



UNIT Seven

The Creative urge

حُبّ الإبداع



LESSON 1A VOCABULARY AND SPEAKING P.16



1 Speaking

In pairs, discuss the questions.

1 Do you prefer to make your clothes, buy second-hand clothes or buy brand new clothes? Why?

Suggested Answer

- ★ I prefer to buy brand new clothes because they are clean and fit well. They also last longer.
- ★ I prefer to buy second-hand clothes because they are cheaper and good for the environment.

2 What kinds of clothes do you enjoy wearing the most and the least? Why?

Suggested Answer

I enjoy wearing comfortable clothes like T-shirts and jeans because they are easy to wear. I like formal clothes the least because they are uncomfortable.

2 7.1 Listen to three people talking about the clothes they wear. Complete the sentences with the correct letter of the speaker.

- 1 Speaker _____ makes their own clothes.
- 2 Speaker _____ buys new clothes.
- 3 Speaker _____ buys second-hand clothes.





1 B 2 C 3 A

Clothes adjectives P.17

(المطلوب حفظ معانهم بالعربي و التعريف بالانجليزي و املائهم)

Word	الترجمة العربية	Example
burgundy (adj)	خمري (لون)	
cashmere (adj)	كشميري / من اجود انواع الصوف للاغنام الكشميرية A soft, thin fabric	
clashing (adj)	متنافر (في الألوان) اللون ما بتركب على بعض Two or more colours that look wrong together	
corduroy (n)	قماش كوزدروى / قماش مخمل مضلع	
elegant (adj)	أنيق	
flamboyant (adj)	مبهرج / صارخ في الأسلوب / ملف للنظر Brightly coloured and easily noticed	
flared (adj)	واسع من الأسفل / مُتَّسِع عند الكاحل	
garish (adj)	صارخ / مبتذل (في الألوان)	
gigantic (adj)	ضخم / عملاق	
greenish (adj)	ميل إلى الأخضر / يميل للون الأخضر	
knitted	محبوك / مُحَاك	
metallic (adj)	قماش معدني / لامع كالمعدن It looks like polished metal.	

navy (adj)	كحلي .It's dark blue	
neon (adj)	نيوني / فلوري (لألوان ساطعة) It's a bright colour that seems to glow.	
oversized (adj)	واسع جدًا / بمقاس أكبر من اللازم بشكل متعمد Deliberately bigger than needed	
pastel (adj)	ألوان فاتحة (باستيل) It's a pale, soft colour. A soft, light colour	
plaid (n)	نمط مربعات / مخطط (قماش) كروحات It's the kind of pattern you usually see on a Scottish kilt.	
pleated (adj)	مطوي (مزود بطيات) With narrow folds of cloth	
polo neck (n)	ياقة بولو / ياقة مرتفعة	
satin (n)	قماش ساتان Smooth and shiny material	
scarlet (adj)	قرمزي / احمر فاتح It's bright red.	
sort of	نوعاً ما / إلى حد ما	
sparkly (adj)	متلألئ / لامع ببريق	
stuff like that	أشياء من هذا القبيل	He talks about music and stuff like that.
suede (n)	سويد / جلد مخملي شبيه الشمواه لكنه يستخدم للازياء بينما الشامواه يستخدم في قطع اخرى كقطعه تنشيف السيارة مثلاً. Soft leather with a slightly rough surface	
thingy (n)	شيء / ذاك الشيء (اسم عام)	Pass me that thingy, please.

velvet (n)	مخمل (قماش فاخر ناعم وسميك)	
wide-leg (adj)	واسع الساق (في البنطلون)	

3 7.1 Listen again and tick the words that you hear.

- burgundy cashmere clashing corduroy elegant
 flamboyant flared garish gigantic knitted metallic navy neon oversized
 pastel plaid pleated polo neck satin scarlet sparkly suede velvet wide-leg



Answers

burgundy, elegant, garish, knitted, navy, oversized, polo neck, satin, sparkly, suede, velvet, wide-leg

★ Match the words from the box with the definitions. There is one extra word.

metallic – navy - neon - pastel - plaid - scarlet - sparkly

- It's a pale, soft colour. _____
- It's the kind of pattern you usually see on a Scottish kilt. _____
- It's a bright colour that seems to glow. _____
- It looks like polished metal. _____
- It's dark blue. _____
- It's bright red. _____

Answers 2 plaid 3 neon 4 metallic 5 navy 6 scarlet

★ Choose the correct words to complete the sentences.

- My grandmother made me this beautiful, *knitted* / *corduroy* jumper to keep me warm when I go into the mountains.
- Yes, my sister's here. She's over there wearing the blue *wide-leg* / *pleated* skirt.
- For your job interview, you should wear this *navy* / *sparkly* tie as it'll make you look very professional.
- The Queen arrived at her son's wedding wearing a very *elegant* / *flamboyant* dress.
- I've just bought some really comfortable *cashmere* / *suede* shoes for school, but they were quite pricey!
- She was wearing these *knitted* / *metallic* earrings which made a noise every time she moved.
- I found these old *flared* / *polo-neck* trousers from the 1970s! They're amazing!
- He was wearing this wonderful *neon* / *pastel* purple shirt that was really calming to look at.

Answers 1 knitted 2 pleated 3 navy 4 elegant 5 suede 6 metallic 7 flared 8 pastel

4 Complete the table with the words from Exercise 3.

ترتيب الصفات مهم و يكون حسب الجدول التالي :

Opinion → **Size** → **Shape** → **Colour** → **Pattern** → **Material**

It's a **beautiful big round red striped cotton** ball.

Opinion	Size	Shape	Colour	Pattern	Material
Clashing	Gigantic	Flared	burgundy	plaid	cashmere
Elegant	Oversized	polo neck	navy	pleated	Corduroy
Flamboyant	wide-leg		neon	sparkly	Knitted
Garish			pastel		Metallic
			scarlet		Satin
					Suede
					Velvet

★ Put the adjectives in order to complete the sentences.

Opinion → **Size** → **Shape** → **Colour** → **Pattern** → **Material**

- 1 She was wearing a pair of (**corduroy / soft / flared**) *soft, flared, corduroy* trousers.
- 2 He was wearing a(n) (**trendy / suede / Italian**) _____ coat.
- 3 My sister wore a (**velvet / pleated / navy**) _____ skirt.
- 4 The uniform included a (**navy / baggy / cashmere**) _____ jumper.
- 5 She decided to wear a(n) (**elegant / evening / blue**) _____ dress.

Answers

2 trendy, Italian, suede

3 navy, velvet, pleated

4 baggy, navy, cashmere

5 elegant, blue, evening

★ Complete each sentence with one word in each gap. Wb 12

- 1 I love to buy _____ -hand clothes as it helps the environment and saves me money.
- 2 I can't believe I got mud on my shoes. They're **brand** _____. I only bought them yesterday.
- 3 I love wearing my _____ neck jumper in the winter. It's so nice and warm.
- 4 I think that there's **somewhere in the** _____ of 4 million people living in Amman.
- 5 I like spending time in nature at the weekends, so I usually go camping, hiking, kayaking, and _____ on.

Answers 1 second 2 new 3 polo 4 region 5 so.

★ SPEAKING In pairs, discuss what you might wear in the following situations.

- You're going to a wedding hosted by close friends of the family.
- You're going on a family beach holiday to Aqaba.
- You're relaxing at home.
- You're going on a hike into the Jordanian Highlands.

SUGGESTED ANSWER

- * A suit or an elegant dress
- * T-shirts, shorts, sandals
- * Pyjamas or comfortable casual clothes
- * Trainers or hiking boots, practical clothes

Vague language / اللغة الغامضة / الغريبه

Spoken language is often quite **vague or imprecise**. اللغة المحكية غالبًا ما تكون غامضة أو غير دقيقة.

We use **vague language** when:

1. We are **not sure** or **have forgotten** the **precise word**. نكون غير متأكدين أو نكون قد نسينا الكلمة الدقيقة

e.g., whatsername / whatsisname / **stuff** (for uncountable items)

thingy (for countable items).

- **whatsisname**, that famous footballer.
- I love those **thingies** on her shoes.

2. We are **giving an example**.

e.g., **and so on** / **and everything** / **and stuff** / **stuff like that**.

- the earrings **and so on**. I don't really like **stuff like that**.

3. We are **approximating**. نكون في حالة تقريب

e.g. **somewhere in the region of** / **give or take** (amounts of numbers),

-ish / **sort of** / **kind of** (qualities).

- There are **somewhere in the region of** a hundred shows.
- Jackets look better when they're **biggish**. السترات تبدو أجمل عندما تكون كبيرة نوعًا ما

Reason for using vague language	Expressions used	Example
• When we are not sure or forget the exact word	• whatsername / whatsisname / stuff / thingy	• <i>that whatsisname, the famous footballer</i>
• When we give examples, not a full list	• and so on / and everything / and stuff / stuff like that	• <i>the earrings and so on</i>
• When we are approximating	• somewhere in the region of / give or take / -ish / sort of / kind of	• <i>jackets look better when they're biggish</i>

5 Read Active Vocabulary. Then complete the dialogue with the words from the box.

stuff **greenish** **sort of** **stuff like that** **thingy**

Amber What is she wearing?

Brooke Oh, it's 1 _____ like a jumpsuit, I think, but with wide trousers.

Amber And what's that 2 _____ round her waist?

Brooke I'm not really sure, to be honest. Is it a belt? It looks like it's made of 3 _____ metal.

Amber And she's got sparkly 4 _____ on her shoes!



Brooke Yes, I think it's glitter.

