

# Unit One الكلمات الرئيسية للوحدة الاولى



## Personality & Emotional Traits

السمات الشخصية والعاطفية

Word	Meaning	Example
absent-minded	شارد الذهن	He forgot his book. He's absent-minded.
assertive	حازم	She says what she thinks. She's assertive.
compassionate	عطوف	He helps sad people. He's compassionate.
defensive	سريع الدفاع عن نفسه	He gets angry fast. He's defensive.
discreet	كتوم	She keeps secrets. She's discreet.
enthusiastic	متحمس	He loves football. He's enthusiastic.
highly strung	متوتر جداً	She worries a lot. She's highly strung.
high-spirited	مفعم بالحيوية	He laughs and plays a lot. He's high-spirited.
humble	متواضع	She is good but not proud. She's humble.
kind-hearted	طيب القلب	He helps animals. He's kind-hearted.
laid-back	هادئ	He is always calm. He's laid-back.
like-minded	متشابهون في التفكير	We like the same games. We're like-minded.
merciful	رحيم	She forgives people. She's merciful.
narrow-minded	ضيق الأفق	He doesn't like new ideas. He's narrow-minded.
passionate about	شغوف بـ	She's passionate about music.
resilient	لا ينهار بسهولة / صلب	He tries again after failing. He's resilient.
self-aware	واعٍ لذاته	He knows his feelings. He's self-aware.
sincere	صادق	She always tells the truth. She's sincere.
strong-willed	قوي الإرادة	He works hard and doesn't give up.
thin-skinned	حساس جداً	She cries easily. She's thin-skinned.
tough	قوي / صارم	He is strong in hard times. He's tough.
trustworthy	جدير بالثقة	I tell him secrets. He's trustworthy.
underconfident	غير واثق من نفسه	She's shy to speak. She's underconfident.



## Values & Outlook

(القيم والنظرة المستقبلية)

Word	Meaning	Example
inclusive	شامل / بيئة دامجة	The club is inclusive for all students.
inclusiveness	الشمول	Inclusiveness means everyone is welcome.
inclusivity	الشمول / الانفتاح	They talk about inclusivity in school.
sincerity	الإخلاص / الصدق	I like her sincerity. She is honest.
assertiveness	الحزم في التعبير	Assertiveness helps you speak clearly.
discretion	التكتم / التحفظ	She showed discretion and didn't tell secrets.
dedicated	مكرس / مخلص	He is dedicated to his work.
forward-looking	ذو نظرة مستقبلية	The plan is forward-looking and smart.
capable	قادر	She is capable of solving the problem.
tight-fisted	بخيل	He doesn't share. He's tight-fisted.
mercy	الرحمة	She begged for mercy after making a mistake.



## Social Interaction & Connection

(التفاعل والعلاقات الاجتماعية)

Word	Meaning	Example
click with (somebody)	ينسجم مع شخص بسرعة	I clicked with my new friend quickly.
get a kick out of	يستمتع بـ	I get a kick out of funny videos.
be into (something)	مهتم بـ	She's into art and drawing.
be wild about (something)	مولع بـ	He's wild about football.
set great store by	يقدر شيئاً كثيراً	She sets great store by honesty.
say a lot about	يعكس الكثير عن شخص	That action says a lot about his kindness.
plump for (something)	يختار شيئاً بعد تفكير	I plumped for the red shirt.
be in line with	يتماشى مع	His idea is in line with the school rules.
what makes us tick	ما الذي يدفعنا داخلياً / يحفزنا	Helping people is what makes me tick.



## Social Behavior & Privacy

(السلوك الاجتماعي والانطوائية)

keep yourself to yourself	يحب العزلة / منطوي	He doesn't talk much. He keeps to himself.
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## Types of People – Character Labels

(أنماط الشخصيات)

Word	Meaning	Example
cold fish	شخص بارد المشاعر	He never smiles. He's a cold fish.
dark horse	شخص أو طرف يحقق نجاحًا مفاجئًا	She won the race! She's a dark horse.
go-getter	شخص طموح وناجح	He works hard to win. He's a go-getter.
smart alec	متذكري / كثير التنظير	He acted like a smart alec in class, and the teacher got annoyed.
smart cookie	شخص ذكي وعملي	She solves hard problems. She's a smart cookie.
mover and shaker	شخصية مؤثرة	He changes things. He's a mover and shaker.
social butterfly	شخص اجتماعي جدًا	She talks to everyone. She's a social butterfly.
soft touch	طيب زيادة عن اللزوم	He gives money easily. He's a soft touch.



## Genetics &amp; Human Nature

(الوراثة والطبيعة البشرية)

Word	Meaning	Example
destiny	القدر	I believe it's my destiny to help others.
disposition	الطبع / الميل الشخصي	She has a calm disposition.
hereditary	وراثي	Eye color is hereditary.
moulded	مُشكّل / مكوّن	We are moulded by our family.
nurture	الرعاية والتنشئة	Good nurture helps children grow well.
offspring	النسل / الأبناء	The bird feeds its offspring.
Trait	سمة / صفة	Being kind is a good trait.
vulnerability	القابلية للتأثر	Babies have vulnerability and need care.



## Thought &amp; Interpretation

(الرأي والتفكير والتحليل)

Word	Meaning	Example
oversimplification	تبسيط مفرط	That's an oversimplification of the problem.
imply	يلمح	He didn't say it, but he implied it.
proponent	مؤيد / داعم	She is a proponent of clean energy.

## LESSON 1A VOCABULARY AND SPEAKING

## THE PERSON I KNOW BEST? الشخص الذي أعرفه أكثر؟

How well do we know ourselves? Do we understand what makes us tick? Take a moment to stop and think about the things that define us.

## INTERESTS

Some people easily pursue their passions. They've always been wild about reading or football. But what if we are not really sure what our thing is? Maybe we could think about the times in the last few weeks when we have felt absorbed by something, or remember the things we used to get a kick out of when we were children. They might turn into a lifelong hobby or even a career.

## VALUES

What values do we set great store by? Do we prize spontaneity or stability? Are we rather laid-back or strong-willed? How crucial is commitment? How highly do we rate tactfulness over frankness? When we know this, we can consider whether the choices we make are in line with these values.

## POSSESSIONS

What kind of car would we ideally plump for? Maybe we always buy the same type of phone? These sorts of decisions can also say a lot about us. Or maybe we are not that into possessions themselves, but have a small collection of items with real sentimental value. The things we surround ourselves with can also define us, which is why we might find new friends checking out our books or photograph collection.

## CIRCLE

Who do we choose to spend time with? Our 'circle' is a key part of our identity. We like hanging out with like-minded people. If you haven't found your circle yet, be more open-minded – get out there, try some new things and meet some new people. When we know these things, it's easier to be ourselves and to find careers and the circle that we really click with.

إلى أي مدى نعرف أنفسنا جيدًا؟ هل نفهم ما الذي يحفزنا؟ خذ لحظة للتوقف والتفكير في الأشياء التي تُعرِّفنا وتُميزنا.

## الاهتمامات

بعض الناس يتبعون شغفهم بسهولة. لطالما كانوا مولعين بالقراءة أو كرة القدم. لكن ماذا لو لم تكن متأكدين مما يثير اهتمامنا حقًا؟ ربما يمكننا التفكير في الأوقات خلال الأسابيع القليلة الماضية التي شعرنا فيها بأننا مندمجون تمامًا في شيء ما، أو نتذكر الأشياء التي كنا نستمتع بها عندما كنا أطفالًا. قد تتحول هذه الأشياء إلى هواية تستمر معنا مدى الحياة، أو حتى إلى مهنة.

## القيم

ما القيم التي نوليها أهمية كبيرة؟ هل نُقدّر العفوية أم الاستقرار؟ هل نحن مسترخون أم أصحاب إرادة قوية؟ ما مدى أهمية الالتزام بالنسبة لنا؟ إلى أي درجة نفضل اللباقة على الصراحة؟ عندما نعرف إجابات هذه الأسئلة، يمكننا أن نُقيّم ما إذا كانت اختياراتنا تتماشى مع هذه القيم أم لا.

## المقتنيات

ما نوع السيارة التي نُفضل امتلاكها؟ هل نشترى دائمًا نفس نوع الهاتف؟ مثل هذه القرارات يمكن أن تكشف الكثير عن شخصيتنا. أو ربما لا نهتم كثيرًا بالامتلاكات، لكن لدينا مجموعة صغيرة من الأشياء ذات قيمة عاطفية كبيرة. الأشياء التي نحيط أنفسنا بها يمكن أيضًا أن تعكس من نحن، ولهذا السبب قد تجد أصدقاء جدد يلقون نظرة على كتبنا أو ألبومات صورنا.

## الدائرة الاجتماعية

مع من نختار قضاء وقتنا؟ "دائرتنا" جزء أساسي من هويتنا. نحن نميل لقضاء الوقت مع أشخاص يشاركوننا التفكير نفسه. وإذا لم تكن قد وجدت دائرتك بعد، حاول أن تكون أكثر انفتاحًا – اخرج، جرّب أشياء جديدة، وتعرف على أشخاص جدد. عندما نعرف هذه الأشياء عن أنفسنا، يصبح من الأسهل أن نكون على طبيعتنا وأن نجد الوظيفة والدائرة التي نشعر بالارتياح الحقيقي فيها.



**1 Read the article about identity on page 4. In pairs, discuss the questions.**

- 1 Why is it important to get to know yourself?
- 2 Which of the four elements of identity do you find most important? Say why.

### Answers

- 1 Knowing yourself makes it easier to get the life you want.
- 2 Students' own answers

**2 1.2 Which aspects of identity are shown in photos A–D? Listen to three people being asked to describe themselves. What aspects of their identity does each person mention?**



### Answers

**Carrie:** where she comes from and where her family originally came from **Majeda:** her job **Asma:** being a student, her siblings and her identify as a fan of Nadia Alkanafani

Word	Meaning	Word	Meaning
capable	قادر	compassionate	عطوف / رحيم
dedicated	مُتفان / يكرّس وقته وجهده باخلاص	defensive	سريع الدفاع عن نفسه
enthusiastic	متحمّس	passionate	شغوف
resilient	لا ينهار بسهولة / صلب	self-aware	واعٍ لذاته
tough	قوي / صارم	trustworthy	جدير بالثقة
underconfident	غير واثق من نفسه		

★ Complete the sentences with an adjective that describes personality.

- 1 Hamza is very capable and **t** \_\_\_\_\_ – he always knows what to do and he keeps his promises.
- 2 Reem is so positive about learning and particularly loves Science. She's very **e** \_\_\_\_\_ and **p** \_\_\_\_\_ .
- 3 She's had a very difficult year, but she's **t** \_\_\_\_\_ and **r** \_\_\_\_\_ , so she has what it takes to get through it.
- 4 Be careful what you say to Habib. He's **u** \_\_\_\_\_ so he gets quite **d** \_\_\_\_\_ if he's criticised.
- 5 Jameela is so caring and **c** \_\_\_\_\_ and very **d** \_\_\_\_\_ when it comes to helping other people.

### Answers

- 1 trustworthy
- 2 enthusiastic / passionate
- 3 tough / resilient
- 4 underconfident / defensive
- 5 compassionate / dedicated



**3 THINK BACK** In pairs, decide which adjectives in the box describe each speaker from Exercise 1.

capable - compassionate – dedicated - defensive - enthusiastic – passionate-  
resilient - self-aware - tough – trustworthy - underconfident

Suggested answers

**Carrie:** self-aware, dedicated, passionate, underconfident

**Majeda:** capable, compassionate, dedicated, tough, resilient, trustworthy

**Asma:** dedicated, passionate, enthusiastic, defensive

### صفات مركبة – Compound Adjectives

Compound Adjectives	Meaning	Compound Adjectives	Meaning
absent-minded	شارد الذهن	like-minded	متوافق في التفكير
forward-looking	متطلع إلى المستقبل	narrow-minded	ضيق الأفق
high-spirited	مُفعم بالحيوية	strong-willed	عنيد / قوي الإرادة
highly strung	شديد التوتر	thin-skinned	سريع التأثر
kind-hearted	طيب القلب	tight-fisted	بخل
laid-back	مسترخي / هادئ		

**4 1.2** Match the words from box A with the words from box B to make compound adjectives. Listen to the recording again and decide which adjectives you would use to describe the speakers.

**A** absent forward high highly kind laid like narrow strong thin tight  
**B** back fisted hearted looking minded (x3) skinned spirited strung willed

### Answers

absent-minded, forward-looking, high-spirited, highly strung, kind-hearted, laid-back,  
like-minded, narrow-minded, strong-willed, thin-skinned, tight-fisted

**Carrie:** high-spirited

**Laila:** kind-hearted

**Asma:** strong-willed

**5** Complete the sentences with compound adjectives.

like-minded / kind-hearted / highly strung / absent-minded /  
thin-skinned / forward-looking / strong-willed

1 Every time we eat out, he always tries to avoid paying his share. He's so **tight-fisted!**

2 I joined a film club hoping to meet \_\_\_\_\_ people at school.

3 She's always been really \_\_\_\_\_. Once she makes up her mind, there's no changing it.

- 4 He's so \_\_\_\_\_ that some people take advantage of it.  
 5 The stress from moving house has left Mum feeling quite \_\_\_\_\_, so be careful around her.  
 6 I'm so \_\_\_\_\_ I can't find my glasses even when they're on top of my head!  
 7 Be careful what you say to her. She's really \_\_\_\_\_ and can't take criticism at all.  
 8 This business is stuck in the past. They need a more \_\_\_\_\_ approach.

### Answers

- 2 like-minded      3 strong-willed      4 kind-hearted      5 highly strung  
 6 absent-minded      7 thin-skinned      8 forward-looking

### ACTIVE VOCABULARY | Compound adjectives

A compound adjective is **made up of more than one word, but describes a single idea.**

There are many possible ways of forming

Form	Example(s)	Meaning
adjective + adjective	red-hot	ساخن جدًا / شديد الحرارة
adverb + adjective	hard-working / forward-looking	مجتهد / متطلع إلى المستقبل
noun + adjective	lifelong / world-famous	مدى الحياة / مشهور عالميًا
adjective + noun	full-time / cutting-edge	بدوام كامل / رائد ومتطور
adjective + gerund	good-looking	حسن المظهر
adverb + past participle	highly strung	شديد التوتر
noun + gerund	eye-catching	جاذب للانتباه
noun + past participle	olive oil-based	قائم على زيت الزيتون
prefix + adjective	underconfident / overcooked	غير واثق بنفسه / مطهو أكثر من اللازم

### Personality adjectives and values صفات الشخصية والقيم

- 6 Find five nouns in the text that describe different values and form adjectives from them.

Noun	Adjective	Noun	Adjective
passion- الشغف	passionate شغوف	commitment الالتزام	committed ملتزم
spontaneity العفوية	spontaneous عفوي	tactfulness اللباقة	tactful لبق
stability الاستقرار	stable مستقر / ثابت	frankness صراحة	frank صريح

### 7 Complete the sentences with the correct adjectives formed from the nouns in Exercise 6

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

- Answers 2 tactful      3 committed      4 spontaneous      5 stable

Word	Definition	Arabic
Spontaneity	The quality of living in the moment and <b>not planning</b>	العفوية
Commitment	<b>Devoting</b> time and energy to something	الالتزام
Frankness	A kind of <b>honesty</b> and <b>straightforwardness</b>	الصراحة
Stability	A <b>situation</b> which you can trust <b>will not change</b>	الاستقرار
Tactfulness	The ability to <b>give feedback without upsetting</b> anyone	اللباقة / حسن التصرف

### 8 Read the definitions and complete the words with one letter in each gap.

1 Spontaneity is the quality of living in the moment and not planning.

2 C \_\_\_\_\_ is devoting time and energy to something.

3 F \_\_\_\_\_ is a kind of honesty and straightforwardness.

4 S \_\_\_\_\_ is a situation which you can trust will not change.

5 T \_\_\_\_\_ is the ability to give feedback without upsetting anyone.

**Answers** 2 Commitment 3 Frankness 4 Stability 5 Tactfulness

### 9 Make nouns from the adjectives in the box. Use a dictionary if necessary.

Adjective	Noun
assertive حازم	assertiveness الحزم
discreet متحفظ / كتوم	discretion التحفظ/التصرف بحكمة وسرية
humble متواضع	humility تواضع
inclusive شامل	inclusiveness / inclusivity شمولية
merciful رحيم	mercy الرحمة
sincere صادق / مخلص	sincerity صدق / إخلاص

### FIXED EXPRESSIONS

No	Fixed expressions	Definitions	Meaning
1	get a kick <b>out of</b>	Feel excitement and enjoyment	يشعر بالمتعة والحماس
2	be not that <b>into</b>	Not be very keen on something	لا يكون مهتمًا جدًا بشيء ما
3	be in line <b>with</b>	Match with	يتماشى مع
4	makes us tick	Makes us behave in a certain way	يجعلنا نتصرف بطريقة معينة
5	click <b>with</b>	Hit it off with someone	ينسجم بسرعة مع شخص ما
6	say a lot about <b>us</b>	Reveal our traits	تكشف الكثير عن شخصيتنا
7	be wild <b>about</b>	Be crazy about something	يكون مولعًا بشيء ما
8	plump <b>for</b>	Choose	يختار
9	set great store <b>by</b>	Consider something to be important	يولي أهمية كبيرة لشيء ما



★ Look at the highlighted expressions again and complete the questions with no more than four words in each gap. Then discuss them in pairs.

1 Would you \_\_\_\_\_ a day out or a day in bed? Say why.

2 Can your clothes \_\_\_\_\_ you? Why/Why not?

3 What cartoon characters were you \_\_\_\_\_ as a kid?

1 plump for 2 say a lot about 3 wild about

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

about - by - into - out - with

1 I really **get a kick** out of mystery stories. أنا أستمتع كثيرًا بقصص الغموض

2 She **sets great store** \_\_\_\_\_ good table manners. هي تُعطي أهمية كبيرة لآداب المائدة الجيدة

3 Their salaries should be increased **in line** \_\_\_\_\_ inflation. يجب زيادة رواتبهم بما يتماشى مع التضخم

4 Your results **say a lot** \_\_\_\_\_ how hard you must have worked. نتائجك تعكس الكثير عن مدى الجهد الذي بذلته

5 I'm just **not that** \_\_\_\_\_ cooking, it's too much effort. أنا لست مهتمًا كثيرًا بالطهي، فهو يتطلب جهدًا كبيرًا

6 I **clicked** \_\_\_\_\_ her straightaway and We've been friends ever since.

انسجمت معها فورًا، وصرنا أصدقاء منذ ذلك الحين

2 by 3 with 4 about 5 into 6 with

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

### PEOPLE DON'T CHANGE – OR DO THEY?

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

Of course, we change physically as we grow up, and as we grow older, but it seems that our personalities may also go through a **2** transformation / transform. It's not just that we're no longer wild about collecting toy cars, or that we are perhaps a bit more **3** tact / tactful as we grow more aware of other people's feelings, but that, over time, we become completely different people. Psychologists call this process 'personality maturation' and it appears to begin in our teenage years and continues until we are in our seventies. By the time we retire, not only are we perhaps a bit more **4** absent-minded / absent- skinned and forgetful, but, somewhat more surprisingly, we are also likely to have become more **5** kind- skinned / kind- hearted and generous. It seems that, on average, negative personality traits are diminished and we will probably be less **6** highly-strung / high-strung and more **7** laid-back / laid-up than in our younger years.

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

Despite the tendency to become more agreeable with age, how our personalities develop will, of course, be moulded by our upbringing and later life experiences. There is also some evidence that as we go into very old age, our personalities may undergo something of a

reversal, and we may become more **9** thin-skinned / thin-skin and quick to take offence as well as less tolerant and **10** inclusive / include, as we face the greater challenges of this particular stage of life.

### Answers

2 transformation      3 tactful      4 absent-minded      5 kind-hearted  
6 highly-strung      7 laid-back      8 narrow-minded      9 thin-skinned      10 inclusive

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

## LESSON 2A SPEAKING AND VOCABULARY

1 Complete the personality quiz below. What do you think *a social butterfly* and *keep yourself to yourself* mean?

العبارة الإنجليزية	التعريف الإنجليزي	الترجمة العربية	التعريف العربي
<b><i>Social butterfly</i></b>	Someone who likes to attend social events	فَرَاشَةٌ اجْتِمَاعِيَّة	شخصٌ يُحِبُّ الحفلات والمناسبات الاجتماعية، ويبرِّغ في التفاعل مع الآخرين.
<b><i>Keeping yourself to yourself</i></b>	To avoid meeting people socially	الانْعِزَالُ عَنِ الْآخَرِينَ	تَجَنُّبُ الاختلاط الاجتماعي والاحتفاظ بالخصوصية الشخصية

Are you a social butterfly or do you keep yourself to yourself?

1 You are dressed differently to everyone else at an event. What do you do?

- a Try to see the funny side.
- b Enjoy being the centre of attention.
- c Escape at the first opportunity!

2 If everyone is tired at a family event, what do you do?

- a I'm a mover and shaker – I try to inject some life into the event!
- b Nothing – I'm comfortable with silence.
- c I'm a smart cookie, so I will enjoy myself.

3 There is a competition at school. Do you take part in it?

- a I'm going to win! I'm a go getter.
- b I'm a dark horse. I want to surprise everybody and win.
- c I'm a bit thin-skinned and not competitive, so I'll pass.

