☐

Language

1.36 **4 Complete the sentences with either the *-ing* form or *to* + infinitive. Then listen and check.**

1 Artificial Intelligence, or "AI" as we call it, promises *to destroy* (destroy) jobs.
2 This study appeared ..... (show) a decline in jobs.
3 Jobs that need ..... (use) interpersonal skills are a lot safer.
4 Should we risk ..... (use) AI if it is going to cause so many problems?
5 I would consider ..... (study) English to a very high level.
6 You have to continue ..... (learn) new things.

Writing

5 Read this letter for a job application and complete it with the correct form of the verb in brackets.

6 Write a letter of application for a job as a student welfare officer in your local university. Write about 150–200 words in your notebook. Include the following information.

- How you can help other students
- What skills you have that will help them
- Why you would like to work in this post

Dear Sir/Madam,

I am writing this letter to apply for the position of student welfare officer.

I believe that I am suited to the role because I enjoy ❶ *helping* (help) people feel more positive. At school, I have learnt ❷ ..... (deal) with stressful situations. I like ❸ ..... (use) my weekends and evenings to help other students. I always appear ❹ ..... (be) calm which helps the person I am speaking to.

I am very excited by this role and I hope you decide ❺ ..... (offer) me the position.

I hope ❻ ..... (hear) from you soon.

Yours faithfully,
Mariam

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5 Lesson 3

Language

1 Choose the correct form of the verb to complete the advice about ways of studying.

1 When studying, you should remember ***to take***/***taking*** a break every twenty-five minutes.
2 You have to stop ***to use***/***using*** email because it is old-fashioned.
3 You need ***to keep***/***keeping*** your mind and body healthy.
4 You should stop ***to check***/***checking*** social media while you're studying.
5 You seem ***to be***/***being*** on video calls every evening!

Reading

2 Read the blog about study techniques. What is the main message?

1 When studying, we all tend to use similar techniques.
2 You need to ask your family for help when studying.
3 We should experiment with different techniques to learn better.

3 Read the text again and answer the questions.

1 What was Hamid's opinion of the book?
He found it useful.
2 What was the first thing he did after reading the book?
.....
3 Which three study techniques did he try?
.....
4 What did Hamid do to avoid sitting at his desk for so long?
.....
5 Why did he play music while revising?
.....
6 Why was he surprised by the results?
.....

Studying on my Head
by Hamid Shazly

I was never very good at concentrating, so my dad gave me a book called *Study skills for you*. I discovered lots of new ideas.

The first message in the book is that we all learn differently. So, the first thing I did was to learn how I best remember things. I tried making a summary of each unit of the schoolbook, then a summary of the summary until I reduced the essential information into a small mind map. Highlighting important details in different colours helped me so much that I was even able to remember where on the map certain information was.

History was my worst subject. So, while I was making my notes, I played the same song in the background. When I went to sleep, I used to listen to the song again to make me think about the history notes. To avoid too much sitting on my desk, I got up every 20 minutes and walked around my room or went and studied in the park. I also recorded my notes on my phone and listened to them while walking in the park.

So, I guess you're wondering whether all these experiments worked? Well, it certainly helped me discover how I remember things best and it made revising a lot more interesting. This meant I spent more time doing it. When I got my final results, I was shocked but very happy to tell my dad that the highest mark I got was in History!

Writing

4 Think about how you learn best and try some of the techniques from Hamid's blog. Write a summary of your research using about 200 words.

- Write about the study techniques you normally use and why.
- Experiment with different study techniques for different subjects. Write about:
  - Which techniques you tried.
  - How you felt during and after using the techniques.
  - How effective you thought each technique was.
- Conclude which is the best way to study for each subject and say why.

Language

1 Match to make sentences from an email.

1 Thanks so much	**a** for your advice and help.
2 All the	**b** to check I have understood everything.
3 Am I right	**c** understood that correctly?
4 Have I	**d** best,
5 I'd just like	**e** me emailing you in the future?
6 Do you mind	**f** in thinking you are coming to visit?

Writing tip!

When writing personal or informal emails, the tone, the choice of words and the way the words are put together are different:

- Use contractions, first person pronouns such as *I* or *We*, and phrasal verbs.
- Use greetings like *Hi*, *Hello* and *Dear* + *first name*.
- Use endings like *Yours, Talk to you soon, Hope to hear from you soon* and *Best regards*.

Reading

2 Read and order the email.

a Thanks again for all your wonderful advice which has been really helpful. If I have any more questions, do you mind me emailing you again for help? ☐

b Thanks so much for your help with sharing documents while in a virtual meeting. I think I have understood everything, but I'd just like to check. ☐

c All the best, ☐
Heba

d The other option is to attach the document in the chat box. Am I right in thinking that I have to click on the clip icon to do this? After that I need to choose the option which says 'everyone' and click on the arrow to send it to everyone in the video call. Have I understood that correctly? ☐

e Hi Eman, 1

f I read your email carefully and from your explanation I understand that there are different ways to share documents. The first is to send each person an email with the document attached. That's a good idea but there are 25 people in my class, and I don't have all their email addresses. ☐

3 Read the email again and answer the questions.

1 How does Heba express she is grateful at the start and end of the email?
She says, 'Thanks so much' and 'Thanks again'.

2 What two questions does Heba ask to check she has understood?
.....

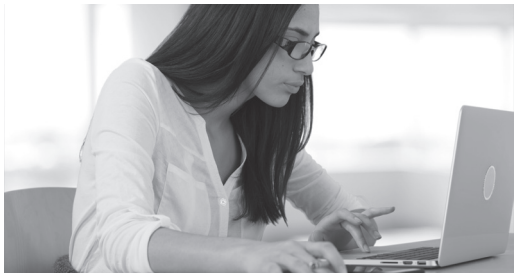
3 What does Heba ask in case she needs more help in the future?
.....

4 What phrase does Heba use to say she is not completely sure she has understood?
.....

Writing

4 You receive this email from a friend who is explaining how to add a virtual background to video conference calls. Write your reply in your notebook. Write about 200 words. Include the following points.

- One thing you definitely understood
- A summary of what you think you understood
- Ask if you've understood correctly.
- Say you are grateful for your friend's help.



Hi there,

Adding a virtual background is great fun and quite easy to do when you know how. Let me explain.

First, look for the arrow next to the camera icon at the bottom of the screen. Click on that and then click on 'settings'. Another window will open, and you have to find the option on the left that says 'video and image backgrounds'. You have to click on that. If you don't have any images, you can add them by clicking on the plus sign which you can find on the right. Choose the image you want and then click on 'apply' and that's it!

I hope you have lots of fun but let me know if you have any questions.

Speak soon,
Basel

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5 Story

Great Expectations

Chapter 5

1 Complete the sentences using the correct forms of the words in the box.

~~adopt~~ clerk dare fiancé grumpy get engaged
inheritance lodgings share take revenge on

1 Ashraf was feeling lonely, so I suggested that he ...adopt... a cat.
2 The manager asked the ..... to type the letter on the computer.
3 Manar came in last in the race, so she's feeling quite .....
4 Rasha ..... Yesterday. She and her **5** ..... , Adam, plan to have a wedding reception in June.
6 Maged ..... me to dive into the pool with my clothes on.
7 The Smiths are now very rich thanks to their grandfather's .....
8 I offered Mr and Mrs Khamis ..... while they were in Damietta.
9 The teacher asked the students to ..... their answers with the rest of the class.
10 The family was asked to forgive the thieves for stealing their food, rather than ..... them.

2 Are these sentences *true* (T) or *false* (F)? Correct the false sentences.

1 Pip is sure that Mr Jagger is his benefactor. F
Pip is sure that Miss Havisham is his benefactor.
2 The journey to London takes five hours. ☐
.....
3 Pip felt happy when he first saw his new lodgings in Hammersmith. ☐
.....
4 Pip realises he has met Herbert Pocket before. ☐
.....
5 Herbert tells Pip that Miss Havisham is using Estella to help him become a gentleman. ☐
.....
6 Pip saw that Mr Jaggers was always happy. ☐
.....

3 Match the adjectives from the story with their meanings.

1 handsome	a normal or typical
2 disappointed	b happy (and smiling)
3 pale	c white
4 good-natured	d feeling pleased about something you have done
5 ordinary	e beautiful (usually for a boy or man)
6 grateful	f happy (and saying thank you)
7 cheerful	g sad (because something good did not happen)
8 proud	h kind and helpful

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4 Complete the sentences with the correct adjective from the box.

cheerful **disappointed** **grateful** **grumpy** **handsome** **ordinary** **pale** ~~**proud**~~

1 My parents said they were very *proud* of me when they saw my grades.
2 Our neighbour is a very ..... person. He complains about everything!
3 Noha was ..... when she saw that her new shoes were broken.
4 Samy was quite ..... after being ill.
5 My mum told me I look very ..... with my new hair cut!
6 Our class are very ..... for the extra help our English teacher gives us.
7 We live in an ..... house near the station.
8 My grandmother is always ..... She's always laughing!