Amber She's probably going to a special event. Does she usually wear garish colours and 5 _____ ?

Brooke Yes, she's quite flamboyant.

1 sort of 2 thingy 3 greenish 4 stuff 5 stuff like that

5 Match the two parts of the sentences.

1 <input type="checkbox"/> Some people think they clash, but	a jacket every evening for dinner.
2 <input type="checkbox"/> She arrived wearing a very colourful and	b flamboyant dress that really stood out in the crowd.
3 <input type="checkbox"/> My grandfather used to wear a burgundy, velvet	c complement each other well.
4 <input type="checkbox"/> Isn't that guy over there	d I think pink and red go well together.
5 <input type="checkbox"/> Different pastel shades can	e are really eye-catching.
6 <input type="checkbox"/> Those oversized metallic earrings	f whatsisname from the chess club.

Answers 1 d 2 b 3 a 4 f 5 c 6 e

GRAMMAR

Relative clauses

تستعمل ضمائر الوصل لوصل جملتين (جملة رئيسية وأخرى ثانوية) تتحدثان عن نفس الشيء في جملة واحدة.

a- I saw **the man**. b- **The man** helped me.
لتصبح —————> I saw the man **who** helped me.

Relative clause

Defining (محددة) Without commas	Non-defining (غير محددة) With commas
<p>Use: To identify a person, thing, place, etc. They provide essential information without which the sentence would be meaningless.</p> <p>Examples:</p> <ul style="list-style-type: none"> The woman who visited me in the hospital was very kind. 	<p>Use: To provide additional information about people, things, places, etc.</p> <p>Example:</p> <ul style="list-style-type: none"> The farmer, whose name was Fred, sold us 10 pounds of potatoes.

When the relative clause defines the **subject**, we must use the relative pronoun.

Examples

Edward Hopper was a painter. He painted Nighthawks.

Edward Hopper was a painter who/that painted Nighthawks. يمنع حذفه

We don't drop the relative pronoun.

يمنع حذف ضمير الوصل

يمنع استخدام **that**

- My mother, **that is 86**, lives in Paris. ✗
- My mother, **is 86**, lives in Paris. ✗

When the relative clause defines the **object**, we may **drop** the relative pronoun.

Examples

Nighthawks is a painting by Edward Hopper. I love it.

Nighthawks is a painting by Edward Hopper (which/that) I love. يمكن حذفه

We use **who** for subjects and **who/whom** for objects.

Edward Hopper, who was an American painter, lived and died in New York.

Hopper, who/whom I admire, painted Nighthawks.

- We use **which** (NOT *that*) for **things**.
Nighthawks, **which** was painted by Edward Hopper, is a very famous painting.
- We use **which** (NOT *that* or *what*) to **give extra information about a complete clause**.
Hopper inspired many artists, **which** is really good news.

★ Look at extracts a–g from the lecture and choose the correct options to complete sentences 1–8.

a ... we move on to *The Cornfield*, which is one of Constable's most celebrated works.

b The lane which he and the animals are travelling on curves around out of sight ...

1 a defining relative clause gives us **essential / extra** information about a person or a thing and a non-defining relative clause gives us **essential / extra** information. We use commas in **defining / non-defining** relative clauses.

2 The pronoun *which* in extract b could be replaced by **that / what**.

3 The pronoun *which* in extract a **could / could not** be omitted.

4 The pronoun *which* in extract b **could / could not** be omitted.

5 The pronoun *which* in extract b refers to the **object / subject** of the sentence.

e *The Cornfield* places the viewer in the scene, where we too can enjoy the surroundings, inviting us to explore the area.

f This is the reason why the painting displays such great attention to detail.

7 The relative pronouns (*where, why*) in extracts e and f can be **used in both defining and non-defining / only in defining** clauses.

Answers: 1 essential, extra, non-defining 2 that 3 could not 4 could 5 object
7 in both defining and nondefining

★ Find the defining and non-defining relative clauses. Put commas where necessary.

- 1 The painter **who created this piece** had a fertile imagination. **defining**
 2 Canaletto, who was born in Italy, enjoyed great success in England. **Non-defining**
 3 The people who bought this sculpture were happy to pay the high price. **defining**
 4 The artist spent his childhood in Brazil which had a formative effect on his work. **Non-defining**
 5 Canaletto who was 65 at the time was elected to the Venetian Academy eight years after his return from England. **Non-defining**
 6 The painter who was self-taught was actually better than the other one. **Non-defining**

Answers:

- 2 , who was born in Italy, 3 who bought this sculpture (no commas)
 4 , which had a formative effect on his work. 5 , who was 65 at the time,
 6 , who was self-taught,

توضيح اضافي للتمرين

- 1 The painter who created this piece had a fertile imagination.

- هل نعرف أي رسّام؟ لا ❌
- ضرورة للتحديد **who created this piece** الجملة
- ❌ لا فواصل
- ✅ Defining relative clause

- 2 Canaletto, who was born in Italy, enjoyed great success in England.

- اسم شخص معروف Canaletto ✅
- إضافية **who was born in Italy** المعلومة
- ✅ Non-defining relative clause
- ✅ نضع فواصل

- 3 The people who bought this sculpture were happy to pay the high price.

- أي ناس؟ الناس الذين اشتروا التمثال
- الجملة ضرورية للتحديد
- ❌ لا فواصل
- ✅ Defining relative clause

- 4 The artist spent his childhood in Brazil, which had a formative effect on his work.

- تعطي معلومة إضافية عن البرازيل/الفكرة كلها **which had a formative effect...** الجملة
- لو حذفناها، الجملة تبقى صحيحة
- ✅ Non-defining relative clause
- ✅ نضع فاصلة قبل **which**

- 5 Canaletto, who was 65 at the time, was elected to the Venetian Academy eight years after his return from England.

- الاسم معروف ✅
- العمر معلومة إضافية
- ✅ Non-defining relative clause
- ✅ فواصل من الجهتين

- 6 The painter, who was self-taught, was actually better than the other one.

- الفكرة هنا إنّ الرسّام معروف أصلاً من السياق (مثلاً نُكر قبلها)
- تعطي معلومة إضافية عنه، مش للتعريف **who was self-taught** جملة
- ✅ Non-defining relative clause
- ✅ لازم فواصل

1. WHO:

تستخدم لربط جملتين بدل **فاعل عاقل**، أو أحد الضمائر التالية (**he, she, they, you, we, I**)
وتستخدم لربط جملتين بدل **مفعول به عاقل** أو أحد الضمائر التالية (**him, her, them, you, us, me**)

The taxi driver was friendly. He took me to the airport.

.....

2. WHOM:

وتستخدم لربط جملتين بدل **مفعول به عاقل** أو أحد الضمائر التالية (**him, her, them, you, us, me**)

These are the authors. We met them at the meeting.

.....

3. WHICH:

تستخدم لربط جملتين بدل **فاعل او مفعول به غير عاقل**، أو أحد الضمائر التالية (**they, it, them**)

I have read the letter. Ali sent it to me.

.....

4. WHERE:

تستخدم لربط جملتين بدل **مكان أو بدل there**

I like my city. The city I was born in it.

————→ I like the city **where** I was born.

1. يجوز ان نستبدل ضمير الوصل (**where**) ب (**which**)
2. اذا تم استخدام (**where**) فيجب **حذف** حرف الجر من الجملة الثانية اثناء الحل , اما اذا تم استخدام (**which**) فنبقي على حرف الجر, كما في المثال التالي.

This is the city. I was born **in** it.

————→ This is the city where I was born.

————→ This is the city **which** I was born **in**.

1. The city was beautiful. We spent our vacation in it. (**where**)

.....

.....

5. WHEN:

تستخدم لربط جملتين بدل **زمن أو بدل then**

I remember the day. The day I met her for the first time.

————→ I remember the day when I met her for the first time.

1. يجوز ان نستبدل ضمير الوصل (**when**) ب (**which**)
2. اذا تم استخدام (**when**) فيجب **حذف** حرف الجر من الجملة الثانية اثناء الحل , اما اذا تم استخدام (**which**) فنبقي على حرف الجر, كما في المثال التالي.

* I will never forget the day. I met you **on** that day.

————→ I will never forget the day when I met you.

————→ I will never forget the day **which** I met you **on**.

1. Monday is the **day**. We will come **on** it.

.....

2. 7:05 is the **time**. My plane arrives **then**.

.....

Prepositional relative phrases

Prepositions can come either **before** the relative pronoun or **at the end** of the relative clause.

- **It is less formal to put the preposition at the end.**

In this case, we use *who/that* (NOT *whom*) for **people** and *which/that* for **things**.

- **Very often we drop the relative pronoun.**

That's the painter (who/that) I told you about.

I wasn't sure if this was the painting (which/ that) you were thinking of.

- **It is more formal to put the preposition before the relative pronoun.**

In this case, we use *whom* (NOT *that* or *who*) for **people** and *which* (NOT *that*) for **things**.

The painter to whom you are referring was Mark Rothko.

★ Choose the correct answer

Suffolk and its surrounding areas, which Constable never grew tired of, appeared repeatedly in some of his most enduring works.

1. The preposition *of* in extract could be placed at the beginning of the relative clause. This would make the sentence *more / less* formal. (more)

★ Look at the example of a relative phrase from the lecture. Then complete sentences 1-5 with the correct prepositions and (*whom* or *which*).

The field full of corn at full height would have been significant to the audience of the time, many of whom would have interpreted it as signalling peace and prosperity.