## idioms

idiom	Meaning in English	Meaning in Arabic
A cold fish	A person who doesn't show their feelings	شخص بارد المشاعر لا يُظهر أحاسيسه
A dark horse	A person who keeps their abilities secret	شخص غامض يُخفي قدراته الحقيقية
A go-getter	A person who is determined to be successful	شخص طموح يسعى للنجاح بعزيمة
A mover and shaker	A person with a lot of power and influence	شخص ذو نفوذ وتأثير كبير
A smart alec	A person who tries to look clever in an annoying way	شخص يتظاهر بالذكاء بطريقة مزعجة
A smart cookie	A clever person	شخص ذكي وبارع
A soft touch	A person you can easily deceive or persuade	شخص يسهل خداعه و إقناعه لفعل ما تريد

## إعادة صياغة ما تسمعه – Paraphrasing what you hear

### للتحقق من الفهم – Checking understanding

To put it another way ...	بصيغة أخرى...
In other words ...	بمعنى آخر...
If I'm hearing you correctly ...	إن كنت أفهمك بشكل صحيح...
So you're saying (that) ...	إذا أنت تقول إن...
Let me get this straight ...	دعني أتأكد من الأمر...

### للتلخيص – Summarising

Essentially, ...	في جوهر الأمر...
Simply put, ...	ببساطة...
In a nutshell, ...	باختصار...
So, what it boils down to is that ...	ما يتلخص فيه الأمر هو أن...

★ 1.3 Listen to a careers advisor and decide if statements 1–6 are true (T) or false (F).

- 1 ☐ It is usual for someone to leave school without a clear idea of their future career.
- 2 ☐ Lubna believes you need to be self-aware in order to find the right career.
- 3 ☐ Psychometric tests are usually quick and easy to do.
- 4 ☐ Lubna thinks it is more important to get the right qualifications for a job than to have the right personality.
- 5 ☐ Lubna thinks the presenter should change the job she's doing at the moment.
- 6 ☐ The presenter agrees with Lubna's assessment of her personality.



1 T 2 T 3 F 4 F 5 F 6 T

★ Are the following statements in favour of (F) or against (A) using **psychometric tests** as part of a job interview?

- 1 ( ) If a candidate is nervous, they may not perform well in an interview.
- 2 ( ) The candidate may know what the interviewer wants to hear.
- 3 ( ) It can be expensive to administer and mark the tests.
- 4 ( ) It's better to know as much about a candidate as possible.
- 5 ( ) People may do badly in psychometric tests.

1 F 2 A 3 A 4 F 5 A

★ *In pairs, follow the instructions.*

- Student A, use the information in Exercise 5 in favour of psychometric testing to explain why it is a good idea.
- Student B, listen and use the phrases from the Speaking box to check understanding. Then swap roles.

Suggested Answer:

Psychometric testing is a good idea because it helps find the right person for a job. It shows a person's skills and personality clearly and makes hiring more fair and accurate.

### LESSON 3A LISTENING AND VOCABULARY

Word	Definition	Arabic
Disposition	Character or personality	الطبع / الشخصية
Moulded	Influenced or changed	تمَّ تَشْكِيلُهُ / متأثر
Proponents	People who publicly support an idea	المؤيدون / الداعمون لفكرة
Vulnerability	The quality of being easily hurt	القابلية للضرر / الضعف
Trait	A particular characteristic or way of behaving	سِمة / صفة
Nurture	Helping something or somebody to develop	الرعاية / التنشئة
Hereditary	Passed from parent to child	وراثي
Offspring	Children	النسل / الأبناء
Oversimplification	Making something so easy to understand that it is no longer true	تبسيط مُخِلٌّ بِالْحَقِيقَةِ
Destiny	What will happen in the future	القدر
ImPLY	Suggest	يُلمَح / يشير ضمناً



### LESSON 3B LISTENING AND VOCABULARY VOCABULARY PRACTICE

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

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

Answers: 1 disposition 2 offspring 3 vulnerability 4 moulded 5 hereditary



## PRONUNCIATION

**1.4 Look at the words in the box in Exercise 1 again and underline the syllables with the main stress. Listen and check**

**Answers**

destiny      disposition      hereditary      imply      moulded  
nurture      offspring      oversimplification      proponent      trait      vulnerability

★ Study Active Listening. Then listen and note down examples.

### ACTIVE LISTENING |

When speakers want to highlight the main points they are making, they often.....

- use a phrase that indicates something important.
- use a rhetorical question.
- repeat key words.
- paraphrase to emphasise a point.
- slow down the pace to emphasise a key point.



### Answers

#### use a phrase that indicates something important – Examples:

This type of question would reveal ...

The reason for the criticism of personality tests...

What personality tests can tell us ...

#### use a rhetorical question – Examples:

So, who is right?

But is this likely in reality?

#### repeat key words – Examples:

Of course, this would be deeply unethical as we are no more in control of our personality types than we are in control of what physical features we have, such as hair and eye colour; The key element of how well someone performs in their role is how happy they are and how satisfied they are.

#### paraphrase to emphasise a point – Examples:

What personality tests can tell us is how effective different people will be at performing different tasks. If you know that someone is underconfident, you may not want to put them in a situation where they have to give a presentation to hundreds of people

#### slow down to emphasise a point – Examples:

I believe it should be used to create a work environment in which [slower pace] everyone feels passionate about their job; building a working environment. [slower pace] that's inclusive.



### ★ 1.5 Listen again and complete the sentences with 1–3 words in each gap.

- 1 The presenter believes that personality testing can be used as a way to help all employees feel \_\_\_\_\_ towards their work.
- 2 Personality tests usually involve statements that test takers have to agree or disagree with, with an option to stay neutral if they feel the situation could change depending on \_\_\_\_\_.
- 3 In addition to people close to us, having good healthcare, drinkable water and other \_\_\_\_\_ can affect our personalities.
- 4 The presenter says that some people are against using personality tests as it could indicate that some personality traits \_\_\_\_\_.
- 5 The presenter points out that we all have the ability to take control of our personalities and try not to have \_\_\_\_\_ in social situations.
- 6 Companies use \_\_\_\_\_ a in the hiring process, so nobody is going to be hired just on the basis of their personality.
- 7 The presenter argues that when employees are able to express themselves naturally, it will ultimately \_\_\_\_\_.
- 8 Although she doesn't think that personality tests help in the hiring process, she does credit them with helping managers to match employees with their specific skills and creating a/an \_\_\_\_\_ work environment.

#### Answers

- 1 passionate    2 the context    3 resources    4 are not/aren't welcome  
5 negative reactions    6 variety of factors    7 reduces company costs    8 inclusive

### ★ REFLECT | VALUES

How has your environment helped you to develop as a person?  
What factors have been most important? Say why.

#### Suggested Answers:

- 1 My environment helped me become more confident and responsible by supporting me and teaching me good values.
- 2 The most important factors were my family and school because they always encouraged me to do my best.

### ★ SPEAKING In pairs or small groups, discuss the questions.

- 1 In what ways do you think that your disposition can affect your destiny? Give examples.
- 2 In what ways have your parents moulded your personality? Give examples

#### Suggested Answers:

- 1 If I am positive and hardworking, I'm more likely to succeed. For example, staying calm during problems helps me find solutions and move forward.
- 2 My parents taught me to be kind, respectful, and honest. For example, they always showed me how to treat others well and work hard in school.

## Pronunciation / ACTIVE PRONUNCIATION

النبر الصوتي في الصفات المركبة Word stress in compound adjectives

In compound adjectives, the stress is usually on the second word. في الصفات المركبة، يكون النبر الصوتي غالباً على الكلمة الثانية

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

لكن الصفات المركبة التي لا تحتوي على شرطة (-)، أو التي تتكوّن من اسم متبوع بالفعل بصيغة الـ gerund أو بصيغة التصريف الثالث، فإن النبر يكون عادةً على الكلمة الأولى على سبيل المثال (e.g. carefree, eye-catching, tongue tied).

نُنبِهُ (نُشدِّدُ) عادةً على الكلمة الثانية في الصفة المركبة، مثل:  
well-KNOWN (مشهور) ← النبرة على "known"

٢. الاستثناء:  
إذا كانت الصفة:

• بدون شرطة مثل carefree

• أو مكونة من اسم + صيغة فعل مثل eye-catching  
تنتقل النبرة للكلمة الأولى، مثل:

CAREfree (لا يهتم) ← النبرة على "care"

EYE-catching (يلفت النظر) ← النبرة على "eye"

TONGUE-tied (متلعثم) ← النبرة على "tongue"

تذكّر:

"إذا لم توجد شرطة أو كانت الصفة (اسم + فعل)، النبرة تذهب للكلمة الأولى!"

★ 1.7 Read Active Pronunciation. Then decide which word is stressed in the following compound adjectives. Choose 1 for the first word or 2 for the second word.

Listen, check and repeat.

a quick-witted 1 / 2

c absent-minded 1 / 2

e tight-fisted 1 / 2

g mouth-watering 1 / 2

i thin-skinned 1 / 2

b streetwise 1 / 2

d thought-provoking 1 / 2

f time-saving 1 / 2

h record-breaking 1 / 2

j world-famous 1 / 2



Answers : a 2 b 1 c 2 d 1 e 2 f 1 g 1 h 1 i 2 j 2

## LESSON 4A GRAMMAR

★ In pairs or small groups, discuss the questions.

- 1 Which of the habits in the photos do you think are good or bad? Say why.
- 2 How easy do you think it is to change a habit? Say why.

**Answers:** 1. Eating salad (first photo) is a good habit because it is healthy. Using a phone while working (second photo) can be bad because it distracts you. Having a messy desk (third photo) is also bad because it makes it hard to find things.

2. Changing a habit can be hard because it takes time and self-control, but it's easier if you practice every day.

★ Listen and write down four pieces of advice Khalil gives Issa about how to develop better habits.



### Answers

1. Don't make big changes all at once – do it in small steps.
2. Make the good habit easier and more attractive and the bad habit harder and less attractive.
3. Try to change your view of who you are, e.g., I'm a person who doesn't eat junk food.
4. Tell other people about what you're doing so you'll be embarrassed if you stop.

# 1 Present continuous المضارع المستمر

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>is/am/are</b> + V <b>ing</b>	<b>Is/am/ are</b> + sub + V <b>ing</b> ?	Sub+ <b>is/am/are</b> + <b>not</b> + V <b>ing</b>
(I) <b>am</b> working.	<b>Am</b> I working?	I <b>am not</b> working.
<b>You are</b> working.	<b>Are you</b> working?	You are <b>not</b> working.
(He- She- It) <b>is</b> working.	<b>Is</b> (he- she- it) working?	(He- She- It) <b>is not</b> working.
<b>We are</b> working	<b>Are we</b> working?	We are <b>not</b> working.
<b>They are</b> working.	<b>Are they</b> working?	They are <b>not</b> working.

## ★ Wh Question Form:

\* السؤال جملة المضارع المستمر:

Wh	H. Verb	Subject	V ing	Object
What- Where Which -When Who – How	is/ am/ are	He- She- It I- We- You- they	V -ing	..... ?

**Uses:**

1) **Actions in progress at the time of speaking:** الأحداث الجارية في وقت التحدث:

Ali **is having** a shower right **now**.

2) **Temporary situations in progress now:** الحالات المؤقتة الجارية الآن:

- I'm **playing** a lot of football.

3) **Changes and developments:** التغيرات والتطورات:

- We're **becoming** tired of the boys lies.

4) **Annoying actions.:** أفعال مزعجة:

- She's **always** **disturbing** me when I'm on the phone.

**Key words:** Now / right now / until no / today / at the moment / look! / listen! / Be quiet! / always / at the present / currently/ this year / **always**

## ★ Choose the correct answer:

1) The workers \_\_\_\_\_ at the moment. They are on a break.

A) is not working      B) are not working      C) am not working      D) were working

2) My family and I \_\_\_\_\_ the museum now.

A) is visiting      B) are visiting      C) am visiting      D) wasn't visiting

3) Do you know what research \_\_\_\_\_ in medicine at the moment?

A) is happened      B) were happening      C) is happening      D) happen

4) She \_\_\_\_\_ a text message right now.

A) is writing      B) are writing      C) am writing      D) were writing

5) Young people \_\_\_\_\_ by hand less often these days.

- A) was writing      B) is writing      C) write      D) are writing

6) \_\_\_\_\_ you \_\_\_\_\_ your laptop right now? I'd like to borrow it.

- A) Does - use      B) Is - using      C) Did - use      D) Are - using

7) Our teacher \_\_\_\_\_ the rule of this lesson right now.

- A) is explaining      B) was explaining      C) are explaining      D) were explaining

8)\* I \_\_\_\_\_ college work a bit heavy at the moment.

- A) have found      B) am finding      C) had found      D) was finding

9)\* How \_\_\_\_\_ you \_\_\_\_\_ - with the research?

- A) did / get on      B) were / getting on      C) are / getting on      D) have / got on

10) Landline telephones \_\_\_\_\_ less and less common these days.

- A) are becoming      B) have become      C) is becoming      D) became

11)\* I \_\_\_\_\_ Spanish at the moment in preparation for a trip to Madrid next month.

- A) has studied      B) is studying      C) am studying      D) are studying

12)\* While I \_\_\_\_\_ here, I want to go for a walk every day.

- A) am living      B) was living      C) had lived      D) were living

1 B 2 B 3 C 4 5 D 6 D 7 A 8 B 9 C 10 A 11 C 12 A

## 2 Past continuous الماضي المستمر

Affirmative (المثبتة)	Question (السؤال)	Negative (النفى)
Sub + <b>was/were</b> + V <b>ing</b>	<b>Was/were</b> + Sub + V <b>ing</b> ?	Sub + <b>was/were</b> + <b>not</b> + V <b>ing</b>
(I) <b>was</b> working <b>ing</b> .	<b>Was I</b> working <b>ing</b> ?	<b>I was not</b> working <b>ing</b> .
<b>You were</b> working <b>ing</b> .	<b>Were you</b> working <b>ing</b> ?	<b>You were not</b> working <b>ing</b> .
(He- She- It) <b>was</b> working <b>ing</b> .	<b>Was (he- she- it)</b> working <b>ing</b> ?	(He- She- It) <b>was not</b> working <b>ing</b> .
<b>They were</b> working <b>ing</b> .	<b>Were they</b> working <b>ing</b> ?	<b>They were not</b> working <b>ing</b> .

★ Wh Question Form:

\* السؤال جملة الماضي المستمر:

Wh	H. Verb	Subject	V ing	Object
What- Where Which -When Who – How	Was / were	He- She- It I- We- You- they	V -ing	..... ?



## Uses:

## 1) Actions or activities in progress at a specific time in the past:

الأفعال أو الأنشطة الجارية في وقت محدد في الماضي:

This time last year I **was painting** my bedroom.

## 2) Longer actions interrupted by a shorter past action: الأفعال الأطول التي قاطعتها فعل ماضي أقصر:

She **was doing** an online personality quiz **when** her boss **walked** into the room.

Key words: لا يوجد ظروف, ولكن كثيراً ما يستخدم هذا الزمن في جمل تحتوي على أدوات ربط بين حدثين مثل

<b>When</b> Sub + <b>V<sub>2</sub></b> , Sub + <b>was/were V ing</b>	Sub + <b>was/were V ing</b> <b>when</b> Sub + <b>V<sub>2</sub></b>
<b>While</b> Sub + <b>was/were V ing</b> ( , ) Sub + <b>V<sub>2</sub></b>	Sub + <b>V<sub>2</sub></b> <b>while</b> Sub <b>was/were V ing</b>

## ★ Choose the correct answer:

- 1) The students in my class \_\_\_\_\_ when the bell suddenly rang.  
A) was talking      B) were talking      C) are talking      D) is talking
- 2) I \_\_\_\_\_ to work when the engine stopped working.  
A) drive      B) is driving      C) will be driving      D) was driving
- 3) While my father \_\_\_\_\_ a book, our neighbour came to visit us.  
A) is read      B) reads      C) was reading      D) is being read
- 4) Salam \_\_\_\_\_ her report when the light in her room switched itself off.  
A) was typing      B) is typing      C) types      D) was typed
- 5) Ghina \_\_\_\_\_ her room when her friend arrived to her house.  
A) is cleaning      B) were cleaning      C) was cleaning      D) will be cleaning
- 6) At that time, he \_\_\_\_\_ for Sema Telecoms, a company which was developing the technology for Vodaphone.  
A) were working      B) is working      C) was working      D) are working
- 7) \_\_\_\_\_ you \_\_\_\_\_ a bad dream when I woke you up?  
A) Was- having      B) Is - having      C) Were - having      D) Are - having
- 8) Sorry, I \_\_\_\_\_ to call you last night, but never got round to it.  
A) plan      B) was planning      C) were planning      D) have planned
- 9)\* It \_\_\_\_\_ as we left the cinema, so I opened my umbrella.  
A) is raining      B) has rained      C) was raining      D) rains
- 10)\* I ate too much fast food when I \_\_\_\_\_ in Dubai.  
A) was living      B) were living      C) are living      D) is living
- 11)\* I \_\_\_\_\_ for the bus when I tripped and fell flat on my face.  
A) runs      B) was running      C) are running      D) is running

1) B 2) D 3) C 4) A 5) C 6) C 7) C 8) B 9) C 10) A 11) B

### 3 المضارع التام Present perfect

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>has/have</b> + V3	<b>Has/have</b> + sub + V3?	Sub+ <b>has/have</b> + <b>not</b> + V3
<b>(I) have</b> worked.	<b>Have I</b> worked?	I have <b>not</b> worked.
<b>You have</b> worked.	<b>Have you</b> worked?	You have <b>not</b> worked.
<b>(He- She- It) has</b> worked.	<b>Has (he- she- it)</b> worked?	<b>(He- She- It) has</b> <b>not</b> worked.
<b>We have</b> worked	<b>Have we</b> worked?	We have <b>not</b> worked.
<b>They have</b> worked.	<b>Have they</b> worked?	They have <b>not</b> worked.

#### ★-Wh Question Form:

\* السؤال جملة المضارع التام:

Wh	H. Verb	Subject	Verb 3	Object
What- Where -Which - When - Who - How	<b>has/ have</b>	He- She- It I- We- You- they	<b>V 3</b>	..... ?

#### Uses:

##### 1) Completed past actions that happened at an unspecified time:

I've visited many European cities in my life.

الأفعال الماضية المكتملة التي حدثت في وقت غير محدد:

##### 2) Recent actions with a present relevance / result:

We've recently discovered a fabulous new restaurant. Let's go there tomorrow.

الإجراءات الأخيرة ذات الصلة / النتيجة الحالية:

##### 3) States or actions that began in the past and continue up to now:

She's been a translator for a few years.

الحالات أو الأفعال التي بدأت في الماضي وتستمر حتى الآن:

##### 4) Recent actions where we focus on the result, not the activity:

Adnan's published a book about horses.

الإجراءات الأخيرة حيث نركز على النتيجة، وليس النشاط:

Key words: **Already**- للتو / **just**- للتو / **lately**- مؤخراً / **yet**- حتى الآن / **recently**- مؤخراً / **since**- منذ / **for**- لمدة / **never**- أبداً / **ever** - أبداً / **so far** - حتى الآن / **(since the dawn of time)** / **ever since** / **in recent years**

#### ★ Choose the correct answer:

1) In recent years, text messaging \_\_\_\_\_ very rapidly.

A) have grown      B) has grown      C) grew      D) are growing

2) Technology \_\_\_\_\_ recently \_\_\_\_\_ about many changes in the way we live

A) has brought      B) brings      C) have brought      D) would bring

- 3) She \_\_\_\_\_ me a lot of emails recently.  
A) sent B) has sent C) sends D) have sent
- 4) They \_\_\_\_\_ already \_\_\_\_\_ their homework with their teacher.  
A) has - finished B) is - finishing C) have - finished D) are - finishing
- 5) I have been watching a highly interesting TV series on and off for a while now – it's about researching your ancestry. So, I decided to have a go and I \_\_\_\_\_ several really useful websites.  
A) found B) was finding C) have found D) had been finding
- 6) \_\_\_\_\_ you \_\_\_\_\_ any hand-written Letters recently?  
A) Has – received B) Is - receiving C) Was - receiving D) Have - received
- 7) Since the invention of the Internet, the world \_\_\_\_\_ a different place.  
A) was becoming B) have become C) is becoming D) has become
- 8) For centuries, people \_\_\_\_\_ at the stars and wondered if there could be other beings out there.  
A) has gazed B) were gazed C) have gazed D) is gazed
- 9)\*\* I \_\_\_\_\_ seen you for ages! Where have you been hiding?!
- A) has been B) were been C) have been D) are been
- 10)\*\* I hope you \_\_\_\_\_ long.  
A) hasn't waited B) weren't waiting C) haven't waited D) are waiting
- 11)\* I \_\_\_\_\_ a headache ever since I woke up this morning.  
A) was having B) have had C) is having D) has had
- 12)\* I'm a real bookworm. So far this month I \_\_\_\_\_ six books.  
A) was reading B) have read C) is reading D) has read

1) B 2) A 3) B 4) C 5) C 6) D 7) D 8) C 9) C 10) C 11) B 12) B

#### 4 Past perfect الماضي التام

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>had</b> + V3	<b>Had</b> + sub + V3?	Sub+ <b>had</b> + <b>not</b> + V3
(I) <b>had</b> worked.	<b>Had</b> I worked?	<b>I had not</b> worked.
<b>You</b> had worked.	<b>Had</b> you worked?	<b>You had not</b> worked.
(He- She- It) <b>had</b> worked.	<b>Had</b> (he- she- it) worked?	(He- She- It) <b>had not</b> worked.
<b>We</b> had worked	<b>Had</b> we worked?	<b>We had not</b> worked.
<b>They</b> had worked.	<b>Had</b> they worked?	<b>They had not</b> worked.