5 Reread Chapter 5 and answer the questions.

1 Why was Pip unhappy at first that he had left the blacksmith's?
He was unhappy because he had to wait in an unpleasant office for Mr Jaggers.
2 Who was Mr Pocket's son?
.....
3 Why did Mr Pocket's son take a long time to open the door to Pip?
.....
4 How do we know that Pip and Herbert will be friends?
.....
5 What sort of person does Miss Havisham want Estella to become?
.....
6 Why have all the clocks stopped in Miss Havisham's house?
.....

6 Read the quotations. Who said them to whom?

1 'I have been given a fortune since I last saw you'
Pip said this to Miss Havisham.
2 'I will know how much you spend'.
.....
3 'I went to buy some fruit at the market'.
.....
4 'If she had adopted me, I would probably be rich now'.
.....
5 'Is your father still angry with Miss Havisham?'
.....
6 'I want to see the man who'll dare to rob me!'
.....

7 Do you think that Pip will make a good gentleman? Explain why. Write about 200 words in your notebook.

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UNIT 6

Lesson 1

Let's get it done!

Vocabulary

1 Change the underlined words in the sentences to a similar word from the box.

assess decline efficiency productivity raise ~~vary~~

1 It is a good idea to change the place where you study as it can help your memory. ...vary...
2 The first thing to do is to analyse how you remember things best. .....
3 Remember that your concentration tends to reduce after 30 minutes. .....
4 If you want to increase awareness of pollution, you should talk to your friends about it. .....
5 You need to make changes if you want to increase the amount and quality of work you complete. .....
6 Using less electricity will improve the energy effectiveness in your house. .....

Language

2 Complete the conversation with the correct form of the structure *get … done*.

Sherif: You said last week your revision was going slowly. Are you ① ...getting... more ...done... now?

Hisham: To be honest, my progress is going well this week. My dad will ② ..... some changes ..... to my room to help me raise my efficiency.

Sherif: Really? Wow! What sort of changes?

Hisham: Well, he's going to put a desk under my window. The desk will be big enough for two people, so I can study with friends. Do you want to come over on Saturday and we can study together?

Sherif: That sounds great. We need to ③ ..... our English project ..... and then we can revise for Science.

Hisham: Great. I usually ④ ..... a lot more work ..... when I study with friends. What time do you want to come?

Sherif: Well, I prefer to study in the morning. I ⑤ ..... a lot of work ..... when I studied yesterday morning. How about 9 o'clock?

Hisham: Great, see you then.

3 Read the conversation again. Are the sentences *true* (T) or *false* (F)?

1 Hisham is more productive this week. [T]
2 Hisham's father is going to make changes to Hisham's bedroom. [ ]
3 Sherif and Hisham got their English project done last week. [ ]
4 Hisham is happy to study with Sherif. [ ]

Writing

4 Think about how you can be more efficient at school and at home. In your notebook, write five changes you could make to raise your productivity.

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Reading

1 **Read the article and choose the best title 1–3.**

1 What will make you fail your exam ☐

2 Things to avoid when studying, to help productivity ☐

3 Study plans are the key to productivity ☐

2 **Complete the article with these verbs.**

allow ×2 let ×2 make ~~stops~~

1. Don't procrastinate

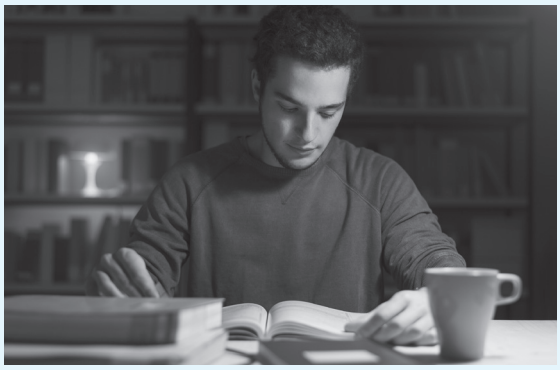
There is one common error which ❶ *stops* ..... students from being productive: procrastination. Procrastination is when we delay doing something important. Students often look for an excuse to do other things, such as tidy their bedrooms, when they should be studying. Make a study plan and then ❷ ..... yourself follow it!

2. Don't study all night

Another bad habit that some students have is studying all night. (Sometimes this is because they have been procrastinating in all day!) Studying at night instead of sleeping does not ❸ ..... the body and brain to rest. It's important to switch off to study effectively the next day.

3. Put the phone away

Some teachers ❹ ..... students to keep their phone with them in class. But students shouldn't ❺ ..... themselves be distracted by their phones. Even better, hand it to the teacher at the beginning of the class – they will ❻ ..... you have it back at the end!



Language

3 **Which of the following is structurally correct:**

A I will get a mechanic check my car.
B I will have my car checking for a mechanic.
C I will get a mechanic who checks my car.
D I will get my car checked by a mechanic.

Which of the following is structurally incorrect:

A I don't allow my little brother to use the mobile phone for so long.
B Don't let yourself be cheated by others.
C It's not easy to get my friend changes his mind.
D I usually stop my brothers from making noise when I'm studying.

Writing

4 **Look at your study habits in detail. Write about your bad study habits and what you can do to change them. Use the points below to help you. Write about 200 words in your notebook.**

- What three bad habits do you have which affect your productivity?
- How do they affect your efficiency when studying?
- What three things could you do differently in the future to be more productive?
- How would these three changes improve your productivity?

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6 Lesson 3

Listening

1 **Look at the photo of people brainstorming ideas. What are they using to help them? What do you use to help you brainstorm?**

.....

.....

.....

.....

1.44 **2** **Listen to students brainstorming ideas. What is the main point of the discussion?**

1 The importance of eating healthily at school. ☐
2 The effects of stress on the body when studying. ☐
3 The most productive way to revise for exams. ☐

1.45 **3** **Listen again and complete the expressions you hear.**

1 Does anyone have any other ideas they want to *share* .....?
2 That's a good idea. Let's ..... it to our options.
3 At ..... it makes the revision more interesting.
4 Don't you think that might ..... to you chatting about other things?
5 Organising ourselves well should be a .....
6 So, do we all ..... that this is the best option?

4 **Now match some of the phrases from Exercise 3 with their functions below. Some functions can have more than one phrase.**

1 Ask for more alternatives in a discussion. [1]
2 Reach a conclusion. ☐
3 Mention the advantage of doing something. ☐
4 Mention a possible disadvantage of doing something. ☐

Writing

5 **Write about three of the solutions the students discussed in Exercise 3. What is your opinion on each solution? Which do you think is the most effective and why? Write about 200 words.**

.....

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Reading

1 Read the blog and choose the best summary

1 An Olympic coach helped Adam pass his most difficult exams. ☐
2 Adam made lots of small changes to improve his productivity. ☐
3 Adam is a fan of cycling and copied what the cyclists did. ☐

2 Read the blog again and answer the questions.

1 How did Adam learn about David Brailsford?
From a teacher.

2 What evidence does Adam give to show Brailsford's strategy was effective?
.....

3 Which parts of the day did Adam discover he could study more efficiently?
.....

4 What changes did Adam make to his sleeping habits?
.....

5 What evidence does Adam give to show the changes were effective?
.....

6 How would you summarise the strategy Adam used to be more productive?
.....

Huge benefits from small changes

The last time I blogged, I was worried about my exams. Well, you won't believe what happened!

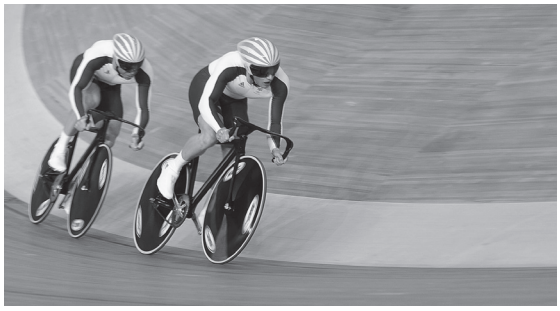
A teacher told me about a coach called David Brailsford. He helped the British Olympic cycling team set 7 world records in the 2012 London Olympics. But how did this coach change their performance? Well, he analysed absolutely everything and improved each thing by 1%. He made lots of small changes to the cyclists' clothes, their diet and even their pillows! It had a very positive impact on their productivity.