- 1 Constable worked in his father's corn business until 1799, _____ point he began his career as a full-time artist.
- 2 Constable produced numerous paintings, many _____ can be seen in galleries in the UK, France, the US and Germany.
- 3 Constable struggled financially until 1819, _____ time he had sold his first important painting: *The White Horse*.
- 4 Constable was buried next to Maria Elizabeth Bicknell, _____ he was married for 12 years, but had known since they were both children.
- 5 Constable's life was detailed in a biography by fellow painter, Charles Robert Leslie _____ he enjoyed a close friendship.

Answers:

1 at which 2 of which 3 at/by which 4 to whom 5 with whom

★ Complete the article about Mohanna Durra with the words and phrases from the box.
**from whom / in which / of which / of whom / with whom / whenever / where / which
 who / whose (x2)**

Mohanna Durra, 1 _____ was born in Amman in 1938, is seen as a pioneer of the Jordanian Arts movement. He was raised by his parents in a villa 2 _____ was just a short distance from Amman's popular tourist attraction: the Roman amphitheatre, the history 3 _____ fascinated him as a child.

As a young man, Durra had an attraction to drawing and would do so 4 _____ he had the opportunity. It was perhaps due to this that his father sent him to study art with George Aleef 5 _____ he learnt the fundamentals of creating pictures with both pencils and paintbrushes. Following this, Durra met and befriended William Hollowin, a Dutch painter 6 _____ influence led Durra to studying Dutch artists and gave him a deep interest in the way 7 _____ light was depicted in art.

In 1954, Durra attended the Academy of Fine Arts in Rome 8 _____ he became the first Jordanian to be formally taught the arts. Having graduated in 1958, he returned to Amman to teach Art History before relocating once again to Rome in 1960 to study abstract art.

Such was Durra's success that he met King Hussein in 1970 9 _____ he received the Kawkab Decoration. This was the same year that he established the Jordan Institute of Fine Arts and started his own art studio in order to teach art techniques to local Jordanians. Durra attracted many students to his studio, many 10 _____ became notable artists in their own right.

Answers:

1 who 2 which 3 of which 4 whenever 5 with whom
 6 whose 7 in which 8 where 9 from whom 10 of whom

★ Rewrite the sentences to make them more formal. Use the correct preposition and *whom* or *which*.

1 It's difficult having no one to talk with.

It's difficult having no one with whom I can talk.

2 This is something we have already spoken about.

3 The music I listen to is usually quite calming.

4 A gallery is a place where pictures are displayed.

5 Georges Braque is an artist I know very little about.

6 We're studying Mohanna Durra. Jordanian art wouldn't be the same without him.

Answers:

2 This is something about which we have already spoken.

3 The music which I listen to is usually quite calming.

4 A gallery is a place in which pictures are displayed.

5 Georges Braque is an artist about whom I know very little.

6 We're studying Mohanna Durra without whom Jordanian art wouldn't be the same.

Nominal relative clauses

(*What*) is a nominal relative pronoun = *the thing(s) (that) = everything (that)*.
It does not refer to a preceding noun/pronoun. لا تعود على اسم سابق.

- I like *what* you do. -I like *the things what* you do. ✕
- I like *that what* you do. ✕

Whatever is more emphatic and means *anything that* or *no matter what*.

I'll do whatever you want me to do. = *I'll do anything that you want me to do.*

Wherever, whoever, whenever and whichever function in a similar way.

wherever / whoever / whenever / whichever — نفس الفكرة

- *whoever* = *the person who / anyone who* (من يَكُنْ)
Whoever arrives first gets the prize. = أي شخص يصل أولاً
- *wherever* = *the place that / anywhere that* (أي مكان)
○ *Sit wherever you like.*
- *whenever* = *any time that / no matter when*
○ *Call me whenever you need me.*
- *whichever* = *any one/choice from a set* (أي واحد/أياً كان من الخيارات)
○ *Choose whichever you prefer.* = اختر أي واحد تفضله

مقارنة مختصرة مع *which / that*

- *which / that* عادة تحتاج لاسم سابق (*antecedent*):
○ *The book that I bought is good.* (*the book* = الاسم المرجعي).
- أما *what* فهو لا يحتاج إلى اسم سابق — هو "مركب" بحد ذاته.

★ Rewrite the underlined phrases using *whatever, whenever, whichever, wherever or whoever*. Sb 17

- 1 Anyone who painted that is a genius. _____
- 2 You can visit the gallery any time you like. _____
- 3 Anywhere I go, I always bring my drawing chalks with me. _____
- 4 No matter what I say, you'll disagree. _____
- 5 Sit in any chair you like. _____
- 6 Stop everything you're doing! _____

Answers: 1 Whoever 2 whenever 3 Wherever 4 Whatever 5 whichever 6 whatever

★ Replace the underlined parts of the sentences with *whatever, whichever, wherever, whoever or whenever*. Wb 15

- 1 No matter what they say, you are definitely talented. *Whatever*
- 2 You are lucky being able to visit the Prado at any time you like. _____
- 3 No matter what you do, don't give up painting! . _____
- 4 We can go any day which suits you best. . _____
- 5 Use any colour you want. . _____
- 6 The person who painted that has real vision. . _____
- 7 Everywhere he went, he took his art supplies with him. . _____

Answers: 2 whenever 3 Whatever 4 whenever 5 whatever 6 Whoever 7 Wherever

Reduced relative clauses

Relative clauses are sometimes shortened. We can use a **participle** instead of a relative pronoun and full verb, e.g.

- The man **who sits** next to Elliot is my father's friend. =
The man **sitting** next to Elliot is my father's friend.

ما معنى اختصار الجملة الموصولة؟
في الإنجليزية، يمكن أحياناً حذف الضمير الموصول (who / which / that) والفعل المساعد، واستخدام **participle** (-ing) أو **ed** بدلاً من الجملة الكاملة. هذا يجعل الجملة أقصر وأكثر سلاسة دون تغيير المعنى الأساسي.

◆ أولاً: اختصار الجملة الموصولة إلى **Present Participle (-ing)**

نستخدم **-ing** عندما يكون يكون الفاعل هو الذي يقوم بالفعل.
الشكل الأصلي (كاملة):

- The man **who is standing** over there is my uncle.

بعد الاختصار:

- The man **standing** over there is my uncle.
- The woman **who was shouting** loudly left the room.
☞ The woman **shouting** loudly left the room.
- The children **who played** in the garden ran inside when it started to rain.
☞ The children **playing** in the garden ran inside when it started to rain.

◆ ثانياً: اختصار الجملة الموصولة إلى **Past Participle (-ed / V3)**

نستخدم **-ed / V3** عندما تكون الجملة الموصولة مبنية للمجهول (passive).
الشكل الأصلي:

- The books **that were written** by Hemingway are famous.

بعد الاختصار:

- The books **written** by Hemingway are famous.
- The window **that was broken** yesterday has been fixed.
☞ The window **broken** yesterday has been fixed.
- The houses **which were built** last year are already sold.
☞ The houses **built** last year are already sold.

★ *Choose the correct answer*

C This road, **known locally as Fen Lane**, was one Constable knew well ...

D *The Old Hall, East Bergholt and Dedham Vale* were two of Constable's earliest paintings inspired by the area.

6 In extracts **c** and **d**, a full relative clause is replaced by a **present / past** participle.

Answer: past

★ **Rewrite the sentences using reduced relative clauses where possible. WB14**

1 The students who were taught by Richard all became excellent artists.

The students taught by Richard all became excellent artists.

2 Whose are those paintings which are exhibited in the first gallery?

3 The man who lives next door is a wellknown artist.

4 A painting that had been lost for decades has just resurfaced.

5 They wanted £6 million for the painting, which was far too much.

6 Please let me have all the paintings that you have available.

Answers:

2 *Whose are those painting exhibited in the first gallery?*

3 *The man next door is a well-known artist.*

4 *A painting lost for decades has just resurfaced.*

5 *Not possible* 6 *Please let me have all the paintings you have available*

Useful phrases

We use **quantifiers** such as :

none, some, half, many, most, both, all + **of** + **whom/which** in relative clauses.

- *The potato has many uses, none of which involve drinks.* →
 البطاطا لها استخدامات كثيرة، ولا واحد منها يتعلق بالمشروبات. هنا "none of which" تعود على "many uses".
- *Ninety people have died, half of whom were killed by mosquitoes.* →
 تسعون شخصاً ماتوا، نصفهم قُتلوا بواسطة البعوض. هنا "half of whom" تعود على "Ninety people".

Other useful relative phrases are:

- **at which point** → عند تلك اللحظة
He finished his speech, at which point everyone applauded.
- **by which time** → بحلول ذلك الوقت
She had left the city, by which time the war had already started.
- **since when** → منذ متى
Since when have you been interested in history?

- **a period in which** → فترة خلالها
The 19th century was **a period in which** many inventions appeared.
- **in which case** → وفي هذه الحالة
You may fail the exam, **in which case** you'll have to repeat the year.
- **the part where** → الجزء الذي فيه
I like **the part where** the hero saves the child.
- **no reason why** → لا سبب يفسر
There is **no reason why** we should wait any longer.
- **the reason why** → السبب الذي لأجله
That's **the reason why** I didn't attend the meeting.
- **the extent to which** → إلى الحد الذي فيه
He was surprised by **the extent to which** she supported him.
- **as a result of which** → ونتيجة لذلك
He missed the train, **as a result of which** he was late for work.