**Uses:****1) Actions or states that happened before a specific past time:**

الأفعال أو الحالات التي حدثت قبل وقت معين من الماضي:

It was strange because she'd bought lots of apples the night **before** and when she **entered** the kitchen there was only one.

**2) A clear sequence of events. We use the Past Perfect for the earlier action:**

تسلسل واضح للأحداث. نستخدم الماضي التام للحدث السابق:

**As soon as** I'd heard the news, I went round to their house.

**Key words:**Sub + **had V3 before** Sub + **V.2**Sub + **Before V2** , Sub + **had V3**

Sub + **V2 after** Sub + **had V3**  
as soon as

**After** Sub + **had V3** , Sub + **V2**  
As soon as

( زمن ماضي ) by

## ★ Choose the correct answer:

1) I felt a little better after I \_\_\_\_\_ the medicine.

A) was taken      B) has taken      C) had taken      D) am taking

2) They watched a film after the children \_\_\_\_\_ to bed.

A) are going      B) will go      C) has gone      D) had gone

3) After my mother had made breakfast, she \_\_\_\_\_ out.

A) goes      B) has gone      C) went      D) is going

4) Mariam \_\_\_\_\_ many researches by 2007.

A) had done      B) has done      C) have been doing      D) is doing

5) Before I went out, I \_\_\_\_\_ my email.

A) check      B) have checked      C) am going to check      D) had checked

6) I \_\_\_\_\_ my essay after I had taken my lunch.

A) have completed      B) would be completed      C) had completed      D) completed

7) By 2004, my brother \_\_\_\_\_ from university.

A) has graduated      B) will graduate      C) have graduated      D) had graduated

8)\* I \_\_\_\_\_ never \_\_\_\_\_ before that it could be so fascinating.

A) realise      B) had / realized      C) realized      D) have / realising

9)\* I know Amman pretty well, but I \_\_\_\_\_ never \_\_\_\_\_ to Aqaba before this trip. It was great.

A) had, been      B) has, been      C) had, been      D) will, be

10)\* Before I trained for the marathon, I \_\_\_\_\_ never \_\_\_\_\_ in a race before.

A) had - run      B) is - running      C) has - run      D) am - running

11)\* As soon as I \_\_\_\_\_ the news, I went round to their house.

A) have arrived      B) hear      C) had heard      D) heard

12)\* It was strange because she \_\_\_\_\_ lots of apples the night before and when she entered the kitchen there was only one.

A) have bought      B) bought      C) has heard      D) had bought

1-C, 2-D, 3-C, 4-A, 5-D, 6-D, 7-D, 8-B, 9-A, 10-A, 11-C, 12-D

## 5 Present perfect continuous المضارع التام المستمر

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>has/have</b> + <b>been</b> Ving	<b>Has/have</b> + sub + <b>been</b> Ving?	S+ <b>has/have</b> + <b>not</b> + <b>been</b> Ving
(I) <b>have been</b> working.	<b>Have I</b> been working?	<b>I have not been</b> working.
<b>You have been</b> working.	<b>Have you</b> been working?	<b>You have not been</b> working.
(He- She- It) <b>has been</b> working.	<b>Has (he- she- it)</b> been working?	(He- She- It) <b>has not been</b> working.
<b>We have been</b> working.	<b>Have we</b> been working?	<b>We have not been</b> working.
<b>They have been</b> working.	<b>Have they</b> been working?	<b>They have not been</b> working.

### Uses:

We use the Present Perfect Continuous to focus on the continuity of:

#### 1) Actions that began in the past and continue to the present:

الأفعال التي بدأت في الماضي وتستمر إلى الحاضر:  
They've **been running** for more than an hour.

#### 2) Recent actions where we focus on the activity, not the result:

الإجراءات الأخيرة التي نركز فيها على النشاط، وليس النتيجة:  
I've **been sending** off job applications.

### Key words:

since- منذ / for- لمدة / all (morning – day – week) / still- ما زال ever since,  
in recent years, recently, (since the dawn of time) , that's what , that's why

### ★ Choose the correct answer:

- 1)\* Hi. I haven't heard from you for a while, what \_\_\_\_\_ you \_\_\_\_\_ with yourself?  
A) did / do      B) are / doing      C) have / been doing      D) had / done
- 2)\* I \_\_\_\_\_ a highly interesting TV series on and off for a while now.  
A) have been watching      B) was watching      C) am watching      D) had watched
- 3) I \_\_\_\_\_ the house. That's why I have some paint on my clothes.  
A) have been painting      B) have been painted      C) has painted      D) has been painting
- 4)\* I \_\_\_\_\_ just \_\_\_\_\_ in the hills. It's gorgeous out there.  
A) are, walking      B) has, been walking      C) would, walk      D) have, been walking
- 5)\* She's too laid-back about her work – she \_\_\_\_\_ on the phone most of the day.  
A) have been chatting      B) had chatted      C) were chatting      D) has been chatting



6)\* He feels terrible because he \_\_\_\_\_ sweets all morning.

A) have been eating B) had been eating C) has been eating D) have been eaten

7)\* How long \_\_\_\_\_ you \_\_\_\_\_ sick?

A) are, feeling B) have, been feeling C) has, been feeling D) was, feeling

8)\*\* I hope you \_\_\_\_\_ for long.

A) has waited B) isn't waiting C) haven't been waiting D) wasn't waiting

9)\* It \_\_\_\_\_ all day. I'm fed up with it.

A) have been raining B) has been raining C) had rained D) are raining

10)\* I \_\_\_\_\_ for two hours now.

A) have been reading B) have been read C) has read D) reads

11)\* I \_\_\_\_\_ my book all evening.

A) has read B) have been reading C) is writing D) read

12)\* Recently, I \_\_\_\_\_ five kilometres every day.

A) have been running B) has been running C) was running D) are running

1-C, 2-A, 3-A, 4-D, 5-D, 6-C, 7-B, 8-C, 9-B, 10-A, 11-B, 12-A

## 6 Past perfect continuous الماضي التام المستمر

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>had</b> + <b>been</b> Ving	<b>Had</b> + sub + <b>been</b> Ving?	Sub+ <b>had</b> + <b>not</b> + <b>been</b> Ving
<b>(I) had been working.</b>	<b>Had I been working?</b>	<b>I had not been working.</b>
<b>You had been working.</b>	<b>Had you been working?</b>	<b>You had not been working.</b>
<b>(He- She- It) had been working.</b>	<b>Had (he- she- it) been working?</b>	<b>(He- She- It) had not been working.</b>
<b>We had been working</b>	<b>Had we been working?</b>	<b>We had not been working.</b>
<b>They had been working.</b>	<b>Had they been working?</b>	<b>They had not been working.</b>

### Uses:

We use the Past Perfect Continuous to talk about continuous actions or situations which happened before a specific time in the past:

نستخدم زمن الماضي التام المستمر للتحدث عن الأفعال أو المواقف المستمرة التي حدثت قبل وقت محدد في الماضي:

I **had been keeping** quiet about my running, and then I won the race.

### Key words:

**since**- منذ / **for**- لمدة / **all** (morning – day – week) / **still**- مازال **ever since, in recent years, recently, (since the dawn of time) , that's what , that's why**

**+ زمن في الماضي**

★ Choose the correct answer:

- 1) By the time we arrived, they \_\_\_\_\_ for an hour.  
A) have been talking    B) had been talking    C) will be talking    D) are talking
- 2) Ali \_\_\_\_\_ all day about his friend when he received an email.  
A) has thought    B) are thinking    C) had been thinking    D) will think
- 3) The children \_\_\_\_\_ in the yard for two hours, so they were tired.  
A) has been playing    B) is playing    C) had been playing    D) are playing
- 4) Nadia \_\_\_\_\_ her homework for two hours when I called her.  
A) have done    B) have been doing    C) has been doing    D) had been doing
- 5) I \_\_\_\_\_ the house. That's why I had some paint on my clothes.  
A) had been painting    B) have been painted    C) has painted    D) has been painting
- 6) Students in my country \_\_\_\_\_ their classes online for 2 years when the Coronavirus spread.  
A) are attended    B) had been attending    C) would attend    D) have been attending
- 7) Mustafa broke his leg last week. Before he fell, he \_\_\_\_\_ to climb to the top of the mountain.  
A) had been trying    B) has tried    C) is trying    D) has been trying
- 8) The protesters \_\_\_\_\_ outside the mine for two hours when the reporters arrived.  
A) had been standing    B) have been standing    C) will stand    D) stand
- 9) The hikers \_\_\_\_\_ in the mountains for six hours when they saw something strange  
A) had been walking    B) has walked    C) have walk    D) will walk
- 10) There was a strong smell because someone \_\_\_\_\_ fish.  
A) is cooking    B) had been cooking    C) has been cooking    D) cooked
- 11) Abbas Akel \_\_\_\_\_ at the East Hotel for exactly 25 years on the day he vanished.  
A) has been working    B) is working    C) had been working    D) works
- 12)\* I \_\_\_\_\_ a fantastic book before I went to sleep last night.  
A) have been reading    B) is reading    C) was reding    D) had been reading

1-B, 2-C, 3-C, 4-D, 5-A, 6-B, 7-A, 8-A, 9-A, 10-B, 11-C, 12-D

## 6 The future Continuous المستقبل المستمر

Affirmative (المثبتة)	Question (السؤال)	Negative (النفي)
Sub+ <b>will</b> + <b>be</b> <b>Ving</b>	<b>Will</b> + sub + <b>be</b> <b>Ving</b> ?	Sub+ <b>will</b> + <b>not</b> + <b>be</b> <b>Ving</b>
<b>(I) will be working.</b>	<b>Will I be working?</b>	<b>I will not be working.</b>
<b>You will be working.</b>	<b>Will you be working?</b>	<b>You will not be working.</b>
<b>(He- She- It) will be working.</b>	<b>Will (he- she- it) be working?</b>	<b>(He- She- It) will not be working.</b>
<b>We will be working</b>	<b>Will we be working?</b>	<b>We will not be working.</b>
<b>They will be working.</b>	<b>Will they be working?</b>	<b>They will not be working.</b>

## Uses:

للتنبؤ بشيء يحدث في وقت ما في المستقبل:

**1) To predict something in progress at a point in the future:**

Six months from now we'll be studying in different cities.

**2) To talk about something that is expected to happen:**

You'll all be coming back here in one year's time. للتحدث عن شيء متوقع حدوثه:

**3) To ask politely about someone's plans:**

Will you be coming to the meeting after the show? للسؤال بأدب عن خطط شخص ما:

**Key words:**

Tonight at.... / tomorrow at ...../ this time ..... / at seven o'clock / as usual / within a few decades / in a few years / within +

★ Choose the correct answer:

- 1) This time tomorrow, we \_\_\_\_\_ because we will have finished our exams.  
A) would celebrate B) will be celebrating C) will have celebrate D) had celebrated
- 2) This time next month, my family \_\_\_\_\_ themselves for moving to a new house.  
A) have been preparing B) have prepared C) were preparing D) will be preparing
- 3) I can't call my dad. He \_\_\_\_\_ the plane takes off in an hour.  
A) was boarding B) would be boarding C) was boarded D) will be boarding
- 4) This time next year, they \_\_\_\_\_ for their graduation project.  
A) will be preparing B) have prepared C) prepared D) have been preparing
- 5) No one \_\_\_\_\_ in this way within a few decades.  
A) will be living B) are living C) was living D) were living
- 6) Within 20 years, we will have stopped fighting over oil – we \_\_\_\_\_ over water instead  
A) will have flighted B) will be fighting C) would fight D) fights
- 7) In a few decades, everyone \_\_\_\_\_ their own food.  
A) grow B) will be growing C) were growing D) will have grown
- 8) It may sound disgusting, but in a few years, all of us \_\_\_\_\_ alternatives foods like insects!  
A) are eating B) will have eaten C) will be eating D) was eating
- 9) The Mars Explorer team \_\_\_\_\_ planet Earth in late 2065.  
A) will be leaving B) have been leaving C) will have leaving D) were leaving
- 10)\* Don't call me tonight. I \_\_\_\_\_ the next episode of Fix Up.  
A) have watched B) will be watching C) has watches D) is watching
- 11) The five crew members \_\_\_\_\_ 24 hours a day together.  
A) spends B) will be spending C) were spending D) have spending
- 12)\* I've missed a couple, so no doubt I \_\_\_\_\_ next week catching up!  
A) will spend B) will be spending C) am spending D) was spending

1-B, 2-C, 3-C, 4-D, 5-A, 6-B, 7-A, 8-A, 9-A, 10-B, 11-C, 12-D

## المستقبل التام The future Perfect 6

Affirmative (المثبتة)	Question (السؤال)	Negative (النفى)
Sub+ <b>will</b> + <b>have</b> V3	<b>Will</b> + sub + <b>have</b> V3?	Sub+ <b>will</b> + <b>not</b> + <b>have</b> V3
(I) <b>will have</b> worked.	<b>Will I</b> have worked?	<b>I will not have</b> worked.
<b>You will have</b> worked.	<b>Will you</b> have worked?	<b>You will not have</b> worked.
(He- She- It) <b>will have</b> worked.	<b>Will (he- she- it)</b> have worked?	(He- She- It) <b>will not have</b> worked.
<b>We will have</b> worked	<b>Will we</b> have worked?	<b>We will not have</b> worked.
<b>They will have</b> worked.	<b>Will they</b> have worked?	<b>They will not have</b> worked.

-Wh Question Form:

\* السؤال جملة المستقبل المستمر:

Wh	Helping Verb	Subject	Verb	Object
What - where which - when who - How	<b>will</b>	He- She- It I- We- You- they	<b>have</b> V.3	..... ?

### Uses:

إجراء سيتم الانتهاء منه قبل وقت معين في المستقبل:

1) An action that will be completed before a particular time in the future:

Next time I see you, you **will have** completely **changed** your eating habits!

### Key words:

By the time next .. (week , month ..) / by the end of this (week, month....) / By 2050 , 2200 .. etc / in two years' time / by then / before next week / Time + from now ,

★ Choose the correct answer:

- By the end of this month, we \_\_\_\_\_ in this house for a year.  
A) have lived      B) lived      C) will have lived      D) are lived
- By the end of this week, we \_\_\_\_\_ all information for the project.  
A) will have received      B) were receiving      C) will be receiving      D) received
- We're late! By the time we get to the airport, the plane \_\_\_\_\_.  
A) will have gone      B) go      C) went      D) had gone
- (2021) تكميلي If all goes well, by June 2022, I \_\_\_\_\_ my university degree.  
A) finished      B) will have finished      C) had finished      D) have finished
- (2022) By 2023 CE, they \_\_\_\_\_ the new electric motorway in the town.  
A) will be opened      B) have been opened      C) have opened      D) will have opened
- (2022) تكميلي We are late! By the time we get to the restaurant, the guests \_\_\_\_\_.  
A) have been left      B) will have left      C) would have left      D) have been leaving

- 7) (2023) By 2025 CE, Amer \_\_\_\_\_ his medical courses in the hospital.  
 A) will have finished B) will be finished C) have finished D) was finishing
- 8) By 2075 the population of the world \_\_\_\_\_ to more than nine billion.  
 A) will be rising B) will have risen C) have risen D) have been rising
- 9) Dana and Eman \_\_\_\_\_ the entire first series by the end of today.  
 A) watch B) will be watched C) will have watched D) have watched
- 10) By the time they reach the red planet, they \_\_\_\_\_ over 50 million  
 A) were covering B) was covering C) will be covering D) will have covered
- 11) Faten \_\_\_\_\_ school by 4 p.m.  
 A) would have finished B) will have finished C) was finishing D) will be finishing
- 12)\* When I finish the marathon, I \_\_\_\_\_ 42 kilometres.  
 A) will have run B) was running C) were running D) have run

1-C, 2-A, 3-A, 4-B, 5-D, 6-B, 7-A, 8-B, 9-C, 10-D, 11-B, 12-A

## 7 The future Perfect continuous المستقبل التام المستمر

Affirmative (المثبتة)	Question(السؤال)	Negative(النفى)
Sub+ <b>will +have been+Ving</b>	<b>Will+ sub + have been+Ving?</b>	Sub+ <b>won't +have been+Ving</b>
<b>(I) will have been working.</b>	<b>Will I have been working ?</b>	<b>I won't have been working .</b>
<b>You will have been working.</b>	<b>Will you have been working?</b>	<b>You won't have been working .</b>
<b>(He- She- It) will have been working.</b>	<b>Will (he- she- it) have been working ?</b>	<b>(He- She- It) won't have been working.</b>
<b>We will have been working</b>	<b>Will we have been working ?</b>	<b>We won't have been working .</b>
<b>They will have been working.</b>	<b>Will they have been working?</b>	<b>They won't have been working</b>

### ★ Wh Question Form:

Wh	Helping .v	Subject	Verb	Object
What - where which - when who - How	<b>will</b>	He- She- It I- We- You- they	<b>have</b> been + ving	..... ?

### Uses:

- 1- We use the Future Perfect Continuous to talk about something continuing up to a certain point in the future:

نستخدم المستقبل التام المستمر للتحدث عن شيء مستمر حتى نقطة معينة في المستقبل:

By the end of this month, we'll have been writing this book for two years.

### Key words:

For + زمن , how long...? , by the tim....for + time

## ★ Choose the correct answer:

- 1) By the time today's young people retire, they \_\_\_\_\_ for 70 years.  
A) were working B) was working C) will be working D) will have been working
- 2) By that time, they \_\_\_\_\_ mission for over five years.  
A) would have trained B) will have been training C) was training D) will be training
- 3) When they finally return to Earth, they \_\_\_\_\_ for over three years.  
A) will have been travelling B) will be travelling C) were travelling D) have travelled
- 4) I \_\_\_\_\_ for nine years by the time I qualify as a surgeon.  
A) have trained B) will have been training C) was training D) will be training
- 5) By six o'clock, they \_\_\_\_\_ for 24 hours non-stop to clear up the damage caused by the flood.  
A) will have been working B) is going to work C) were working D) will be working
- 6) My dad \_\_\_\_\_ eating meat for 10 years today.  
A) won't have B) won't be C) won't have been D) were
- 7)\* By the end of the month, I \_\_\_\_\_ my family history for a good three weeks.  
A) will research B) will be researching C) researched D) will have been researching
- 8) Next year, I \_\_\_\_\_ English for 10 years.  
A) will have learnt B) learn C) will be learning D) will have been learning
- 9) By the time they get home, Abbas and Jaber will \_\_\_\_\_ travelling for 18 hours.  
A) have B) have been C) be D) were
- 10)\* Next week, I \_\_\_\_\_ here for five years.  
A) worked B) have worked C) will have been working D) has worked
- 11)\* By the time you come and visit, I \_\_\_\_\_ here for six months.  
A) will have been living B) would live C) will be living D) have lived

1-D, 2-B, 3-A, 4-B, 5-A, 6-C, 7-D, 8-D, 9-B, 10-C, 11-A

**Mind the trap!**

احذر من الوقوع في الخطأ!

*Will* can be used like **must** to make **deductions**.A: *Why isn't she back yet?*B: *Don't worry. She'll have been working late.**She'll have got stuck in traffic.**She'll be sitting in a traffic jam.**Will* مش دائماً للمستقبل. ممكن نستخدمه مثل **must** للتعبير عن الاستنتاج القوي.



★ Match the sentences with meanings *a* or *b*.

- 1 ( ) I've been reading a book about habits.  
 ( ) I've read a book about habits.  
 a I've finished the book.  
 b I'm still reading the book.
- 2 ( ) I will be working.  
 ( ) I will have been working.  
 a I will be in the middle of my work.  
 b I will have finished my work.
- 3 ( ) I had been eating all day.  
 ( ) I had eaten that day.  
 a I ate.  
 b I was eating continuously or very often.
- 4 ( ) I've come up with a great idea.  
 ( ) I had a great idea.  
 a I have a great idea now.  
 b I came up with a great idea at some point in the past.
- 5 ( ) I'm playing a lot of football.  
 ( ) I play a lot of football.  
 a This is something I always do.  
 b This is something I've been doing recently or temporarily.

## Answers

1 b / a    2 a / b    3 b / a    4 a / b    5 b / a

## ★ Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

## RUN

- 1 Recently, I \_\_\_\_\_ five kilometres every day.  
 2 When I finish the marathon, I \_\_\_\_\_ 42 kilometres.  
 3 I \_\_\_\_\_ for the bus when I tripped and fell flat on my face.  
 4 Before I trained for the marathon, I \_\_\_\_\_ (never) in a race before.

## READ

- 5 I'm a real bookworm. So far this month I \_\_\_\_\_ six books.  
 6 I \_\_\_\_\_ a fantastic book before I went to sleep last night.  
 7 I \_\_\_\_\_ my book all evening.  
 8 I \_\_\_\_\_ for two hours now.

## LIVE

- 9 While I \_\_\_\_\_ here, I want to go for a walk every day.  
 10 By the time you come and visit, I \_\_\_\_\_ here for six months.  
 11 I \_\_\_\_\_ in several different countries.  
 12 I ate too much fast food when I \_\_\_\_\_ in Dubai.

