



## UNIT Seven

هل هذا أمر عادل؟ *Is it fair?*



1. Reported Speech	الكلام المنقول	P. 2-11
2. Test Yourself	أختبر نفسك	P. 11 – 12
3. Reporting Verbs		P. 13 – 17
4. Test yourself	أختبر نفسك	P. 17
5. Important words / phrases	كلمات/عبارات مهمة	P. 19
6. Collocation / Social Issues	تركيبات لغوية / القضايا الاجتماعية	P. 20 – 23
7. Active Pronunciation / Aspiration	النطق النشط / نفخة هواء خفيفة	P. 23 – 24
8. Reading and Vocabulary	القراءة والمفردات اللغوية	P. 24 – 28
9. Speaking / Expressing Opinions	التحدث/التعبير عن الآراء	P. 29 – 30
10. Writing and Vocabulary / An Article	الكتابة والمفردات / مقال	P. 30 – 35
11. Derivation	الاشتقاق	P. 36 – 39
12. Revision	مراجعة	P. 39 – 41

## REPORTED SPEECH

### ★ Basic rules

When we report what people said, we:

#### 1. move the original verb 'one tense back', except for the Past Perfect.

I 've found you a new phone.'  $\longrightarrow$  He told me (that) he had found me a new phone.

Direct Speech	Reported Speech
"I <u>want</u> a holiday" <b>Present simple</b>	She told me she <u>wanted</u> a holiday. <b>Past simple</b>
"Bob <u>is annoying</u> me." <b>Present continuous</b>	Jane said Bob <u>was annoying</u> her. <b>Past continuous</b>
"I <u>have eaten</u> too much." <b>Present perfect simple</b>	He said he <u>had eaten</u> too much <b>Past perfect simple</b>
"The class <u>has been</u> interesting." <b>Present perfect continuous</b>	Anne said the class <u>had been</u> interesting. <b>Past perfect continuous</b>
"I <u>saw</u> her arrive." <b>Past simple</b>	He told me he <u>had seen</u> her arrive. <b>Past perfect simple</b>
"The team <u>were playing</u> well." <b>Past continuous</b>	John said the team <u>had been playing</u> well. <b>Past perfect continuous</b>
"I <u>had arrived</u> before 9 am." <b>Past perfect simple</b>	She said that she <u>had arrived</u> before 9 am. <b>No change</b>
"We <u>had been working</u> together for 3 years." <b>Past perfect continuous</b>	Mick told me that they <u>had been working</u> together for 3 years. <b>No change</b>
"I <u>will take</u> you out tonight." <b>Will</b>	He said that he <u>would take</u> me out tonight <b>Would</b>
"I <u>can</u> easily <u>pass</u> the test." <b>Can</b>	She said she <u>could</u> easily <u>pass</u> the test. <b>Could</b>
"You <u>must leave</u> immediately." <b>Must</b>	He told me that I <u>had to leave</u> immediately. <b>Had to</b>
"We <u>may go</u> out later." <b>May</b>	She said they <u>might go</u> out later. <b>Might</b>
"You <u>ought to come</u> at 7 pm." <b>Ought to</b>	He told me I <u>ought to come</u> at 7 pm. <b>No change</b>
"I <u>should have</u> helped you ." <b>Should -might-could-would</b>	He said he <u>should</u> have helped me. <b>No change</b>
"I <u>have to finish</u> this report." <b>Have to + v1/ has to + v1 / had to + v1</b>	She said she <u>had to finish</u> the report <b>had to + v1</b>

**Modal verbs** must  $\rightarrow$  must or had to

★ If "must" expresses necessity or obligation, it often changes to "had to" in the past tense.

"I must finish this by 7 p.m."  
She said she **had to** finish it by 7 p.m..

mustn't = mustn't

When "must" is used to show certainty or deduction in direct speech, it typically remains "must" in reported speech, as it reflects a general assumption.

"He must be at work by 8 a.m."  
She said he **must** be at work by 8 a.m.

In summary, "**had to**" replaces "must" when reporting past necessity or obligation, while "**must**" remains when expressing present certainty.

1. "I must leave."

She said \_\_\_\_\_

2. "It must be raining outside; the ground is wet."

She said \_\_\_\_\_

3. "He must know the answer. He's been studying all week."

She said \_\_\_\_\_

4. "You must wear a helmet when riding your bike."

She told me \_\_\_\_\_

### Answers:

1 she **had to** leave.

2 it **must** be raining outside because the ground was wet.

3 She said he **must** know the answer. He'd been studying all week.

4 She told me I **had to** wear a helmet when riding my bike.

### 2 use say (that) or tell + object (that):      **3 asked + if / whether /wh word / how**

He (said) (told me) he would come.

He \_\_\_\_\_ (that) ..... ( said / told / asked )

She \_\_\_\_\_ me (that) ..... ( said / told / asked )

Ali \_\_\_\_\_ Omar (that) ..... ( said / told / asked )

Dana \_\_\_\_\_ why he had slept late. ( said / told / asked )

Jana \_\_\_\_\_ if he had bought the car. ( said / told / asked )

★ Complete the sentences with asked, said or told. W.B P.12 EX: 3.

1 The police officers **asked** me whether I was 18 years old.

2 The security guard .....us not to enter the building.

3 The firefighters .....we had to stay behind the barriers.

4 The conductor .....if he could see our tickets.

5 The driving instructor..... you that you needed to slow down.

Answers 2 told 3 said 4 asked 5 told

Direct	Reported (Indirect)
1. this	That
2. these	Those
3. here	there
4. now	then
5. today	that day
6. tonight	that night
7. at the / this moment	at that moment
8. yesterday	- the day before - the previous day
9. last (month)	- the month before - the previous month
10. ago	before
two days ago	two days before
11. tomorrow	- the following day - the day after
12. next (month)	- the following month - the month after
13. in 2000	by 2000

**4. References to time, place and this/that:**

Direct	Reported (Indirect)
this + time expressions this year	→ that (in time expressions) That year
this/that + Noun this house that car	→ the + Noun the house the car

**5. Pronouns Change:**

Direct	Reported	Direct	Reported
I	he/she	me	him/her
we	they	us	them
you	he / she / they	you	him / her / them
my	his / her	mine	his / hers
our	their	ours	theirs
your	his / her / their	yours	his / hers / theirs

### Statements:

- "We will prepare a presentation about the usage of solar power in the area."  
The students said .....
- "I am having dinner with my grandparents."  
Rashed told me .....
- My favourite subject this year is English.  
Hussein told me .....
- We have to give a talk about the advantages and disadvantages of the Internet next week, so I'll need to prepare it this week.  
Ahmad said .....

### Answers:

- (that) they would prepare ....
- (that) he was having dinner with his grandparents.
- (that) his favourite subject that year was English.
- (that) they had to give a talk about the advantages and disadvantages of the Internet the following week, so he would need to prepare it that week.

### ★ Rewrite each **statement** in reported speech. S.B P 17. EX:9

**1** Charity workers **installed** new drinking taps and a new toilet block in the village **last week**. The village **has not had** fresh water for many years, so the changes **will make** a big difference. The journalist said that \_\_\_\_\_

**2** Many children now go to school for longer because they don't have to walk long distances to find water. **I would like to thank** the charity for helping our village. I have one question. How soon will it be before all the villages in the area have the same help?

The villager said that \_\_\_\_\_

### Answers

**1** The journalist said that charity workers had installed new drinking taps and a new toilet block in the village last week. The village had not had fresh water for many years, so the changes would make a big difference.

**2** The villager said that many children now go to school for longer because they don't have to walk long distances to find water. He thanked the charity for helping their village and asked how soon it would be before all the villages in the area had the same help.

من نهفات المنهاج الجميل

would like to thank → thanked



## Reporting Questions:

**Reported:** He asked (me) if/whether I could write.

### Questions

#### Yes -No questions

"Do you want some cake?"

He asked him **if /whether** he wanted some cake.

Are you studying now?"

He asked me **if/whether** if he was studying then

#### Wh-questions

"What will he buy?"

She asked me **what** he would buy.

"How often do you play hockey?"

He asked me **how often** I played hockey.

1. "Will you be at the office?"

He asked me \_\_\_\_\_

2. "Where are you going?"

She asked me \_\_\_\_\_

3. "Did you finish your homework?"

He asked me \_\_\_\_\_

4. "What time does the train leave?"

They asked \_\_\_\_\_

5. "Are they coming to the party?"

She asked me \_\_\_\_\_

6. "Why is Omar leaving the meeting early?"

She asked \_\_\_\_\_

### Answers

1. if I would be at the office.
2. where I was going.
3. if I had finished my homework.
4. what time the train left.
5. if they were coming to the party.
6. why Omar was leaving the meeting early.

## ★ Reporting Commands

**Use tell + object + (not) + ( to + v1 ) to report commands:**

Direct: Meet me here this today.

Reported: He told me to meet him there that day.

## ★ Reporting Requests

**Use ask + object + (not) + ( to + v1 ) to report requests:**

Buy this fish.

He asked me to buy the fish.

Don't smoke.

He asked me not to smoke.

## ★ No Change

**It is not necessary to change verbs when:**

1. We use a **Present Simple / Present Perfect** reporting verb:

V/s – V.1 / has – have + V.3

Active: I will be back next week.

Reported: He says/has said he'll be back next week.

2. The statement **is reported** soon after it was said so the situation is still relevant:

He said he'll be back next week. (It's the same week.)

3. The reporter **believes** that the fact/opinion is still true:

Dad said he is very happy.

**Fact:**

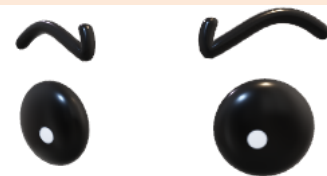
"The sun rises in the east."