الخلاصة

- هذه العبارات تُستخدم كأدوات وصل متقدمة لإضافة تفاصيل دقيقة عن:
- الزمن (at which point, by which time)
 - السبب والنتيجة (the reason why, as a result of which)
 - الشرط/الحالة (in which case)
 - التوضيح والتحديد (the part where, the extent to which)

★ Rewrite the sentences to make them correct. Find an unnecessary word, a missing word or a punctuation error. Wb 14

- 1 The building, which many considered so ugly is today a UNESCO World Heritage site.
The building, which many considered so ugly, is today a UNESCO World Heritage site.
- 2 Is that the evening dress, which you bought in Paris?
- 3 I know someone designs flamboyant jewellery.
- 4 Alex is very fashion-conscious which means you'll never see her wearing mismatched outfits.
- 5 I would love to go back to Madrid, in where we first met.
- 6 It's the low prices which that encourage me to keep buying second-hand clothes.

Answers:

- 2 **No comma needed:** *Is that the evening dress which you bought in Paris?*
- 3 **Missing word:** *I know someone who designs flamboyant jewellery.*
- 4 **Missing comma:** *Alex is very fashion-conscious, which means you'll never see her wearing mismatched outfits.*
- 5 **Unnecessary word:** *I would love to go back to Madrid, in where we first met.*
- 6 **Double use of relative pronoun:** *It's the low prices which OR that encourage me to keep buying second-hand clothes.*

★ **USE OF ENGLISH** Choose the correct words a–d to complete the text. Note the use of commas

Sisterhood

The Pre-Raphaelite Brotherhood was a group of artists formed in 1848 1 _____ were inspired by 15th-century Italian art. As the name suggests, this group of artists were men, 2 _____ are well known to this day: Dante Gabriel Rossetti, John Everett Millais, William Holman Hunt. But what of the women 3 _____ were in their circle – sisters, wives, fellow artists whose names have largely been forgotten?

Perhaps the best known is Elizabeth Siddall, wife of Rossetti, a painter in her own right, 4 _____ paintings show talent. As a woman, she was unable to study at art school, 5 _____ she could have learnt more about technique.

Among her many works is a self-portrait 6 _____ her striking beauty is quite apparent. Her delicate looks were matched by a delicate health, 7 _____ result of which, she often became very ill.

However, the most famous of the ‘sisterhood’, Christina Rossetti, was not a painter, but a poet. Sister to Dante Gabriel Rossetti, Christina was somewhat overlooked at the time 8 _____ her brother was far more famous. However, her reputation in modern times has eclipsed his. She has even been referred to as Britain’s ‘greatest woman poet’ 9 _____ is quite an accolade.

1 a who	b which	c whom	d , who
2 a which	b which	c many of whom	d whom
3 a , who	b in which	c with whom	d who
4 a which	b who	c whom	d whose
5 a where	b when	c which	d of which
6 a which	b in which	c when	d who
7 a for the	b as	c in	d as a
8 a who	b when	c where	d whom
9 a which	b of which	c , which	d in which

Answers: 1 a 2 c 3 d 4 d 5 a 6 b 7 d 8 b 9 c

★ Write a paragraph describing an art gallery or museum. Try to use a variety of relative clauses.

Suggested Answer

The art gallery **which is located in the city centre** is quiet and elegant. It has large rooms **where visitors can admire modern paintings** and old sculptures. The guide, **who explains each artwork clearly**, is very helpful. There is a special hall **that displays works by local artists**, which makes the visit more interesting.

READING AND VOCABULARY

(المطلوب حفظ معناهم بالعربي و كتابتهم)

LESSON 3A READING AND VOCABULARY

dappled (adj)	مُرَقَّط / مَبَقَّع (من الضوء أو اللون) Marked with spots of colour	
docile (adj)	وديع / سهل التدريب Quiet and easy to control	The dog is docile.
dollop (n)	مقدار (ملعقة) / من شيء طري مثل الكريمة a small amount of something soft, like cream	
downy (adj)	زغبي / ناعم كالزغب Soft and delicate to the touch	
gilded (adj)	مذهب / مطلي بالذهب Covered with a thin layer of gold	
kerfuffle (n)	ضجة / فوضى بسبب خلاف noise and excitement	 There was a bit of a kerfuffle in the queue when someone tried to cut in line
luminous (adj)	متوهج / مضيء Able to shine in the dark	
pulp (n)	لب / عجينة (فاكهة) the solid bits of fruit in juice	I like pulp in my orange juice.
silken (adj)	حرير / ناعم كالحرير Soft, smooth and shiny	Her silken hair shone.
slurp (v)	يرشف بصوت عال / يصدر صوت الشفط عند الأكل to drink noisily	He slurped his soup loudly.
tender (adj)	طري / رقيق / لين Gentle and kind	The steak is tender.
vivacious (adj)	حيوي / مرح مبهج full of life	She is vivacious and friendly.
Scissors	المقص	
Opalescent	متلألئ كحجر الاوبال الكريم Reflects light and changes colour	

★ Match the adjectives from the box with the definitions.

dappled - docile - downy - gilded - luminous - opalescent - silken - tender

- 1 Soft, smooth and shiny _____ 2 Marked with spots of colour _____
 3 Able to shine in the dark _____ 4 Quiet and easy to control _____
 5 Soft and delicate to the touch _____
 6 Reflects light and changes colour _____
 7 Covered with a thin layer of gold _____
 8 Gentle and kind _____



Answers 1 silken 2 dappled 3 luminous 4 docile 5 downy 6 opalescent 7 gilded 8 tender

POETIC / RHETORICAL (LITERARY) DEVICES

Understanding metaphors

Simile

→ Life is **like** a box of chocolates; you never know what you're going to get.
 She was **as** quiet **as** a mouse

التشبية : شرط وجود أداة التشبية (like / as)

When the phrase **explicitly** says that something is like something else.

Metaphor

→ All the world's a stage (Shakespeare).
 Time **is** money.
 Huda **is** a walking dictionary.

الاستعارة : شرط عدم وجود أداة التشبية (like / as)

we use a word or phrase which **compares two things in order to make a description more vivid or striking.**

Personification

→ A host of golden daffodils ... fluttering and dancing in the breeze.
 The sun **is smiling** at us.

التشخيص / التجسيد : اعطاء صفة العاقل لغير العاقل.

When the phrase describes an **inanimate object** as if it were a person.

Onomatopoeia

→ *swish* (move with hissing sound)
 The water came out the faucet with a **swish**
 The cat is **meowing**.

المحاكاة الصوتية: ان يدل لفظ الكلمة على معناها.

where the word sounds like the sound being described.

Alliteration

→ **d**appled, **d**eep-eyed **d**eer.
 I saw a **b**ig **b**rown **b**ear.
 The **s**nake **s**lithered across the **s**andy **s**easide

الجناس الاستهلاكي (السجع الابتدائي) :

تكرار الحرف الأول (أو أكثر) في مستهل كلمات متجاورة أو متقاربة في النص، مما يولد أثراً موسيقياً وحسياً قوياً.

when the first sound of a word is repeated.

Sibilance

→ *which* circle slowly with a **silken** *swish*.
 She **s**ells **s**eashells by the **s**eahore.
 The **s**un slowly **s**ank beyond the horizon.

التكرار الهامس/الصفير: (s, sh, ch,)

تكرار الأصوات الهامسة أو الصفيرية لخلق تأثير صوتي يشبه الهسيس.

when an (s or a sh or ch) sound is repeated.

★7.3 Listen and check your answers. Which of these words do you like best? Say why.



★Read the text and compare with your ideas.

What's in a word?

Do you have a favourite or a least favourite word?

If so, have you ever thought about why you love it or hate it? Is it the meaning of the word, or is it the way it sounds? Some of the least popular words in English end in the letter *p*. For example, *dollop* (a small amount of something soft, like cream), *pulp* (the solid bits of fruit in juice) or *slurp* (to drink noisily).

You could argue that the meaning is also important here – after all, no one likes the sound of slurping, but there does seem to be something unpleasant about those *uh/oh* vowel sounds added to *p*. It may be coincidental, but many of the most popular words in the English language have *i/e* vowel sounds and repeat the consonant sounds *f*, *k* or *v*. For example, *kerfuffle* (noise and excitement), *scissors* and *velvety*. When these words also have positive meanings, such as *vivacious* (full of life), they regularly get voted in the UK as the nation's favourite words.

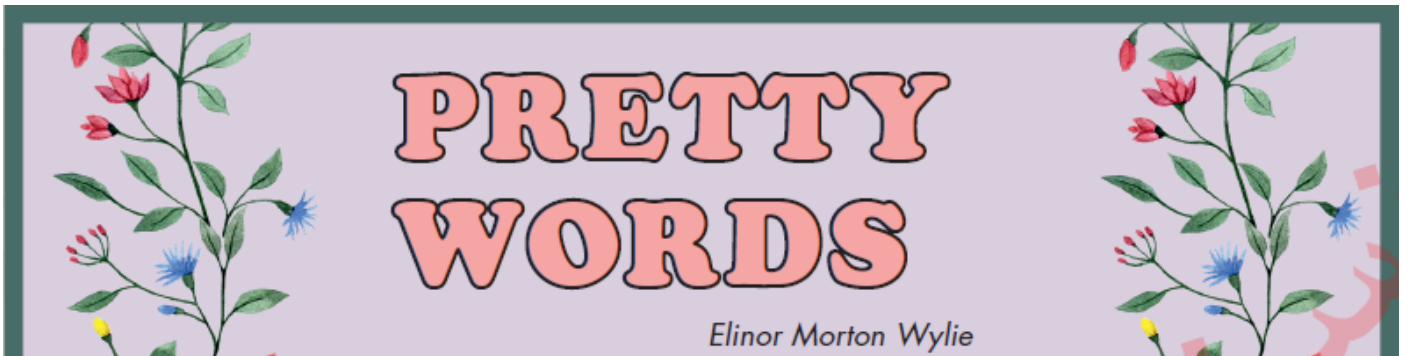
هل لديك كلمة مفضلة أو كلمة لا تفضلها؟

وإذا كان الأمر كذلك، هل فكرت يوماً في سبب حبك لها أو كرهك لها؟ هل يتعلق الأمر بمعنى الكلمة، أم بطريقة نطقها؟ بعض الكلمات الأقل شعبية في اللغة الإنجليزية تنتهي بالحرف **p** على سبيل المثال) *dollop*: كمية صغيرة من شيء طري مثل الكريمة، (*pulp*) (الأجزاء الصلبة من الفاكهة في العصير)، أو (*slurp*) الشرب بصوت مرتفع.