So, I thought I'd do the same to help me study more effectively. I looked into the following areas:

- when I concentrate best
- for how long I can concentrate before I need a break
- where I concentrate best
- how I sleep best
- what food makes me feel my best

At first, I thought it was a waste of time but I kept going with it. I realised I was more mentally active in the morning and after 6 pm so that's when I studied the most difficult subjects. I also reduced the amount I ate for dinner and bought some ear plugs to avoid any outside noise. I now wake up feeling really refreshed and ready to go.

Did it work? Well, I was surprised by what a big difference this strategy made. In maths and history, my worst subjects, I got the second highest marks in the class and my grades in all my other subjects increased by 48% in just one month! Looking back I should have done this before! Making a 1% change in different things made a massive difference for me and I'm sure it'll help you too! So why not try it yourself? Adam



Writing

3 Analyse everything you do before, during and after you study. What could you do differently? How could you improve each area by 1%? Write about 200 words in your blog, reflecting your experience. Think about the following questions.

- What time of day are you most focused?
- What helps you sleep well?
- What food makes you feel your best?
- Where do you concentrate best?
- What is the most effective way to take a break from studying?

Think about how you could measure the impact of the changes. Then write about your experience. Include the following points.

- What areas you focused on
- What you discovered from the changes
- What impact the changes had

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6 Story

Great Expectations

Chapter 6

1 Complete the sentences using words or phrases from the box.

affectionately anxious at the request of boast
come back to haunt enthusiastic hold on to
a life sentence remarkable scar shiny sleeves ~~wrists~~

1 When a criminal is arrested, the police put handcuffs on their *wrists*.
2 If it is hot and you are wearing a shirt you can pull up your ..... to make you cooler.
3 Although I had studied a lot, I felt very ..... about my English exam.
4 There is a boy in my class who likes to ..... about how great his new camera is.
5 If a criminal is given ....., he has to remain in prison his whole life.
6 It was ..... how the whole class got top marks in their final exam.
7 What he did will ..... the criminal while he is in prison.
8 I like getting coins which are new because they are very .....
9 The teacher spoke ..... about her students as she was saying goodbye.
10 The students were very ..... about their English lessons.
11 Wael has a ..... on his knee from an operation.
12 The students sat and listened ..... the teacher.
13 The climbing instructor told me to ..... the rope.

2 Put the events from Chapter 6 in the correct order.

a [5] Drummle finished his education and returned home.
b [ ] All three guests started to boast about their skills.
c [ ] Pip was invited to dinner at Mr Jagger's house.
d [ ] Pip travelled with two convicts.
e [ ] Molly showed the guests her wrists.
f [ ] Mr Jaggers spoke to Drummle for a long time.
g [ ] Pip received a letter from Biddy.
h [ ] Herbert, Joe and Pip had breakfast together.

3 Answer the questions.

1 Do you think Mr Jaggers is a good person? Why?
He appears to be a bad person as his servant is scared of him.
2 Does Pip enjoy dinner at Mr Jagger's house? Why?
.....
3 Why did Biddy write the letter to Pip?
.....
4 Why do you think Joe called Pip 'Sir'?
.....
5 Why did Pip get off the coach and walk to the hotel?
.....
6 Why do you think Pip did not sleep well?
.....

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4 Match the characters with how they behave in Chapter 6.

Biddy **~~Bentley Drummle~~** **Magwitch** **Molly** **Mr Jaggers** **Mr Joe Gargery**

1 He likes to tell others how good he is at doing different things. *Bentley Drummle*
2 This character makes their employees feel embarrassed and scared. .....
3 This character tells Pip that they are always thinking about him. .....
4 This character feels uncomfortable and speaks very formally. .....
5 This character is quite nervous and is embarrassed by Mr Jaggers. .....
6 This character asked another person to give Pip a present. .....

5 Complete the sentences with the correct adverb from the box.

affectionately **badly** **boastfully** **fortunately** **~~immediately~~** **well**

1 If I don't start writing this essay *immediately*, I won't finish it in time.
2 My sister is happy because her teacher said she speaks English very .....
3 I ..... was able to finish reading the book before I had to talk about it.
4 He ..... repeated how big his house was.
5 We were not happy as we all left the exam feeling we had done .....
6 My grandmother speaks ..... about her grandchildren to all her friends.

Writing

6 Pip says that he was haunted by memories. What were these memories about? Why did he feel this way? Write about 200 words.

.....
.....
.....
.....
.....

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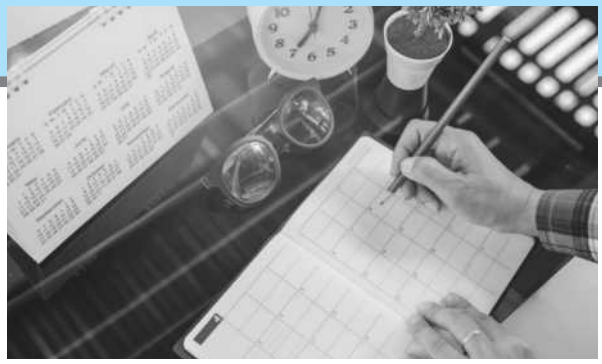
REVISION

2 Units 4–6



Choose the correct words to complete the sentences.

1 We should not take ...revenge... on those who harm us. We should respect the law.
A revenge **B** average **C** care **D** advantage

2 Have you ..... spending the weekend in the country?
A considered **B** thought **C** decided **D** agreed

3 You could ..... asked me for help if you were feeling so stressed!
A has **B** having **C** had **D** have

4 Be careful, you must ..... making such mistakes.
A enjoy **B** avoid **C** refuse **D** intend

5 When you are worried about things, it is best to concentrate on the things you ..... control.
A would **B** might **C** can **D** have

6 We really need to increase our ..... if we want to meet our objectives.
A identity **B** facility **C** equality **D** productivity

7 I hope ..... the biology exam; I'm so worried.
A will pass **B** pass **C** to pass **D** passing

8 Let's look ..... new ways of working.
A on **B** into **C** to **D** back

9 My parents ..... me finish my homework before they allow me to watch TV.
A stop **B** get **C** tell **D** make

10 We ..... our project done last night so now we can relax.
A get **B** got **C** allow **D** make

11 Can you ..... your screen so I can see what the problem is, please?
A share **B** mute **C** install **D** join

12 I remember ..... this man in the club a year ago.
A seeing **B** to see **C** had seen **D** to seeing

13 If I want to catch ..... with my classmates, I need to study a lot this weekend.
A on **B** up **C** into **D** in

14 Don't forget ..... off the computer when you've finished with it.
A switching **B** switch **C** to switch **D** to switching

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15 The rain ..... us from playing football.

A let **B** allowed **C** made **D** stopped

16 The students found the test difficult and it led to a ..... in their motivation.

A produce **B** raise **C** progress **D** decline

17 Mental exhaustion and loss of energy are symptoms of .....

A turnout **B** strikeout **C** cutout **D** burnout

18 What do you plan ..... when you go to Sharm El-Sheikh?

A to do **B** to doing **C** will do **D** do

19 ..... is how good you feel in your body and how happy you are.

A Self-care **B** Stress **C** Well-being **D** Mental health

20 I am going to have a new washing machine .....

A made **B** installed **C** instilled **D** done

21 Turn the camera ..... I want to see you; I've missed you so much, Mum.

A down **B** off **C** on **D** up

22 Which of the following is punctuated correctly?

A Mona, who was the first to offer help, was a volunteer from the UNICEF.

B Mona who was the first to offer help, was a volunteer from the UNICEF.

C Mona; who was the first to offer help, was a volunteer from the UNICEF.

D Mona; who was the first to offer help was a volunteer from the UNICEF.

23 Which of the following sentences is correct to end the following paragraph?

We all agree that money is very important in our life. It enables us to lead a better life. We can buy most of what we need and pay for all the services we enjoy. Yet, money can be the root of evil in life if it is used badly. In addition, we can't buy all things with money; for example, money can't bring happiness .....

A To sum up, money is the best way to achieve your goals as well as having a more comfortable life.

B Totally, we can say that money is the cause of our happiness.

C First of all, we need to know why we need money and how to spend it on doing useful things in life.

D In conclusion, money is important, but it is not everything in our life. It can't be a means to get all that you want.

24 Which of these transitions is used to show the result of something:

A Personally,

B Whilst

C Due to

D Consequently,

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R2

Read the text and answer the questions.