The teacher said that the sun rises in the east.

**Opinion:**

"I think this movie is great,"

Sarah said that she thinks the movie is great.



بدها تركيبين هون

## ★ In pairs, discuss the questions, giving examples in each case from Exercise 5. SB P.17 Ex: 6

- 1 What usually happens to tenses in reported speech?
- 2 How does the word order change when we report Wh- and Yes/No questions?
- 3 How do will and can change in reported speech?
- 4 Does should change in reported speech?
- 5 What happens to pronouns, place and time phrases in reported speech?

**Answers**

- 1 We move the original verb 'one tense back'
- 2 There is **no change of word order of subject and verb**
- 3 will = would, can = could
- 4 Should does not change
- 5 Subject pronouns change, e.g. 'I will go ...' = 'He said he would go ...', here = there, now = then, etc.

★ Look at examples a–c in Exercise 7. What do you notice about the use of tenses? Match the examples with rules 1–3 below. SB P.17 EX:8

a 'He said **he's going** to do the same at another village **next week** as well.'

b 'He **says it's** really important to help all the villages in the area.'

c 'He says he's really determined to make the project work.'

1  We **do NOT change direct speech into reported speech** when the **reporting verb** is in **the present tense**.

2  We may choose **NOT to change direct speech** when the action **is still happening or is going to happen**.

3  We may also choose **NOT to change** when the direct speech describes **a general truth or fact**.

1 b	2 a	3 c
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★ Read the reported statements and choose the correct forms to complete the sentences in direct speech. W.B P.12 EX: 1

1 She asked what I had been thinking about at the meeting. \*\*\*

'What **were you thinking / have you been thinking** about at the meeting?'

2 He said we should only talk about important things.

'We should **only have talked / only talk** about important things.'

3 He asked us whether we believed the weather was getting hotter.

'**Did you / Do you** believe the weather is getting hotter?'

4 She said people had talked about the effects of global warming.

'People **have talked / talk** about the effects of global warming.'

5 He said that their recycling efforts would help.

'Our recycling effort **will / would help**.'

**Answers** 1 have you been thinking 2 only talk 3 Do you 4 have talked 5 will

★ Choose the correct forms to complete the news report. W.B P.12 EX: 2.

Students went to a meeting about climate change yesterday. Our reporter asked student representative, Alia Altahhan why **1 had students / students had** joined the meeting. Alia said that they **2 are / were** extremely concerned about the state of the planet and **3 have / had** decided to join the discussion after hearing about similar meetings taking place around the world **4 the week before / last week**. When interviewed, Alia asked why **5 factories weren't / weren't factories** doing more about cutting pollution.

Answers 1 students had 2 were 3 had 4 the week before 5 factories weren't

★ Choose the correct words a–c to complete the text. W.B P.12 EX: 4

I met a guy at a talk last week. He looked a bit confused, so I asked him **1 a that b why c if** I could help him. He said that he wanted to know how he **2 a couldn't b could c wants** get to the lecture theatre. He told me that he **3 a wasn't b hadn't been c hasn't been** to this university before. So I told him that I **4 a can b will c would** show him the way. He thanked me and we went **5 a apart b other c together**

1 c 2 b 3 b 4 c 5 c

★ Complete the reported questions. Only change the tenses if necessary. W.B P.13 EX: 5

1 'Why are you leaving early?'

He asked us why we were leaving early.

2 'Were you at the meeting yesterday?'

She wanted to know if I .....

3 'What will you be asking for?'

She's just asked us .....

4 'How many people went to the meeting last week?'

He asked how many people.....

5 'How long have you all been preparing the dinner?'

He wanted to know..... dinner.

6 'Are you hopeful the meeting will be successful?'

She often asks me.....

Answers:

2 had been at the meeting the day before

3 what we will be asking for

4 had gone to the meeting the week before

5 how long we had all been preparing the

6 if I am hopeful the meeting will be successful

★ Report the comments and questions. Only change the tenses if necessary. W.B P.13 EX: 6

1 'Could I ask you a few questions here and now?'

He asked **if he could ask me a few questions** there and then.

2 'They have been trying to find the answer to the maths problem.'

She said .....

3 'We and a few other friends had a meeting last week.'

They say.....

4 'Stop what you are doing right now!'

She ordered us.....

5 'It has been a successful day at work today.'

They said.....

### Answers:

2 (that) they had been trying to find the answer to the maths problem

3 (that) they and a few other friends had a meeting last week

4 to stop what we were doing right then

5 (that) it had been a successful day at work (that day)

★ Report the sentences. If it's possible to report them in two ways, write both answers. W.B P.13 EX: 7.

1 'People are getting really upset about the issue.'

She **said** that people **were getting really upset about the issue.**

2 'This conference is amazing.'

She **says** that.....

3 'I love helping other people.'

She **said** that she.....

4 'The conference has been a great success.'

She **says** that the conference.....

### Answers

2 this conference is amazing

3 loves helping other people / loved helping other people

4 has been a great success

★ Use the prompts to report the conversation. W.B P.13 EX: 8.

*Last week ...*

**Rashed** Are you going to the lecture this afternoon, Osama?

**Osama** I'm not sure, but I might. Who else will be there?

**Rashed** Salah and Talal will be going.

**Osama** Did you tell Ziad about it?

**Rashed** Yes, I did.

**Osama** In that case, I've made up my mind. I'm definitely going to go.

1 Rashed asked Osama whether he was going to the lecture that afternoon.

2 Osama replied that.....

3 Then he asked .....

4 Rashed told him that .....

- 5 Osama wanted to know if.....  
 6 But he said that .....

### Answers

- 2 he wasn't sure, but he might                      3 who else would be there  
 4 Salah and Talal would be going                      5 he had told Ziad about it                      6 he had

### ★ Look at these sentences reporting what people said. Write what they said originally in direct speech. SB P.17 Ex: 5

1 The reporter said that in today's programme, they would look at some of the amazing things that different charities were doing.

'In today's programme, we.....'

2 The professor said that others had to wash in rivers because they didn't have clean water in their houses to have a bath or shower.

'Others .....

3 The reporter asked how the charity could help these people.

'So how.....?'

4 The professor said that dirty water had mixed with clean water and that had made people ill.

'Dirty water.....'

5 The reporter said that he could see the charity really should make a difference to people's lives

'I .....

6 The professor told us to remember 90% of the world's natural disasters were related to water.

'.....'

### Answers

1 'I'll look at some of the amazing things that different charities are doing.

2 have to wash in rivers because they don't have clean water in their houses to have a bath or shower.

3 can the charity help these people?

4 mixed with clean water and this made people ill.

5 can see the charity really should make a difference to people's lives.

6 Remember, 90% of the world's natural disasters are related to water.

## TEST YOURSELF

**1 Rewrite the sentences in reported speech, making any necessary changes.**

1 'The report the newspaper published yesterday has caused a lot of discussion'.

Mr Bager said .....

2 'Don't block the doors of the building!'

We ordered them .....

3 'Why can't you listen to what we are saying?'

He asked us .....

4 'Everyone who has taken part in the beach clean-up today will come back next week.'

We told the journalists that .....

5 'We are going to be at the meeting this afternoon.'

They said that .....

6 "Are they coming to the concert?"

He asked .....

7 "Did you enjoy the trip?"

She asked .....

8 I went to the theatre with my friends.

**The correct reported speech of the sentence above is:**

- A) Ibraheem said that he had gone to the theatre with his friends.
- B) Ibraheem said that he have gone to the theatre with my friends.
- C) Ibraheem said that he went to the theatre with her friends.
- D) Ibraheem said that he has gone to the theatre with his friends.

**9 "I'll never forget your birthday again." \***

- A. Rami told Muna that he will never forget her birthday again.
- B. Rami told Muna that he would never forgot her birthday again.
- C. Rami told Muna that he would never forget her birthday again.
- D. Rami told Muna that he would never forget his birthday again.

**10 "All students are taking part in the project now."**

- A. Ahmed said all students were taking part in the project now.
- B. Ahmad said all students had been taking part in the project then.
- C. Ahmad said all students were taking part in the project now.
- D. Ahmad said all students were taking part in the project then.

**11 "I've lived in Amman for six years."**

- A. Sami said that he had lived in Amman for six years.
- B. Sami said that he lived in Amman for six years.
- C. Sami said that he has lived in Amman for six years.
- D. Sami said that he had been lived in Amman for six years.

**Answers:**

1 (that) the report the newspaper had published the day before had caused a lot of discussion

2 not to block the doors of the building 3 why we couldn't listen to what they were saying

4 everyone who had taken part in the beach clean-up that day would come/go back the following week

5 they were going to be at the meeting that afternoon

6 if they were coming to the concert. 7 if I had enjoyed the trip. 8. A 9. C 10. D 11. A

## REPORTING VERBS

★ We use a variety of verbs that have more than one pattern.

• **Verb + (that) + clause**

He **explained (that)** tickets were expensive.

She **admitted (that)** she was wrong.

explain	يشرح	admit	يعترف	agree	يوافق	complain	يشتكى
deny	ينكر	insist	يُصرّ	promise	يعد	recommend	يوصي
regret	يندم	suggest	يقترح				

• **Verb + object + (that)**

He **warned him (that)** he was in danger.

warn	يحذر	advise	ينصح	persuade	يقنع
promise	يعد	remind	يذكر		

• **Verb + (not) to + v.1**

He **offered to pay** them \$10 an hour.

The publishers **promised to look** at her book.