**Answers**

- 1 have been running    2 will have run    3 was running    4 had never run  
 5 have read    6 had been reading    7 have been reading    8 have been reading  
 9 am living    10 will have been living    11 have lived    12 was living

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

find - get - go off - leave

I was almost late for school, and 1 I \_\_\_\_\_ up later and later. I would set my alarm, but fall asleep again straight after it 2 \_\_\_\_\_ .  
 I'm not exactly strong-willed.

But now 3 I \_\_\_\_\_ it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week 4 I \_\_\_\_\_ my house on time every day for a month! My mother can't believe it. Such a good idea – I'm a smart cookie, that's for sure!



check - reduce - spend - think of

5 I \_\_\_\_\_ way too much time on social media. One day I realised that 6 I \_\_\_\_\_ my account more than 50 times that day!  
 7 I \_\_\_\_\_ deleting my account altogether, but that seemed a bit extreme, so I decided that I would always log out of the app. Just having to fill in the password every time makes it enough of a pain that I can't be bothered to keep logging in and 8 I \_\_\_\_\_ the number of times I check it to maybe once or twice a day.

**Answers**

- 1 had been getting/was getting    2 had gone off    3 am finding    4 will have left  
 5 was spending    6 had checked    7 was thinking of    8 have reduced

**SPEAKING** Read the question and make a few notes. Then, in pairs, discuss the question and practise giving each other some useful advice.

What can you do to help yourself give up a habit or start a new habit?

How will things be different in six months' time?

★ **THINK BACK** Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.

**Issa** 1 Are you feeling OK? You look a bit hot and sweaty.

**Khalil** ... I'm fine, 2 I've just been running ... 3 I've just started, really... ... I can't run quite that far yet, but 4 I'll be doing a 5k run for charity in a few weeks ...

**Issa** 5 Had you done much running before?

**Khalil** Next week, I 6 will have been running every day for two months.

**Answers** 1 Present Continuous – at the moment 2 Present Perfect Continuous – explaining a present result 3 Present Perfect Simple – recent action with present relevance (just) 4 Future Continuous – action that will be taking place in the future at a specific time 5 Past Perfect Simple – action completed before a time in the past 6 Future Perfect Continuous – action still ongoing at a point in the future

**LESSON 4B GRAMMAR 01****Continuous and perfect tenses****1 Match sentences 1–10 with their meanings a–j.**

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

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

**Answers**

1 c    2 d    3 a    4 g    5 h    6 e    7 i    8 b    9 f    10 j

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

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

**Answers**

- |                 |                       |                          |
|-----------------|-----------------------|--------------------------|
| 1 all day       | 2 been running        | 3 this week              |
| 4 had you drunk | 5 You've been sitting | 6 we'd just been talking |

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

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

#### Answers

- 2 've/have had  
 3 haven't/have not been waiting/haven't/have not waited 4 have, been  
 5 have, been feeling 6 's/has been eating 7 's/has eaten 8 's/has been chatting

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

- 1 I've just **been** walking in the hills. It's gorgeous out there.
- 2 Next week, I \_\_\_\_\_ working here for five years.
- 3 It \_\_\_\_\_ raining as we left the cinema, so I opened my umbrella.
- 4 Don't call me tonight. I \_\_\_\_\_ watching the next episode of Fix Up.
- 5 I \_\_\_\_\_ going to bed too late recently. I must get an early night tonight.
- 6 I \_\_\_\_\_ studying Spanish at the moment in preparation for a trip to Madrid next month.
- 7 I \_\_\_\_\_ seen you for ages! Where have you been hiding?!
- 8 I know Amman pretty well, but I \_\_\_\_\_ to Aqaba before this trip. It was great.

#### Answers

- 2 'll/will have been 3 was 4 'll/will be 5 've/have been  
 6 'm/am 7 haven't/have not 8 'd/had never been

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

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

كنا قد قرّرنا أن نحسّن لياقتنا في هذا الربيع، لكن الحياة أعاقَت ذلك.

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

أنت ذكي حقًا. هذا أفضل عمل قمت به على الإطلاق

You are a smart cookie. This is the best work \_\_\_\_\_ .

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

The government \_\_\_\_\_.

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

I \_\_\_\_\_ probably \_\_\_\_\_ tomorrow.

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

Both my parents \_\_\_\_\_ piano lessons.

### Answers

2 you've/you have ever done

3 hasn't/has not yet decided/made a decision (yet)

4 won't/will not have finished until/before 5 have been having/taking

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

come - do - live - notice - prioritise

### WHY THE BRAIN RESISTS CHANGE

One of the key reasons why people fail to change their bad habits is quite simply a lack of patience. They usually try to start a new habit, but give up when, after a few days or weeks, they

**1 haven't noticed** any dramatic changes.

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

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



**Answers** 2 were living 3 has prioritised 4 're/are doing 5 've/have come

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

1 What impact is it having on your life?

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

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### Suggested Answer

I would like to start exercising every day. I have often felt lazy and I have not had enough energy because I have ignored fitness. This habit has also made me less confident. If I keep exercising, my life will have improved in six months. I will have become stronger.

**8 SPEAKING** Read the question and make a few notes. Then, in pairs, discuss the question and practise giving each other some useful advice. **1.** What can you do to help yourself give up a habit or start a new habit? **2.** How will things be different in six months' time?

1. I have joined a gym to stay active. I am reading every night before bed.
2. I will have learned how to cook healthy meals. I will be studying more regularly



## LESSON 5A READING AND VOCABULARY

**1 SPEAKING** Look at the photos on pages 10–11 and discuss the questions.

- What adjectives would you use to describe the bridge in picture A?
  - Big, long, famous, beautiful.
- How many birds are there in picture B? How do you know?
  - There are 11 birds. I know because I can count them on the wires.
- How would you describe the position of the woman in picture C?
  - She is standing outside the round white tent.
- How would you describe the snow in picture D?
  - The snow is white, soft, and fresh. It is covering the tree branches.



**2** Read the article and match questions 1–7 with paragraphs A–D. Each paragraph may be chosen more than once.

### DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?

هل تغير اللغة الطريقة التي ترى بها العالم؟

**A** Have **you** heard that the Inuit have hundreds of different words for snow? The **theory** goes that because snow is so much more **present** in **their** lives, and often of vital importance, **they** actually **perceive** it differently, and recognise more subtle distinctions between different types of snow and ice than **those** of **us** living in warmer **climes**.

هل سمعت أن شعب الإنويت (الإسكيمو) لديه مئات الكلمات المختلفة عن الثلج؟ تقول النظرية أن الثلج **حاضر** بشكل كبير في حياتهم، وغالبًا ما يكون ذا أهمية حيوية، لذا فإنهم **ينظرون** إليه بشكل مختلف، ويميزون أيضاً بين أنواع الثلج والجليد بشكل أكثر دقة من أولئك الذين يعيشون في **مناخات** أكثر دفئاً.

Question 1: The Inuit have hundreds of different words for snow. Mention two reasons.

Question 2 : Why do the Inuit perceive snow differently and recognize more subtle distinctions in snow and ice than people in warmer climates?

جواب مشترك للسؤالين

Because snow is so much more present in their lives, and often of vital importance

**you** → the reader or learner

**their** → the Inuit

**they** → the Inuit

**it** → snow

**those** → people living in warmer climates

**us** → speaker and others in warm climates



In fact, this theory is something of a myth, not least because **there** isn't a single Inuit language, but **a variety** of **dialects**. However, recent research has shown that **there** is at least some truth in the idea that these dialects have more ways of **distinguishing** different types of snow than many other languages do.

في الواقع، هذه النظرية أشبه بأسطورة، تحديداً لأن لغة الإينويت ليست لغةً واحدةً، بل مجموعةً متنوعةً من اللهجات. ومع ذلك، فقد أظهرت الأبحاث الحديثة أن هناك بعض الصحة على الأقل في الفكرة بأن هذه اللهجات تمتلك طرقاً أكثر تمييزاً أنواع الثلج المختلفة مقارنةً بالعديد من اللغات الأخرى.

**Question 3: Why is the "Inuit words for snow" theory considered a myth? Give 2 reasons**  
Because there isn't a single Inuit language, but a variety of dialects.

**Question 4: Identify the sentence that provides evidence supporting the idea that the theory might be partly true.**

However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do.

**there** → a single Inuit language

**there** → some truth in the idea

The key question though, isn't really whether **there** are more words to describe frozen water so much as whether **this** implies **that** the languages spoken by the Inuit mould the way **they** conceive of the world. This **concept** is referred to as **linguistic relativity** or, more famously, the Sapir-Whorf **hypothesis**, after two scientists who both wrote, separately, about this idea.

السؤال ( الفكرة ) الرئيسي هنا ليس فعلاً في وجود كلمات أكثر لوصف الماء المتجمد، بقدر إذا ما كان هذا ( السؤال ) يشير إلى أن اللغات التي يتحدث بها الإينويت تُشكّل طريقة تفكيرهم في إدراك العالم. حيث يُشار إلى هذه الفكرة بمصطلح النسبية اللغوية، أو، وبشكل أكثر شهرة، فرضية سابير-وورف، نسبة إلى العالمين اللذين كتبوا عن هذا المفهوم بشكل مستقل.

**Question 5: What is the concept called that suggests language influences how people think about the world?**

as linguistic relativity or, the Sapir-Whorf hypothesis

**who** → the two scientists who wrote about this concept

**this** → the idea of linguistic relativity or Sapir-Whorf hypothesis

**B** There is certainly plenty of **evidence** that different languages (and **cultures**) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. **They** wouldn't say '**that** woman is standing in front of **her** house', but something like '**that** woman is standing west of **her** house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of **us** at instantly knowing which direction they are facing.

هنالك وبالتأكيد، الكثير من الأدلة التي تشير إلى أن اللغات (والثقافات) المختلفة تبدو وكأنها ترى العالم من خلال مرشحات (زاوية رؤية) مختلفة. على سبيل المثال، دائماً ما يشير متحدثو لغة — Guugu Yimithirr وهي لغة مستخدمة في شمال كوينزلاند بأستراليا — إلى موضع (مكان) الشخص باستخدام كلمات الاتجاهات: شمال، جنوب، شرق، وغرب. لا يقولون «تلك المرأة تقف أمام بيتها»، بل شيئاً مثل «تلك المرأة تقف غرب بيتها». ونتيجة لذلك، يكون متحدثو Guugu Yimithirr بطبيعتهم أفضل بكثير من معظمنا في معرفة الاتجاه الذي يواجهونه فوراً.

**Question 6: How do speakers of Guugu Yimithirr describe a person's location?**

- A. They use relative terms like "in front of / behind."
- B. They use primary directions (north, south, east, west)
- C. They describe distance only (e.g. meters).

**Question 7: What is the main idea about how language can affect thinking, and why are Guugu Yimithirr speakers better at knowing directions?**

- A. Language forces people to think only one way and never allows other ways.
- B. Their language requires using absolute directions all the time, which trains them to know directions quickly.
- C. They know directions because they study maps more than others.

- |                                       |                                                              |
|---------------------------------------|--------------------------------------------------------------|
| 1. <b>there</b> → plenty of evidence  | 2. <b>they</b> → the speakers of Guugu Yimithirr             |
| 3. <b>that</b> → the specific woman   | 4. <b>her</b> → the woman's house                            |
| 5. <b>that</b> → the woman            | 6. <b>her</b> → repeated reference to the same woman's house |
| 7. <b>us</b> → general people/readers | 8. <b>they</b> → the speakers of Guugu Yimithirr             |

To give another example, **you** may **assume** that counting is a universal human trait, but in fact, not all languages have numbers. Some **indigenous** people of the Amazon rainforest in Brazil simply **distinguish** between a smaller amount and a larger amount. **We** can probably **deduce** from **this** that **they** don't feel the need to quantify **precisely** in the way that many of **us** do.

كمثال آخر، قد **تفترض** أن العدّ سمة بشرية عالمية، لكن في الواقع ليست كل اللغات تملك أعدادًا. بعض الشعوب **الأصلية** في غابات الأمازون المطيرة بالبرازيل **تميّز** ببساطة بين كمية الأصغر وكمية الأكبر. ويمكننا على الأرجح أن **نستنتج** من هذا أنهم لا يشعرون بالحاجة إلى تحديد الكميات بدقة بالطريقة التي يفعلها كثير منا.

**Question 8: Why might some people in Brazil not feel the need to count exactly like many of us?**

Because some indigenous people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount.

- |                                                   |                        |                        |
|---------------------------------------------------|------------------------|------------------------|
| <b>you</b> → the reader                           | <b>we</b> → the writer | <b>this</b> → the idea |
| <b>they</b> → the indigenous people of the Amazon |                        | <b>us</b> → readers    |

European languages also differ in the way they see the world. For example, the word for (**bridge**) has a **masculine gender** in Spanish and a **feminine gender** in German. A **cognitive** scientist carried out research where she asked Spanish and German speakers to describe a bridge and found that the Spanish speakers tended to use more stereotypically masculine adjectives, such as *big* and *strong*, whereas the German speakers used more stereotypically feminine adjectives, such as *beautiful* and *elegant*.

و تختلف اللغات الأوروبية أيضًا في طريقة رؤيتها للعالم. على سبيل المثال، كلمة «جسر» **مذكّرة** في اللغة الإسبانية و**مؤنثة** في اللغة الألمانية. وقد أجرت عالمة في **علم الإدراك** بحثًا طلبت فيه من متحدثي الإسبانية والألمانية بأن يصفوا جسرًا، فوجدت أن المتحدثين بالإسبانية مالوا إلى استخدام صفات تُعد عادةً ذكورية، مثل «كبير» و«قوي»، بينما استخدم المتحدثون بالألمانية صفات نمطية أكثر أنثوية، مثل «جميل» و«أنيق».

**Question 9: What example does the paragraph give to show how European languages differ in gender?**

The word for "bridge" has a masculine gender in Spanish and a feminine gender in German.

**Question 10: What evidence did the cognitive scientist use to support the idea about language and perception?**

She asked Spanish and German speakers to describe a bridge and found that Spanish speakers used masculine adjectives while German speakers used feminine adjectives.

they → European languages

she → the cognitive scientist who conducted the research

**C** So, should we **conclude** that speakers of different languages do indeed see the world from a different **perspective**? Perhaps, **frustratingly**, the answer is likely to be yes and no. To begin with, it is possible to **comprehend** something even if **you** don't have a specific word for it. If **you're** adding a drop of blue to a pot of red paint, **you** may not have a word for every colour you make, but **you** will **obviously grasp** that these colours are different from each **other**.

هل يجب أن نستنتج إذا أن المتحدثين بلغات مختلفة يرون العالم من منظور مختلف؟ ربما يكون الجواب، بطريقة محبطة، هو نعم ولا في آن معاً. أولاً، من الممكن أن نفهم شيئاً حتى لو لم يكن لدينا كلمة محددة له. إذا أضفت قطرة من اللون الأزرق إلى وعاء من الطلاء الأحمر، قد لا يكون لديك اسم لكل لون تنتجه، لكن من الواضح أنك تفهم أن هذه الألوان مختلفة عن بعضها البعض.

**Question 11: Why does the author say the answer is "yes and no"?**

**Yes:** Language *might* change how we see the world.

**No:** We can still understand things even without words for them.

**Question 12: Mention an example from the text showing we understand things without words.**

Mixing blue paint into red paint — we see color changes without names for new shades.

we → the speaker

you → the reader/listener, used generally to explain the concept

**other** → refers to the different colours created in the example

**Similarly**, while blue and green are clearly different colours, many languages don't **recognize** this difference and have a word which describes both colours. **They** can be **perceived** as similar across cultures, too. For example, in Arabic 'blue-eyed' is connected to being **jealous** or **deceitful**, whereas in English, **it's** 'green-eyed'. **Ultimately**, **someone's** culture may say a lot about how **they** see the world, and **their** culture is likely to be reflected in **their** language. Whether that means that **their** language affects **their** thinking is yet to be **conclusively** proven.

**وبالمثل**، بينما يُعتبر اللونان الأزرق والأخضر مختلفين بوضوح، فإن العديد من اللغات لا تميز بينهما ولديها كلمة واحدة تصف اللونين معاً. ويمكن أن يُنظر إليهما على أنهما متشابهان عبر الثقافات أيضاً. فعلى سبيل المثال، في اللغة العربية يُرتبط تعبير "أزرق العينين" **بالغيرة** أو **الخداع**، بينما في اللغة الإنجليزية يُستخدم تعبير "أخضر العينين". وفي النهاية، قد تكشف ثقافة الشخص الكثير عن الطريقة التي يرى بها العالم، ومن المرجح أن تنعكس ثقافته في لغته. وما إذا كانت لغته تؤثر في طريقة تفكيره، فهذا لم يُثبت بشكل قاطع بعد.

**Question 12:** Mention what the example of "blue-eyed" in Arabic vs. "green-eyed" in English shows.

It shows culture shapes language:

- Arabic links "blue-eyed" to *jealousy/deceit*.
- English uses "green-eyed" for *jealousy*.

**they** → blue and green      **it's** → ("green-eyed")

**they** → someone / people from a particular culture

**their** → someone's language      **their** → someone's thinking

**someone's** → a person

**their** → someone's culture

**D** That said, many people do feel **they** take on a new **identity** when using another language. A 2006 study of **bilingual** Mexican-Americans asked **them** to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using.

**Undoubtedly**, how much **you** pick up a culture alongside a language will depend on how and why **you** are learning it, and whether **you** wish to become part of the second language culture, but **it's** fascinating to **consider** that **you** might actually be a (slightly) different person when speaking a second language.

و مع ذلك، يشعر كثير من الأشخاص أنهم يكتسبون هوية جديدة عند استخدامهم لغة أخرى. ففي دراسة أجريت عام 2006 على أمريكيين من أصول مكسيكية يتحدثون لغتين، طُلب منهم إجراء اختبار للشخصية باللغتين الإنجليزية والإسبانية، وكانت النتائج مذهشة؛ إذ اختلفت الإجابات تبعاً للغة المستخدمة في كل مرة. وبلا شك، أن مدى اكتسابك لثقافة معينة إلى جانب اللغة يعتمد على الطريقة والغاية من تعلمك لتلك اللغة، وعلى رغبتك في أن تكون جزءاً من ثقافة اللغة الثانية. لكن من المثير للاهتمام أن تفكر أنك قد تكون في الواقع شخصاً (مختلفاً قليلاً) عند التحدث بلغة ثانية.

**Question 13:** Mention what the 2006 study of bilingual Mexican-Americans found.

The results varied, depending on which language each individual was using.

**Question 14:** Mention two factors that influence how much culture someone picks up alongside a second language, according to the text.

1. How you are learning the language and why you are learning the language.
2. Whether you wish to become part of the second language culture.

**they** → many people

**you \*3** → the reader

**them** → bilingual Mexican-Americans

**it's** → the idea

**you** → the reader

In which paragraph does the author ... في أي فقرة يقوم الكاتب بـ...

1. describe research into the impact of a grammatical feature on the speaker's perception وصف بحث حول تأثير خاصية نحوية على إدراك المتحدث
2. point out shortcomings in a specific piece of research الإشارة إلى أوجه القصور في بحث معين
3. suggest an alternative explanation for linguistic relativity اقتراح تفسير بديل لنظرية النسبية اللغوية

4. outline a well-known theory about the effect of language on how we see the world  
عرض نظرية معروفة حول تأثير اللغة على كيفية رؤيتنا للعالم
5. comment on the personal impact of speaking another language  
التعليق على التأثير الشخصي للتحدث بلغة أخرى
6. mention a benefit to perceiving the world differently  
ذكر فائدة لإدراك العالم بطريقة مختلفة
7. refer to research into the effect of language on character  
الإشارة إلى بحث حول تأثير اللغة على الشخصية

### Answers

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

### ★ WATCH OUT!

**Conclude** has a similar meaning to **deduce**, but also ( **Conclude** ) has the sense of being a judgement arrived at after some thought, whereas ( **deduce** ) implies an immediate judgement.

شرح الفرق بين **deduce** و **conclude**

<b>conclude</b>	الحكم الذي يتم التوصل إليه بعد بعض التفكير
<b>deduce</b>	توحي بحكم فوري

After studying the results, scientists **conclude** that exercise is good for health.

I see smoke. I **deduce** there is a fire.

I see clouds. I **deduce** it will rain.

After checking all the answers, I **conclude** the test was easy.

### ★ Verbs for Thinking

grasp	يستوعب فكرة صعبة	comprehend	يدرك بشكل عام	conceive	يتخيل فكرة
assume	يفترض بدون دليل	Conclude	يستنتج بعد تفكير	reflect	يتأمل
recognise	يدرك	gather	يستنتج من سياق	deduce	يستنتج من دليل / حكم فوري

★ Look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does **NOT** complete it correctly.

1 Because you had lived in Brazil, I \_\_\_\_\_ you spoke Portuguese.

a grasped      b assumed      c concluded

2 It's hard to \_\_\_\_\_ how much the world is likely to change in the next 50 years.

a comprehend      b conceive      c reflect

3 They failed to \_\_\_\_\_ just how important the decision was.

a recognise      b assume      c grasp

4 With difficulty, he managed to \_\_\_\_\_ what she was trying to explain.

a assume      b comprehend      c grasp

5 From what I can \_\_\_\_\_, she's actually been fired, rather than resigning.

a gather      b conceive      c deduce

Answers

1 a

2 c

3 b

4 a

5 b





### 1 Read a blog post about a childhood memory and discuss the questions.

I recently had a big clear-out of my bedroom and, tucked behind the wardrobe, I found my old teddy bear, Oscar. Seeing him again brought all the memories flooding back.