يمكن القول إن المعنى مهم أيضاً هنا – فبعد كل شيء، لا أحد يحب صوت الشرب المزعج، لكن يبدو أن هناك شيئاً غير مريح في أصوات الحركات *uh/oh* المضافة إلى الحرف **p**. قد يكون ذلك مصادفة، لكن العديد من الكلمات الأكثر شعبية في اللغة الإنجليزية تحتوي على أصوات الحركات *i/e* وتكرر أصوات الحروف الساكنة مثل **f** أو **k** أو **v** على سبيل المثال) *kerfuffle*: ضوضاء وحماس، (*scissors*) (مقص)، و (*velvety*) (مخمل). وعندما تكون لهذه الكلمات معانٍ إيجابية أيضاً، مثل *vivacious* (مفعم بالحياة)، فإنها غالباً ما تُصوّت في المملكة المتحدة كأكثر الكلمات المفضلة لدى الناس.

Answers:

Many of the most popular words in the English language have *i/e* vowel sounds and repeat the consonant sounds *f*, *k* or *v*.



Elinor Morton Wylie was an American poet and novelist of the 1920s and 1930s. She published four volumes of poetry and four novels, and was the editor of several literary magazines.

Poets make pets of pretty, docile words:
I love smooth words, like gold-enamelled fish
Which circle slowly with a silken swish,
And tender ones, like downy-feathered birds:

يُدلُّ الشعراءُ الكلماتِ الجميلةَ الوديعَةَ كحيواناتٍ أليفةٍ:
أحبُّ الكلماتِ الناعمةَ، كأسماكٍ مُذهَّبةٍ بالميناءِ،
تدورُ ببطءٍ مع حفيفِ حريريٍّ،
والكلماتِ الرقيقةِ، كطيورٍ ريشها زَعَبٌ ناعمٌ.

Words shy and dappled, deep-eyed deer in herds,
Come to my hand, and playful if I wish,
Or purring softly at a silver dish,

Blue Persian kittens fed on cream and curds.

كلمات خجولة ومرقطة، كغزلان ذات عيون عميقة تسير في قطعان،
تأتي إلى يدي، وتلهو إن رغبت، أو تخرخر برفق عند طبق فضي،
مثل هررة فارسية زرقاء تُطعم بالكريمة والجبن.

I love bright words, words up and singing early;
Words that are luminous in the dark, and sing;
Warm lazy words, white cattle under trees;

أحب الكلمات اللامعة، كلمات تنهض وتغني باكراً،
كلمات متألئة في الظلام، وتغني، وكلمات دافئة كسولة، مثل أبقار
بيضاء تستظل تحت الأشجار.

I love words opalescent, cool, and pearly,
Like midsummer moths, and honeyed words like bees,
Gilded and sticky, with a little sting.

أحب الكلمات المتألئة كالأوبال، باردة ولؤلؤية، مثل فراشات
منتصف الصيف، وكلمات عسلية مثل النحل، مذهبة ولزجة، مع
لسعة صغيرة.



7.4 Read and listen to the poem on page 21 and answer the questions.

- 1 How do you think the poet 'makes pets' of words? _____
- 2 What types of words does the poet say she likes? _____
- 3 What creatures does she compare different types of words to? _____
- 4 What evidence can you find that the poet feels in control of the words she uses?

- 5 Does the poet only like nice words? What evidence can you find? _____

Answers:

- 1 The poet treats them as favourites, looks after them.
- 2 smooth, tender, shy and dappled, bright, luminous, warm, lazy, opalescent, cool and pearly
- 3 fish, birds, deer, kittens, cattle, moths, bees
- 4 Come to my hand, and playful if I wish
- 5 No (with a little sting)

★ Find examples of a simile, personification and other metaphors within the poem.

similes: like gold-enamelled fish, like downy feathered birds, like midsummer moths like bees

personification: (words) come to my hand, and playful; words up and singing early; warm, lazy words

metaphors: pets, deer, kittens, words up and singing early (birds), white cattle

alliteration: poets make pets of pretty; slowly with a silken swish; cream and curds; midsummer moths

sibilance: softly at a silver dish; sticky with a little sting

onomatopoeia: purring

★ **SPEAKING** What can poetry do that prose can't? Do you read poetry yourself? Why/ Why not?

Suggested Answer:

Poetry can show feelings and ideas in a powerful and musical way that prose can't. I read poetry because it makes me think and imagine.

LISTENING AND VOCABULARY



1 Listen to three conversations. Write the letters of the photographs next to the number of the conversations in which they are discussed.

1 _____ 2 _____ 3 _____

1 B 2 C 3 A

2 7.5 Listen again. Complete the table by ticking the correct box a–h to show which conversation 1–3 answers the question. There may be more than one answer.

In which conversation...	1	2	3
a does someone express interest in the artist(s)?			
b does someone state their belief in the art always progressing?			
c does someone say that art should make you think?			
d does someone feel the art doesn't fit its surroundings?			
e is someone unimpressed by the art they see?			
f is someone unsure of the art's purpose?			
g is someone critical of the art by referring to their own children?			
h does someone say the art reveals an important human trait?			

a 3 b 1 c 2 d 1 e 1,2 f 3 g 2 h 3



(المطلوب حفظ معانهم بالعربي و كتابتهم)

Word	Definitions	Examples
1. appealing (adj)	جذاب / ملفت being very attractive or of interest	The idea is appealing.
2. avant-garde (adj)	طليعي / تجريبي ومبتكر modern ideas or new methods	The gallery showed avant-garde art.
3. gimmicky (adj)	معتمد على الحيلة / خداع (تسويقياً) doing something unusual to attract attention or sales	The gadget felt gimmicky.
4. jaw-dropping (adj)	مذهل / يخلع الفم من الدهشة so good or large that it is surprising	The view was jaw-dropping.
5. mediocre (adj)	متوسط / عادي (ليس جيداً) being of a very average standard, not impressive	The film was mediocre.
6. overrated (adj)	مبالغ في تقديره considered to be better than it really is	The book is overrated.
7. soothing (adj)	مهدئ making you feel calmer and more relaxed	The music is very soothing.
8. tongue-in-cheek (adj)	ساخر / غير جاد (مازح) not intended to be serious	His comment was tongue-in-cheek.

3 Write the vocabulary from the recording in the box next to the correct definitions.

appealing / avant-garde / gimmicky / jaw-dropping
mediocre / overrated / soothing / tongue-in-cheek

- 1 modern ideas or new methods _____ 2 not intended to be serious _____
3 so good or large that it is surprising _____
4 doing something unusual to attract attention or sales _____
5 making you feel calmer and more relaxed _____
6 considered to be better than it really is _____
7 being very attractive or of interest _____
8 being of a very average standard, not impressive _____

Answers 1 avant-garde 2 tongue-in-cheek 3 jaw-dropping 4 gimmicky 5 soothing 6 overrated
7 appealing 8 mediocre

4 Complete the sentences with the vocabulary from Exercise 3. SB 22

- 1 When you see the King Hussein Bin Talal Mosque in Amman for the first time, it's absolutely _____ .
2 After a busy, stressful day, I find reading a book for half an hour to be really _____ .
3 Most people agreed that his last book was quite _____ and not his best work at all.
4 At the time, the building's design was seen as quite _____ and it was unlike anything anyone had seen before.
5 He wasn't really criticising your painting, it was just a _____ comment.
6 Everyone was talking about how good her poems were, but I thought they were a bit _____ and not that good at all.
7 I find the way the tree catches the light of the sun every evening to be incredibly _____ every time I see it.

8 I'm sorry, but in my opinion, coloured squares aren't abstract art. It's just _____ and doesn't say anything useful.

Answers: 1 jaw-dropping 2 soothing 3 mediocre 4 avant-garde
5 tongue-in-cheek 6 overrated 7 appealing 8 gimmicky



Workbook P.16

1 7.6 Listen to conversations 1–3 and complete the sentences with one word in each gap.

- 1 In the first conversation, the friends have _____ opinions about the art they saw.
- 2 In the second conversation, the woman is already positive about folk _____.
- 3 In the third conversation, the photographers start by talking about how they get their _____.

Answers: 1 different 2 art 3 inspiration

2 7.6 Listen again and answer 1, 2 or 3. In which conversation ...

- 1 does someone enjoy different forms of an art from different countries?
- 2 do people compare how they create art?
- 3 does someone say they don't like the art?
- 4 do people feel sad that this art form might die out?
- 5 does someone say their work can make people feel uncomfortable?
- 6 do people compare how you can make someone look in paintings?

Answers: 1 conversation 2 2 conversation 3 3 conversation 1 4 conversation 2
5 conversation 3 6 conversation 1

VOCABULARY PRACTICE

English	Arabic
ambiguous	غامض / ملتبس
commercial	تجاري
intimidating	مُخيف / مُرهب
intricate	معقّد / متشابك
profound	عميق
tangible	لموس

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

Listen and check.