Offer	يعرض	promise	يعد	agree	يوافق	regret	يندم
decide	يقرر	refuse	يرفض	threaten	يهدد		

• **Verb + object + (not) to + v.1**

They **encouraged him to try** again.

encourage	يشجع	ask	يسأل	invite	يدعو
order	يأمر	persuade	يقنع	remind	يذكر
Tell	يخبر	warn	يحذر	advise	ينصح

• **Verb + (not) v.ing**

She **suggested getting** a job as a secretary.

suggest	يقترح	admit	يعترف	advise	ينصح
Deny	ينكر	recommend	يوصي	regret	يندم

• **Verb + preposition + (not) v.ing**

They **apologised for not listening** to her.

apologise for	يعتذر عن	insist on	يصر على	object to	يعترض على
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• **Verb + object + preposition + (not) v.ing**

He **criticised her answer for being** too short.

criticise somebody/something for	ينتقد شخصاً/شيئاً بسبب
accuse somebody of	يتهم شخصاً بـ
blame somebody/something for	يلوم شخصاً/شيئاً على
congratulate somebody on	يهنئ شخصاً بـ
praise somebody for	يمتدح شخصاً لـ
warn somebody against/about	يحذر شخصاً من/عن

★ We use **that + should clause** to provide **information about the object**. We use it with **verbs** that express the idea that an **action is necessary**, e.g. **demand, recommend, suggest**.

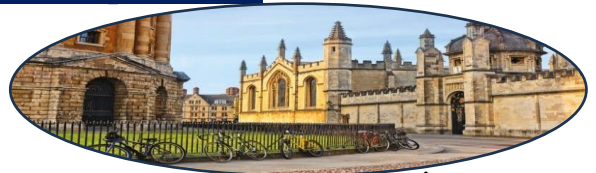
His boss **suggested that he should** take a holiday.

They **recommended that she should** drive.

★ We can also use **these verbs with that + Present/Past Simple clause**:

He **insisted that they take/took** the money.

She **proposed that he take/took** a computer.



## SACKED FOR BEING TOO OLD! طُردت لكونها كبيرة في السن

A university professor, Paul Ewart, has won an age **discrimination claim** when he was **sacked** after being told he was too old to do his job. Under age **discrimination laws** in the UK, it is **illegal** to discriminate in any way on the basis of age. Oxford University introduced a rule to say that **senior staff** had to **retire** the September before they were 69 in the hope of **recruiting** younger staff. Professor Ewart said he was **previously** told he could work until he was 69. The **judge** agreed and said Oxford had to give him his job back. He was **awarded** the sum of £30,000 **compensation**.

فاز الأستاذ الجامعي، بول إيوارت، بدعوى تمييز على أساس السن عندما فصل من عمله بعد أن قيل له إنه كبير في السن لأداء عمله. بموجب قوانين تمييز العمر في المملكة المتحدة، يُعد التمييز على أساس العمر أمراً غير قانوني. أدخلت جامعة أكسفورد قاعدة تنص على أن كبار الموظفين يجب أن يتقاعدوا في سبتمبر قبل بلوغهم سن 69 عاماً على أمل توظيف موظفين أصغر سناً. قال البروفيسور إيوارت إنه قيل له سابقاً أنه يمكنه العمل حتى سن 69 عاماً. وافق القاضي على ذلك وقال إن على أكسفورد أن تعيده إلى وظيفته. وحُكم له بمبلغ 30,000 جنيه إسترليني كتعويض.

★ Choose the correct answer. S.B P.22 EX: 4.

- 1 The university where he worked **admitted** that they **had made / have made** him leave before he was 69.
- 2 But they **agreed** **letting / to let** him continue working until he was 69.
- 3 I'm not surprised the professor **criticised them for** **sacking / sack** him?
- 4 Maybe they **regretted** **agreeing / to agree** that he could work for longer.
- 5 It's a pity someone didn't **advise them** to not sack / not to sack him for being too old.

**Answers** 1 had made 2 to let 3 sacking 4 agreeing 5 not to sack

★ Choose the correct words a–c to complete the sentences. W.B P.16. EX.3

1 Mazen agreed \_\_\_\_\_ the old man was discriminated against.

- a that                      b to                      c she

2 The man at the information desk advised \_\_\_\_\_ to leave our phone number.

- a that                      b we                      c us

3 Nader offered \_\_\_\_\_ lend Maher his car for the weekend.

- a to                      b for                      c he would

4 The musician objected \_\_\_\_\_ playing only his hits at the concert.

- a that                      b to                      c for

5 The police praised Imad \_\_\_\_\_ saving the man’s life.

- a on                      b of                      c for

Answers      1 a   2 c   3 a   4 b   5 c

★ Rewrite the sentences in reported speech, using verbs from the box. S.B P.22 EX: 6

offered – denied – accused – apologised – congratulated – promised - encouraged

1 Abeer: ‘It was that man who stole the money!’

2 Adel: ‘I didn’t break Jamal’s phone!’

3 Habib: ‘I’ll help you with the boxes.’

4 Laith: ‘You should get more exercise, Omar.’

5 Hamed: ‘I’ll always remember you!’

6 Nour: ‘I hear you’ve graduated, Samia. Congratulations!’

7 Reem: ‘I’m really sorry I forgot your birthday, Suha.’

Answers

1 Abeer accused a man of stealing the money. 2 Adel denied breaking Jamal’s phone.

3 Habib offered to help with the boxes. 4 Laith encouraged Omar to get more exercise.

5 Hamed promised that he would always remember me.

6 Nour congratulated Samia on her graduation. 7 Reem apologised for forgetting Suha’s birthday.

★ Put the words in order to make sentences. W.B P.16. EX.1

1 promised / the police officer / she /would / that / investigate the matter

The police officer promised that she would investigate the matter.

2 was due next lesson / the teacher /the students / reminded / their homework /that

3 to collect / Salwa / agreed / from school / her sister

4 the doctor / us / much more exercise / to get / advised

5 for / apologised / waking / Noura / the baby

6 insisted on / his original birth certificate /Rakan / bringing / the secretary

## Answers

- 2 The teacher reminded the students that their homework was due next lesson.  
 3 Salwa agreed to collect her sister from school.  
 4 The doctor advised us to get much more exercise.  
 5 Noura apologised for waking the baby.  
 6 The secretary insisted on Rakan bringing his original birth certificate.

★ **Match sentences in direct speech a–f with reported sentences 1–6 from Exercise 1. W.B**

**P.16. EX.2**

- a  'I'm afraid we need to see the original, not a copy.'  
 b  'You really should walk, run or swim more.'  
 c  'Don't forget to hand in your essays next lesson.'  
 d  'I'll look into this for you, Madam.'  
 e  'OK, I'll pick her up, Mum.'  
 f  'Oh, I'm so sorry I woke her up!'

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

★ **Rewrite the sentences in reported speech using a suitable reporting verb from the box. W.B**

**P.16. EX.4.**

accused – suggested – admitted – promised

- 1 'I wish I hadn't bought white trainers.'  
 Osama regrets/regretted buying white trainers.  
 2 'I will cook for you on Saturday.'  
 Nadia .....  
 3 'I was wrong.'  
 Muna .....  
 4 'Why don't we have a picking-up-litter day?'  
 Rashed .....  
 5 'Ali is so negative.'  
 Tareq .....

## Answers

- 2 promised to cook for me on Saturday      3 admitted that she had been wrong  
 4 suggested having a picking-up-litter day      5 accused Ali of being negative

## TEST YOURSELF

- 1 The guide explained that the museum \_\_\_\_\_ at 5 PM.  
a) closes                      b) closed                      c) will close
- 2 They promised her \_\_\_\_\_ the project by the deadline.  
a) to finish                      b) finishing                      c) finish
- 3 She invited \_\_\_\_\_ to the party.  
a) to come                      b) come                      c) them to come
- 4 They admitted \_\_\_\_\_ the report incorrectly.  
a) writing                      b) to write                      c) write
- 5 The guide reminded \_\_\_\_\_ our tickets before entering the museum.  
a) us to keep                      b) us keeping                      c) to keep
- 6 It's a shame he didn't advise \_\_\_\_\_ him for being too inexperienced.  
a) them to not fire                      b) them not to fire                      c) not to fire
- 7 He insisted \_\_\_\_\_ the plan at the last minute.  
a) to changing                      b) on changing                      c) on change
- 8 They congratulated \_\_\_\_\_ the award.  
a) on winning                      b) him to winning                      c) him on winning
- 9 She \_\_\_\_\_ him for forgetting to send the email.  
a) blamed                      b) congratulated                      c) praised
- 10 Which sentence expresses the idea that an action is necessary.  
a) The teacher suggested that we should study harder.  
b) He said he had bought a car.  
c) Aya said he would travel to the Lebanon.

**Answers** 1 b 2 a 3 c 4 a 5 a 6 b 7 b 8 c 9 a 10 a

★ Read a news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box. You can use the verbs more than once. **SB P.76**.



**advise - explain - insist - object - refuse - suggest**

A pilot at a UK airline company has claimed he unfairly lost his job after he developed a fear of flying. The pilot said that he had worked for the airline for seven years before there were any problems. He **1said that it only started when** the airline changed planes and started going on longer journeys. He **2said that it was these longer routes** that made him start to feel ill and worried about his work. Doctors **3told him of ways to feel better** but these were unsuccessful, and when he **4told his bosses that he was**

too ill to fly, they sacked him. He 5said this was not fair and 6said that he should definitely have been offered work on other planes that went on shorter journeys. The airline company 7said that they did not agree to his suggestion.