Productivity: Tips from business leaders

The country's top business people have to make big decisions and juggle several priorities every day. We interviewed some of them to discover what tricks they use to increase their productivity.

The number one strategy that was mentioned by all of them was the ability to prioritise tasks according to what is most important. This involves a continuous process of deciding what is and isn't essential as you add new things to your 'to-do' list. The more you practise prioritising tasks, the easier it becomes and the more efficient it will make you.

Another time-consuming thing for business leaders is decision-making. Making decisions takes a lot of mental effort and this can lead to 'decision fatigue', which can cause burnout. It increases your productivity if you can save your mental energy for the bigger decisions by reducing the smaller ones.

Many of the most productive people realise how easy it is to get distracted. In order to stay focused, they keep a 'distraction list'. When a new thought or idea comes into their heads, they write it down and continue with what they were doing. When they have finished the task, they revisit the list.

The final trick from our interviewees is simple but highly effective. In order to raise your productivity levels, you should exercise your mind and your body. It has been suggested that physical activity can improve our levels of concentration and creativity. So, if you are trying to find a solution to something, identify the problem and then go for a walk or do some sport. You may discover the solution!

There are lots of strategies to choose from to increase your productivity. Our advice would be to experiment with different ones to find out what works best for you.

25 You should reduce the decisions you make to.....

A juggle several priorities
B exercise your mind and body
C avoid bearing responsibilities
D keep mental health and avoid burnout

26 According to the passage, there are a lot of strategies to .....

A enjoy free time
B decrease consumption
C raise productivity
D imitate successful people

27 It's essential to prioritise tasks. The antonym of *essential* is.....

A significant
B unimportant
C urgent
D reliable

28 The main idea of the passage is how to .....

A avoid distraction
B increase productivity
C identify a problem.
D prioritise tasks.

29 The most popular strategy mentioned in the article is .....

A prioritising tasks according to their importance
B having a "to-do list"
C avoiding distraction
D making big decisions

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30 According to the article, what is meant by *decision fatigue*?

A the state of being unable to make simple decisions

B difficulty in making a good decision because of the number of decisions one needs to take

C difficulty in making a good decision because of lack of efficiency

D the state of being unable to bear responsibility

31 If you are trying to find a solution to a problem, ...

A prioritise tasks

B postpone dealing with that problem

C identify the problem and refresh yourself

D go for a walk and do some sport

32 The underlined word *this* in the second paragraph refers to .....

A carrying out tasks

B acting upon useful tips

C the ability to proritise tasks

D practising sport

33 According to the passage, what makes your level of concentration better?

A physical activity

B deleting minor tasks

C having a "not to-do list"

D fresh food

34 Top business people juggle several priorities to ..... big tasks.

A procrastinate

B postpone

C carry out

D delete

35 According to the passage, a lot of productive people try to.....

A avoid distraction

B have peace of mind

C concentrate minor tasks

D avoid ordinary tips

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R2

Read the sentences and choose the correct translation from A, B, C or D.

36 A lot of people worked from home during the COVID-19 pandemic. Many employees say this has increased their efficiency and saved time and effort.

A عمل الكثير من الناس من المنزل خلال جائحة كوفيد -١٩، ويقول العديد من العلماء إن هذا زاد من رفاهيتهم ووفر الوقت والجهد.

B عمل الكثير من الناس من المنزل خلال جائحة كوفيد -١٩، ويقول العديد من الموظفين إن هذا زاد من كفاءتهم ووفر الوقت والجهد.

C عمل الكثير من الناس من المنزل بعد جائحة كوفيد -١٩، ويقول العديد من أصحاب العمل إن هذا زاد من نشاط الموظفين ووفر الوقت والجهد.

D أقام الكثير من الناس في المنزل خلال جائحة كوفيد -١٩، ويقول القليل من الموظفين إن هذا زاد من كفاءتهم ووفر الوقت والجهد.

37 Productivity is one of the most necessary qualities useful citizens should have. It enables them to share effectively in development projects as well as in most fields of work.

A تُعتبر الإنتاجية من أهم السمات التي يجب أن يتمتع بها المواطنون الصالحون، فهي تُمكنهم من المشاركة بفعالية في مشروعات التنمية وكذلك في معظم مجالات العمل.

B تُعتبر الإنتاجية من أهم المؤهلات التي يجب أن يتمتع بها المواطنون الصالحون، فهي تُمكنهم من المشاركة بفعالية في خطط التنمية وكذلك في معظم مجالات العمل.

C تُعتبر الإنتاجية من أهم السمات التي يجب أن يتمتع بها أي مواطن، فهي تُمكنه من المشاركة بفعالية في مشروعات الاستثمار وكذلك في معظم مجالات العمل.

D تُعتبر جودة الإنتاج من أهم السمات التي يجب أن يتمتع بها المواطن المصري، فهي تُمكنه من المشاركة بفعالية في مشروعات التنمية وكذلك في معظم مجالات العمل.

38 في رأيي، يجب على المعلمين والوالدين الاهتمام بالصحة العقلية ومهارات إدارة الوقت، وهذه المهارات ضرورية لتعزيز تحصيل الطلاب ومساعدتهم على تحقيق كل طموحاتهم في الحياة.

A In general, teachers and parents should draw people's attention to mental health and time-management skills. These skills are necessary to enhance students' achievement and help them fulfil all their aspirations in life.

B In conclusion, teachers and parents should pay attention to healthy food and time-management skills. These skills are necessary to enhance students' achievement and help them attain all their ambitions in life.

C In my opinion, teachers and parents should pay attention to mental health and time-management skills. These skills are necessary to enhance students' achievement and help them fulfil all their aspirations in life.

D In my opinion, scientists and parents should pay attention to mental health and time-management scales. These skills are necessary to enhance students' achievement and help them attain all their ambitions in life.

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39 تولي الحكومة المصرية اهتمامًا عظيمًا لتحسين معيشة المواطنين في كل أنحاء مصر وخاصة الريف والعشوائيات، وتعتبر مبادرة حياة كريمة خير دليل على ذلك.

A The Egyptian organisations pay great attention to improving the lives of citizens in all cities of Egypt, especially the countryside and slums, and the Decent Life Initiative is the best proof of that.

B The Egyptian government pays great intention to improving the lives of employees in all parts of Egypt, especially the countryside and slums, and the experiment for a Decent Life Initiative is the best proof of that.

C The Egyptian government pays great attention to moving the lives of citizens in upper Egypt, especially the countryside and slums, and the Decent Life Initiative is the best proof of that.

D The Egyptian government pays great attention to improving the lives of citizens in all parts of Egypt, especially the countryside and slums, and the Decent Life Initiative is the best proof of that.

40 Your friend is very stressed about exams and is having trouble relaxing. You are worried about their mental health. What advice would you give him/her? Write an email of about 200 words with your suggestions. You could include the following:

- suggestions for self-care
- advice on time management

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Practice Exercises 1

Choose the correct option from A, B, C or D.

1 It was a very cold day in winter. I didn't have a coat and I was .....

A terrifying **B** chillier **C** freezing **D** petrified

2 The news story about the match missed out the injured player so there was bias by .....

A omission **B** mislead **C** spin **D** inaccurate

3 I took many notes because the lecturer gave a lot of interesting information. A synonym for *lecturer* here is .....

A role model **B** assistant **C** teacher **D** physicist

4 Egypt enters teams into many different international .....

A rounds **B** courts **C** Grand Slams **D** tournaments

5 My sister Marwa is never ..... and always spends a lot of time explaining my homework to me.

A inaccurate **B** kind **C** patient **D** impatient

6 When you want to introduce an opposite opinion when you are writing, you can say .....

A In the other way **B** On the other hand **C** By the other hand **D** On one side

7 At the top of a tabloid news story there is usually .....

A a headline **B** your name **C** a photo **D** a question

8 When writing a formal report, you should use .....

A contractions **B** exclamation marks **C** a pencil **D** passive forms

9 Which of the following is correctly structured? .....

A By next year, I will buy a new car. **B** By next year, I will have been bought a new car.

C By next year, I should have bought a new car. **D** By next year, I will have bought a new car.

10 'Although we are surrounded by these mass-produced devices, this does not mean that their use should be implemented in the future.' This could be part of an essay about .....

A technology **B** equality **C** mobile phones **D** films

11 The car broke down and I *couldn't put my finger on* the cause. This means that I .....

A couldn't ask someone why the car had broken down.

B couldn't know the reason why the car had broken down.

C couldn't touch the car engine.

D couldn't reach the car engine.