- 1 It's a bit more ambiguous this way, less obvious.
- 2 I think it's really _____. It's like a window straight into the thoughts of the person.
- 3 It isn't limited to _____ items, such as pottery.
- 4 All those detailed and _____ patterns ...
- 5 A lot of it is just _____, and factory produced.
- 6 Sometimes, people find that a bit _____, or scary.

Answers: 2 profound 3 tangible 4 intricate 5 commercial 6 intimidating



PRONUNCIATION

ACTIVE PRONUNCIATION |

Word stress with certain suffixes

Adjectives are formed by adding a suffix to the root word. The suffixes *-eous*, *-ious*, *-ulous*, *-uous*, *-orous*, *-ic*, *-ive*, and *-ial* change the stress pattern in the root word and the stress usually comes in the syllable before the suffix.

industry - *industrious*
miracle - *miraculous*
carnivore - *carnivorous*

4 Listen to three pairs of words. What do you notice about the word stress in each pair?

ambiguity – ambiguous

atmosphere – atmospheric

commerce – commercial

Answers:

The stress is on a different syllable when the word changes from a noun to an adjective (on the syllable before the suffix).

5 7.9 Write the adjective forms of the words, using the suffixes from the Active Pronunciation box. Find the stressed syllable in both words. Listen and check. Then practice saying the words.

1 mystery mysterious

Answers:

2 melody/melodious

3 analysis/analytic

4 benefit/beneficial

5 confidence/confidential

6 advantage/advantageous

7 nomad/nomadic

8 aroma/aromatic

9 courage/courageous

10 influence/influential

11 miracle/miraculous

12 instinct/instinctive

13 ridicule/ridiculous

14 drama/dramatic

15 president/presidential

16 glamour/glamorous

17 humour/humorous

18 labour/laborious

LESSON 5A SPEAKING AND VOCABULARY

1 In pairs or small groups, discuss the questions.

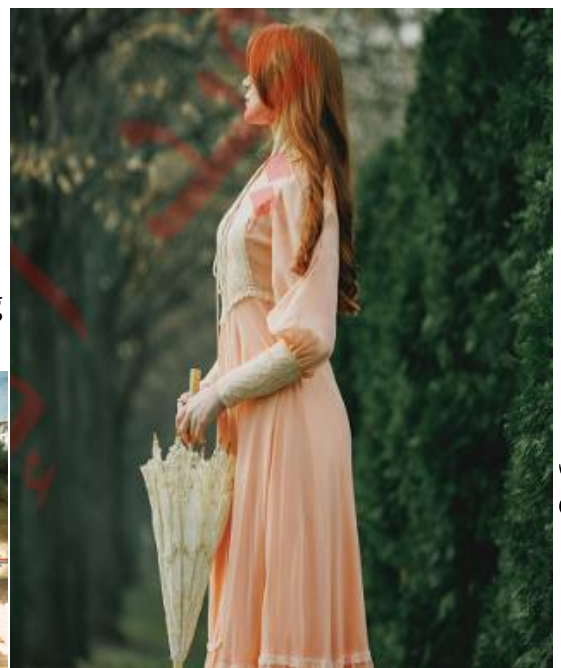
1 What genre do you think the film stills come from?

من أي نوع سينمائي تعتقد أن هذه اللقطات المأخوذة من الفيلم تنتمي؟

2 Can you think of a film that fits each of the following genres? Give examples.



T. AHMAD QASRAWI



T. HAMZA HOMOS

Answers:

1 The photos show an action film and a period drama.

النوع السينمائي	التعريف / الخصائص الأساسية	أمثلة مشهورة
الأكشن (Action)		<i>Die Hard – Mad Max: Fury Road</i>
المغامرة (Adventure)		<i>Indiana Jones – The Lord of the Rings</i>
السيرة الذاتية (Biopic)		<i>Bohemian Rhapsody – Lincoln</i>
الدراما القضائية (Courtroom Drama)		<i>A Few Good Men – 12 Angry Men</i>
أفلام الكوارث (Disaster Movie)		<i>Titanic</i>
الغموض (Mystery)		<i>Sherlock Holmes – Knives Out</i>
الموسيقي (Musical)		<i>La La Land – The Sound of Music</i>
الدراما التاريخية (Period Drama)		<i>Julius Caesar</i>
ما بعد الكارثة (Post-apocalyptic)	يتخيل العالم بعد انهيار حضارة أو كارثة كبرى، ويعرض كيف يحاول البشر البقاء.	<i>The Road – The Book of Eli</i>
الأنيميشن ثلاثي الأبعاد (3D/CGI Animation)	أفلام مصنوعة بالكمبيوتر، تتميز بالواقعية أو الخيال البصري.	<i>Toy Story – Frozen</i>
الأنيميشن التقليدي (Traditional Animation)	يعتمد على الرسوم اليدوية أو ثنائية الأبعاد.	<i>The Lion King (1994) – Spirited Away</i>

2 7.10 Listen to a podcast reviewing a film and make notes under the following headings.

• Genre of film / Plot / Main characters / Setting / Overall opinion



Answer:

Genre of film: traditional animation

Setting: a modern city

Plot: family have moved to a new house in a different part of the city. Girl is miserable, but finds a diary which sets her off on an adventure.

Main characters: mother, father, teenage daughter

Overall opinion: captivated, unique, illuminating, jaw-droppingly good.

3 7.10 Study the Speaking box. Then listen to the review again and number the phrases in the order that you hear them. Some phrases do not come from the script.

Summarising the plot

2 There's simply no other way to describe this story than to say ...

6 It's impossible to sum up this story; there's just too much going on ...

8 It tells the superficially mundane story of ...

Describing the plot in detail

3 The film kicks off with ...

4 Just as it starts to look as if ...

5 Our heroine finds herself on a journey ...

Giving your opinion

1 I wasn't sure that I was really a fan of ...

7 It had me captivated from the very start.

(Speaking: Describing a Film) عبارات لوصف فيلم

انتبه لمعاني هذه الكلمات تحديداً....

المصطلح بالإنجليزية	الترجمة بالعربية
sum up	يُلخّص / يوجز
mundane	عادي / ممل / روتيني
parallel plot	حبكة موازية
captivated	مأخوذ / مسحور / مفتون
on a par with	على قدم المساواة مع

1. Summarising the plot (تلخيص الحبكة)

English	العربية
There's simply no other way to describe this film than to say ...	لا توجد طريقة أخرى لوصف هذا الفيلم سوى أن نقول...
It's impossible to sum up this story; there's just too much going on.	من المستحيل تلخيص هذه القصة؛ فهناك الكثير من الأحداث الجارية.
It tells the superficially mundane story of ...	يروى القصة العادية ظاهرياً لـ...

2. Describing the plot in detail (وصف الحبكة بالتفصيل)

English	العربية
The film kicks off with ...	يبدأ الفيلم بـ...
Just as it starts to look as if ...	تماماً عندما يبدو وكأن...
An exciting element is introduced.	يتم إدخال عنصر مثير.
To her horror, ...	لدهشتها/رعبتها...
There's a parallel plot involving ...	هناك حبكة موازية تتعلق بـ...
Our heroine finds herself on a journey ...	بطلتنا تجد نفسها في رحلة...

3. Giving your opinion (إبداء الرأي)

English	العربية
I wasn't sure that I was really a fan of ...	لم أكن متأكدًا أنني حقًا من المعجبين بـ...
My expectations were low, and they were met.	كانت توقعاتي منخفضة، وقد تحققت.
It had me captivated from the very start.	أسرني منذ البداية.
It wasn't on a par with ...	لم يكن على قدم المساواة مع...
It was worth staying until the end.	كان يستحق البقاء حتى النهاية.
It's no great surprise that this ...	ليس من المفاجئ أن هذا...

4 Replace the underlined parts of the sentences with the phrases from the Speaking box. Make any necessary changes.

1 It wasn't as good as his earlier films. = It wasn't on a par with ...2 The basic plotline is quite unoriginal, but the story is told in a unique and illuminating way.
= It tells a superficially mundane story, but ...

3 He is shocked to discover that the house was built on an old mine.

= **To his horror, he discovers that ...**

4 I didn't think I was very keen on animation, but this film is a work of art.

= **I wasn't sure that I was really a fan of ...**

5 I thought it would be bad, and it was – totally overrated in my opinion.

= **My expectations were low, and they were met. It was ...**

6 It is beautifully drawn and wonderfully composed and I'm glad I didn't leaven halfway through. = **... it was worth staying until the end.**

7 We might have expected that this would become a popular film.

= **It's no great surprise that this ...**

8 The plot is incredibly complicated. However, it had me captivated from the start.

= **It's impossible to sum up this story; there's just too much going on.**

LESSON 6A WRITING | A letter to the editor



1 SPEAKING Look at the photos showing modern installation artworks and answer the questions.

1 What is your opinion of modern art?

2 Do you consider the installations in the photos to be art? Say why.

3 What do you think is the difference in experiencing a traditional form of art, such as a sculpture or a painting, and a modern installation?

2 Read an extract from a newspaper article. Do you agree with the writer's point of view? Say why.

انتبه لمعاني هذه الكلمات تحديداً.....

The word	الترجمة بالعربية
mind-blowing	مذهل / مذهش
economic climate	المناخ الاقتصادي
Justified	مبرر / مشروع
Infrastructure	البنية التحتية
Subsidise	يدعم مالياً / يمول
leisure pursuits	أنشطة ترفيهية
Patrons	رعاة / زبائن دائمون

Individuals and businesses currently spend around £900 million a year on the arts, a mind-blowing amount of money, which could be much better spent elsewhere.