### Suggested answer:

A pilot at a UK airline company has claimed he unfairly lost his job after he developed a fear of flying. The pilot said that he had worked for the airline for seven years before there were any problems. He <sup>1</sup>explained that it only started when the airline changed planes and started going on longer journeys. He <sup>2</sup>insisted that it was these longer routes that made him start to feel ill and worried about his work. Doctors <sup>3</sup>advised him of ways to feel better, but these were unsuccessful, and when he <sup>4</sup>explained to his bosses that he was too ill to fly, they sacked him. He <sup>5</sup>insisted this was not fair and <sup>6</sup>suggested that he should definitely have been offered work on other planes that went on shorter journeys. The airline company <sup>7</sup>refused to agree to his suggestion.

★ Read another news report about an unfair situation. Tell your partner about what happened and what was said, replacing the underlined sections with the correct form of the reporting verbs from the box. **S.B.P.79**



admit - agree - apologise - encourage - offer - praise - remind

Helen Brown was a manager at a care home for elderly adults. People often 1said how good she was at her job. She used to organise a Friday music night for the residents where she sang for them on stage. She 2was happy for them to join her if they wanted. One night, she posted photos of the event on social media where they were seen by a relative of one of the people who lived in the institution. The next day, her bosses 3asked if she remembered that this was against the rules. The care home <sup>4</sup>gave Helen a choice – lose her job or take a lower-paid position instead. Helen 5said she knew she had broken the rules, and 6said she was sorry that she had done it, but that this didn't seem fair. It took a year, but eventually a judge 7had the same view as Helen that she didn't deserve to lose her job.

### Suggested answer:

Helen Brown was a manager at a care home for elderly adults. People often <sup>1</sup>praised her for being good at her job. She used to organise a Friday music night for the residents where she sang for them on stage. She <sup>2</sup>encouraged them to join her if they wanted. One night, she posted photos of the event on social media where they were seen by a relative of one of the people who lived in the institution. The next day, her bosses <sup>3</sup>reminded her that this was against the rules. The care home <sup>4</sup>offered to give Helen a choice – lose her job or take a lower-paid position instead. Helen <sup>5</sup>admitted she knew she had broken the rules, and <sup>6</sup>apologised for having done it, but that this didn't seem fair. It took a year, but eventually, a judge <sup>7</sup>agreed with Helen that she didn't deserve to lose her job.

## IMPORTANT WORDS AND PHRASES

★ Make sure that you are familiar with these words.

حفظ

1. contaminate fresh water supplies	يلوث مصادر المياه العذبة	15. set out	يشرع في / يبدأ
2. broken pipes	أنابيب مكسورة	16. set up	ينصب / يقيم / يرتب
3. environmental problems	مشاكل بيئية	17. test	يختبر / اختبار
4. install new toilets	تركيب مراحيض جديدة	18. anonymous	مجهول الهوية / غير معروف
5. natural disasters	كوارث طبيعية	19. commission	عمولة
6. provide water filters	يوفر فلاتر المياه	20. foundation	مؤسسة
7. enforce	يفرض	21. ill-equipped	غير مُجهز بشكل كافٍ
8. equal	متساوٍ / متكافئ	22. industrious	مجتهد / كادح
9. expand	يوسّع	23. integral	أساسي / لا يتجزأ / متكامل
10. gender equality	المساواة بين الجنسين	24. intern	متدرب
11. homelessness	التشرّد	25. proceeds	العائدات / الإيرادات
12. institution	مؤسسة	26. prove	يثبت / يبرهن
13. justify	يبرر	27. unemployment	البطالة
14. racism	العنصرية		

## ★ VOCABULARY AND GRAMMAR

In pairs, read the quote. What do you think it means?



Our lives begin to end the day we become silent about things that matter.



تبدأ حياتنا في الانتهاء في اليوم الذي نصمت فيه عن الأشياء المهمة.

### Suggested Answer:

The quote means that when we stop speaking up about important issues, we stop truly living and lose our purpose.

## Collocations

Collocations	Meaning in Arabic
contaminate fresh water supplies	يلوث مصادر المياه العذبة
provide water filters	توفير فلاتر المياه
environmental problems	المشاكل البيئية
broken pipes	الأنابيب المكسورة
install new toilets	تركيب مراحيض جديدة
natural disasters	الكوارث الطبيعية

★ Use the words in the box to complete the phrases and collocations.

broken - contaminate - environmental - install - natural - provide

- 1 \_\_\_\_\_ fresh water supplies
- 2 \_\_\_\_\_ water filters
- 3 \_\_\_\_\_ problems
- 4 \_\_\_\_\_ pipes
- 5 \_\_\_\_\_ new toilets
- 6 \_\_\_\_\_ disasters

## SOCIAL ISSUES القضايا الاجتماعية

Social issues	Meaning in Arabic
gender equality	المساواة بين الجنسين
health	الصحة
homelessness	التشرد
immigration	الهجرة
poverty	الفقر
racism	العنصرية
unemployment	البطالة

## Social issues helped by the Jordanian Royal Family

القضايا الاجتماعية التي ساعدت فيها العائلة المالكة الأردنية

Social issues	Meaning in Arabic
out of poverty	يخرجهم من الفقر
work opportunities	فرص عمل
health facilities	مرافق صحية
find homes	البحث عن منازل
harm the environment	الإضرار بالبيئة

## The Jordanian Royal Family

- 1 helps to move people out of \_\_\_\_\_
- 2 aims to give better work \_\_\_\_\_ to women and young people.
- 3 helps to improve health \_\_\_\_\_
- 4 helps refugees to find \_\_\_\_\_ as well as with their education, finance and work opportunities.
- 5 promotes sustainable development that does not harm the \_\_\_\_\_

## Answers

1 poverty 2 opportunities 3 facilities 4 homes 5 environment

## ★ Match the two parts of the sentences. W.B P.14. EX.1.

- 1 Businesses are now very aware of the importance of gender
- 2 The city is trying to do more about the problem of homelessness,
- 3 Youth unemployment is a problem in many countries,
- 4 Climate change doesn't need to be a problem
- 5 The university is against racism,
- 6 We are hoping to reduce poverty

- a if all countries work against it.  
 b and will help people of any nationality.  
 c equality, and women should have the same pay as men.  
 d which is why we are training young people in new skills.  
 e by giving more people better paid jobs.  
 f and shelters are available for people who need a bed for the night.

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

## LISTENING AND VOCABULARY

Read the descriptions of three documentary films. What social issues do they touch?



1 **Chasing Coral** is a **documentary** that follows a group of **divers** and scientists as they **capture** the damage being done to the **coral reefs** in our seas. The documentary **illustrates** that our oceans are dying, and it is the **fault** of humans. The **conclusion**: **immediate** action is required to **prevent further** issues.

2 A **Beautiful Planet** as **filmed** by **astronauts** from the **International Space Station**, and looks at our planet from above. It shows how **humans** are changing our planet through **industrialisation** and **clearing our forests**.

3 **Unconquered: Helen Keller in Her Story** is a **documentary** first made in 1955. It may be old, but it is an **award-winning** film about a **remarkable** woman, Helen Keller, who **achieved** great things **despite** being **deaf** and **blind**.

**مطاردة المرجان** هو فيلم وثائقي يتتبع مجموعة من الغواصين والعلماء وهم يصورون الأضرار التي لحقت بالشعاب المرجانية في بحارنا. يوضح الفيلم الوثائقي أن محيطاتنا تحتضر، وهذا خطأ البشر. الخلاصة: يجب اتخاذ إجراءات فورية لمنع حدوث المزيد من المشاكل.

**كوكب جميل** كما صورته رواد الفضاء من محطة الفضاء الدولي وينظر إلى كوكبنا من الأعلى. يُظهر كيف يغير البشر كوكبنا من خلال التصنيع وإزالة الغابات.

غير مغلوطة: هيلين كيلر في قصتها هو فيلم وثائقي أنتج لأول مرة عام 1955. قد يكون يكون قديماً، لكنه فيلم حائز على جوائز عن امرأة رائعة، هيلين كيلر، التي حققت إنجازات عظيمة على الرغم من كونها صماء وعمياء.

**Answers 1** climate change and its impact on the seas and oceans **2** the effect humans have on our planet **3** disability awareness and inclusion التوعية بالإعاقة والإدماج

Word	Meaning in English	Meaning in Arabic
set out	begin a task with a particular aim or goal	يشرع في / يبدأ
set up	put in position	ينصب / يقيم / يرتب
above	is used to mean higher than	فوق (بدون اتصال مباشر)
Over	is used with certain numbers (ages, speed, amounts) to mean more than	أكثر من
Test	take measures to check something	يختبر / يفحص
Prove	use evidence to show the truth	يثبت / يبرهن
the fact	refers forward to what is being discussed	الحقيقة/ تشير الى معلومة مؤكدة يتم مناقشتها
in fact	refers to the truth of a situation, especially if we didn't expect this to be the case	في الواقع / تستخدم لتوضيح أو تصحيح فكرة

★ In pairs, compare sentences *a* with sentences *b*. Work out the differences in meaning of the highlighted words. **S.B P.19. EX.4.**

1 a They set out to discover why and reveal the mysteries of the underwater world.

b The cameras were set up in different locations.

2 a Every day, **over** 10,000 acres of trees are lost.

b You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.

3 a Doctors **tested** her and discovered she would be permanently deaf and blind.

b The documentary **proves** that having a disability does not always stop people from doing amazing things.

4 a **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.

b **In fact** she also helped many other people with disabilities.

### Answers

1 **set out** - begin a task with a particular aim or goal; **set up** - put in position

2 **above** - is used to mean higher than; **over** - is used with certain numbers (ages, speed, amounts) to mean more than

3 **test** - take measures to check something; **prove** - use evidence to show the truth

4 **The fact** - refers forward to what is being discussed; **in fact** - refers to the truth of a situation, especially if we didn't expect this to be the case.