I'd had Oscar from when I was very little and, for as long as I could remember, he had only had one eye. It wasn't important to me, I loved him no matter how shabby and old he was. Oscar was my constant companion and we did everything together.

One day, I discovered that Oscar had lost his one remaining eye. I took him to my mother and, much to my delight, she promised that she could give him his sight back.

The next day she presented Oscar to me. She had decided she might as well sew on two new buttons, rather than just one. I clearly recall how much his new appearance came as a shock. I've never forgotten how upset I was to see him looking so different! Oscar was not meant to have two eyes! He looked all wrong! I started crying (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

I don't know how I failed to realise he had gone missing down the back of the wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.





**1** Read a blog post about a childhood memory and discuss the questions.

**1** Why do you think the writer remembers this moment in particular?

**2** What do you think this story tells you about the writer?

### Answers

**1** because it had a big emotional impact

**2** They are going to university, so probably about 18, and still living with their parents at the moment. They may be quite a sensitive person because of the way they reacted, and perhaps a little sentimental. They aren't worried about what people at university might think if they bring the bear.

**2** Put the paragraphs of the blog post in the correct order.

**A** ( ) Describe the main events of the memory.

**B** ( ) Explain why the memory is still significant for you.

**C** ( ) Give the background to the memory (how old you were, where it took place, etc.)

**D** ( ) Introduce the memory by explaining why you are talking about it.

**E** ( ) Relate the past events to the present day.

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

**3 WRITING | A blog post about the past (Writing box.)**

### Introduction:

Blog posts are often quite **personal**, so begin **by explaining the memory**:

I was reminded of ...

تذكّرتُ أو دُكرتُ بـ

... brought all the memories flooding back...

أُعدت إليّ الذكريات دفعة واحدة

... for as long as I could remember ...

طوال حياتي التي أتذكرها

### Style:

Use time **linkers** to show when things happened:

at that time

في ذلك الوقت

during these years

خلال هذه السنوات

One day

في أحد الأيام

The next day

في اليوم التالي

### Conclusion

**Explain why the memory was significant:**

This experience convinced me that ...

هذه التجربة أفنعتني أن

I clearly recall...

أتذكر بوضوح

I've never forgotten ...

لم أنسَ مطلقاً

I don't know how I failed to realise

لا أعلم كيف فشلتُ في إدراك

**4 Complete the second sentence using the word in bold so that it means the same as the first one. Use phrases from the text to help you.**

1 I didn't realise what a bad idea it was. **FAILED**

I failed to realise what a bad idea it was

2 I took him with me everywhere I went. **MATTER**

No matter where I went, I took him with me

3 I had to wait for him. **CHOICE**

I had no choice but to wait for him

4 I was delighted when he agreed to come to the picnic. **TO**

Much to my delight, he agreed to come to the picnic

5 I have no reason not to work today. **MIGHT**

I might as well work today

6 I was really shocked by what you said. **CAME**

What you said came as a shock to me.

7 I had no idea what was happening. **CLUE**

I had no clue / didn't have a clue what was happening .

8 I had to watch my little brother carefully. **EYE**

I had to keep my eye / an eye on my little brother

**5 Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.**

1 How old were you? What was the occasion? \_\_\_\_\_

2 What happened exactly? \_\_\_\_\_

3 What emotions do you associate with this memory? \_\_\_\_\_

4 Why is the memory significant to you? \_\_\_\_\_

5 What does the memory say about you, e.g., your background, personality, values or life experiences? \_\_\_\_\_

**6 WRITING TASK** Write a blog post about your childhood memory. Use the advice and some of the phrases from the Writing box, plus a range of tenses.

(Childhood Memory)

Last week, I found my old football, and all the memories came flooding back. **At that time**, football was the most important thing in my life.

**For as long as I could remember**, I had been playing with my friends in the park every evening. **One day**, when I was about ten years old, we played a big match against older boys. It was really hard, but I scored the winning goal.

**The next day**, everyone at school was talking about it, and I felt so proud. That match was one of the happiest moments of my childhood.

**This experience convinced me that** if I worked hard and never gave up, I could achieve great things. Even now, when I see that football, I remember those precious days.

## REVISION

### VOCABULARY AND GRAMMAR

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

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

#### Answers

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

#### 2 Find one mistake in every sentence and correct it.

- 1 She thinks she's a real clever alec, but she actually got the answer wrong.
- 2 The story is about the life of an old man who was so close-fisted he rarely bought any presents.
- 3 In my opinion, Heba is a black horse and I'm sure she knows much more about the situation than she's letting on.
- 4 You must not be thin-minded when entering into discussions on this topic as our own views are not always that well-informed.

5 My new neighbour is a talking butterfly and always wants to chat with me.

6 My grandma always gives us money for things we want - she's such a gentle touch.

Answers الكلمة الاولى هي الخطأ و مقابلها الاجابة الصحيحة

1 ~~clever~~ – **smart**

2 ~~close~~ – **tight**

3 ~~black~~ – **dark**

4 ~~thin~~ – **narrow**

5 ~~talking~~ – **social**

6 ~~gentle~~ – **soft**

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

A Hi. I haven't heard from you for a while, what 1 \_\_\_\_\_ (you / do) with yourself?

B Good to see you! Sorry, I 2 \_\_\_\_\_ (plan) to call you last night, but never got round to it. I 3 \_\_\_\_\_ (watch) a highly interesting TV series on and off for a while now – it's about researching your ancestry. So, I decided to have a go and I

4 \_\_\_\_\_ (find) several really useful websites. I 5 \_\_\_\_\_ (never / realise) before that it could be so fascinating.

A Yeah – I 6 \_\_\_\_\_ (mean) to catch that series too. I 7 \_\_\_\_\_ (find) college work a bit heavy at the moment. How 8 \_\_\_\_\_ (you / get on) with the research?

B I know what you mean about the assignments! I've missed a couple, so no doubt I 9 \_\_\_\_\_ (spend) next week catching up! But, by the end of the month, I 10 \_\_\_\_\_ (research) my family history for a good three weeks, so I should have some results!

Answers

1 have you been doing

2 was planning

3 've/have been watching

4 've/have found

5 'd/had never realized

6 've/have been meaning

7 am finding

8 are you getting on

9 'll/will be spending

10 'll/will have been researching

## USE OF ENGLISH

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

### ARE YOU THE RIGHT PERSON?

We are looking for volunteers to staff our hostels and help older people during the winter months. It would be a(n) 1 \_\_\_\_\_ (SIMPLIFY) to say that the ideal volunteer is kind-hearted and of a friendly 2 \_\_\_\_\_ (DISPOSE). Our people need to be able to deal with many issues so we would hope to attract people who are 3 \_\_\_\_\_ (COMPASSION), but, also tactful and able to use their 4 \_\_\_\_\_ (DISCREET). The 5 \_\_\_\_\_ (VULNERABLE) of some older people cannot be overstated as they have little 6 \_\_\_\_\_

(**STABLE**) in their lives. Our volunteers need to be 7 \_\_\_\_\_  
 (**DEDICATE**) individuals with a high sense of 8 \_\_\_\_\_ (**COMMIT**),  
 so please apply if you are willing to devote significant amounts of your time.

### Answers

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

### READING

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

## First Impressions

**A** First impressions are important in our personal and professional lives, which is why **we** need to be aware of the signals **we** are sending out and, if necessary, change **them**. Most people understand that a smile and eye contact are generally perceived positively so **they** make use of **these** strategically. On the other hand, **they** may be completely oblivious to the fact that **their** crossed arms can make **them** look closed or even hostile.

الانطباعات الأولى مهمة في حياتنا الشخصية والمهنية، ولهذا السبب نحتاج إلى أن نكون واعين للإشارات التي نرسلها، وإذا لزم الأمر، نغيرها. معظم الناس يفهمون أن الابتسامة والتواصل البصري يُنظر إليهما بشكل إيجابي عادةً، لذلك يستخدمونهما بشكل استراتيجي. من ناحية أخرى، قد يكونون غافلين تمامًا عن أن تقاطع أذرعهم قد يجعلهم يبدو مغلقين أو حتى عدائيين.

**Question 1: Why do we need to be aware of the signals we send out?**

Because first impressions are important in our personal and professional lives.

**Question 2: Mention three examples of body language signals and classify each one as either positive or negative.**

A smile / Eye contact ( **positive** )

Crossed arms ( **negative** )

**We\*2** → people in general / all of us      **them** → the signals we are sending  
**they** → most people      **these** → smile and eye contact      ( **they their them** ) → most people

Occasionally, even the most amiable person can have something on **their** mind which can affect how **they** feel. Rather than letting this show, **they** can use a technique such as thinking of something amusing that will put a smile on **their** face as **they** enter the room to meet and greet the people **there**.

أحيانًا، حتى أكثر الأشخاص وداً قد يكون لديهم شيء يشغل بالهم يؤثر على شعورهم. بدلاً من إظهار ذلك، يمكنهم استخدام تقنية مثل التفكير في شيء مضحك يجعلهم يبتسمون عندما يدخلون الغرفة لتحية الناس هناك.

**Question 3: What do people do or what technique do they use to change their mood in certain situations?**

They can use a technique such as thinking of something amusing.

**Their / they / they** → the amiable person **their** → the amiable person's face **there** → the room

**B** So, **you've** conquered **your** nerves and turned up at the dinner party. **You** stride into the room, smile at everyone and greet **them** with a firm handshake. But what now? After all, first impressions are not just about physical appearance. **We** also make judgements about people when **we** start to talk to **them**. Introverted people seem to be at a disadvantage, but all is not lost.

اننا، لقد تغلبت على توترك وذهبت إلى حفلة العشاء. تدخل الغرفة بخطي واثقة، مبتسماً للجميع، وتحييهم بمصافحة حازمة. ولكن، ماذا بعد؟ ففي نهاية المطاف، لا تقتصر الانطباعات الأولى على المظهر الخارجي فقط؛ إذ نحكم على الناس أيضاً من خلال الطريقة التي يتحدثون بها. يبدو أن الأشخاص الانطوائيين في موقف غير مريح، ورغم أن الوضع يبدو سيئاً، لا يزال هناك فرصة أو أمل.

 **Question 4: Why are first impressions NOT only about physical appearance?**

Because we also make judgements about people when we start to talk to them.

**you** → the reader      **your** → the reader's nerves      **you** → the reader  
**them** → other people at the dinner party      **we** \*2 → speaker      **them** → people we talk to

There are tried and tested topics, such as the weather, for example, or **you** can use visual or oral clues to stimulate the conversation: an interesting accent – 'Where are **you** from?' A band T-shirt – 'Oh are **you** a fan?' If **you** are lucky, the person **you** ask will be a chatty extrovert, happy to be in the company of someone who doesn't interrupt **their** well-practised anecdotes.

هناك مواضيع مُجربة ومضمونة لفتح الحوار، مثل الحديث عن الطقس مثلاً. كما يمكنك الاستفادة من الإشارات البصرية أو السمعية لتحفيز المحادثة: لهجة مثيرة للاهتمام – "من أين أنت؟" قميص يحمل اسم فرقة موسيقية – "أوه، هل أنت من المعجبين؟" وإن حالفك الحظ، سيكون الشخص الذي تخاطبه إنساناً اجتماعياً ثرثاراً، يُسعدك التحدث مع شخص لا يُقاطع حكاياته المدروسة جيداً.

 **Question 5: Mention two examples of "tried and tested topics" or "clues" to start conversations from the text.**

The **weather** ("tried and tested topics").

An **interesting accent** or a **band T-shirt** ("visual or oral clues").

 **Question 6: Why might someone feel lucky if the person they talk to is a "chatty extrovert"?**

Because they are "happy to be in the company of someone who doesn't interrupt their well-practised anecdotes".

**you** \*5 → the reader      **their** → the chatty extrovert; gender-neutral singular pronoun

**C** Whenever the topic of first impressions is raised, job interviews are sure to be mentioned. Many of **them** start off with a few introductory questions aimed at settling the interviewee's nerves, as if **this** was a friendly encounter rather than a serious assessment of suitability. In an interesting study, objective outsiders were split into two groups to watch a video of the interview.

كلما أثير موضوع الانطباعات الأولى، لا بد أن تُذكر مقابلات العمل. فكثير منها يبدأ ببعض الأسئلة التمهيدية التي تهدف إلى تهدئة أعصاب الشخص الذي يُجري المقابلة، وكأنها لقاء ودي وليست تقييماً جاداً للملاءمة الوظيفية. وفي دراسة مثيرة للاهتمام، تم تقسيم مجموعة من المراقبين الموضوعيين إلى مجموعتين لمشاهدة مقطع فيديو لمقابلة العمل.



**Question 7: Why are job interviews mentioned when discussing first impressions?**

Because they are "sure to be mentioned" whenever first impressions are raised

**Question 8: Why do many job interviews start with introductory questions?**

Because they aimed at settling the interviewee's nerves

them → job interviews

this → the interview scenario

One group watched the entire thing, the other missed out the initial, informal chat. **The first group's** judgement of the candidate's performance was, to a large extent, dependent on the impression **they** made at the start. So, it turns out that a talented candidate may be rejected for a position simply because **they** find social chit-chat difficult.

شاهدت إحدى المجموعتين المواجهة كاملة، بينما فاتت الأخرى الجزء الأول غير الرسمي. وكان حكم المجموعة الأولى على أداء المرشح مرتبطاً بدرجة كبيرة بالانطباع الذي تركه في البداية. وهكذا، يتبين أن مرشحاً موهوباً قد يُرفض لوظيفة لمجرد أنه يجد صعوبة في الأحاديث الاجتماعية العابرة.

**Question 8: Why was the first group's judgement of the candidate dependent on the start of the interview?**

Because their judgement was "to a large extent, dependent on the impression they made at the start."

they → first group of observers

they → the talented candidate

**Which person makes the following statements?**

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

### Answers

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

## THE END OF UNIT ONE

## ON THE MOVE

## LESSON 1A VOCABULARY AND SPEAKING

1 2.1 Listen to three people talking about unusual things they have seen on journeys and answer the questions.



- 1 Which photo is each speaker talking about?
- 2 What did each speaker see that was unusual?
- 3 What does each speaker say about their own behaviour when travelling?
- 4 How do the speakers explain the events?

Answers

1 S1: D, S2: E, S3: C

2 S1: two exceptional-looking people: the old-fashioned British man, the man with the gold suit;

S2: a pair of women's shoes in decent condition;

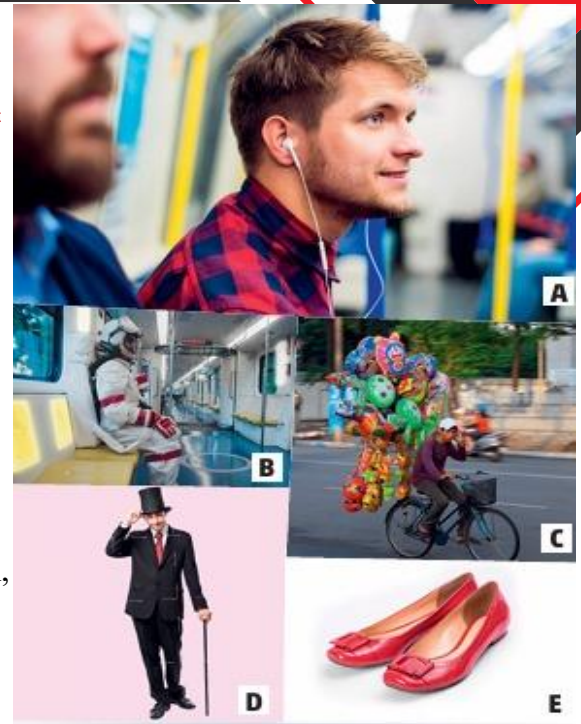
S3: a mass of brightly coloured balloons, fastened to a bike

3 S1 likes to watch people when travelling.

S2 avoids rush hour - runs up to last train carriage.

S3 checks out car/ motorbike makes on long car journeys.

4 S1: gentleman = campaign supporter; S2: sore feet / new pair of shoes; S3: The man was planning to sell the balloons



## VERBS OF MOVEMENT

Word	Arabic meaning	Word	Arabic meaning
hobbled	يعرج / يمشي بصعوبة بسبب الألم	shuffled	جرّ قدميه / مشى ببطء وكسل
Strode	يمشي بخطوات واسعة واثقة	lurched	اندفع فجأة مع فقدان التوازن
Surged	اندفع	staggered	ترنّح / كاد أن يسقط من عدم التوازن
wobbled	تمايل / ترنّح بعدم توازن	stumbled	تعثر أثناء المشي

★ For each sentence, choose the correct form of the verb of movement from the recording to complete it.

1- After hurting his ankle, the footballer \_\_\_\_\_ off the pitch to get some help.

A) hobbled B) strode C) surged

2- As soon as the train arrived, the crowd \_\_\_\_\_ forward to try and get on it as quickly as possible.

A) wobbled B) shuffled C) lurched

3- My brother and I lifted up the sofa with some difficulty and \_\_\_\_\_ across the room with it. It was far heavier than we expected.

A) strode B) staggered C) surged

4- I woke my sister up when I came home and, while still half asleep, she \_\_\_\_\_ out of her bedroom and asked me where I had been.

A) shuffled B) strode C) lurched

5- Angry at having to wait for so long, my father \_\_\_\_\_ up to the manager and demanded an explanation.

A) shuffled B) hobbled C) strode

- 6- Mariam \_\_\_\_\_ into the room with a tray of tea and cake, terrified of dropping it on the expensive carpet. A) strode B) wobbled C) surged
- 7- Shortly after the fire alarm went off, the workers \_\_\_\_\_ out of the office looking very worried. A) surged B) shuffled C) wobbled
- 8- I recently went on a trip to France by ferry and that was an interesting experience! The weather was really windy, and the ferry \_\_\_\_\_ from side to side. A) wobbled B) shuffled C) lurched
- 9- Apart from feeling sick, I \_\_\_\_\_ over someone's bag which had slid across the floor and spent the rest of the trip \_\_\_\_\_ around with a bad ankle! A) stumbled / hobbling B) shuffled / hobbling C) stumbled / surging
- 10- To start with, we were completely \_\_\_\_\_ by the cost of the return tickets, and then the train was delayed by 45 minutes. A) strode B) staggered C) surged
- 11- After the interview, Tareq was \_\_\_\_\_ when the manager asked him if he could start immediately. A) strode B) staggered C) surged
- 12- When Professor Hassan had lost one page of his notes, he panicked and started \_\_\_\_\_ over his words. A) striding B) stumbling C) surging

Answers: 1 )A 2 )C 3 )B 4)A 5)C 6)B 7 )A 8)C 9)A 10)B 11)B 12)B

★ Choose the correct words to complete the sentences.

- 1- The famous author confidently **wobbled / strode** into the room to meet the children waiting for her to sign their books.
- 2- When the Prime Minister got out of the car, the reporters suddenly **surged / shuffled** forward and nearly knocked over the security guards.
- 3- It's a wonderful moment when a young child takes its first steps and **hobbles / wobbles** precariously across the room.
- 4- As the wind became stronger, the boat started to **lurch / stride** from side to side and we nearly capsized.
- 5- The train guard **stumbled / surged** over a bag in the aisle and nearly fell.
- 6- When the hockey ball hit her on the leg, she had to **shuffle / stagger** off the pitch to sit down for a while.
- 7- Since the operation on my knee, I find it much easier to drive my car to the shops rather than **lurch / hobble** down the road.
- 8- I remember my mother telling my brother, when he was very young, not to **stride / shuffle**, but to pick his feet up properly when he was walking.
- 9- We were **shuffled / staggered** by the amount of work the children did for their exam.
- 10- I was so stressed while reading the speech that I **stumbled / surged** over some of the words.

Answers: 1. strode 2. surged 3. wobbles 4. lurch 5. stumbled  
6. stagger 7. hobble 8. Shuffle 9. Staggered 10. stumbled

## Idioms related to movement

Idiom	Arabic meaning
1 drive someone up the wall	يُغضب شخصًا بشدة / يزجه للغاية
2 steer clear (of)	يبتعد عن / يتجنب
3 plain sailing	سهل وسلس (بدون مشاكل)
4 driving force (behind)	القوة الدافعة وراء (شيء ما)
5 go downhill	يتدهور / يزداد سوءًا
6 in the same boat	في نفس الموقف الصعب مع الآخرين
7 be taken for a ride	يُخدع / يُستغل

★ Study Active Vocabulary. Then complete the sentences with the words from the box.

- 1- There are new roadworks in the town centre, and it is **driving motorists up the** \_\_\_\_\_. So you'd better \_\_\_\_\_ **clear of** the main junction for at least a week.
- 2- He encountered some obstacles while training to become a pilot. It wasn't all \_\_\_\_\_ sailing.
- 3- It was because of Suha's commitment that the new rail project was successful. She was the **driving** \_\_\_\_\_ behind it.
- 4- The airline used to have an excellent reputation, but in recent months, **it's been going** \_\_\_\_\_ quickly.
- 5- Everyone's furious about the increase in car parking fees. We're all **in the same** \_\_\_\_\_ – we have no other option. We know the city needs money, but no one likes to be taken for a \_\_\_\_\_.