12 In his advertisement, he left out the fact that the flat isn't opposite the Nile to make others buy it for a higher price. This is bias by .....

A spin **B** placement **C** omission **D** replacement

13 You should ..... speaking English with native speakers to speak fluently.

A practise **B** avoid **C** decide **D** hope

14 I can't hear you; please, ... your voice.

A arise **B** arouse **C** raise **D** rise

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15 You ..... your father yesterday; the problem was too serious for you to solve alone.

A should consult **B** should have consulted
C didn't have to consult **D** shouldn't have consulted

16 You have to ..... your mobile phone before you enter the meeting.

A turn on **B** mute **C** destroy **D** disappear

17 Once I ..... making the cake, I'll give you some to taste.

A will finish **B** had finished **C** have finished **D** will be finishing

18 You can't rely on this information; it's ..... .

A reliable **B** acute **C** accurate **D** inaccurate

19 My father always ..... us go to bed early when we have exams. We have to obey his order!

A lets **B** persuades **C** makes **D** allows

20 Which sentence is punctuated correctly?

A What amazing news, The police have found Uncle Adel's car.
B What amazing news! The police have found Uncle Adels' car.
C What amazing news! the police have found Uncle Adel's car.
D What amazing news! The police have found Uncle Adel's car.

21 The following is part of a/an ..... essay.

Stanley Bridge is one of the mostfamous architectural works in Alexandria. It is 400 metres long and 30 metres wide. It has four towers designed in the Islamic style used in the royal palace of Al Montazah. The Bridge was built with the aim of enlarging the Alexandria beachside and decreasing traffic in that area.

A argumentative **B** narrative **C** persuasive **D** descriptive

22 When handling the body of an argumentative essay on the disadvantages of homeschooling, we can use:

A Most people prefer homeschooling to save their children from being infected with COVID-19.
B I'm strongly in favour of homeschooling even if precautionary measures are strictly followed at school.
C Those who don't support homeschooling believe that their children are deprived of practising useful activities at school.
D In my opinion, I see that we can achieve all the outcomes of learning through homeschooling.

A

Read the following passages then choose the correct option from A, B, C or D.

Lotfia Elnadi was born in Cairo in 1907 to a government-official father and a devoted mother. Her magnificent achievements have opened doors for female pilots throughout the entire Arab world.

Not long after it opened, Lotfia Elnadi decided to join the Cairo aviation school in order to learn to fly. Her instructor realised she had great potential and after less than seventy days of training she earned her pilot's licence. Consequently, from September 1933, at the age of 26 she was officially allowed to pursue her dream of flying which, she claimed, made her feel free. If becoming the first Arab female pilot in history was not enough, Lotfia Elnadi made newspaper headlines again only a few months after getting her licence. She became the second woman in the world to fly solo when she entered a race from Cairo to Alexandria.

Lotfia's determination to achieve her dream is something many pilots admire today. Her struggle to overcome the difficulties, such as paying for her flying lessons by working at the airport as a receptionist, are part of a documentary about her life called *Take Off From the Sand,* made in 1996. Loftia Elnadi died at the age of 95 in 2002, but her life story will continue to inspire other Arab women to accomplish their goals.

23 This text talks about ...

A the difficulties finding pilots in Egypt.

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B the problems women have had in finding jobs.
C the inspirational determination of one woman.
D the documentary which is important for many women.

24 The sentence which best summarises the final paragraph is ...
A Watching the documentary will help you learn to fly.
B Learning about Lotfia's life will help you create your own dreams.
C Even if you cannot fly, you can still be famous.
D Even though this woman is no longer alive, we can still learn a lot from her.

25 Lotfia Elnadi's achievements ...
A helped other Arab women to become pilots.
B taught Arab women they will have problems learning to fly.
C and her story were made into a film.
D caused anger in the world of aviation.

26 Lotfia earned her pilot's licence ...
A when she was seventy.
B on her birthday in 1933.
C before she was thirty years old.
D at the age of 95.

27 Lotfia Elnadi made the headlines ...
A winning a race to Alexandria.
B for flying alone in a race.
C for crashing a plane in a race.
D coming second in a race to Cairo.

B

Archaeologists working at the ancient site of Thonis-Heracleion have made a remarkable new discovery. They have found baskets filled with fruit dating back to the fourth century BCE! Before the city disappeared under the sea in the second century BCE, hundreds of ships had been visiting Thonis-Heracleion every day and it was Egypt's largest port on the Mediterranean. The city had been forgotten until it was explored by a French archaeologist, Franck Goddio, in the year 2000 CE.

Although archaeologists had raised many large statues and metal objects from the sea at Thonis-Heracleion before this, Goddio said that he thought the discovery of the basket was incredible. This is because fruit does not usually last for very long at all. However, although metal and stone statues are more valuable, everyday objects such as a fruit basket can often teach archaeologists a lot more about people in history. For example, historians learned what the Romans ate after finding bread dating back to 79 AD, when the volcano Vesuvius erupted and covered the town of Herculaneum in rocks and ash. Similarly, archaeologists learnt what people ate in Britain in around 2000 BCE after finding a spoon that had been buried with food on it.

The basket at Thonis-Heracleion was filled with grape seeds and the fruit of a doum palm tree. They probably survived because they had been kept in an underground room.

In the next ten years, a lot more of Thonis-Heracleion will have been discovered. In fact, Goddio claimed that only 3% of the site had been explored so far. Consequently, achaeologists will probably be finding many more inspiring objects in the future.

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28 From the text, find the expression that means 'make it possible for someone'.

A opened doors for
B pursue her dream
C overcome the difficulties
D continue to encourage

29 What is the main idea of the passage?

A Thonis-Heracleion was explored in the year 2000 CE.
B An exciting discovery in Egypt.
C Important ports on the Mediterranean.
D 97% of the site of Thonis-Heracleion could be explored.

30 The underlined word "erupted" in the second paragraph is similar in meaning to …….. .

A exploded
B blew
C broke down
D appeared

31 Thonis-Heracleion …….. .

A was a name of a famous archaeologist
B is a modern Egyptian city
C was an ancient Egyptian port city
D was a French archaeologist

32 The baskets discovered in site of Thonis-Heracleion were filled with fruit dating back to …….. .

A the year 2000 CE
B 79 AD
C the third century BCE
D the fourth century BCE

33 Historians learned what the Romans ate due to finding …….. dating back to 79 AD.

A a spoon
B grape seeds
C baskets of fruit
D bread

34 According to the article, which of the following is incorrect?

A Achaeologists are likely to find many more inspiring objects in the future.
B There was bread in the basket at Thonis- Heracleion.
C Achaeologists could learn from everyday objects more than metal objects and statues.
D Archaeologists lifted many large statues and metal objects from the sea at Thonis-Heracleion.

35 The underlined word <u>this</u> in the second paragraph refers to….. .

A the astonishing discovery of the basket of fruit.
B the remains inside the site.
C the site of Thonis-Heracleion.
D an expensive metal.

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Read the sentences then choose the correct translation from A, B, C or D.

36 تهتم وزارة التربية والتعليم بتنمية مهارات الطلاب وتعزيز روح الابتكار لديهم ليكونوا قادرين على مواكبة التقدم العلمي في كل أنحاء العالم ويساهموا في مشروعات التنمية في بلدهم.

A The Ministry of Education is interested in developing students' innovation and enhancing their skills so that they can keep pace with scientific research all over the world and contribute to development projects in their country.

B The Ministry of Education is interested in developing student's skills and enhancing their innovative projects so that they can keep peace with scientific progress all over the world and contribute to development projects in their country.

C The Ministry of Culture is interested in developing students' skills and enhancing their spirit of innovation so that they can keep pace with scientific progress all over the world and contribute to development projects in their country.

D The Ministry of Education is interested in developing students' skills and enhancing their spirit of innovation so that they can keep pace with scientific progress all over the world and contribute to development plans in their country.

37 لا تشغل نفسك بانتقاد الآخرين بدون موضوعية. كن إيجابياً واعمل بجد، وتقبل الآخر، فلا أحد بدون عيوب والمهم أن نتعلم من أخطائنا.

A Do not concern yourself with criticizing others with objectivity. Be positive, work hard and respect others. No one is without flaws, and the important thing is for us to learn from our mistakes.

B Do not concern yourself with attacking others without objectivity. Be positive, work hard and agree with the other. No one is without flaws, and the important thing is for us to learn from our mistakes.

C Do not concern yourself with criticizing others without creativity. Be positive, work hard and accept the other. No one is without flaws, and the important thing is for us to teach from our mistakes.