Collocation	Meaning in Arabic
1. prove (them) right	يثبتت صحة كلامهم
2. bright ideas	أفكار لامعة / مبدعة
3. look at the problem from a different angle	ينظر إلى المشكلة من زاوية مختلفة
4. share your thoughts	شارك آرائك / أفكارك

★ Complete the collocations in bold with the correct forms of the words from the box.

1 His parents said he wasn't working hard enough and his terrible exam results have **proven** them right.

2 Does anyone have any **ideas** for Maha's surprise family party?

3 To find a solution I think we need to look at the problem from a different **angle**.

4 Please **share** your thoughts on what you think went wrong.

2 bright 3 angle 4 share

### ACTIVE PRONUNCIATION | ASPIRATION نفخة هواء خفيفة بعد بعض الأصوات الساكنة

We sometimes add an **extra puff of air** after /p/, /t/ and /k/ before we move on to the next sound. This happens only if:

- the sound is at the **beginning of a stressed (or the only) syllable**.
- the sound is **immediately followed by a vowel** (e.g. *ph*aper, *ch*ar, *th*ouch).

<u>/p<sup>h</sup>/</u>	<u>/t<sup>h</sup>/</u>	<u>/k<sup>h</sup>/</u>
<b>P</b> oor	<b>t</b> alent	<b>c</b> urrent
<b>P</b> olish	<b>t</b> ime	<b>c</b> apital
Un <b>p</b> opular	Ret <b>u</b> rn	<b>o</b> ccur
Imp <b>o</b> rtant	Pot <b>e</b> ntial	un <b>c</b> ommon

★ Listen to some sentences from about films, focusing on the underlined syllables. Can you hear any extra sound there? **W.B P.15. EX.2.**

1 In the film, a man lives on a road with no pavement - his home is Australia in **case** you couldn't **tell**!

2 This film is about a **talent** show where actors spend their **time** trying to win the show to raise a bit of **cash**.

**Answer:**

There is an **extra sound** (a puff of air which sounds like the /h/ sound) after the first sound.

★ Tick the words where the underlined sounds include aspiration. Listen and check. Practise saying the words. **W.B P.15. EX.4.**

- |   |  |
|---|--|
| 1 <input type="checkbox"/> vit <u>a</u> mins          | 5 <input type="checkbox"/> t <u>o</u> rtoise |
| 2 <input checked="" type="checkbox"/> rep <u>a</u> ir | 6 <input type="checkbox"/> cl <u>o</u> ck    |
| 3 <input type="checkbox"/> dro <u>p</u>               | 7 <input type="checkbox"/> me <u>ch</u> anic |
| 4 <input type="checkbox"/> loc <u>a</u> tion          | 8 <input type="checkbox"/> c <u>o</u> mputer |

tick numbers 4, 5 and 7

## READING AND VOCABULARY

Word	Meaning in English	Meaning in Arabic
industrious	Being <b>busy or working</b> very hard	مجتهد / كادح
commission	<b>Money</b> that is <b>paid</b> to a salesperson <b>for selling something</b>	عمولة
Intern	A (usually young) <b>person who does a job to get experience</b> of it and to learn	متدرب
integral	<b>Very important</b> to, or an <b>essential</b> part of, Something	أساسي / لا يتجزأ
ill-equipped	<b>Not having the correct tools or skills</b> to do Something	غير مُجهز بشكل كافٍ
anonymous	referring to <b>someone whose name is not known</b> or not made public	مجهول الهوية / غير معروف
proceeds	the total <b>money received from selling</b> or organising something	العائدات / الإيرادات
foundation	an <b>organisation</b> started <b>for a specific purpose</b> , such as research	مؤسسة

## ACTIVE READING | Understanding complex and compound sentences

**Long sentences** often include a mixture of dependent and independent clauses, e.g. *She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015.*

- A clause which makes sense on its own is known as an **independent clause**, e.g. *She even did a 24-hour fund-raising 'dancathon' which allowed her to open Sister Pie in April, 2015.*
- A clause which doesn't make sense on its own is known as a **dependent clause**, e.g. .... , *bringing in \$26,593*

Breaking the sentence down into its separate elements can help you understand the meaning better.

**REFLECT | Society** In pairs or small groups, discuss the question.

- ★1 Have you ever been given help by someone you didn't know, or helped someone you didn't know? What happened?
- ★2 What do you think you could do as a kindness for people in the community you live in even if you don't know them?

**Suggested Answers:** 1 I don't have personal experiences, but small acts like holding the door or offering a kind word can make a big difference to someone you don't know.

2 You could offer a smile, hold the door open.

### A - MOVING MOUNTAINS

As a **teenager**, the **sight** of Mount Kilimanjaro rising **majestically** above the Serengeti made Vern Jones **desperately** want to climb (1) it. Finally in 2014, at the age of 62, Vern finally **realised** (2) his dream while **accompanied by** his daughters and (3) their husbands.

However, he was all too **aware** that he couldn't have succeeded without the help of the **guides**. 1 **These young men, (4) who are often ill-equipped**

(5) themselves and poorly paid, work daily in **dangerous conditions to help climbers achieve their goals**. Vern's response was to found *Kili Summit Club* (6) which raises money to help the guides from the **proceeds** of mountain gear sales. (7) They receive **footwear** and **equipment** to help (8) them with their work, as well as **commission** from sales, **allowing** climbers to **support** (9) them long after (10) their **adventure** is over.

### أ. تحقيق المستحيل

عندما كان **مراهقاً**، جعل **مشهد** جبل كليمنجارو يرتفع **بشموخ** فوق سيرينجيتي جعل فيرن جونز يرغب **بشدة** في تسلقه. **حقق** فيرن حلمه أخيراً في عام 2014 عندما كان يبلغ من العمر 62 عاماً، بينما كان **برفقة** بناته وأزواجهن.

ومع ذلك، كان **يدرك** تماماً أنه لم يكن **لينجح** في ذلك لولا **مساعدة المرشدين**. يعمل هؤلاء الشباب، الذين غالباً ما يكونون هم أنفسهم **غير مجهزين** تجهيزاً جيداً ويتقاضون **أجوراً زهيدة**، يومياً في ظروف **خطرة** لمساعدة المتسلقين على تحقيق أهدافهم. كانت **استجابة** فيرن هو تأسيس نادي قمة كلي الذي يجمع الأموال لمساعدة المرشدين من **عائدات مبيعات المعدات الجبلية**. ويحصلون على **أحذية ومعدات** لمساعدتهم في عملهم، بالإضافة إلى **عمولة** من المبيعات، مما **يسمح** للمتسلقين **بدمعهم** لفترة طويلة بعد انتهاء مغامرتهم

1. What made Vern Jones want to climb Mount Kilimanjaro?
  - a) His guide's encouragement
  - b) The sight of the mountain rising above the Serengeti
  - c) A promise to his daughters
  - d) His lifelong career as a climber
2. Who accompanied Vern on his climb in 2014?
  - a) His wife and grandchildren
  - b) His friends and co-workers
  - c) His daughters and their husbands
  - d) A group of experienced guides
3. What is the primary purpose of the Kili Summit Club?
  - a) To organize climbing expeditions
  - b) To train climbers for Mount Kilimanjaro
  - c) To support guides with equipment and commission
  - d) To sell mountain gear to tourists

1. b 2.c 3.c

## B - KINDNESS IS AS EASY AS PIE

In the **Autumn** of 2012, Lisa Ludwinski **started her business** from (11) **her** parents' kitchen when (12) **she** made and sold 40 pies. The reaction to (13) **them** was so positive that she kept going. What followed was an **industrious** few year. Lisa took a **business class**, took on an **intern** and **raised money** for (14) **her** own bakery in Detroit, Michigan. She even did a 24-hour **fund-raising activity**, bringing in \$26,593, which allowed her to open *Sister Pie* in April, 2015. **Integral** to Lisa's business **philosophy** is making *Sister Pie* a part of the community. Due to this, she **operates** a 'Pie it Forward' system where **customers can purchase a coupon. 2 This is then kept on the wall and can be used by strangers, (15) who may not have enough money, to enjoy a slice of the delicious pies.**

## ب. اللطف شيء يسير للغاية

في **خريف** عام 2012، بدأت **ليزا لودوينسكي عملها** من مطبخ والديها عندما قامت بصنع وبيع 40 فطيرة. وكان رد الفعل عليها إيجابياً للغاية لدرجة أنها استمرت في العمل. وما تلا ذلك كان بضع سنوات من **العمل الدؤوب**. أخذت ليزا دروساً في **مجال الأعمال** استعانت بـ **ممتدربة وجمعت المال** لمخبزها الخاص في ديترويت، ميشيغان. حتى أنها قامت **بنشاط لجمع التبرعات** على مدار 24 ساعة، فجمعت 26,593 دولاراً أمريكياً، مما سمح لها بافتتاح مخبز *Sister Pie* في أبريل 2015. **جزء لا يتجزأ** من **فلسفة ليزا في العمل** هو جعل *Sister Pie* جزءاً من المجتمع. ولهذا السبب، فإنها **تدير نظام** "Pie it Forward" حيث يمكن **للزبائن شراء قسيمة**. ثم يتم الاحتفاظ بها على الحائط ويمكن استخدامها من قِبل **الغرباء الذين قد لا يملكون ما يكفي من المال للاستمتاع بقطعة من الفطائر اللذيذة.**

## 1. Where did Lisa Ludwinski start her business?

- a) In her own bakery
- b) In her parents' kitchen
- c) In a rented commercial space
- d) In a community hall

## 2. What is the purpose of the "Pie it Forward" system?

- a) To sell them
- b) To raise funds for Lisa's bakery
- c) To allow strangers to enjoy a piece of the tasty pies if they cannot afford it
- d) To offer discounts on bulk pie purchases

3. How much money did Lisa raise during her 24-hour fundraising activity?

- a) \$10,000      b) \$15,000      c) \$26,593      d) \$40,000

4. What year did Lisa open Sister Pie?

- a) 2012      b) 2013      c) 2014      d) 2015

1.b 2.c 3.c 4.d

### C - THE MILK OF HUMAN KINDNESS

In 2015, Tracy Warshal was in the **queue** at a busy shop during the **holiday season**

when the man in front of her **realised** he'd forgotten **(16) his wallet**. **3 Tracy paid for the stranger's milk and other items, and after thanking (17) her and asking (18) her name, (19) he was on (20) his way.**

She thought no more of it until a month later when she was **contacted** by **colleagues** at the **cancer charity** where she worked. **(21) They** told her that the man, **(22) who** wished to remain **anonymous**, wanted to **donate** \$10,000 to the **foundation** in her name.