Answers : 1- wall / steer 2- plain 3-force 4- downhill 5- boat / ride

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

- 1- The business **has been going** \_\_\_\_\_ since the new company took it over.  
A) **downstairs** B) **downhill** C) **downward**
- 2- Avoid the websites listed below if you do not want **to be taken for a** \_\_\_\_\_.  
A) **drive** B) **journey** C) **ride**
- 3- The incessant noise of the roadworks outside his house is **driving my uncle up the** \_\_\_\_\_.  
A) **wall** B) **hill** C) **path**
- 4- It's a good idea to **steer** \_\_\_\_\_ **of** making any financial commitment until you know more details. A) **clean** B) **neat** C) **clear**
- 5- I've also got to retake my final exams next month – so we're **in the same** \_\_\_\_\_.  
A) **ship** B) **boat** C) **canoe**
- 6- The government has been **the driving** \_\_\_\_\_ **behind** new regulations to control city pollution.  
A) **power** B) **fuel** C) **force**
- 7- Once we get the bank to agree on the loan, setting up the business should be \_\_\_\_\_.  
A) **clean** B) **plain** C) **open**

8- My family went to London for the day last month and the train service is definitely going \_\_\_\_\_. A) **downstairs** B) **downhill** C) **downward**

9- If you are planning to travel by train these days, you're going to get taken for a \_\_\_\_\_. A) **drive** B) **journey** C) **ride**

Answers: 1- B 2- C 3- A 4- C 5- B 6- C 7- B 8- B 9- C

### ACTIVE VOCABULARY | Idioms

Idioms have a figurative meaning. For example, **completely at sea with** the new computer system means I'm totally confused or not sure what to do with it.

العبارات الاصطلاحية (Idioms) لها معنى مجازي. على سبيل المثال، عبارة

**completely at sea** with the new computer system

تعني: "أنا مشوش تمامًا أو لست متأكدًا مما يجب فعله به".

• Idioms are used mainly in informal or colloquial language.

تُستخدم العبارات الاصطلاحية غالبًا في اللغة غير الرسمية أو المحكية (العامية).

• It is important not to change any word in an idiom or the meaning is lost.

من المهم عدم تغيير أي كلمة في المصطلح، لأن ذلك يؤدي إلى فقدان معناه.

• It is better not to overuse idioms, as this can sound unnatural

من الأفضل عدم الإكثار من استخدام هذه المصطلحات، لأن ذلك قد يجعل الكلام يبدو غير طبيعي.

WATCH OUT! Some verbs, apart from having a literal meaning, also have a figurative one. For example, the literal meaning of to **fly** is **to move in the air**, and its **figurative meaning** is **to move quickly and suddenly**, e.g., I saw an opening in the crowd and flew down the platform

### Travel verb

الفعل / المصطلح	(Literal) المعنى الحرفي	(Figurative) المعنى المجازي
sail	يبحر بسلاسة	ينجز شيئًا بسهولة وبسرعة
drive	يقود مركبة	يدفع/يضغط على شخص للعمل أو بذل جهد أكبر
fly	يطير	يتحرك بسرعة جدًا
park	يوقف مركبة	يوقف/يجمد فكرة أو مشروع مؤقتًا
jump	يقفز نحو	ينتقل مباشرة لجزء معين متجاوزًا ما قبله / يتجاوز إشارة (مخالفة)
backpedal	يحرك الدراجة للخلف	يتراجع عن كلامه أو يغيّر موقفه بسرعة
ride	يركب	(في المثال الأخير المعنى حرفي، ليس مجازي) —

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

1-I'm terrible when I'm reading – I often \_\_\_\_\_ to the end of a chapter to see what happens. A) **drive** B) **park** C) **jump**

2- The football coach has been \_\_\_\_\_ the team hard recently, so they can start to win again. A) **driving** B) **parking** C) **sailing**



- 3- Her fingers \_\_\_\_\_ across the keyboard as she hurried to finish her essay.  
A) parked B) flew C) sailed
- 4- When Khalid realised he was wrong, he tried to \_\_\_\_\_ very quickly.  
A) backpedaled B) jump C) drive
- 5- The government's plans to reform the public sector have been \_\_\_\_\_ until after the general election. A) drove B) parked C) jumped
- 6- He arrived \_\_\_\_\_ on a black horse. هذه الجملة ليست مجازية  
A) riding B) parking C) sailing

Answers: 1- C 2-A 3- B 4- A 5- B 6- A

★ Study Watch Out! and give both a literal and figurative meaning of the verbs in the box. Then complete the sentences with the correct forms of these verbs. Use a dictionary if necessary.

- 1- Reem \_\_\_\_\_ through her interview to become a tour guide.
- 2- My cousin \_\_\_\_\_ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
- 3- I was late this morning and I \_\_\_\_\_ down the road to catch the bus with a few seconds to spare.
- 4- No one can agree about whether or not to install speed bumps, so let's just \_\_\_\_\_ that idea for now.
- 5- He was in such a hurry that he \_\_\_\_\_ the lights and nearly had a crash.
- 6- The man was about to tell us not to park outside his house when he realised we were police officers. He \_\_\_\_\_ very quickly!
- 7- Eman \_\_\_\_\_ through all the questions in the test and finished at least ten minutes before anyone else.

Answers: 1-sailed 2-drove 3- flew 4- park 5- jumped 6- backpedaled 7- sailed

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

**drove - gone - plain - steer - wobbling - taken**

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

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

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

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

Answers: 2- wobbling 3- steer 4- taken 5- gone 6- drove



## LESSON 2A READING AND VOCABULARY

## ACTIVE READING| Understanding reference devices

\* Reference devices are often used to avoid repetition.

غالبًا ما تُستخدم أدوات الإشارة (reference devices) لتجنب التكرار.

\* They can refer **back** to earlier information or **forward** to information that will come up later.

يمكن أن تشير إلى معلومات ذكرت سابقًا، أو إلى معلومات ستذكر لاحقًا.

The most common reference devices are: أدوات الإشارة الأكثر شيوعاً:

- **pronouns and possessive pronouns**, e.g., you, your, yours, he, him, his, it, its
- **indefinite pronouns**, e.g., something, anything, everything, no one
- **relative pronouns**: e.g., who, whom, whose
- **demonstratives**: e.g., this/that, these/those
- **determiners**: e.g., another, other
- **the words**: one/ones

## Referring back

\* As a child, I loved **the sudden rush of air** when a tube train was approaching. **It** would fill me with excitement.

\* I usually get on **the last car** of the train. I go for **that one** because it's mostly nearly empty.

## Referring forward

\* Although **she** hated travelling by tube, **Huda** decided that it would be the fastest way home. Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s).

أحيانًا يتم استخدام أداة الإشارة من خلال ذكر شيء ما، ثم يتم شرحه أو توضيحه أو إعطاء أمثلة عنه في الجملة أو الجمل التالية.

e.g., The atmosphere inside the tube **was terrible**. **There seemed to be no air at all**

## LOST WORDS ON THE METRO

Word	Synonym	ARABIC MEANING
pulled	dragged	سَحَبَ / جَرَّ
spreading out	dispersing	يَتَفَرَّقُ / يَنْشُرُ / يُبْعِثُ
went down	descended	نَزَلَ / هَبَطَ
getting off	lighting	يَنْزِلُ / يَهْبِطُ (من وسيلة نقل مثلاً)
crashing into	colliding	يَصْطَدِمُ
went slowly	rumbled	دَوَّى / أَحْدَثَ صَوْتًا هَائِرًا
rushing	bolting	يَفْرُ بِسُرْعَةٍ / يَنْطَلِقُ فَجَاءَةً
slipped	faltered	تَلَعَثَ / تَرَدَّدَ



Malek **crossed** the Plaça de Catalunya in the **intense** heat of the afternoon. The city square was **teeming** with **tourists** and **locals** and **he1** found the noise startling. Back home in the countryside, life moved at a gentle **pace**. On any given day, **he** never saw more than a handful of people. When Malek had announced **his2 intention** to leave **his** home state for the first time and travel alone to Barcelona, everyone tried to talk **him3** out of **it4**, but **he** was determined. **It5** was a dream since childhood to visit the great football stadium, Camp Nou. And now, in **his** early 20s, **he** was making **it5** happen.

Malek slowly made **his1** way across to the underground station and checked to find the **platform** for the Green Line. **He2** checked **his** phone for the eighth time to **confirm** the **route**: **northbound** to a stop called Les Corts, then walk about ten minutes to the stadium. Amplified by **the enclosed space**, the **commotion** of Plaça de Catalunya was nothing compared to the **clamour** in the underground. Malek **was swept along** with the crowds and eventually **fell into step** with **those3** heading in the same direction. As **they4** descended the stairs to the tunnel, **their5** footsteps echoed. Malek was relieved to reach the platform at last.

In the interest of **safety**, **he1** stood back from the track, but it was a poor choice of spot. **Inadvertently**, **he** was **blocking** the path of commuters milling around the platform, **bolting** this way and that, **colliding**, heads down, **wordless**. With some effort, Malek dragged himself towards the wall, and waited **there2**. **He** watched the **hordes** and wondered about **their3** lives. Did **they4** always dash everywhere? Suddenly, an express train thundered past and Malek felt **its5** wind in **his6** eyes. Just as quickly, **it7** was gone. The next train would be **his8**.

More people **crammed** onto the platform. The crowd inched closer to the yellow line as the train appeared and gradually **rumbled** to a stop. When the

عبر مالك ساحة كاتالونيا تحت وطأة حرّ الظهيرة الشديد. كانت الساحة **مكتظة بالسياح** و**السكان المحليين**، وقد فوجئ بالضجيج الصاخب. ففي قريته الهادئة، كانت **وتيرة الحياة** بطيئة ومسالمة، ولم يكن يرى في يومه العادي أكثر من بضعة أشخاص. وحين أعلن مالك عن **نيته** مغادرة ولايته للمرة الأولى والسفر بمفرده إلى برشلونة، حاول الجميع ثنيه عن قراره، لكنه كان مصمماً. فمنذ طفولته، كان يحلم بزيارة ملعب كرة القدم الشهير "كامب نو"، وها هو الآن، في مطلع العشرينات من عمره، يحقق حلمه.

شقّ مالك طريقه ببطء نحو محطة المترو وتحقّق من **الرصيف** المخصّص للخط الأخضر. أخرج هاتفه للمرة الثامنة **ليتأكّد** من **المسار**: **الاتجاه شمالاً** إلى محطة تُدعى "ليس كورتس"، ثمّ السير قرابة عشر دقائق وصولاً إلى الملعب. وبفعل **الفضاء المغلق**، بدا **صخب** ساحة كاتالونيا لا شيء مقارنة **بالضجيج** داخل المترو. **جرفته تيار الحشود**، وسرعان ما **انسجم** في خطاهم، متجهاً مع من يسيرون في الاتجاه نفسه. ومع نزولهم الدرج المؤدي إلى النفق، أخذت خطواتهم تتردّد أصداؤها. شعر مالك بالارتياح أخيراً حين وصل إلى رصيف الانتظار.

حرصاً على **السلامة**، وقف مالك مبتعداً عن السكة، لكن مكان وقوفه لم يكن موفّقاً. **دون قصد**، كان **يعترض** طريق الركاب الذين كانوا يتنقلون على الرصيف في كل الاتجاهات، **يندفعون** هنا وهناك، **يصطدمون** ببعضهم، رؤوسهم منحنية، **وصمتهم مطبق**. وبشيء من الجهد، سحب مالك نفسه مبتعداً نحو الجدار وانتظر هناك. راح يراقب **الحشود** وتساءل عن حياتهم: هل هم دائماً في عجلة من أمرهم؟ وفجأة، مرّ قطار سريع كالصاعقة، وشعر مالك بريح مروره تضرب عينيه. وبالسّعة نفسها، اختفى القطار. القطار التالي سيكون قطاره.

**ازدحم** الرصيف بالمزيد من الناس. وراح الحشد يقترب شيئاً فشيئاً من الخط الأصفر مع اقتراب القطار الذي توقف تدريجياً **بصوت**

doors slid open, the passengers **alighting** had to elbow **their1** way through the sea of people entering the **carriages**. The fact **that2** there wasn't a better system was **something3** that surprised Malek. **He4** **assumed** he'd be unable to board this train and would have to wait for the next **one5**, but somehow he managed to squeeze on at the last minute. The doors slammed shut and **the train lurched forward**.

If Malek thought the platform was **cramped**, the carriage seemed worse. Every seat was taken, as well as every square inch of standing room. **Those1** who could reach overhead and **grasp the handrail** to steady **themselves2** were lucky. Many, including Malek, **struggled** to keep **their3** balance with nothing at all to hold onto. **Unaccustomed** to the **motion**, Malek **faltered** once or twice, then stood firm and stabilised himself. As the train **approached** the next station, **those4** leaving began to shift in preparation for their exit. Malek wondered how **they5** might navigate **their6** way to the doors, but **astonishingly they7** **forged ahead** and the carriage emptied slightly before filling up with new passengers.

Malek looked across at the Metro map above a window and counted the stops until Les Corts, even though **he1** had already counted **them2** **umpteenth** times. The train **chugged along** and **he3** was pleased to find his footing and feel anchored. He began to relax into the journey, giving himself licence to look around and take in his surroundings. Most people were scrolling up and down **their4** phone screens, many wearing headphones or ear buds. Malek noticed an older couple **who5** were sitting down facing him. They reminded **him6** of his grandparents back on the farm. The old man was reading a novel while **his7** wife sat **serenely**, a soft expression on **her8** face. **Unexpectedly**, the man glanced up at Malek and caught his eye. Malek was **embarrassed**, worried it might seem as if he had been staring. But the man nodded politely and Malek nodded back, blushing a little.

**هدير** خافت. وحين انفتحت الأبواب، اضطرب الركاب الذين **يهتمون بالنزول** إلى شقّ طريقهم بالمناكب وسط بحر من الداخلين إلى **العربات**. أدهش مالك أن لا يكون هناك نظام أكثر كفاءة من هذا. **كان يظنّ** أنه لن يتمكن من الصعود وسيستظر القطار التالي، لكنه، بطريقة ما، نجح في التسلل إلى الداخل في اللحظة الأخيرة. انغلقت الأبواب بقوة، **وانطلق القطار بعنف**.

إذا كان مالك قد ظنّ أن الرصيف كان **مكتظاً**، فإن عربة القطار بدت أسوأ بكثير. فكل المقاعد كانت مشغولة، وحتى كل شبر من المساحة المخصصة للوقوف لم يكن خالياً. أولئك الذين تمكنوا من مدّ أيديهم **للإمساك بالمقبض العلوي** كانوا محظوظين، أما كثيرون، ومن بينهم مالك، فكانوا **يعانون** في الحفاظ على توازنهم دون أن يكون هناك ما يستندون إليه. ولأنه **غير معتاد** على **حركة** القطار، فقد **ترنّح** مالك مرة أو مرتين، ثم ثبت في مكانه وتمكّن من التوازن. ومع اقتراب القطار من المحطة التالية، بدأ الراكبون الذين ينوون النزول بالتحرك استعداداً للخروج. تساءل مالك كيف يمكن لهؤلاء أن يشقوا طريقهم وسط هذا الازدحام نحو الأبواب، لكن – **وبشكل مذهش** – **نجحوا في التقدّم**، وبدأت العربة تفرغ قليلاً، قبل أن تمتلئ مجدداً بركاب جدد.

نظر مالك إلى خريطة المترو المعلقة فوق إحدى النوافذ، وعدّ المحطات المتبقية حتى "ليس كورتس"، رغم أنه سبق له أن عدّها **مرات لا تُعد** من قبل. كان القطار **يواصل سيره** **بإيقاع منتظم**، وشعر مالك بالرضا لأنه وجد لنفسه موطناً قدم وأحسّ بالثبات. بدأ يسترخي ويستسلم لرحلته، مانحاً نفسه الإذن بأن يتأمل من حوله ويتفحص محيطه. معظم الركاب كانوا يتنقلون بأصابعهم على شاشات هواتفهم، وكثيرون منهم يرتدون سماعات الرأس أو الأذن. لاحظ مالك زوجين مسنين يجلسان قبالة، فنكّراه بجديه في المزرعة. كان الرجل يقرأ رواية، بينما جلست زوجته **بهدوء**، وعلى وجهها تعبير ناعم مطمئن. **وفجأة**، رفع الرجل نظره والتفت عيناه بعيني مالك. شعر مالك **بالحرج**، خشي أن يظنّ الرجل أنه كان يحدّق فيه. لكن الرجل أوماً له بلطف، فبادله مالك الإيماءة وقد احمرّ وجهه قليلاً.

The journey continued. Malek was now in the rhythm of it<sup>1</sup>, the same routine at one station and then another<sup>2</sup> as people got on and off the train, dispersing on the platform or settling into some corner of the carriage. Three stops from Les Corts, the old man and woman stood up to leave. As they<sup>3</sup> passed Malek, they<sup>4</sup> smiled at him. He desperately wanted to say something, to make some friendly comment, but he was strangely lost for words. Then the doors closed and they<sup>5</sup> were gone. Malek turned and saw that the old man had forgotten his<sup>6</sup> book. It<sup>7</sup> was still on the seat.

استمرت الرحلة. أصبح مالك الآن منسجماً مع إيقاعها، نفس الروتين يتكرر عند كل محطة؛ ركاب ينزلون وآخرون يصعدون، بعضهم يتوزع على رصيف المحطة، وآخرون يجدون لهم زاوية داخل العربة. قبل ثلاث محطات من "ليس كورتس"، وقف الرجل العجوز وزوجته استعداداً للنزول. وحين مرّ بجانب مالك، ابتسما له. كان يتوق بشدة لأن يقول شيئاً، أن يُلقي تعليقاً ودوداً، لكن الكلمات خانتته على نحو غريب. ثم أغلقت الأبواب، واختفى. استدار مالك، فرأى أن الرجل العجوز قد نسي كتابه. لا يزال ممدداً على المقعد.

★ Study Active Reading. Then, look at the underlined words A–G in the text and decide what type of reference devices they are.

Word	Refers to
A It	A pronoun referring forward (visiting the football stadium, Camp Nou.)
B it	B pronoun referring back (express train)
C his	C possessive pronoun referring back (the next train)
D something	D indefinite pronoun referring back (the fact)
E Those	E demonstrative pronoun referring back (people)
F them	F object pronoun referring back (stops)
G another	G determiner referring back (station)

Pronoun / Word	P	Refers to	Pronoun/ Word	P	Refers to
he <sup>1</sup> / his <sup>2</sup> / him <sup>3</sup>	1	Malek	it <sup>4</sup>	1	his intention to leave his home state and travel alone to Barcelona
It <sup>5</sup>	1	visiting the football stadium, Camp Nou.	his <sup>1</sup> / he <sup>2</sup>	2	Malek
those <sup>3</sup>	2	the crowds	they <sup>4</sup> / their <sup>5</sup>	2	the crowds
he <sup>1</sup> / his <sup>6</sup>	3	Malek	there <sup>2</sup>	3	the wall
their <sup>3</sup> / they <sup>4</sup>	3	the hordes	its <sup>5</sup> / it <sup>7</sup>	3	express train
his <sup>8</sup>	3	the next train	their <sup>1</sup>	4	the passengers
that <sup>2</sup>	4	the fact	something <sup>3</sup>	4	the fact
He <sup>4</sup>	4	Malek	one <sup>5</sup>	4	this train
Those <sup>1</sup>	5	People	themselves <sup>2</sup>	5	people / passengers
their <sup>3</sup>	5	people / Malek and the other standing passengers	those <sup>4</sup> / their <sup>6</sup>	5	people / passengers
they <sup>5</sup> / 7	5	people / passengers	he <sup>1+3</sup> / him <sup>6</sup>	6	Malek
them <sup>2</sup>	6	stops	their <sup>4</sup>	6	Most people
who <sup>5</sup>	6	an older couple	his <sup>7</sup>	6	the old man
her <sup>8</sup>	6	the old man's wife	it <sup>1</sup>	7	The journey
another <sup>2</sup>	7	Station	they <sup>3/4/5</sup>	7	the old man and woman
his <sup>6</sup>	7	the old man	It <sup>7</sup>	7	the book



## أسئلة الاستيعاب (comprehension)

1. Quote the sentence which shows how crowded Plaça de Catalunya was.

---

2. The article states several aspects of life in countryside, write down two of them.

---

3. List two things that Malek did to make sure he was on the right route.

---

4. The article states many observations that Malek made about the commuters on the platform, write down three of them.

---

5. mention two challenges Malek faced inside the train carriage.

---

### Answers

1. The city square was teeming with tourists and locals and he found the noise startling.
2. Back home in the countryside, life moved at a gentle pace. On any given day, he never saw more than a handful of people.
3. Malek slowly made his way across to the underground station and checked to find the platform for the Green Line. He checked his phone for the eighth time to confirm the route
4. bolting this way and that, colliding, heads down, wordless.
5. A. Every seat was taken  
B. Many, including Malek, struggled to keep their balance with nothing at all to hold onto.

★Look at the words in bold and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1–8.