D Do not concern yourself with criticizing others without objectivity. Be positive, work hard and accept the other. No one is without flaws, and the important thing is for us to learn from our mistakes.

38 There are a lot of jobs that can be done online. These jobs vary according to the tasks required and suit a lot of people who are currently unemployed.

A هناك القليل من الوظائف التي يمكنك القيام بها عبر الإنترنت. تختلف هذه الوظائف وفقًا للراتب الذي يُدفع لك ، وهو الشيء الذي يناسب الكثير من الأشخاص الذين ليس لديهم وظائف للقيام بها.

B هناك الكثير من الوظائف التي يمكنك القيام بها عبر الإنترنت. تختلف هذه الوظائف وفقًا للمهام التي يتطلبها العمل، وهو الشيء الذي يناسب الكثير من الأشخاص الذين ليس لديهم وظائف في الوقت الحالي.

C هناك الكثير من الوظائف التي يمكنك قبولها عبر الإنترنت. تختلف هذه الوظائف وفقًا للمهام التي يتم التعامل معها ، وهو الشيء الذي يناسب الكثير من الشباب الذين تركوا وظائفهم.

D هناك الكثير من الوظائف التي تبحث عنها عبر الإنترنت. تختلف هذه الوظائف وفقًا للمهام التي يتم التعامل معها ، وهو الشيء قد لا يناسب الكثير من الأشخاص الذين ليس لديهم وظائف للقيام بها.

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39 Production must go side by side with global quality. We should increase and improve our local products so that we can compete in the global market.

A لابد أن يسير الإنتاج جنبًا إلى جنب مع الجودة العالمية. وعلينا زيادة وتحسين منتجاتنا المحلية للمنافسة في السوق العالمية و الوطن العربي.

B لابد أن يسير الابتكار جنبًا إلى جنب مع الجودة العالية. وعلينا زيادة تصدير منتجاتنا المحلية لمواجهة المنافسة في السوق العالمية.

C لابد أن يسير الإنتاج جنبًا إلى جنب مع الجودة العالية. وعلينا زيادة وتحسين منتجاتنا المحلية للمنافسة في السوق العالمية.

D لابد أن يسير الإنتاج جنبًا إلى جنب مع الكمية العالية. وعلينا زيادة وتحسين منتجاتنا المصرية لمواجهة المنافسة في كل مكان.

40 Write an essay of about 200 words on your duty towards your country.

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Practice Exercises 2

Choose the correct option from A, B, C or D.

1 You look exhausted! I think you should consider ..... to bed earlier.
A to go **B** of going **C** going **D** go

2 I like to go to work on time. I usually ..... early to avoid the traffic.
A sit down **B** turn off **C** catch up **D** set off

3 I don't think you should risk ..... out in this heat. It's far too hot right now.
A going **B** to go **C** go **D** to going

4 Do your parents allow you ..... out later at weekends?
A stay **B** to stay **C** to staying **D** staying

5 By next October, my father ..... a bigger house.
A will buy **B** would buy **C** will have bought **D** had bought

6 You can use this expression to say goodbye at the end of an email to a good friend:
A Kind regards **B** I enjoyed reading your email
C All the best **D** It's great to hear from you

7 What can you use when writing an email to a friend?
A contractions **B** full forms **C** passive voice **D** direct speech

8 Which option is not a good way to finish an email to a close friend?
A See you soon **B** Yours sincerely **C** Goodbye **D** All the best

9 Which of the following is correctly structured to show regret?
A I should revise well for the exam. **C** I needn't revise well for the exam.
B I should have revised well for the exam. **D** I oughtn't to have revised well for the exam.

10 'Some employees are often overworked and are clearly heading for burnout. Despite this, they carry on as they are aware of the need to increase their productivity'. This could be part of an article about the problem of .....
A mental health and well-being. **B** time management of certain employees.
C alternative ways of working. **D** the need for companies to increase productivity.

11 Don't worry; I won't leave until you ..... .
A have been arrived **C** had arrived
B will arrive **D** have arrived

12 My friend ..... the present and tied it in ribbon.
A tricked **B** appeared **C** trapped **D** wrapped

13 Which of the following sentences is structurally correct?
A I haven't seen him for the last time we met in the club.
B I haven't seen him since the last time we met in the club.
C I haven't seen him since the last time we have met in the club.
D I didn't see him since the last time we met in the club.

14 My sister is a nurse. She won a/an ..... for her work during the Coronavirus pandemic.
A competition **B** medal **C** award **D** race

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15 ..... I had heard the good news, I immediately congratulated my friend.

A Then **B** So
C Once **D** Before

16 Hazem always works to a plan and organizes his time perfectly. He has an excellent ..... skill.

A time consuming **B** procrastination
C time management **D** critical thinking

17 Which of the following is structurally correct?

A I won't go home until I had finished all my work.
B I won't go home until I finished all my work.
C I didn't go home until I have finished all my work.
D I didn't go home until I had finished all my work.

18 My father advises me to stop studying when I feel exhausted because my concentration ..... .

A increases **B** declines **C** improves **D** moves

19 I always try to avoid ..... with bad friends.

A mixing **B** to mix **C** mix **D** to mixing

20 Which of the following sentences is punctuated correctly?

A Adel, who lives in Aswan, is a part time accountant.
B Adel, who lives in Aswan is a part-time accountant.
C Adel, who lives in Aswan, is a part-time accountant.
D Adel who lives in Aswan, is a part-time accountant.

21 I like reading short stories. Moreover, I am fond of writing poetry. This shows ..... .

A reason **B** cause **C** addition **D** contrast

22 Which of the following sentences can be used to start an essay on overpopulation ..... .

A It is crystal clear that overpopulation is one of the biggest challenges we need to face.
B In conclusion, facing overpopulation is the responsibility of the government as well as individuals.
C However, still some people insist on having big families.
D In addition, it is not easy to provide jobs for the increasing numbers of graduates.

Read the following passages, then choose the correct option from A, B, C or D.

A Due to the global pandemic, the Egyptian Ministry of ICT noted an almost 50% increase in internet consumption as workers were encouraged to work from home. Many saw this as a positive move and some companies have closed their offices as their employees continue to work from home. However, there are also disadvantages that need to be considered.

A significant advantage for the company is increased productivity. The home office ensures a higher level of efficiency as it is adapted perfectly to the employee.There are no distractions by workmates or background noise and they have their favourite food too! With less time needed to commute, they can spend more time with their families. This increases well-being which, in turn, can increase productivity.

Despite the many advantages, there are also some disadvantages. Many who worked from home claimed that they worked more hours than in the office. Furthermore, some complained that although they saved money on transport they had increased costs in water and electricity. Poor furniture or physical space is also another issue to take into account. However, the biggest problem has been the feeling of isolation and lack of personal contact with workmates. With 300 million workers globally suffering from mental health issues as a result of working from home, doctors are claiming mental health problems will be the next problem to affect the world.

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23 The general idea of the text is that ..... .

A the possibility of working from home was discovered as a result of the pandemic
B most people only find positive things about working from home
C there are advantages and disadvantages to working from home
D working at home allows you to eat your favourite meals

24 Which one is not an advantage of working from home mentioned in the text?

A more time with family
B higher levels of productivity
C more time to work
D increased feeling of well-being

25 Which one is not a disadvantage of working from home mentioned in the text?

A headaches due to lots of screen time
B less social contact with colleagues
C increased mental health problems
D higher cost of bills

26 The text says that the global pandemic increased internet use by nearly 50% ..... .

A so people suffered mental health problems at home
B as workers were encouraged to work from home
C of offices closed as a result
D to continue working in the office

27 The text says that the employees who had to work from home during the pandemic said .....

A they frequently ate too much
B they enjoyed seeing their families more
C they liked being able to work in informal clothes
D they were frequently working a higher number of hours

28 Which expression in the text means 'very important'?

A take into account
B play a vital role
C a significant advantage
D need to be remembered

B

How would you feel if you spent many months without seeing your friends and family? Would you be happy to live in a very small space, with the same people for many weeks? These are the conditions that astronauts have to face, so scientists are looking into the best ways to help them with their mental health problems.

In 1982, a Russian astronaut called Valentin Lebedev had been travelling in space for seven months when he started to become more and more depressed. This was the first time that scientists realised that mental health could be a problem for astronauts, who need to carry out important and often dangerous tasks.

Many astronauts face problems because time is so different in space. For example, on the International Space Station (ISS), astronauts see the sun rise and set 16 times in one day. This makes it very hard for them to sleep. Spacecrafts also use blue light, which is the same light we use for computers and TV screens. Blue light also stops us from wanting to sleep, which is why you should not look at screens before you go to bed!