As **(23) she** was wearing a T-shirt with the charity's name on **(24) it** at the shop, **(25) he** was able to **track her down**. She told **reporters**, 'I'm just so excited that one small **gesture** made a **huge difference** and **impact** on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

### ج. اللطف والرحمة الإنسانية

في عام 2015، كانت تريسي ورشال في طابور الانتظار في أحد المتاجر المزدهمة خلال موسم الأعياد عندما أدرك الرجل الذي كان أمامها أنه نسي محفظته. دفعت تريسي ثمن حليب الرجل الغريب وأغراض أخرى، وبعد أن شكرها وسألها عن اسمها، ذهب في طريقه. لم تفكر في الأمر بعد ذلك إلا بعد شهر عندما اتصل بها زملاؤها في الجمعية الخيرية لمكافحة السرطان التي كانت تعمل بها. أخبروها أن الرجل، الذي رغب في عدم الكشف عن هويته، أراد التبرع بمبلغ 10,000 دولار للمؤسسة باسمها.

وبما أنها كانت ترتدي قميصاً مكتوباً عليه اسم المؤسسة الخيرية في المتجر، فقد تمكن من تعقبها. وقالت للصحفيين: "أنا متحمسة جداً لأن لفتة صغيرة واحدة أحدثت فرقاً وتأثيراً كبيراً على الكثير من الناس. أمل أن تجعل بعض الناس يفكرون مرتين قبل القيام بشيء صغير لشخص ما."

1. What prompted Tracy Warshal to pay for the stranger's milk?

- a) She was asked to help by the store manager      b) She noticed he had forgotten his wallet  
c) She wanted to promote her charity      d) The man requested financial assistance

2. How did the man manage to track Tracy down?

- a) Through social media      b) By asking the shop staff  
c) From the charity's name on her T-shirt      d) By recognizing her from a news article

3. How much money did the man donate in Tracy's name?

- a) \$1,000      b) \$5,000      c) \$10,000      d) \$15,000

4. What was Tracy's reaction to the donation?

- a) She felt embarrassed about the attention  
b) She was excited that her small gesture made a big difference  
c) She was disappointed it didn't go to another cause  
d) She decided to start her own charity

5. What message does Tracy hope her story conveys?

- a) People should donate more to charity
- b) Small gestures can have a big impact
- c) Never help others
- d) Helping strangers can be risky

1.b 2.c 3.c 4.b 5.b

Pronoun	Reference	Pronoun	Reference
1 it	Mount Kilimanjaro	13 them	40 pies
2 his	Vern Jones	15 who	Strangers
3 their	Vern Jones 'daughters	16 His	the man
4 who	these young men(guides)	17/18 her	Tracy
5 themselves	these young men (guides)	19 he	the stranger
6 which	<i>Kili Summit Club</i>	20 his	The stranger
7 they + 8 them	Guides	21 they	her colleagues at the cancer charity
9 them	the guides	22 who	the man
10 their	Climbers	23 she	Tracy
11her/ 12she/14her	Lisa Ludwinski	24 it	T-shirt
		25 he	The stranger

★ Choose the correct answers. S.B P.20. EX.4.

1 In text A, why did Vern Jones choose to go to Mount Kilimanjaro?

- a He felt it would be a good opportunity to start a business.
- b He wanted to join his family who were planning to go there.
- c He'd been inspired by images of the area from a young age.
- d He wanted to learn how to help other people climb it.

2 In text A, what difference has Kili Summit Club made?

- a It helps guides find well-paid work in other areas.
- b It raises money and provides resources for guides.
- c It reduces the risk of accidents for guides.
- d It ensures guides receive a higher salary than before.

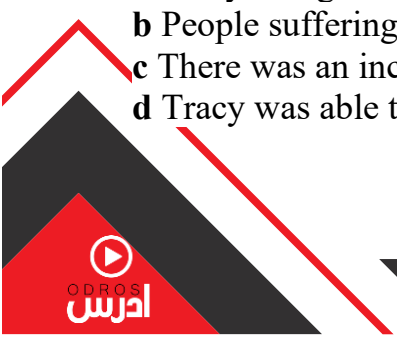
3 In text B, what is mentioned as being important for Lisa about her business?

- a It needs to be a place where all local people feel welcome.
- b It should raise as much money as possible for charities.
- c It has to be successful enough to open more bakeries in the area.
- d It must become the most famous place in Detroit for pies.

4 In text C, what was the result of Tracy's actions?

- a Tracy was given a job with more money and responsibility.
- b People suffering from illness were able to receive additional help.
- c There was an increase in the number of donations to her charity.
- d Tracy was able to meet the stranger and thank him for his help.

1 c 2 b 3 a 4 b



## 📌 SPEAKING

Read the message board. Which suggestions do you agree or disagree with? Say why.



**Its Noura** added a question

Jul 19

I'm curious, is there any behaviour you feel is unacceptable today? For example, people shouldn't play loud music on public transport.



**Rana girl** added an answer

Jul 19

I've got loads of ideas: I'd like to talk about queue jumping and why people do it.



**SamarS** added an answer

Jul 20

Personally, I think we should do more to protect animals. I think hunting for sport is really cruel.

## 📌 SPEAKING | Expressing opinions

<p><b><u>Strong opinion</u></b></p> <p>It <b>goes</b> without saying that ...</p> <p>Without a <b>shadow</b> of a doubt, ...</p> <p><b>Frankly</b>, I think it's obvious that ...</p>	<p><b><u>رأي قوي</u></b></p> <p>لا شك في أن ... " أو "من البديهي أن... دون أدنى شك، ... بصراحة، أعتقد أنه من الواضح أن...</p>
<p><b><u>Less strong opinion</u></b></p> <p>As far as I'm <b>concerned</b>, ...</p>	<p><b><u>رأي أقل حدة</u></b></p> <p>بالنسبة لي، ... / على حد علمي، ...</p>
<p><b><u>Counter opinion</u></b></p> <p>It's a good idea in <b>principle</b>, but ...</p> <p>I can <b>see</b> where they're/you're coming from, but...</p>	<p><b><u>رأي مخالف / معارض</u></b></p> <p>إنها فكرة جيدة من حيث المبدأ، ولكن ... يمكنني أن أرى من أين هم/أنت قادمون من، ولكن ...</p>
<p><b><u>Tentative opinion</u></b></p> <p>I'm no <b>expert</b>., but ...</p> <p>I <b>tend</b> to think (that) ...</p> <p>I'm <b>inclined</b> to think (that) ...</p>	<p><b><u>رأي مبدئي " أو "رأي غير حاسم</u></b></p> <p>أنا لست خبيرًا، ولكن ... أميل إلى الاعتقاد (بأن) ... أنا أميل إلى الاعتقاد (بأن) ...</p>
<p><b><u>Challenging somebody else's opinion</u></b></p> <p>That's <b>debatable</b>, isn't it?</p> <p>You're <b>entitled</b> to your opinion, but ...</p> <p>Are you <b>saying</b> that ...?</p>	<p><b><u>تحدي رأي شخص آخر</u></b></p> <p>هذا قابل للنقاش، أليس كذلك؟ لك كل الحق في رأيك، ولكن ... هل تقول أن ...؟</p>



Hyenas are big, ugly and dangerous animals

And (1) they are the most common large predator in Africa. (2) They often survive on eating animals (3) that are already dead, but they will also attack and eat live animals – including cows, sheep, goats and even people. It goes without saying that most people in Ethiopia are scared of hyenas and don't want (4) them around. But in the old walled city of Harar, the hyenas are no longer a danger to people. Why do you think this is?

In the past, the animals often attacked people living in the city, so the people found a way to deal with (5) them: (6) they cut holes in the city walls and threw food to the hyenas. (7) They realised that the hyenas were no longer hungry because of this, and attacked people less often. Later, a farmer called Yusuf Salleh chose to do the same thing to protect (8) his farm animals against the hyenas: (9) he fed (10) them each day, and (11) it worked!

Yusuf's son, Abbas Yusuf, has continued (12) his father's tradition but in a slightly different way. Every day, when it is getting dark, (13) he calls out to attract the hyenas. Then he picks up some meat and holds (14) it out for (15) them. The animals come up to (16) him and take the meat from (17) his hands. The sight is so amazing that many tourists visit to watch (18) him feed the hyenas (although it is too dangerous for (19) them to participate in the feeding)! Abbas Yusuf says the hyenas are now (20) his friends, and (21) he even has names for (22) them.

People explain that nobody in Harar has been attacked by a hyena for 200 years, and some people even say (23) they are useful around the city because (24) they help to eat some of the rubbish from the rubbish tips, helping to discourage flies and other insects from breeding diseases. When people see a hyena in the streets, (25) they do not worry about (26) them anymore. The people and the hyenas accept each other. I think this simple solution could help save the lives of people and animals. The hyenas are no longer hungry and everyone is happy. Can we learn from this and hope for something similar with other dangerous animals?