In the current economic climate, this simply cannot be justified. We need to prioritise giving to healthcare and educational charities, as well as supporting the infrastructure of the country.

Why should people subsidise the leisure pursuits of artists rather than give to more important causes?

If private sponsors and patrons spent as much on other charities, they could support those who really need help.

3 Read a letter to the editor of the newspaper that published the article in Exercise 2.

Dear Editor,

I am writing in response to the recent article in your publication about private funding of the arts. Despite an outwardly persuasive argument, **I believe that** the ideas presented were perhaps somewhat oversimplistic.

While I would not dispute the figure quoted of £900 million, this actually represents no more than £14 per head, which means that it is far from the enormous personal investment implied by the author. To use figures in this way is at the very least disingenuous, if not outright manipulative.

I would also take issue with the notion that there is no justification for this kind of investment in the arts. On the contrary, the arts often play a vital role not only in our own self-expression, but also in the way they can enable us to experience someone else's reality. Art can have an enormous impact on someone's life.

The author mentions giving to educational charities as a priority, but surely the arts are a crucial component of a well-rounded education? Nor can it be argued that the creative industries do not contribute to the economy. In point of fact, these industries are estimated to have generated around £250 billion worldwide last year, hardly a small contribution.

Finally, the author puts forward the opinion that patronage of the arts is not a worthy cause and the money should go elsewhere. Were we to take this approach, we would ultimately risk excluding many people from something which might otherwise enrich their lives.

To summarise, I feel strongly that the article could probably have done more to present a balanced picture of the situation.

Yours faithfully,

Yousuf Alwakil

What five main points does it include?

Answers:

- 1 *The sum of money actually represents just £14 per person*
- 2 *The arts help us to express ourselves and understand someone else's experience*
- 3 *The arts are an important part of our education*
- 4 *The creative industries contribute a lot to the economy*
- 5 *Not funding the arts means many people will be excluded*

4 Read the letter again and complete gaps 1–6 in the Writing box with your ideas.

5 Look at the model letter again and complete gaps 7–16 in the Writing box with one word.

Writing — A letter to the editor

Organisation (التنظيم)

- You should open the letter with an appropriate salutation, e.g., **Dear Editor / Dear Sir / Madam.**
- Begin the letter by explaining **what you are responding to** and why you are writing.
- Take each point made by the original author and explain to what extent you **agree** and any **reasons** why you disagree.
- Conclude by reiterating and **summarising** your point of view.
- Sign off appropriately, e.g., **Yours faithfully / Yours sincerely.**

Language

*** Paraphrase the points made by the original author.**

- The author mentions ... - The author puts **forward** the opinion that ...

*** Concede the points made by the original author, and then argue against them.**

- Despite an **outwardly** persuasive argument, I felt that the ideas presented were ...

- While I would not **dispute** this actually ...

*** Put forward contrasting arguments.**

- I would also take **issue** with the notion that ...

- **Nor** can it be argued that ...

- On the **contrary**, ...

- In **point** of fact ...

*** Use emphatic language.**

- It is **far** from ...

- a **vital** role

- a **crucial** component

ACTIVE WRITING | Hedging (التعبير بحذر وعدم الجزم 100% بالكلام) التلطيف اللغوي

In a more formal or academic style, it is common to express ideas with some degree of caution. This is known as **hedging**. There are various ways of doing this:

- **verbs** such as *believe, assume, suggest,*
- **modal verbs** such as *will, would, might, could,*
- **adverbs of frequency** such as *often, sometimes,*
- **adverbs and adjectives** such as *certain/ly, probable/ly, perhaps, surely,*
- **conditional structures** such as *were this to be the case, it would,*
- **softeners** such as *somewhat, to some extent.*

6 Study Active Writing. Then find examples of hedging in the model letter.

Answers:

I believe that the ideas presented were perhaps somewhat oversimplistic.

I would also take issue ... the arts often play a vital role ... Were we to take this approach ... the article could probably have done more.

7 Rewrite the following statements using the language from Active Writing.**1 Once again I disagree.** = Once again, I would have to disagree.**2 This is wrong.** = It would appear that this might be wrong.**3 They have made a mistake.** = They seem to have perhaps made a mistake.**4 This is not an insoluble problem.** = This is almost certainly not a completely insoluble problem.**5 The author is misinformed.** = I might suggest that the author is somewhat misinformed.**8 Read an extract from a different newspaper article. To what extent do you agree with the writer's opinion?**

The world is an increasingly competitive place and we should be encouraging students to study STEM (Science, Technology, Engineering and Maths) subjects, rather than spending precious time and energy on Art. Only by doing this will we be able to compete in the world market. Furthermore, most students will grow up to do jobs where numeracy and a scientific approach are far more useful than an ability to paint a mediocre picture or to play a musical instrument reasonably well.

العالم أصبح مكانًا ذا تنافسية متزايدة ويجب أن نشجّع الطلاب على دراسة مواد (STEM العلوم والتكنولوجيا والهندسة والرياضيات)، بدلاً من إهدار الوقت والطاقة الثمينة على الفنون. فقط من خلال القيام بذلك سنتمكن من المنافسة في السوق العالمية. علاوة على ذلك، سيكبر معظم الطلاب ليشغلوا وظائف تكون فيها المهارات الرقمية والمنهج العلمي أكثر نفعًا بكثير من القدرة على رسم لوحة متواضعة أو عزف آلة موسيقية بمستوى مقبول.

SUGGESTED ANSWER:

I believe the writer is somewhat right that STEM subjects often help students in the job market. These skills will probably be useful in many careers. However, I suggest that Art might still be important to some extent, as it can develop creativity. Were this to be the case, removing Art completely would be a mistake.

9 WRITING TASK Use the tips and language from the Writing box to write a letter to the editor of the newspaper from Exercise 8, arguing against what the author of the extract has to say. Use hedging as appropriate.

Dear Editor,**I am writing in response to** _____**While I would not dispute** _____**I would also take issue with** _____**The author mentions** _____**Finally, the author puts forward the opinion that** _____**To summarise, I feel strongly that the article could probably** _____**Yours faithfully,**

Revision

VOCABULARY AND GRAMMAR

1 Choose the option that is NOT correct.

- 1 One of my capsule wardrobe items is a pair of **established / wide-leg / full** trousers.
- 2 The trend at the moment is to wear **pastel / suede / flamboyant** colours.
- 3 The film wasn't very enjoyable at all. In fact, I thought it was **overrated / mediocre / jaw-dropping**.
- 4 The most recent designs from this clothes shop are made from a **scarlet / clashing / satin** fabric.
- 5 Patterns such as **checked / plaid / cashmere** don't necessarily suit everyone.
- 6 The sun created a **dappled / luminous / docile** effect on the water in this painting.

Answers: 1 established 2 suede 3 jaw-dropping 4 clashing 5 cashmere 6 docile

2 Rewrite the sentences using the words in bold.

1 You sent an email **to** a person in this department, but unfortunately, he is absent from work today. **WHOM**

2 There will come a point when we need to reconsider our options and that is fast approaching. **AT**

3 This decision will affect a lot of our staff and many of them are naturally becoming anxious. **WHOM**

4 Please contact your supervisor if, at any time, you are concerned about any issues. **WHENEVER**

5 It doesn't matter who asks about the situation, the answer will remain the same. **WHOEVER**

Answers:

- 1 *The person to whom you sent the email is absent from work today.*
- 2 *There will come a point at which we will need to reconsider our options.*
- 3 *This decision will affect our staff, many of whom are becoming anxious.*
- 4 *Please contact your supervisor whenever you are concerned about any issues.*
- 5 *Whoever asks about the situation, the answer will always remain the same.*

USE OF ENGLISH

3 Complete the text with one word in each gap.

SUSTAINABLE CLOTHING

When it comes to buying clothes these days, we find ourselves in a quandary. We want to have new clothes, and yet the amount of clothing thrown away is bad news for the environment and a waste of natural resources, all of 1 _____ contributes to a moral dilemma. 2 _____ way you look at it, there is no clear solution. The clothes industry is of huge importance to the economy, a fact 3 _____ cannot be ignored. On the other hand, we tend to buy far too much and, according to figures 4 _____ were recently released, about 30 billion pounds worth of clothes lie unused in wardrobes in the UK. The situation needs to change, which is 5 _____ the emerging trend of clothes rental is becoming so popular. There are many sites and stores 6 _____ which you can subscribe and rent 7 _____ clothes you fancy. There are even sites 8 _____ the owners of items of clothing can pick customers with 9 _____ they wish to exchange outfits. The idea of being able to rent 10 _____ you need for special occasions is not new, but now it is extending to casual wear too. Is this the answer to finding really sustainable clothing?

Answers:

1 which 2 Whichever 3 which/that 4 which/that 5 why 6 to 7 whichever
8 where 9 whom 10 what

The Many Aspects of Creativity

A How can a **firm** make the most of **their** employees' creative abilities? One way is to have regular meetings in **which** ideas are brainstormed. To get the most out of **it**, people need to be informed about the aim of the meeting in advance to be able to come up with outlines of ideas **themselves**.

كيف يمكن للشركة أن تستفيد إلى أقصى حد من القدرات الإبداعية لموظفيها؟ إحدى الطرق هي عقد اجتماعات منتظمة يتم فيها توليد الأفكار بشكل جماعي (العصف الذهني). ولتحقيق أكبر فائدة من ذلك، ينبغي إبلاغ المشاركين مسبقاً بهدف الاجتماع حتى يتمكنوا من إعداد خطوط عامة لأفكارهم بأنفسهم.