Until scientists have done research on more astronauts, we won't fully understand the effects of space travel on their mental health. However, scientists claim that mental health problems will be more likely when astronauts start to make journeys to planets such as Mars, which might take 18 months or more. As a result, people who want to become astronauts need special training on how to deal with stress.

The astronauts of the future will certainly have a lot more support than they did in the past. Already on the ISS, astronauts spend a lot of time taking exercise, relaxing, eating healthy food and talking to their families: all good ways to stay mentally healthy!

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29 The main idea in the first paragraph is ..... .

A different mental health problems
B space exploration
C the situations astronauts have to face in space
D the depression the Russian astronaut had

30 Due to the different time in space, ...

A many astronauts have heart diseases
B a lot of astronauts face problems
C all astronauts refuse to go to space
D astronauts find it easy to sleep there

31 Those who want to work as astronauts have to ..... .

A accompany their families to avoid loneliness
B make the time of the journey to planets such as Mars less
C forget all about mental heath
D learn how to cope with stress

32 The underlined word "conditions" in the first paragraph is a synonym of ..... .

A terms
B results
C causes
D circumstances

33 The underlined word "This" in the third paragraph refers to ..... .

A International Space Station
B blue light
C the different time
D the light of the moon

34 The astronauts of the future will surely have a lot more ..... than they had in the past.

A difficulties
B facilities
C time difference
D problems

35 In the future, mental health problems that astronauts could face are likely to be ..... .

A fewer
B more
C less
D the same

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2

Read the sentences then choose the correct translation from A, B, C or D.

36 الماء أساس حياة الإنسان والحيوان والنبات، واستخدامه لا يقتصر على الشرب فقط، بل هو أساس الأمن الغذائي بالنسبة للإنسان والحيوان، ذلك لابد من استخدامة بعناية كبيرة.

A Water is the basis of human, animal and planet life, and its use is not limited to drinking only, but is the basis of food security for humans and animals. Therefore, it must be used with great care.

B Water is the basis of human, animal and plant life, and its use is not limited to drinking only, but it is also the basis of food security for humans and animals. Therefore, it must be used with great care.

C Water is the basis of humane, animal and plant life, and its use is not limited to drinking only, but is the basis of food safety for humans and animals. Therefore, it must be used with great care.

D Water is the basis of human, animal and plant life, and its use is not limited to cooking only, but is the basis of food security for humans and animals. However, it must be used with great care.

37 One's well-being is high priority to maintain health and social care. Therefore, we should pay more attention to our well-being, so we can have an influential role in life.

A تُعد الرعاية الصحية أولوية قصوى في الحفاظ على الرعاية الاجتماعية. ومن ثم، يجب أن نولي ذلك العناية الواجبة ليكون لنا دورٌ مؤثرٌ في الحياة.

B تُعد الرعاية الاجتماعية أولوية قصوى في الحفاظ على الناحية الصحية، ولهذا السبب، يجب أن نولي ذلك العناية الواجبة ليكون لنا دورٌ مؤثرٌ في الحياة.

C تُعد الرعاية الاجتماعية أولوية عالية في الحفاظ على الصحة النفسية، ومن أجل هذا، يجب أن نولي المزيد من الاهتمام للرفاهية ليكون لنا دورٌ مؤثرٌ في الحياة.

D يُعد الاهتمام بالنفس أولوية عالية في الحفاظ على الرعاية الصحية والاجتماعية. ولذلك، يجب أن نولي المزيد من الاهتمام بأنفسنا ليكون لنا دورٌ مؤثرٌ في الحياة.

38 Encouraging people to work from home is very useful in times of epidemics. This, in turn, helps us to save time and effort and keeps us away from infection.

A إن تشجيع الناس على الإقامة في المنزل مفيد للغاية في وقت انتشار الأوبئة. وهذا بدوره يساعدنا على توفير الوقت والابتعاد عن العدوى.

B إن تشجيع الناس على العمل من المنزل ملائم للغاية في وقت انتشار الأوبئة. وهذا بدوره يساعدنا على توفير المال والجهد والابتعاد عن العدوى.

C إن تشجيع الناس على العمل من المنزل مفيد للغاية في وقت انتشار الأوبئة. وهذا بدوره يساعدنا على توفير الوقت والجهد والابتعاد عن العدوى.

D تشجع الحكومة الناس على العمل من المنزل لأنه مفيد للغاية في وقت علاج الأوبئة. وهذا بدوره يساعدنا على توفير الوقت والجهد وتقليل العدوى.

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39 Reading is very useful. It stimulates the memory centres of your mind and arouses your imagination. Also, it helps recall information and stabilise your emotions.

A القراءة شيقة جدًّا. فهي تحفز مراكز الذكرى في عقلك وتثير خيالك. كما أنها تساعد في استدعاء المعلومات وكذلك استعراض عواطفك.

B القراءة مفيدة جدًّا. فهي تحفز مراكز الذاكرة في عقلك وتثير خيالك. كما أنها تساعد في استدعاء المعلومات وكذلك استقرار عواطفك.

C القراءة مفيدة جدًّا. فهي تبني مراكز الذاكرة في عقلك وتُثري خيالك. كما أنها تساعد في زيادة المعلومات وكذلك استقرار عواطفك.

D القراءة مفيدة جدًّا. فهي تحفز مراكز الذاكرة في خيالك، وتثير عقلك. كما أنها تساعد في استدعاء المعلومات وكذلك استمرار عواطفك.

40 Write a reflective essay of about 200 words on the importance of time management and productivity.

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Practice Exercises 3

Choose the correct option from A, B, C or D.

1 The lawyer accused the prisoner ..... in his statement.

A of lying **B** to lie **C** with lying **D** of lie

2 I went to university to get this degree in physics, which means I am now a ..... physicist.

A lecturer **B** important **C** role model **D** qualified

3 The Egyptian tennis player got into the final ..... of the tournament.

A court **B** Grand Slams **C** round **D** team

4 The team ..... training together for months before they were given the chance to compete.

A have been **B** had been **C** has been **D** will have been

5 I expected my friend to help me, but he let me ..... .

A in **B** off **C** down **D** to

6 When starting an email to a friend, it is a good idea to ...

A say that you will write to them soon.

B ask about their school friends.

C give the necessary information they are looking for.

D ask how they are and tell them something about you.

7 Which expressions can you not use to start your final paragraph in an essay?

A To sum up **B** In conclusion **C** To conclude **D** Firstly

8 Which expressions introduce a sequence of ideas in an essay? There is more than one answer.

A In conclusion, Lastly, In summary **B** On the one hand, On the other hand

C However, In contrast, Nevertheless **D** Firstly, Secondly, Finally

9 Which of the following is correctly structured?

A I met Eissa last week. I haven't met him since 2018.

B I met Eissa last week. I hadn't met him since 2018.

C I will meet Eissa next week. I hadn't met him since 2018.

D I have met Eissa last week. I hadn't met since 2018.

10 'This physicist, who broke all the stereotypes of the time, is now a much admired role model for many aspiring female scientists'. This could be part of an article about ...

A the inspiration of historic female figures.

B the difficulties male scientists face in their jobs.

C why it is necessary to be passionate about your job.

D why science is not an easy area to work in.

11 Efficient teachers usually use different strategies to assess students' ..... at school.

A replacement **B** movement **C** achievement **D** encouragement

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12 It is not easy to make Peter ..... his mind; he's very stubborn.

A to change **B** changes **C** change **D** to changing

13 Scientists are still trying to discover more and more about the ..... around us.

A universe **B** astronomers **C** astronauts **D** superstitions

14 Which of the following sentences is structurally correct?

A No sooner I had typed the report than I emailed the manager.

B No sooner had I typed the report than I emailed the manager.

C I had no sooner typed the report when I emailed the manager.

D No sooner I had typed the report when I emailed the manager.

15 The government has designed a new system to ..... with the floods we sometimes have in coastal cities.

A cure **B** carry **C** cope **D** care

16 My uncle ..... as a sales manager for twenty years, but now he has his own business.

A had worked **B** is working **C** has worked **D** worked

17 A ..... Is the place where people are buried.

A museum **B** graveyard **C** shipyard **D** mansion

18 I haven't travelled to my village by train ..... my early childhood.

A when **B** ago **C** for **D** since

19 The police are looking for a/an ..... who has escaped from prison.

A officer **B** victim **C** convict **D** guard

20 Which of the following is structurally correct?

A Since years, I haven't played football.

B It's years since I have last played football.