Phrase	literal meaning الحرفي	figurative meaning المجازي
<b>made</b> his way	<b>literal:</b> normally associated with producing something, e.g., from materials; يصنع <b>figurative:</b> something intangible is created (his way to the underground) شق طريقه	
<b>swept</b> along with the crowds	<b>literal:</b> usually means using a broom to collect dirt or dust from the floor; يكنس <b>figurative:</b> implies someone being pulled along amidst a group, typically a lack of control over this انجرف مع الناس	
<b>fell</b> into step	<b>literal:</b> normally means suddenly landing on the ground by accident; يسقط <b>figurative:</b> changing your way of walking so that you start walking at the same pace as those around you تغير مجرى السير	
<b>milling</b> around	<b>literal:</b> usually means grinding something, e.g., wheat; يطحن شيء <b>figurative:</b> means a group of people moving about in a seemingly directionless way التحرك بشكل عشوائي	
<b>thundered</b> past	<b>literal:</b> normally means a loud noise from the sky during a big storm; صوت الرعد <b>figurative:</b> means going by very noisily المرور بسرعة و بصوت عالي	



<b>forged</b> ahead	<b>literal:</b> typically means illegally copying something; تزوير <b>figurative:</b> means moving forward with some difficulty التقدم رغم الصعوبات
<b>find</b> his footing	<b>literal:</b> usually means recovering something that was lost; يجد <b>figurative:</b> means beginning to feel confident in a new situation الشعور بالتأقلم
<b>caught</b> his eye	<b>literal:</b> physically taking hold of something that moved through the air; يلتقط شيء <b>figurative:</b> means making eye-contact with someone التواصل البصري مع احدهم

**REFLECT | SOCIETY** In pairs, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about:

- visiting a non-tourist area of a town or city,
- sampling food never tasted before,
- switching off phones while travelling.

**Suggested Answer:**

It's very important. You learn new things and see life differently.

- Visiting non-tourist places shows real culture.
- Trying new food is fun and opens your mind.
- Turning off phones helps you focus and enjoy the moment.

**SPEAKING** In pairs, discuss the questions.

**1** What do you think happens next in the story?

**2** If you were in a similar situation, would you have spoken to people around you or stayed silent? Say why.

Answers Vary

### TEST YOURSELF

1. **The article states** several procedures that Malek did after losing his balance once or twice, write down two of them.

2. Mention **two** things that most people on the train were doing.

3. **How** did the old man respond when he noticed Malek looking at him?

4. **What** did Malek discover after the old couple left?

5. **Quote the sentence that shows** Malek wanted to speak but he couldn't.

**Answers:**

1. He stood firm and stabilised himself
2. Most people were scrolling up and down their phone screens, many wearing headphones or ear buds.
3. But the man nodded politely and Malek nodded back, blushing a little.
4. Malek turned and saw that the old man had forgotten his book.
5. He desperately wanted to say something, to make some friendly comment, but he was strangely lost for words.

**★ Choose the correct answer.****1. Why did Malek decide to travel to Barcelona?**

- A) To meet his grandparents      B) To attend a football match  
C) To visit Camp Nou      D) To find a new job

**2. What is the Plaça de Catalunya described as in the text?**

- A) Peaceful and empty      B) Full of flowers      C) Quiet and calm      D) Busy and noisy

**3. Where does Malek come from?**

- A) A small city      B) The countryside      C) The capital      D) A coastal town

**4. What does the phrase “swept along with the crowds” suggest?**

- A) Malek was cleaning the floor      B) Malek was lost  
C) Malek was carried by the movement of people      D) Malek was leading the crowd

**5. Why did Malek look at the metro map several times?**

- A) He forgot the name of his stop      B) He was nervous and double-checking  
C) He liked maps      D) He was counting how many stations were left for fun

**6. What did the old man and woman remind Malek of?**

- A) His friends      B) His parents      C) His grandparents      D) His neighbors

**7. How did Malek react when the old man caught his eye?**

- A) He smiled confidently      B) He looked away quickly  
C) He felt embarrassed      D) He started a conversation

**8. What does the text mainly describe?**

- A) A typical day in the city      B) A young man's first solo travel experience  
C) A guide to using the metro      D) A football game in Barcelona

**ANSWERS : 1. C      2. D      3. B      4. C      5. B      6. C      7. C      8. B**

For Emphasis.  
We use **inversion** and **cleft sentences**

## Inversion

In statements, the subject normally comes before the verb. Sometimes, after certain words or expressions, this word order is reversed and this is called inversion. We add the auxiliary do with simple tenses such as Present Simple and Past Simple. **Inversion is used for dramatic emphasis and is most common in formal English.**

في الجمل العادية، يأتي الفاعل عادة قبل الفعل. لكن أحياناً، بعد كلمات أو تعبيرات معينة، ينعكس هذا الترتيب، ويُسمى ذلك الانعكاس النحوي (*Inversion*). في الأزمنة البسيطة مثل المضارع البسيط والماضي البسيط، نضيف الفعل المساعد **do/does/did** عند استخدام الانعكاس. يُستخدم الانعكاس للتأكيد القوي أو لإضفاء طابع درامي على الكلام، ويشيع أكثر في اللغة الإنجليزية الرسمية.

We use **negative inversion** to add **emphasis** (special meaning) to a sentence:

**negative adverbial + auxiliary verb + subject + clause**

**After a negative adverb or phrase the word order changes:**

**I had never felt so afraid. → Never had I felt so afraid.**

1. They had only just left when the house exploded.

**Scarcely** \_\_\_\_\_

2. You should not approach the animal, which is dangerous.

**Under no circumstances** \_\_\_\_\_

3. He didn't imagine that his friend was a spy!

**Little** \_\_\_\_\_

4. This article never represents my views.

**In no way** \_\_\_\_\_

5. she won the race and she also broke a world record.

**Not only** \_\_\_\_\_

6. I clicked on the headline and I knew it was fake.

**Hardly** \_\_\_\_\_

1) **No sooner** had I written the essay than I had to start preparing for the final exam.

2) **Not until** I knew all the details of the conference, did I organise my business trip to Abu Dhabi.

3) **Only when** I noticed the price did I regret my decision

هناك عدة ظروف أو عبارات ظرفية يمكن استخدامها مع الجمل المعكوسة مثل

### Some common adverbs and adverbial phrases

1. hardly / barely / scarcely / *seldom* / *rarely* ... *when* ...
2. *not only* ... *but also* ...
3. *no sooner* ... *than* ...
4. *under no circumstances/in no way*
5. *never/at no time*
6. little (did I-they *know/imagine* ...)
7. not once
8. Only (when) / Not until
9. So

When a sentence begins with "So + adjective", we use **inversion**:

**So + adjective + verb + subject**

*He was so surprised that he couldn't speak.*

 **Transformed with inversion:**

 **So surprised was he that he couldn't speak.**

10. Such

**"Such + adjective + noun"**

 **Use inversion:**

**Such + adjective + noun + verb + subject**

*The speed was so great that they started to feel scared.*

 **Such was the great speed that they started to feel scared.**

★ Rewrite the sentences using inversion. Choose the correct rewritten sentence that starts with the words in bold. S.B

1) He never felt sorry for himself. **NOT ONCE**

- A) Not once he felt sorry for himself.
- B) Not once did he feel sorry for himself.
- C) Not once he did feel sorry for himself.
- D) Not once feeling sorry for himself.

2) He didn't know what was going to happen. **LITTLE**

- A) Little he knew what was going to happen.
- B) Little did he know what was going to happen.
- C) Little he did know what was going to happen.
- D) Little did he knew what was going to happen.

3) She was so happy that she thought she would never stop smiling. **SO**

- A) So happy she was that she thought she would never stop smiling.
- B) So was she happy that she thought she would never stop smiling.
- C) So happy was she that she thought she would never stop smiling.
- D) So did she was happy that she thought she would never stop smiling.

- 4) The speed was so great that they started to feel scared. SUCH
- A) Such was the great speed that they started to feel scared.  
 B) Such the great speed was that they started to feel scared.  
 C) Such the great was speed that they started to feel scared.  
 D) Such did the great speed was that they started to feel scared.

Answers: 1- B 2- B 3- C 4- A

★ Choose the correct answer.

- 1) I had never experienced such intense heat before.  
 A) Had I never experienced such intense heat before?  
 B) Never before had I experienced such intense heat.  
 C) I never had experienced such intense heat before.  
 D) I had experienced such intense heat never before.
- 2) I never imagined such beauty.  
 A) Such beauty never did I imagine. B) Never had I imagined such beauty.  
 C) I had never imagined such beauty. D) Had I never imagined such beauty?
- 3) I didn't realise how differently I would feel about them soon.  
 A) Little did I realise how differently I would feel about them soon.  
 B) How differently would I feel about them soon did I little realise.  
 C) I little did realise how differently I would feel about them soon.  
 D) Did I little realise how differently I would feel about them soon.
- 4) I only realised how high the dunes were when we reached the top.  
 A) Did I realise how high the dunes were only when we reached the top.  
 B) When we reached the top only did I realise how high the dunes were.  
 C) Only when we reached the top did I realise how high the dunes were.  
 D) I realised when we reached the top only how high the dunes were.
- 5) We have rarely had such a crazy experience as a family.  
 A) Rarely have we had such a crazy experience as a family.  
 B) We rarely had such a crazy experience as a family.  
 C) Such a crazy experience as a family have we rarely had.  
 D) Have we rarely had such a crazy experience as a family?

Answers: 1- B 2- B 3- A 4- C 5- A

★ Rewrite the sentences using inversion.

- 1) Only when a passing driver waved at me to stop did I realise I had a flat tyre.  
 So, which sentence completes this meaning?
- A) Only when a passing driver waved at me to stop, I realised I had a flat tyre.  
 B) Only when a passing driver waved at me to stop did I realise I had a flat tyre.  
 C) Only when a passing driver waved at me to stop, I did realise I had a flat tyre.  
 D) Only when a passing driver wave at me to stop I realised I had a flat tyre.



**2) The driving examiner was extremely strict. Very few students passed first time.**

So strict \_\_\_\_\_.

- A) So strict was the driving examiner that very few students passed first time.
- B) So strict the driving examiner was very few students passed first time.
- C) So strict the driving examiner was that very few students passed first time.
- D) So strict is the driving examiner very few students passed first time.

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

Such a \_\_\_\_\_.

- A) Such a talented driver was Ali that he win every race he entered for two years.
- B) Such talented driver Ali was that he won every race he entered for two years.
- C) Such a talented driver Ali was that he won every race he entered for two years.
- D) Such a talented driver was Ali that he won every race he entered for two years.

**4) The experience was very traumatic and he never forgot it.**

So traumatic \_\_\_\_\_.

- A) So traumatic was the experience that he never forgot it.
- B) So traumatic the experience was that he never forgot it.
- C) So traumatic was the experience that he never forget it.
- D) So traumatic experience was that he never forgot it.

**5) Saif didn't realise he'd won the race until he got out of the car.**

Only after \_\_\_\_\_.

- A) Only after Saif got out of the car did he realise he won the race.
- B) Only after Saif got out of the car he realised he had won the race.
- C) Only after Saif got out of the car did realise he had won the race.
- D) Only after Saif got out of the car did he realise he had won the race.

**6) It was the first time I had ever seen such an exciting event.**

Never before \_\_\_\_\_.

- A) Never before had I see such an exciting event.
- B) Never before I had seen such an exciting event.
- C) Never before had I seen such exciting event.
- D) Never before I saw such an exciting event.

**Answers: 1) B      2) A      3) D      4) A      5) D      6) C**

★ Choose the correct answer for each sentence.

**1. I wouldn't lie to you whatever the situation. (*Under no circumstances*)**

- A) Under no circumstances I would lie to you whatever the situation.
- B) Under no circumstances would I lie to you whatever the situation.
- C) Under no circumstances I wouldn't lie to you whatever the situation.
- D) Under no circumstances will I lie to you whatever the situation.

2. I didn't change platforms until I saw the sign. (*Only when*)  
 A) Only when I saw the sign did I change platforms.  
 B) Only when I saw the sign I changed platforms.  
 C) Only when I see the sign I change platforms.  
 D) Only when I saw the sign change I platforms.
3. We had just set off for Dubai when the car broke down. (*No sooner*)  
 A) No sooner we had set off for Dubai when the car broke down.  
 B) No sooner had we set off for Dubai than the car broke down.  
 C) No sooner had we set off for Dubai when the car broke down.  
 D) No sooner we set off for Dubai than the car broke down.
4. I have never had a problem with my passport. (*At no time*)  
 A) At no time have I had a problem with my passport.  
 B) At no time I have had a problem with my passport.  
 C) At no time had I a problem with my passport.  
 D) At no time I had a problem with my passport.
5. He had no idea that the plane was already boarding. (*Little did he know*)  
 A) Little did he know the plane is already boarding.  
 B) Little did he know that the plane was already boarding.  
 C) Little he knew that the plane was already boarding.  
 D) Little he knew the plane was already boarding.
6. The cyclist was definitely not to blame for the accident. (*In no way*)  
 A) In no way was the cyclist to blame for the accident.  
 B) In no way the cyclist was to blame for the accident.  
 C) In no way had the cyclist to blame for the accident.  
 D) In no way the cyclist had to blame for the accident.

Answers: 1- B    2- A    3- B    4- A    5- B    6- A

## NOTE

Inversion and cleft sentences should not be overused as they can make a text sound unnatural  
 الانعكاس (**Inversion**) والجمل المؤكدة (**Cleft Sentences**) أدوات قوية للتأكيد، لكن يجب عدم الإكثار منها، لأنها إذا استخدمت كثيراً قد تجعل النص يبدو مصطنعاً وغير طبيعي.

## Cleft Sentence

We can emphasise certain information in sentences to make it sound more memorable/dramatic (or to contrast it with a previous statement) by adding certain structures. These include **what + be** and **it + be**.

مكننا التأكيد على معلومة معينة في الجملة لجعلها أكثر رسوخًا في ذهن أو أكثر درامية (أو لمقارنتها بجملة سابقة) عن طريق إضافة تراكيب خاصة.

من هذه التراكيب **what + be** و **it + be**.

**1** It + (is/was) + الكلمة المركز عليها + who/which/that/when/where + الجملة

1. **Queen Rania** opened the Children's Museum of Jordan in 2007 CE.

It was .....

2. **The heat** made the journey unpleasant.

It was .....

**2 A** What + be can emphasise both subjects and objects (but not if they are people).

صيغة **what + be** يمكن أن تُستخدم للتأكيد على كل من الفاعل (subject) والمفعول به (object)، لكن لا تُستخدم للتأكيد على الأشخاص.

المراد التوكيد عليه سواء فاعل أو مفعول به + **is / was** + تكلمة الجملة عدا المؤكد عليه + **What / All**

1) Being away from home annoys me when I'm travelling. (**being away from home** = subject)

**What** annoys me about travelling **is** being away from home.

2) I didn't enjoy the journey on the crowded train yesterday.

(**the journey on the crowded train** = object)

**What** I didn't enjoy yesterday **was** the journey on the crowded train.

I saw Ali at the station. NOT ~~What/Who I saw was Ali at the station.~~

**2 B** What + be can also emphasise verbs by adding the auxiliary( do ).

**What / All** + الفاعل + **do / does/did** + حسب زمن الجملة + **is / was** + v1

1) People began to scream.

**What** people **did** was (to) begin to scream.

2) She called the police yesterday.

**What** she did was call the police 📞

## WATCH OUT!

\*Cleft sentences start not only with **It's** and **What**, but can also start with:

**The (only) thing that** : e.g. **The only thing that** unites the group is a passion for cars

**The day when** : **The day when** I learnt how to use cleft sentences was the best day of my life!

**The person/people who** : e.g. **The person** I want to see is you.

- 3
- A** the person + who + بقية الجملة عدا الشيء المركز عليه + (is/was) + الكلمة التي سيتم التركيز عليها + man
- B** the thing+ which /that + بقية الجملة عدا الشيء المركز عليه + (is/was) + الكلمة التي سيتم التركيز عليها + subject
- C** the time + when + بقية الجملة عدا الشيء المركز عليه + (is/was) + الكلمة التي سيتم التركيز عليها + year/ period
- D** the place + where + بقية الجملة عدا الشيء المركز عليه + (is/was) + الكلمة التي سيتم التركيز عليها + country
- E** The reason + why + بقية الجملة عدا الشيء المركز عليه + (is/was) + الكلمة التي سيتم التركيز عليها

1. **Al-Kindi** contributed to the invention of the oud.

The person .....

★ Choose the correct answer.

1) I was really wild about seeing the desert for the first time.

**A)** What I was really wild about was seeing the desert for the first time.

**B)** Wild about seeing the desert for the first time was I really.

**C)** It was seeing the desert for the first time what I was wild about.

**D)** Seeing the desert for the first time was what I really wild about.

2) The ride of a lifetime followed.

**A)** It was the ride of a lifetime what followed.

**B)** Followed was the ride of a lifetime.

**C)** The ride of a lifetime was what followed.

**D)** What followed was the ride of a lifetime.

3) Dad said it was like a rollercoaster without the feeling of safety.

**A)** Like a rollercoaster without the feeling of safety was what Dad said.

**B)** Dad who said it was like a rollercoaster without the feeling of safety was it.

**C)** It was Dad who said it was like a rollercoaster without the feeling of safety.

**D)** Who said it was like a rollercoaster without the feeling of safety was Dad.

1- A 2- D 3- C

★ Rewrite the sentences starting with the words given. A.B

1) I wanted a mountain bike, not a road bike.

**A)** What I wanted was a mountain bike, not a road bike.

**B)** What I want was a mountain bike, not a road bike.

**C)** What I wanted is a mountain bike, not a road bike.

**D)** What I was wanting was a mountain bike, not a road bike.

2) I wanted a mountain bike, not a road bike.

**A)** It was a mountain bike I wanted, not a road bike.

**B)** It is a mountain bike I wanted, not a road bike.

**C)** It have been a mountain bike I wanted, not a road bike.

**D)** It has been a mountain bike I wanted, not a road bike.

3) I only said that it was getting late.

- A) **The only** thing I say was that it was getting late.
- B) **The only** thing I said is that it was getting late.
- C) **The only** thing I said was that it was getting late.
- D) **The only** thing I was saying was that it was getting late.

4) I only said that it was getting late

- A) **All** I said was that it was getting late.
- B) **All** I was said was that it was getting late.
- C) **All** I saying was that it was getting late.
- D) **All** I say was that it was getting late.

5) I was thinking about driving over to visit my grandparents.

- A) **What** I was thinking about was driving over to visit my grandparents.
- B) **What** I was thinking about is driving over to visit my grandparents.
- C) **What** I was thought about was driving over to visit my grandparents.
- D) **What** I think about was driving over to visit my grandparents.

6) I was thinking about driving over to visit my grandparents.

- A) **The thing** I thought was driving over to visit my grandparents.
- B) **The thing** I was thinking about was driving over to visit my grandparents.
- C) **The thing** I was think was driving over to visit my grandparents.
- D) **The thing** I thinking was driving over to visit my grandparents.

7) I first learnt to ride a bike in a car park.

- A) **The place** where I first learnt to ride a bike was in a car park.
- B) **The place** that I first learnt to ride a bike was in a car park.
- C) **The place** where I first learnt to ride a bike is in a car park.
- D) **The place** when I first learnt to ride a bike was in a car park.

8) I first learnt to ride a bike in a car park.

- A) **It** have been in a car park that I first learnt to ride a bike.
- B) **It** has been in a car park that I first learnt to ride a bike.
- C) **It** was in a car park that I first learnt to ride a bike.
- D) **It** is in a car park that I first learnt to ride a bike.

9) Miss Altabbakh was my favourite teacher at primary school.

- A) **The person** who was my favourite teacher in primary school is Miss Altabbakh.
- B) **The person** which was my favourite teacher in primary school was Miss Altabbakh.
- C) **The person** who was my favourite teacher in primary school was Miss Altabbakh.
- D) **The person** when was my favourite teacher in primary school was Miss Altabbakh.

10) Miss Altabbakh was my favourite teacher at primary school.

- A) **It** was Miss Altabbakh who was my favourite teacher at primary school.
- B) **It** is Miss Altabbakh who was my favourite teacher at primary school.
- C) **It** was Miss Altabbakh which was my favourite teacher at primary school.
- D) **It** was Miss Altabbakh where was my favourite teacher at primary school.



11) I know everything about the course apart from the start date.

- A) **The only** thing I don't know about the course was the start date.
- B) **The only** thing I doesn't know about the course is the start date.
- C) **The only** thing I didn't know about the course is the start date.
- D) **The only** thing I don't know about the course is the start date.

12) I know everything about the course apart from the start date.

- A) **What** I don't know about the course was the start date.
- B) **What** I didn't know about the course is the start date.
- C) **What** I doesn't know about the course is the start date.
- D) **What** I don't know about the course is the start date.

I wanted a mountain bike, not a road bike.

Answers: 1- A 2-A 3- C 4- A 5- A 6- B 7- A 8-C 9- C 10-A 11-D 12-D

★ Look at cleft sentences 1a and 1b. Which information is emphasised? Rewrite sentences 2–4 in a similar way. S.B

1) **The camaraderie** is amazing.

- A) It's the camaraderie that's amazing.
- B) What you'll find amazing is the camaraderie.

2) You can expect **good food, fast cars and great roads.**

- A) It's \_\_\_\_\_
- B) What \_\_\_\_\_ .

3) **A passion for cars** unites the group.

- A) It's \_\_\_\_\_
- B) What \_\_\_\_\_

4) **Speed** is the thing that makes me excited.

- A) It's \_\_\_\_\_
- B) What \_\_\_\_\_
- C) The thing \_\_\_\_\_

Answers:

- 2) A) It's good food, fast cars and great roads that you can expect.  
B) What you can expect is good food, fast cars and great roads.
- 3) A) It's a passion for cars that unites the group.  
B) What unites the group is a passion for cars.
- 4) A) It's the speed that makes me excited.  
B) What makes me excited is the speed.  
C) The thing that makes me excited is speed

★ Rewrite the sentences in two ways starting with the words given. **Revision A.B P.18**

1) I just can't understand the cost of space research.

**What** \_\_\_\_\_

**It** \_\_\_\_\_

2) I meant to send the query to Samia, not Sami.