الضباع حيوانات كبيرة وقبيحة وخطيرة وهي أكثر الحيوانات المفترسة الكبيرة شيوعاً في أفريقيا. غالباً ما تعيش على أكل الحيوانات التي تكون ميتة بالفعل، ولكنها تهاجم أيضاً وتأكل الحيوانات الحية - بما في ذلك الأبقار والأغنام والماعز وحتى البشر. لا شك في أن معظم الناس في إثيوبيا يخافون من الضباع ولا يريدونها في الجوار. ولكن في مدينة هرار القديمة المسورة، لم تعد الضباع لم تعد تشكل خطراً على الناس. لماذا برأيك أن هذا هو السبب؟

في الماضي، كانت الحيوانات تهاجم الناس في كثير من الأحيان الذين يعيشون في المدينة، لذلك وجد الناس طريقة للتعامل معها: قاموا بعمل ثقوب في جدران المدينة وألقوا الطعام للضباع. أدركوا أن الضباع لم تعد جائعة بسبب ذلك، وقّلت هجماتها على الناس. في وقت لاحق، اختار مزارع يدعى يوسف صالح أن يفعل الشيء نفسه نفس الشيء لحماية حيوانات مزرعته من من الضباع: قام بإطعامها كل يوم، وقد نجح الأمر!

وقد واصل ابن يوسف، عباس يوسف، ابن يوسف، تقليد والده ولكن بطريقة مختلفة قليلاً. عندما يحل الظلام، ينادي كل يوم لجذب الضباع ثم يلتقط بعض اللحم ويحمله لهم. فتأتي الحيوانات إليه وتأخذ اللحم من يديه. المشهد مذهل لدرجة أن العديد من السياح يزورونه لمشاهدة إطعامه للضباع (على الرغم من أن الأمر خطير للغاية بالنسبة لهم للمشاركة في الإطعام)! يقول عباس يوسف إن الضباع أصبحت الآن أصدقاءه، حتى أنه لديه أسماء لهم.

يوضح الناس أنه لم يتعرض أحد في هرر هاجمته الضباع منذ 200 عام، حتى أن بعض الناس يقولون إنها مفيدة في جميع أنحاء المدينة لأنها تساعد على أكل بعض القمامة من مكبات النفايات، مما يساعد على إبعاد الذباب والحشرات الأخرى من تكاثر الأمراض. عندما يرى الناس الضبع في الشوارع، فإنهم

لا يقلقون منها بعد الآن. فالناس والضباع يتقبلون بعضهم البعض. أعتقد أن هذا الحل البسيط يمكن أن يساعد في إنقاذ حياة الناس والحيوانات. لم تعد الضباع جائعة بعد الآن والجميع سعداء. هل يمكننا أن نتعلم من هذا ونأمل في شيء مماثل مع الحيوانات الخطرة الأخرى؟

PRONOUNS	REFERENCE	PRONOUNS	REFERENCE
1.They /2. they	Hyenas	14.it	some meat
3.that	Animals	15. them	the hyenas
4.them	Hyenas	16.him/17.his/ 18. him	Abbas Yusuf
5 them	the animals	19.them	many tourists
6+ 7 they	People	20 his /21 he	Abbas Yusuf
8.his/9 he	Yusuf Salleh	22 them	the hyenas
10. Them	the hyenas	23 / 24they	Hyenas
11 it	feeding the hyenas	25 they	People
12. his/13.he	Abbas Yusuf	26 them	The hyenas

## WRITING | AN ARTICLE

## الكتابة | مقال

<p><b>Title</b> Attract your reader's attention with a <b>catchy/interesting title</b>. You could:</p> <ul style="list-style-type: none"> <li>• use a question form, e.g. Can we like the hyena?</li> <li>• use a <b>pun</b>, e.g. <b>Food for thought</b></li> <li>• use <b>alliteration</b>, e.g. <b>Happy hyenas help</b> people of <b>Harar</b></li> </ul> <p><b>Introduction</b> <u>Clearly define what your article is about.</u> You could:</p> <ul style="list-style-type: none"> <li>• address your readers directly,</li> <li>• give a surprising fact or statistic,</li> <li>• tell a personal anecdote,</li> <li>• ask a rhetorical question.</li> </ul> <p><b>Main paragraphs</b></p> <ul style="list-style-type: none"> <li>• <b>Each paragraph</b> should have a <b>clear topic</b>.</li> <li>• Use an <b>informal, chatty style</b> throughout.</li> <li>• Use <b>informal punctuation</b>, e.g. <b>exclamation marks</b>.</li> </ul> <p><b>Conclusion</b> Return to the <b>main idea</b> from the <b>introduction</b>; leave the reader with something to think about. You could:</p> <ul style="list-style-type: none"> <li>• repeat the words from the title,</li> <li>• make a suggestion,</li> <li>• give a personal opinion,</li> <li>• ask a thought-provoking question.</li> </ul>	<p><b>العنوان</b> اجذب انتباه القارئ <b>بعنوان جذاب أو مشوق</b>. يمكنك:</p> <ul style="list-style-type: none"> <li>• استخدام صيغة السؤال، مثل: هل يمكننا أن نحب الضبع؟</li> <li>• استخدام <b>التلاعب بالكلمات</b>، مثل: <b>طعام للعقل</b>.</li> <li>• استخدام <b>التكرار الصوتي</b>، مثل: <b>Happy hyenas help people of Harar</b></li> </ul> <p><b>المقدمة</b> <u>حدد بوضوح موضوع مقالك</u>. يمكنك:</p> <ul style="list-style-type: none"> <li>• مخاطبة القراء مباشرة،</li> <li>• تقديم حقيقة أو إحصائية مفاجئة،</li> <li>• سرد حكاية شخصية،</li> <li>• طرح سؤال بلاغي.</li> </ul> <p><b>الفقرات الرئيسية</b></p> <ul style="list-style-type: none"> <li>• يجب أن يكون لكل فقرة موضوع واضح.</li> <li>• استخدم أسلوبًا غير رسمي ودرديًا طوال المقال.</li> <li>• استخدم علامات الترقيم غير الرسمية، مثل علامات التعجب.</li> </ul> <p><b>الخاتمة</b> عد إلى الفكرة الرئيسية من المقدمة واترك القارئ مع شيء للتفكير فيه. يمكنك:</p> <ul style="list-style-type: none"> <li>• تكرار كلمات العنوان،</li> <li>• تقديم اقتراح،</li> <li>• إبداء رأي شخصي،</li> <li>• طرح سؤال مثير للتفكير.</li> </ul>
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★ **Read the Writing task. In which paragraph of the article does the writer address the underlined parts of the task? S.B P.24. EX.2.**

You recently found out about an initiative to help reduce the dangers of a wild animal. Write an article for a youth magazine in which you **describe the initiative** and **express your opinion** on it.

Answers

**1** Describe the initiative – paragraphs 2 and 3 **2** Express your opinion - paragraph 5

★ **Study the Writing box and discuss the questions. S.B P.24. EX.3.**

1 Which tip from the Writing box does the writer use in the title?

2 Which tips in the Writing box does the writer use to make the introduction engaging?

3 How does the conclusion emphasise the ideas in the introduction?

Answers

1 He uses alliteration.

2 He addresses the readers directly.

3 He repeats words from the title, he asks a thought-provoking question, he gives a personal opinion.

PHRASAL VERB	MEANING IN ENGLISH	MEANING IN ARABIC
1. protect against	take care of someone or something	يحمي من
2. take from		يأخذ من
3. eat from	eat out of	يأكل من
4. learn from		يتعلم من
5. live in		يعيش في
6. participate in	take part in something	يشارك في
7. survive on	stay alive by using the object of the sentence	ينجو على
8. call out to	say something loudly	ينادي على
<b>9. danger to</b>		<b>خطر على</b>
10. help to		يساعد في
11. deal with	take action to solve a problem	يتعامل مع

protect	against
take - <b>eat</b> - learn	from
<b>eat</b>	out
<b>live</b> - participate	In
<b>live</b> - survive	On
call out - danger - help	To
deal	with

★ Complete the sentences with a correct preposition in each gap. S.B P.25. EX.6.

- 1 Monkeys live..... fruit and nuts.
- 2 Monkeys live..... trees.
- 3 We eat soup .....of a bowl.
- 4 We need to deal .....the climate crisis.

1 on 2 in 3 out 4 with

★ Match the sentences in Exercise 6 with the topics from the box. S.B P.25. EX.7.

- container
- diet
- habitat
- the environment

Answers 1 diet 2 habitat 3 container 4 the environmen

★ Read the Writing task. Use the Writing box to help you. Write a topic sentence for each paragraph.

A. Write an article about an environmental issue you feel strongly about and explain what you want to be done about it.

B. You saw this advertisement on a student website. Write your article.

ARTICLES WANTED

Are the same subjects popular with girls and boys? Are there any differences between the careers boys and girls are encouraged to follow?

Write an article answering these questions.

**WRITING TASK** Write your article.

- Use your notes and topic sentences.
- Use a lively, informal style.
- Don't forget to include a range of dependent prepositions.

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## DERIVATION

## ACTIVE VOCABULARY | WORD BUILDING

A suffix added to the base form of a word can often indicate what class of word it is.

✚ To form **nouns** we commonly use:

- -dom (freedom)
- -ment (government, entertainment)
- -sion/tion/cion (conclusion, organisation, suspicion)
- -ity (equality)
- -ness (weakness)
- -ance/ence (reliance, defence)
- -ice (practice).