C It's years since I played football.

D I had played football years ago.

21 Which of the following sentences is punctuated correctly?

A Ahmad studied six subjects last term Arabic, English, biology, chemistry German and physics.

B Ahmad studied six subjects last term: Arabic English, biology, chemistry, German and physics

C Ahmad studied six subjects last term: Arabic, English, biology, chemistry, German and physics.

D Ahmad studied six subjects last term Arabic, English, biology chemistry, German and physics.

22 One of the following sentences can't be used when you conclude an essay on the advantages of the internet:

A To sum up, the internet is one of the most useful inventions.

B In my opinion, the internet has a lot of drawbacks in case we use it badly.

C In conclusion, the internet is very useful to all of us.

D In brief, the internet has made the world a small village.

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3

Read the following passage then choose the correct option from A, B, C or D.

Ever since human beings started creating new ways of doing things, there have been fears they would be replaced by technology. However, in the twenty-first century technology is helping us, not taking our place. There have been fears that Artificial Intelligence (AI) may replace teachers. However, it appears that teaching is a job which requires a great deal of emotional intelligence and creativity which AI has not mastered yet. Having said that, it is true that AI will become an essential tool for teachers for many of their day-to-day tasks.

Some Learning Management Systems use AI to make online teaching easier by reducing teacher's workload and helping them to be more productive, and therefore improving well-being. This company offers the possibility of adapting learning plans to individual students and creating course content based on student's needs. This will allow teachers and teaching organisations to offer much more effective learning experiences for online students of the future.

In conclusion, AI will continue to offer help to teachers but will never replace them.

23 The general idea of the text is ...

A that technology will continue to offer solutions for teachers and students.
B that artificial intelligence will allow teachers to have more free time.
C that jobs in the future are in danger as a result of artificial intelligence.
D that teachers will have more work to do in the future.

24 According to the passage, AI can ...

A help students only.
B help teachers and students.
C replace teachers.
D hinders teachers' productivity.

25 How does the text say AI can help teachers in the future?

A It will allow them to create tests for students more quickly.
B It will increase their productivity by taking on repetitive jobs.
C It will allow teachers to enjoy new hobbies and interests.
D It will mean they will get paid less as they will work less.

26 Which of the following is not mentioned in the passage:

A A lot of people are afraid that technology will replace them.
B We should not depend on technology.
C AI can reduce teachers' workloads.
D Technology can help teachers to be more creative.

27 Learning Management Systems offer AI solutions which ...

A will replace many classroom teachers in the future.
B might provide solutions to some teachers online.
C will not be so effective for teachers who do not teach online.
D can help online teachers with many of the things they need to do.

28 Which expression in the text means 'things you have to do every day'?

A every other day **B** needs **C** day-to-day **D** ever since

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When people retire, they will probably have been working for 40 years or more. But how productive will they have been in that time? We have been studying productivity, and the results are very interesting.

Working hours around the world vary, but people in Egypt work an average of 40 hours a week and no more than 48 hours a week, which is similar to most other countries. In the USA, however, many people working in technology and banking often work over 60 hours a week. This could be because phones and laptops mean that people can work even when they are not in the office.

However, a study by Professor Pencavel, from Stanford University in the USA, concluded that these extra hours do not mean a person gets more things done. Professor Pencavel reported that a person's productivity declined very quickly after they had worked 50 hours a week. In fact, a person doing 70 hours a week did the same amount of work as a person doing 55 hours.

There have been several studies into the effects of work on health. The economist, Nolan Pope, studied how the time of day affects productivity, and he found that people are naturally more productive at certain times of the day: in particular, before around 1pm. There have been many other studies into workplace stress, and these indicate that long work hours are linked to exhaustion, burnout and poor health.

In conclusion, to aid our health, it is important that we work around the hours of the day when we are most productive and this should help make us happier.

29 The best title for the passage is ..... .

A Mental health
B The effects of work on health
C Work and productivity
D Creativity and productivity

30 According to the passage, we should ..... .

A increase productivity according to the money we get
B do extra work however tired we are
C work even when we are exhausted to earn more and feel happier
D work when we aren't exhausted to be productive and feel happier

31 The economist, Nolan Pope, ...

A considered the relation between working hours and pay
B stated that a person doing 70 hours a week could do the same amount of work as a person doing 55 hours
C studied the relation between the time of day and productivity
D concluded that extra working hours do not increase productivity

32 People in Egypt work an average of nearly ..... hours a day, six days a week.

A five
B seven
C nine
D eleven

33 Extra working hours do not ..... .

A necessarily mean increasing productivity
B mean getting extra pay
C cause burnout
D happen all over the world

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34 According to the passage, working hours in Egypt are …… most other countries.

A nearly the same as

B a lot fewer than

C different from

D aren't like

35 A. People's productivity could decline after they work 50 hours a week. Decline is an antonym of ……

A remove

B decrease

C increase

D agree

35 B. The underlined word *these* in the fourth paragraph refers to …….

A effects of work

B other studies

C certain times

D working hours

Read the sentences then choose the correct translation from A, B, C or D.

36 لابد أن تتعلم كيفية إدارة الوقت وترتيب أولوياتك حتى تنجز الكثير من المهام المختلفة بكفاءة وفي وقت مناسب، وهذا بالتأكيد يجعلك شخصاً منتجاً وناجحًا في الحياة.

A You must learn how to arrange your time and manage your priorities in order to accomplish a lot of different tasks efficiently promptly. This definitely makes you a productive and successful person in life.

B You must learn how to manage your time and arrange your priorities to accomplish a lot of different tasks sufficiently promptly. This definitely makes you a productive and successful person in career.

C You must learn how to manage your time and arrange your priorities to accomplish a lot of different tasks efficiently in a timely manner. This definitely makes you a productive and successful person in life.

D You must learn when to manage your time and arrange your priorities in order to refresh a lot of different tasks efficiently in a timely manner. This definitely makes you a consumer and successful person in life.

37 خلال العام أو العامين المقبلين، سيعمل معظمنا عبر الإنترنت بمساعدة الذكاء الاصطناعي. هل تعتقد أن هذا سيمكننا من تحقيق المزيد من التقدم؟

A Within the next year or two, most of us will be working online with the help of Artificial Intelligence. Do you think this will enable us to achieve more progress?

B Within the next year or two, all of us will be working online with the help of Artificial Intelligence. Do you think this will enable us achieve more progress?

C With the next year or two, most of us will be working online with the help of Artificial Intelligence. Do you think this will enable us to believe more progress?

D Within the next years, most of us will be working online with the help of Artificial Intelligence. Do you think this will enable us to realize more ambitions?

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38 You should be ambitious. You must always have some targets and a role model to motivate you to do your best to accomplish all your dreams in life.

A يجب أن تكون طموحاً. فلابد أن يكون لديك دائمًا مجموعة من الأحلام ونموذج يُحتذى به لتحفيزك على بذل قصارى جهدك لتحقيق كل أهدافك في الحياة.

B يجب أن تكون صالحاً. فلابد أن يكون لديك دائمًا مجموعة من الأهداف ونموذج عالمي لتحفيزك على بذل قصارى جهدك لتحقيق كل أحلامك في الحياة.

C يجب أن تكون طموحاً. فلابد أن يكون لديك دائمًا كمية من الأموال ونموذج يُحتذى به لتحفيزك على بذل قصارى جهدك لتحقيق بعض أحلامك في الحياة.

D يجب أن تكون طموحاً. فلابد أن يكون لديك دائمًا مجموعة من الأهداف ونموذج يُحتذى به لتحفيزك على بذل قصارى جهدك لتحقيق كل أحلامك في الحياة.

39 Education is one of the most important forms of investment. This, in turn, enables the ministry of education to create productive and creative citizens.

A يُعد التعلم من أهم أشكال الاستثمار. وهذا بدوره يُمكّن الدولة من خلق مواطنين منتجين ومبدعين.

B يُعتبر التعليم من أهم أشكال الاستثمار. وهذا بدوره يُمكّن وزارة التربية والتعليم من خلق مواطنين منتجين ومبدعين.

C إن التعليم من أهم نتائج الاستثمار. وهذا بدوره يحفز الحكومة من خلق مواطنين منتجين ومبدعين.

D التعليم من أقل أشكال الاستثمار. وهذا بدوره يعوق وزارة التربية والتعليم من خلق مواطنين منتجين ومبدعين.

40 Write about 200 words on one of the following:

A A summary of Charles Dickens' *Great Expectations*, Chapters 1-6

B A report on how women are getting equal work opportunities over the last ten years

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