 **Mention one way a firm can make the most of their employees' creative abilities.**

Answer: By having regular meetings in which ideas are brainstormed.

their → the employees of the firm

which → the meetings (in which ideas are brainstormed)

it → the brainstorming meetings

themselves → the employees (the same people who prepare ideas)

Much less effective is trying to force creativity, whether using a **carrot or a stick approach**. If ideas are demanded, **it can stress you out** and you probably won't think of anything useful.

أما محاولة فرض الإبداع، سواء باستخدام أسلوب الترغيب أو الترهيب، فهي أقل فعالية بكثير. فإذا طُلبت الأفكار بشكل إلزامي، فقد يؤدي ذلك إلى الضغط النفسي، وغالباً لن يتمكن المرء من التفكير في شيء مفيد.

Mention: Mention why forcing creativity is less effective.

Because if ideas are demanded, it causes stress and people probably won't think of anything useful.

it → the act of forcing creativity

you → the person being pressured (employees/people in general)

you → same reference (the person under stress)

you → same reference

On the other hand, in an experiment, a group of experts looked at artwork **which**, unknown to them, had either been produced for pleasure or to sell. They **consistently judged** the works of art made just for **sheer pleasure** to be better, so **it would seem that** the promise of financial benefit didn't help the quality of creativity either.

وعلى الجانب الآخر، في تجربة ما، قام فريق من الخبراء بتقييم أعمال فنية لم يعرفوا أنها قد أنتجت إما بدافع المتعة أو بغرض البيع. وقد **حكموا باستمرار** بأن الأعمال الفنية التي أنجزت **لمجرد المتعة** كانت أفضل، مما **يشير إلى أن** الوعد بالفائدة المالية لم يسهم في تحسين جودة الإبداع أيضاً.

Mention what the experts judged about the artworks.

Answer: They judged the works of art made just for sheer pleasure to be better.

which → the artwork (in which the condition was unknown to them) **them** → the group of experts
They → the group of experts **it** → the situation/result

B When thinking about **creativity**, many people assume that **they** need to have a completely new and original idea **to be considered** truly creative. Nothing could be further from the truth: creativity **is about** taking a current idea and developing **it** further or in a new direction.

عند التفكير في **الإبداع**، يفترض كثير من الناس أنهم بحاجة إلى فكرة جديدة تماماً وأصيلة **ليعتبروا** مبدعين بحق. لكن الحقيقة أبعد ما تكون عن ذلك؛ فالإبداع **يتمثل في** أخذ فكرة قائمة وتطويرها أكثر أو توجيهها في مسار جديد.

what creativity is really about.

Answer: Creativity is about taking a current idea and developing it further or in a new direction.

they → many people **it** → creativity

But what about that **Eureka moment** when an idea **pops into** someone's head out of the blue? In reality, **this** isn't what happens. Parts of our brains, our **subconscious**, are always working away in the background without us being aware of **it**, sorting through information and sending the final results and conclusions to our **conscious mind**, often when **we** are relaxing or thinking about something completely different.

وماذا عن تلك اللحظة المفاجئة التي يُطلق عليها "**لحظة يوريكا**" حين **تخطر** فكرة ما في ذهن شخص فجأة؟ فالحقيقة، أن ذلك ليس هو الذي يحدث. إذ إن أجزاء من أدمغتنا، أي **اللاوعي**، تعمل باستمرار في الخلفية دون أن ندرك ذلك، حيث تقوم بفرز المعلومات وإرسال النتائج والاستنتاجات النهائية إلى **وعينا**، وغالباً ما يحدث ذلك عندما نكون في حالة استرخاء أو نفكر في أمر مختلف تماماً.

what really happens instead of the Eureka moment.

Answer: Parts of our brains, the subconscious, work in the background sorting information and sending results to the conscious mind, often while we are relaxing or thinking of something else.

this → the Eureka moment **it** → the subconscious working in the background
our → people in general (our conscious mind) **we** → people in general (when we are relaxing or thinking)

C Is creativity important for society? The obvious answer is 'yes,' as **it** gives us not only the arts but **innovations** and inventions. We should therefore **value it** and make sure that creativity isn't neglected, particularly in schools.

هل الإبداع مهم للمجتمع؟ الجواب الواضح هو "نعم"، إذ يمنحنا ليس فقط الفنون بل أيضاً **الابتكارات** والاختراعات. لذلك ينبغي أن **نقدّر** هل الإبداع من ألا يُهمل، خصوصاً في المدارس.

Why is creativity important for society.

Answer: Because it gives us not only the arts but also innovations and inventions.

it → creativity

The problem is judging how important it is **compared** to other subjects. Inevitably, parents are concerned about **their** children's job prospects and, as a result, pressure **is brought upon** schools **to squeeze** less essential subjects, like arts, out of the curriculum.

تكمّن المشكلة في كيفية الحكم على أهميته مقارنة بالمواد الأخرى. فبطبيعة الحال، يقلق الآباء بشأن آفاق عمل أبنائهم (فرص الحصول على وظيفة مستقبلاً)، ونتيجة لذلك يُمارَس ضغط على المدارس لاستبعاد المواد الأقل أهمية، مثل الفنون، من المناهج الدراسية.

Mention why parents are concerned about their children's education.

Answer: Because they are worried about their children's job prospects.

it → creativity (how important it is compared to other subjects)

their → parents (their children's job prospects)

How can we persuade decision makers that creativity is **vital**? Perhaps by focusing on **its** importance to employers and the financial rewards **it** can lead to, so that the link between creativity and **career success** is clear.

كيف يمكننا إقناع صانعي القرار بأن الإبداع أمر حيوي؟ ربما من خلال التركيز على أهميته لأصحاب العمل وعلى المكافآت المالية التي يمكن أن يحققها، بحيث يصبح الرابط بين الإبداع والنجاح المهني واضحاً.

Mention one way to persuade decision makers that creativity is vital.

Answer: By focusing on its importance to employers and the financial rewards it can lead to.

its → creativity (its importance to employers)

it → creativity (the financial rewards it can lead to)

D Although not everyone can be a **genius**, we are all, to a certain extent, **creative**. **This** is most notable in very young children **who** spend **their** time exploring, testing and experimenting.

على الرغم من أن ليس كل شخص يمكن أن يكون عبقرياً، فإننا جميعاً، إلى حد ما، مبدعون. ويظهر ذلك بوضوح في الأطفال الصغار جداً الذين يقضون وقتهم في الاستكشاف والاختبار والتجريب.

Mention how creativity is most notable in very young children.

Answer: It is shown in their time spent exploring, testing, and experimenting.

This → the fact that we are all creative

who → very young children

Regrettably, it seems that as soon as kids reach school age, **they** are dissuaded from showing the same **inquisitiveness** towards **their** learning and, instead, are expected to **conform** to numerous rules. **This**, in turn, proves **counterproductive** when developing imagination and creativity.

ومع الأسف، يبدو أنه ما إن يبلغ الأطفال سن المدرسة حتى يُنبطوا عن إظهار نفس الفضول تجاه تعلمهم، ويتوقع منهم بدلاً من ذلك أن يلتزموا بقواعد عديدة. وهذا بدوره يثبت أنه غير مثمر عند تنمية الخيال والإبداع.

Mention what proves counterproductive when developing imagination and creativity.

Answer: The fact that kids are dissuaded from showing inquisitiveness and are expected to conform to rules.

it → the situation/problem (that kids are dissuaded from showing inquisitiveness)

they → kids **their** → kids (their learning)

This → the situation of kids being dissuaded and expected to conform

in turn (ليست ضمير لكنها رابط سببي) → نتيجة مترتبة على ما سبق

However, as children grow up and join the world of work, **they** are often required to think outside the box in order to solve problems in a new way and **are criticized** when found to be **incapable** of doing so. But, all is not lost – research **demonstrates** that creativity is 80% **learnt** so **this innovative thinking** can be trained, just like anything else. **Practice makes perfect.**

ومع ذلك، عندما يكبر الأطفال وينضمون إلى عالم العمل، يُطلب منهم غالبًا أن يفكروا خارج الصندوق من أجل حل المشكلات بطريقة جديدة، **ويُنتقدون** إذا وجدوا **غير قادرين** عن القيام بذلك. لكن، لم يفقد كل شيء؛ إذ **تُظهر** الأبحاث أن الإبداع **يكتسب** بنسبة 80%، وبالتالي يمكن تدريب هذا **التفكير الابتكاري** مثل أي شيء آخر. فالممارسة تصنع الكمال.

Mention what research demonstrates about creativity.

Answer: Research demonstrates that creativity is 80% learnt and can be trained like anything else.

they → children **their** → children

so (ليست ضمير لكنها رابط سببي) → نتيجة مترتبة على البحث **this** → innovative thinking (that can be trained)

anything else (ليست ضمير لكنها تعبير عام) → other skills or abilities

For questions 1–8, choose from texts A–D. Each text may be chosen more than once. Which text contains the following statements?

- 1 Creativity may be stifled because of worries about your offspring's futures.
- 2 Neither threats nor rewards will produce the optimal form of creativity.
- 3 Sudden ideas are the result of thought processes we are oblivious to.
- 4 Creativity is not only neglected but also consciously discouraged.
- 5 Ideas should not be expected to flow spontaneously.
- 6 Being creative can lead to advantages at work.
- 7 Creativity is also about adapting and expanding existing solutions.
- 8 Suppressing our instinctive creativity limits our potential.

Answers

1 C, D 2 A 3 B 4 C, D 5 A 6 C 7 B 8 C, D

The end of unit seven