✚ To form **verbs** we commonly use:

- -ate (complicate)
- -ify (clarify)
- -en (shorten)
- -ute (commute)

✚ To form **adjectives** we commonly use:

- -able/ible (comfortable, flexible)
- -al (formal)
- -ful (useful)
- -ive (productive)
- -less (homeless)

★ Complete the table with these words, making any necessary changes. Can you add any words?

comfort - form - free - govern - home - organise - product - short - use - weak

-dom	1 _____	-able	9 _____ 10 _____ 11 _____
-ment	2 _____	-al	12 _____
-tion	3 _____ 4 _____	-ful	13 _____
-ness	5 _____ 6 _____	-ive	14 _____
-en	7 _____ 8 _____	-less	15 _____ 16 _____ 17 _____ 18 _____

### Answers:

- |                |              |                |               |               |
|----------------|--------------|----------------|---------------|---------------|
| 1 freedom      | 2 government | 3 organisation | 4 production  | 5 weakness    |
| 6 shortness    | 7 weaken     | 8 shorten      | 9 comfortable | 10 governable |
| 11 useable     | 12 formal    | 13 useful      | 14 productive | 15 homeless   |
| 16 comfortless |              | 17 formless    | 18 useless    |               |

VERB	NOUN	ADJECTIVE
enforce يفرض بالقوة	1 enforcement فرض	enforceable قابل للفرض
2 equalise يُساوي	3 (in)equality مساواة (لا)	equal متساوٍ
4 expand يوسع	expansion توسع/توسعة	expansive واسع
5 discriminate يُميّز	discrimination تمييز	6 discriminatory تمييزي
institutionalise يُؤسّس	institution مؤسسة	7 institutional مؤسسي
8 justify يُبرّر	9 justification تبرير	justifiable قابل للتبرير justified مُبرّر
accept يقبل		acceptable مقبول unacceptable غير مقبول
employ يوظف	employment توظيف unemployment بطالة	
judge يقضي / يحكم misjudge/ يسيء الحكم	judge قاضي	

### 1 Choose the correct answer.

- 1 He misjudged / misjudgment how many sandwiches he would need for the family party and didn't make enough.
- 2 We think some of the boss's attitudes are discriminatory / discriminate as he tends to give men more opportunities than women.
- 3 The school called the boy's parents because his behaviour in class was completely accept / unacceptable.
- 4 Equality / equal means that everyone has exactly the same rights.
- 5 Some countries have very high employ / unemployment and it is difficult for young people to find a job.

**Answers:** 1 misjudged 2 discriminatory 3 unacceptable 4 Equality 5 unemployment

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

- 1 This is a good law, but I am not sure it is enforce / enforceable.
- 2 The factory has grown recently, and has been more successful since the *expanse* / *expansion*.
- 3 The university in our city is an important *institution* / *institutionalise*.
- 4 How can the factory *justify* / *justifiable* polluting the river like that?
- 5 It is good that men and women get *equal* / *equality* pay in this business.
- 6 Keep your argument simple and try not to *complicate* / *complicated* it.

**Answers** 1 enforceable 2 expansion 3 institution 4 justify 5 equal 6 complicate

VERB	NOUN	ADJECTIVE
free يحرر	freedom حرية	free حر
persecute يضطهد	persecution اضطهاد	
	person شخص	personal شخصي
	victimisation اضطهاد الضحية victim ضحية	
investigate يحقق	investigation تحقيق	

★ Complete the text with the correct words formed from the words in bold.

### UNIVERSITY EQUALITY POLICY

At this university, we reject any and all **1 discrimination / discriminate** based on race, gender, religion or age. We believe in **2 free / freedom** of speech and will never accept any **3 persecution / persecute** of individuals based on their **4 personal / person** beliefs. Should anybody feel they have suffered **5 victim / victimisation**, an **6 investigate / investigation** will be carried out and suitable disciplinary action will be taken.

Answers 2 freedom 3 persecution 4 personal 5 victimisation 6 investigation

VERB	NOUN	ADJECTIVE
organise ينظم	organisation منظمة	
comfort يواسي / يريح	comfort راحة	comfortable مرتاح / مريح uncomfortable غير مرتاح / غير مريح
clear يُزيل clarify يوضح		clear واضح
entertain يسلي / يرقه		entertainment ترفيهه

★ Complete the text with the correct form of the words in brackets.

### THE UNIVERSITY OF JORDAN



#### The Student Union

The Student Union is an **1 organise / organisation** that helps students when they go to a Jordanian university. The Union aims to help students interact with other students and teaching staff as well as helping them in their studies. Some students are quite young when they start their studies and can feel **2 comfort / uncomfortable** in their first weeks. The Union will be pleased to **3 clarify / clear** any doubts students have, however small you might think they are. The Student Union also aims to raise students' awareness of Jordanian culture and helps them to interact in a positive way to the local community. Finally, the Union can help students enjoy the **4 entertainment / entertain**, social and sports activities available to them at university.

1 organisation 2 uncomfortable 3 clarify 4 entertainment

## 1 Rewrite the sentences in reported speech, using the reporting verbs from the box.

accuse    advise    apologise    deny    insist    promise

1 Rana: 'I didn't take a photo of her!'

2 Nasser: 'I'll work hard at university, honestly!'

3 'I'm really sorry I criticised your idea,'

Rola said to me.

4 Khalil: 'You really must come to the talk next week!'

5 The teacher: 'I think you copied the essay from the Internet.'

6 Majeda: 'It's a good idea to arrive early.'

## Answers:

- 1 Rana denied taking a photo of her.
- 2 Nasser promised to work hard at university.
- 3 Rola apologised for criticising my idea.
- 4 Khalil insisted on me coming to the talk the following week.
- 5 The teacher accused me of copying the essay from the Internet.
6. Majeda advised me to arrive early.

## + READING

## GETTING YOUR MESSAGE ACROSS

Have you ever supported a **social issue**?

We asked three people to tell us what (1) **they** think about the different ways people make (2) **themselves** heard.

A. Some people say you need a lot of money in order to help a **charity**, and if (3) **they** don't have this, (4) **they** do nothing. Having money is important, but in reality all you need is **determination** and a little time. I've been trying to persuade people in my community to help an **environmental charity** by **donating** just a few coins each week. At first people were not **keen**, but my **persistence** has **paid off** and now a lot of

إيصال رسالتك

هل سبق لك أن دعمت قضية اجتماعية؟ لقد طلبنا من ثلاثة أشخاص أن يخبرونا برأيهم في الطرق المختلفة التي يستخدمها الناس لإيصال رسالتهم.

أ يقول بعض الناس إنك تحتاج إلى الكثير من المال من أجل مساعدة جمعية خيرية، وإذا لم يكن لديهم ذلك، فلن يفعلوا شيئاً. امتلاك المال أمر مهم، ولكن في الواقع كل ما تحتاجه هو العزيمة والقليل من الوقت. لقد كنت أحاول إقناع الناس في مجتمعي بمساعدة جمعية خيرية بيئية من خلال التبرع ببيضع عملات معدنية كل أسبوع. في البداية، لم يكن الناس متحمسين لذلك، لكن إصراري أثمر والآن يتبرع الكثير من

people give me a little money – and that is really helping the charity.

**B.** As far as I'm concerned, social media is the **obvious** way to **get your message across**. All you need to do is to pay for a good Internet **connection** (5) **which** most people have anyway these days. On a more personal level, I let my friends know my views on **social networks** and I would support a **campaign** to protect **animal rights**.

**C.** Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very **popular** with **tourists** who often leave litter there. I used to go to the beach every weekend and **pick up the litter**, all for free! I soon **realised** that **volunteering** like this helped but didn't **solve** the problem. The only way is to change tourists' **attitudes** to **litter**. We have **encouraged** the **council** to put more **litter bins** around the **beaches** as well as **signs** **reminding** people not to litter in English and Arabic.

الناس بالقليل من المال - وهذا يساعد الجمعية الخيرية حقاً.

**ب** بالنسبة لي ، فإن وسائل التواصل الاجتماعي هي الطريقة الواضحة لإيصال رسالتك. كل ما عليك فعله هو أن تدفع مقابل اتصال جيد بالإنترنت وهو ما يتوفر لدى معظم الناس على أي حال هذه الأيام. وعلى المستوى الشخصي، فإنني أطلع أصدقائي على آرائي على شبكات التواصل الاجتماعي وسأدعم حملة لحماية حقوق الحيوان.

**ج** في العام الماضي، انضمت إلى مجموعة أرادت تنظيف أحد الشواطئ القريبة من العقبة، حيث أعيش. وهو يحظى بشعبية كبيرة بين السياح الذين غالباً ما يتركون القمامة هناك. كنت أذهب إلى الشاطئ في نهاية كل أسبوع وأقوم بجمع القمامة منه مجاناً! وسرعان ما أدركت أن العمل التطوعي من هذا القبيل ساعدني ولكنه لم يحل المشكلة. الطريقة الوحيدة هي تغيير سلوكيات السياح تجاه القمامة. لقد شجعنا المجلس على وضع المزيد من صناديق القمامة حول الشواطئ بالإضافة إلى وضع لافتات تذكر الناس بعدم إلقاء القمامة باللغتين الإنجليزية والعربية.

★ Read the three texts in *Getting Your Message Across*. Match the sentences below to the correct person A–C.

Which person ...

1 has used social media to try and get changes made? \_\_\_\_\_

2 realised what they were doing wasn't effective? \_\_\_\_\_

3 believes you don't need a lot of money to campaign for change? \_\_\_\_\_

### SPEAKING

1.B 2.C 3.A

★ Read the texts in *Getting Your Message Across* again. In groups discuss the following questions.

1 Which of the people do you agree with most? Say why.

2 Which of the issues do you think is the most important? Say why.

3 Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.

### THE END OF UNIT SEVEN