**The person** \_\_\_\_\_

**It** \_\_\_\_\_

3) We need to check the insurance cover for winter sports before we book.

**What** \_\_\_\_\_

**It** \_\_\_\_\_

### Answers

1) What I can't understand is the cost of space research./It's the cost of space research that I can't understand.

2) The person I meant to send the query to was Samia, not Sami./It was Samia I meant to send the query to, not Sami.

3) What we need to check before we book is the insurance coverage for winter sports./It's the insurance coverage for winter sports that we need to check before we book.

### Inversion and cleft sentences

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

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

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

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

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

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

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

Answers: 1) **C**      2) **I**      3) **I**      4) **C**      5) **I**      6) **C**

## LESSON 3A GRAMMAR

### 1 Read the text and answer the questions.

- 1 What type of text is it? Where might you read it?
- 2 Would you want to have the same experience? Why/Why not?



## Speeding in the sand

Answers 1 A personal account - a blog post or a diary entry 2 Students' own answers

The day when I finally got to go to the desert had finally arrived! My family had arrived in Dubai on holiday just two days before. Never before had I experienced such intense heat, as it was my first time in the Middle East. What I was really wild about though, was seeing the desert for the first time. I had only ever seen it on television and I was fascinated by it. Early on the morning of the third day, we set off with our guide, Saeed. It wasn't long until the buildings started to disappear and the desert laid out before us. Never had I imagined such beauty. It was the flowing golden dunes which really impressed me. Little did I realise how differently I would feel about them soon. We were there to try 'dune bashing' and Saeed took us to a car especially equipped for the sport. We quickly strapped ourselves in. What followed was the ride of a lifetime. We surged up the dunes at angles that made me think we were sure to roll over. Only when we reached the top did I realise how high the dunes were. It was Dad who said it was like a rollercoaster without the feeling of safety! I agreed with him. Mum just laughed in fear for the entire ride. Rarely have we had such a crazy experience as a family. Between the amazing scenery and the high speeds, we got a real kick out of it. It was a day we will never forget.

**2** Look at the sentence from the text and one which has a similar meaning.

1 Never before had I experienced such intense heat.

2 I had never experienced such intense heat before.

★ Which is an example of negative inversion? Find another example in the text.

#### Answers

The first sentence is an example of negative inversion. It is used to emphasise a negative adverb or adverbial expression and to make a sentence sound more dramatic or memorable.

Examples:

Never had I imagined such beauty.

Little did I realise how differently I would feel...

Rarely have we had such a crazy experience...

★ Compare sentences from the article (a) with sentences which mean the same (b). How are they different? S.B

1. **A)** Only when we reached the top did I realise how high the dunes were.

**B)** I only realised how high the dunes were when we reached the top.

2. **A)** It was the flowing golden dunes which really impressed me.

**B)** I was really impressed by the flowing golden dunes.

#### Answers:

The word order is different. What is emphasised:

1 Only when we reached the top did I realise...

2 It was the flowing golden dunes which...

★ Match options a of sentences 1 and 2 from Exercise 3 with explanations a and b below.

a ☐ To add emphasis, we can begin sentences with negative adverbials, such as Seldom and Rarely or words like Only, So, and Such. We call this inversion.

b ☐ We can use cleft sentences to emphasise information in a sentence and make it sound more memorable. These often begin with What, It's, etc..

Answers a 1 b 2

★ Study Watch Out! Then read the text again and find:

- four more examples of cleft sentences.
- two more examples of inversion.

#### Possible answers

##### Cleft sentences:

The day when I finally got to go to the desert had finally arrived!

What I was really wild about though, was seeing the desert for the first time.

What followed was the ride of a lifetime.

It was Dad who said...

It was a day we will never forget.

**Inversion:** Little did I realise how differently I would feel...

Rarely have we had such a crazy experience as a family.

★ Rewrite the sentences from Exercise 5 in normal word order.

#### Answers

##### Cleft sentences:

The day had arrived when I finally got to go to the desert.

I was really wild about seeing the desert for the first time,

The ride of a lifetime followed.

Dad said that ...

We will never forget that day.

##### Inversion:

I didn't realise how differently I would feel.

We have rarely had such a crazy experience as a family.

#### HAPPY DAYS!

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

Answers: 2. **did** 3. **what** 4. **was** 5. **thing** 6. **was** 7. **it** 8. **What** 9. **How** 10. **all** 11. **Only** 12. **did**

- ★ Read the advert about the Jordan Rally. Have you heard of rallies like this? What might they involve?



Answers Students' own answers

## LESSON 4A LISTENING AND VOCABULARY



**1 2.3** Listen to three conversations about space tourism. Tick the topic which is **NOT** mentioned.

- |                                                              |                                                                        |
|--------------------------------------------------------------|------------------------------------------------------------------------|
| 1 <input type="checkbox"/> costs of tickets to go into space | 2 <input type="checkbox"/> possible collisions of objects in space     |
| 3 <input type="checkbox"/> life on the Space Station         | 4 <input type="checkbox"/> likelihood of future settlements on planets |
| 5 <input type="checkbox"/> projects to clear space junk      |                                                                        |

Topic 4

**2 2.3** Listen again to conversations 1, 2 and 3. In which conversation do you hear

- a how an experience changed an attitude to life in general?  
 b an explanation of a particular problem?  
 c an assumption about the reasons for early space tourism?  
 d an expression of surprise at the length of a period of time in space?  
 e the speed at which items in space are travelling?  
 f a desire for new physical experiences?  
 g a new idea to take care of an issue?  
 h a condition in which a speaker would travel into space?

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

Phrases	Arabic meaning
share ( <i>fair share</i> )	نصيب / حصة عادلة
Hurdles	حواجز / عقبات (حرفياً: الحواجز في سباق الجري، مجازياً: الصعوبات التي يجب تجاوزها)
speed ( <i>breakneck speed</i> )	سرعة كبيرة جداً (حرفياً: سرعة خطيرة، مجازياً: وتيرة سريعة جداً للأحداث أو العمل)
mark ( <i>leave their mark</i> )	يترك بصمته / أثره
brag ( <i>brag about</i> )	يتفاخر / يفتخر (بشكل مبالغ فيه)
effect ( <i>knock-on effect</i> )	أثر / تأثير (مباشر أو غير مباشر)



★ Complete the highlighted phrases from the recording with the words from the box. Then, in pairs, ask and answer the questions. **S.B P20 EX3**

brag effect hurdles mark share speed

- 1- Do you think the employees **get their fair** \_\_\_\_\_ of the money?
- 2- What \_\_\_\_\_ might you have to **overcome** to be successful in your chosen career?
- 3- Do you think you would enjoy travelling **at breakneck** \_\_\_\_\_?
- 4- Do you think there are any areas on Earth where humans have not left their \_\_\_\_\_?
- 5- Have you done anything recently that you might be tempted to \_\_\_\_\_ **about**?
- 6- What might be **the knock-on** \_\_\_\_\_ of more spending on space research?

Answers: 1- share 2- hurdles 3- speed 4- mark 5- brag 6- effect

### Phrasal Nouns

Phrasal Noun	Arabic meaning	Phrasal Noun	Arabic meaning
setback	انتكاسة / تأخير في التقدم	getaway	رحلة قصيرة
outset	البداية	outcome	نتيجة / مآل الأمر
outlay	مصاريف أو إنفاق مبدئي	breakthrough	اختراق علمي أو تقدم كبير
outcry	احتجاج شديد	outlook	توقعات
cutbacks	تقليصات / تخفيضات (عادة في النفقات أو الموظفين)		

★ Complete the sentences with the phrasal nouns made from the words in the box and the prepositions in brackets.

- 1- We're going for a quick \_\_\_\_\_ (**away**) to Amman at the weekend.
- 2- The \_\_\_\_\_ (**out**) of the investigation into the collision will not be known before March.
- 3- They've recently made an amazing \_\_\_\_\_ (**through**) in developing driverless cars.
- 4- The weather \_\_\_\_\_ (**out**) for May sounds really good, so let's book a holiday for then.
- 5- Our aim was to print the report on Thursday, but due to a \_\_\_\_\_ (**back**) it won't be finished until next week.
- 6- From the \_\_\_\_\_ (**out**), scientists have warned of the potential dangers of space junk.
- 7- The initial \_\_\_\_\_ (**out**) for developing a space tourist programme was immense, but it will eventually make a good profit.
- 8- There would be an \_\_\_\_\_ (**out**) if the company made too many \_\_\_\_\_ (**backs**).

Answers: 1- getaway 2- outcome 3- breakthrough 4- outlook  
5- setback 6- outset 7- outlay 8- outcry, cutbacks

**REFLECT | SOCIETY** In pairs, discuss whether it is better for space research to be in the hands of commercial companies or governments.

ناقشوا ما إذا كان من الأفضل أن يكون البحث الفضائي في أيدي الشركات التجارية أم في أيدي الحكومات.

### Answer

It is better for governments to lead space research because they focus on science and public benefit, not profit.

## LESSON 4B LISTENING AND VOCABULARY

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

1- There's been a \_\_\_\_\_ with the project and we're unlikely to finish before next week now. (**set**)

2- The invention of the Internet was an incredible \_\_\_\_\_ for the advancement of humankind. (**break**)

3- I'm not sure about buying a car now because I didn't realise how big the \_\_\_\_\_ would be. (**lay**)

4- Due to \_\_\_\_\_ we're not going to be hiring any new staff this year. (**cut**)

5- We're waiting to hear the \_\_\_\_\_ of the meeting when they finish at 2. (**come**)

Answers: 1- setback 2- breakthrough 3- outlay 4- cutbacks 5- outcome

### Pronunciation



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

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



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

- |        |                                                             |
|--------|-------------------------------------------------------------|
| Alia   | Would you like to have a holiday in space?                  |
| Sana   | What I'd really like is to have a holiday in Egypt!         |
| Amer   | What do you see as a priority for the space industry?       |
| Salah  | What I'm wondering is whether we'll colonise other planets. |
| Ali    | Are you going to get a long holiday this year?              |
| Nasser | All I'm hoping for is a short break in Paris.               |

**ACTIVE PRONUNCIATION****Intonation in cleft sentences**

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

- What clefts usually focus on information in the second clause.

*What I need to do tonight ↓ ↑ is to finish my assignment ↓.*

*All it means ↓ ↑ is that I must switch off my phone. ↓*

- In cleft sentences starting with *it*, the tone depends on the context. If the second part of the sentence is new information, the tone usually falls. If the second part is not new information, there is a fall-rising tone.

*They offered some funding ... and it was this money ↓ that allowed him to take on extra trainees ↓. (new news)*

*He thought his application would fail because of his height ... but it was his age ↓ that stopped him joining ↓ ↑. (not news)*

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

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

**Answers** 1 b is adding new news, a is not  
2 b is adding new news, a is not

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

**Answers**

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



## LESSON 5A SPEAKING

1 2.7 Listen to some students discussing a trip. Then answer the questions.

1 Where do they decide to go and why?

2 Which suggestion would you go for? Say why.

### Answers

1 Either the seaside or the canal – they need to decide with the rest of the group. The city would be too hot in summer. 2 Students' own answers

### SPEAKING | Considering options

Considering alternatives	النظر في البدائل
There's a lot to be <b>said</b> for ... But on the other hand, ...	هناك الكثير مما يمكن قوله لصالح ... لكن من ناحية أخرى، ...
There are a lot of points in <b>favour</b> of ...	هناك الكثير من النقاط التي تدعم ...
You have to consider the fact that ... and likewise with this option, there are some drawbacks too.	عليك أن تأخذ في الاعتبار أن ... وبالمثل، مع هذا الخيار توجد بعض السلبيات أيضًا.
Alternatively, we could put <b>forward</b> the idea of ...	كبدل، يمكننا طرح فكرة ...
Well, you could <b>argue</b> that ...	حسنًا، يمكن القول إن ...

Giving preferences	التعبير عن إبداء ما تفضّله
I'd go for... anytime!	سأختار ... في أي وقت!
Oh, a canal trip - no <b>question</b> ! Definitely!	رحلة بالقناة؟ لا شك في ذلك!
It's pretty clear cut to me that...	بالتأكيد! الأمر واضح تمامًا بالنسبة لي أن...
On balance, I'd say...	بعد الموازنة، أقول إن...
No two ways about it, my choice would be...	لا مجال للجدال، خيارتي سيكون...
I'm split between the ... and ...	أنا محتار بين ... و...
I'm in two <b>minds</b> here.	أنا متردد هنا.
There are pros and cons for each.	هناك مزايا وعيوب لكل واحد.
If you really wanted to <b>pin</b> me down, I'd probably say...	إذا كنت تريد مني أن أحسم الأمر حقًا، فسأقول على الأرجح...

**3** In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box.

- 1 Tourists going on last chance holidays.
- 2 Holidaying in your own country instead of visiting other countries.
- 3 Holidaying in a large group or a small one.

Answers Students' own answers

**4** Work in pairs. Choose a quotation to use in a talk about the benefits of travelling. Prepare a short presentation.

“ Travelling leaves you speechless, then turns you into a storyteller.  
Ibn Battuta ”

“ Fill your life with experiences, not things. Have stories to tell, not stuff to show.  
Anonymous ”

Suggested Answer:

When we travel, we see amazing things that surprise us. At first, we don't know what to say. Later, we talk about our experiences and share them with others.

It's better to do fun things and make memories than to buy things.  
Things don't last, but good experiences give you stories to tell and remember.

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

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## LESSON 6A WRITING AND VOCABULARY | AN EMAIL OF COMPLAINT

### AN EMAIL OF COMPLAINT

رسالة شكوى عبر البريد الإلكتروني

• Use clauses of concession to give balance.

- 1) Although a short delay might be acceptable, ... بالرغم من أن التأخير القصير قد يكون مقبولاً،
- 2) While we were extremely fortunate ... to catch our flight, we believe we should receive ... بينما كنا محظوظين للغاية ... لأننا لحاقنا بالطائرة، نعتقد أنه ينبغي أن نحصل على...

• Use passives to be less direct and more formal..

- 1) We were only informed of the timetable change ... تم إعلامنا فقط بتغيير جدول المواعيد
- 2) The coach had not been properly serviced لم يتم صيانة الحافلة بشكل صحيح



• **Remain polite and be assertive but not aggressive.**

- 1) I would like to emphasise that treatment such as this cannot be tolerated.  
أود التأكيد على أن المعاملة مثل هذه لا يمكن تحمله
- 2) I would like to express in the strongest terms, how deeply disappointed we were.  
أود أن أعبر بأشد العبارات عن مدى خيبة أملنا العميقة.

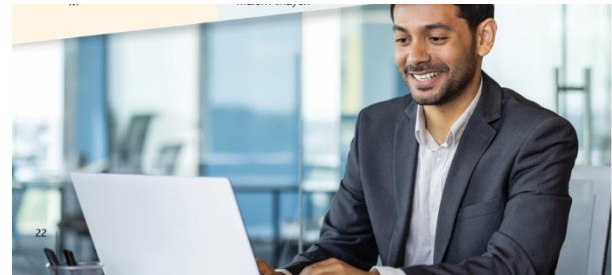
• **Use emphasis to strengthen your position.**

- 1) Never have I experienced such discomfort. . لم أشعر قط بهذا الانزعاج
- 2) What was, in my view, completely inexcusable, was that at no time were we ...  
ما كان، في رأيي، غير مبرر تمامًا، هو أنه لم يتم في أي وقت أن

• **Use initial comment adverbs: realistically, ultimately.**

- 1) Ultimately, the fault lies with the supplier. . في النهاية، الخطأ يقع على المورد
- 2) Obviously, we hope that ... من الواضح أننا نأمل أن

In pairs, discuss how an email complaining about a bad holiday experience to a friend, and to the company responsible might differ in language. Then read emails A and B and check your ideas.



**A** Hi Amer, What a nightmare journey! As you know, we were getting a coach to the airport – save on some money – and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast – and guess what – while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes I'll never know! Then to top it all, there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.

**B** Dear Sir, I am writing to complain about a journey my family and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations.

We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of 30 minutes late. The driver admitted to having first gone to a completely different pick-up point.

The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey.

Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed.

I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address.

While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.

Yours faithfully,  
Malek Alhayek

1. It didn't arrive on time	It failed to arrive on time
2. More than 30 minutes late ...	In excess of thirty minutes late ...
3. The next thing that went wrong was ...	Our second issue was ...
4. You know that ...	You may remember that ...
5. To top it all ...	Finally, to our utter disbelief ...
6. Not an apology from anyone	At no time were we offered an apology
7. Luckily ...	We were extremely fortunate ...
8. By the skin of our teeth ...	Just in time

★ Find formal equivalents for the following phrases in email B.

- 1) It didn't arrive on time. \_\_\_\_\_
- 2) More than 30 minutes late ... \_\_\_\_\_
- 3) The next thing that went wrong was ... \_\_\_\_\_
- 4) You know that ... \_\_\_\_\_
- 5) To top it all ... \_\_\_\_\_
- 6) Not an apology from anyone. \_\_\_\_\_
- 7) Luckily ... \_\_\_\_\_
- 8) By the skin of our teeth ... \_\_\_\_\_

Answers:

- 1) It failed to arrive on time. 2) In excess of thirty minutes late ... 3) Our second issue was ... 4) You may remember that ... 5) Finally, to our utter disbelief ... 6) At no time were we offered an apology. 7) We were extremely fortunate ... 8) Just in time ...

## Collocations

Collocation	Arabic meaning	Collocation	Arabic meaning
gravely mistaken	مخطئ بشدة / بشكل خطير	wholly unjustified	غير مبرر تمامًا / لا يستحق
wildly inaccurate	غير دقيق جدًا / خاطئ جدًا	blindingly obvious	واضح بشكل صارخ / لا يمكن إنكاره
fundamentally flawed	معيوب بشكل أساسي / فيه خلل جوهري	deeply disappointed	محبط جدًا / خائب الأمل بشكل عميق
vastly overrated	مبالغ في تقديره بشكل كبير	drastically improved	تحسن كبير / بشكل جذري
vehemently opposed	معارض بشدة / رافض بشدة	completely inexcusable	غير مقبول تمامًا / لا يغتفر

★ Complete the adverb-adjective collocations from email B with the correct words.

- 1) deeply \_\_\_\_\_
- 2) drastically \_\_\_\_\_
- 3) completely \_\_\_\_\_

Answers: 1) disappointed 2) improved 3) inexcusable

★ Complete the collocations in the sentences with words from the box. There may be more than one possibility.

flawed - inaccurate - mistaken - obvious - opposed - overrated - unjustified

- 1) If you think I'm not willing to take my complaint further, you are gravely \_\_\_\_\_ .
- 2) The information I received about flight departure times was wildly \_\_\_\_\_ , leading to me missing my plane.
- 3) The whole process of delivery was fundamentally \_\_\_\_\_ , resulting in my new phone taking two months to arrive.
- 4) I found the quality of the shoes I bought to be vastly \_\_\_\_\_ , with them needing repairs after just one month.
- 5) Please understand that I am vehemently \_\_\_\_\_ to travelling with your company again after the way I was treated.
- 6) The way I was spoken to by the assistant was wholly \_\_\_\_\_ and I was treated as a problem rather than a customer.
- 7) I think it is blindingly \_\_\_\_\_ that there is a serious issue with your system.

Answers:

- 1) mistaken 2) inaccurate 3) flawed 4) overrated 5) opposed 6) unjustified 7) obvious

6 You go on a trip organised by a ferry company. Read the notes about the experience. In pairs, discuss how you would plan your email of complaint.

- both crossings delayed with NO explanation or apology
- room – v. noisy, dirty; no wi-fi
- free hotel bus – every three hours!
- excursion – no translator; four hours and nowhere to have refreshments
- got ill after eating meal on return crossing
- request refund

7 **WRITING TASK** Use your notes from Exercise 6 to write your email of complaint.

 Use the Graphic Organiser to help you plan your writing.

Dear \_\_\_\_\_

I am writing to complain about \_\_\_\_\_

\_\_\_\_\_

The second issue was \_\_\_\_\_

\_\_\_\_\_

I would like to express in the strongest terms, how deeply disappointed we were with \_\_\_\_\_

\_\_\_\_\_

Yours faithfully / sincerely,

\_\_\_\_\_

### REVISION P.18 W.B

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

1-The punctuality of the train service has been going \_\_\_\_\_ (hill) beginning of this year.

2-The increase in airline taxes is \_\_\_\_\_ (just) and should definitely not be implemented.

3-The design of the building was \_\_\_\_\_ (fundamental) flawed, which caused many problems during the building phase.

4-We had to \_\_\_\_\_ (come) a lot of hurdles when setting up our travel website, but now it's doing well.

5-In my opinion, the new car model is \_\_\_\_\_ (rate) because it isn't as reliable as the previous one.

6-Surely, it's \_\_\_\_\_ (blind) obvious that we cannot reduce car emissions quickly.

1. downhill 2. unjustified 3. fundamentally 4. overcome 5. Overrated 6. blindingly

## Education for all

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

- |                    |                 |            |
|--------------------|-----------------|------------|
| 1- A) outcry       | B) outlay       | C) outlook |
| 2- A) getaway      | B) breakthrough | C) hurdle  |
| 3- A) mark         | B) door         | C) effect  |
| 4- A) cutback      | B) outlook      | C) outlay  |
| 5- A) breakthrough | B) downhill     | C) setback |
| 6- A) outcome      | B) getaway      | C) outcry  |
| 7- A) mark         | B) outlay       | C) outcome |
| 8- A) knock        | B) share        | C) brag    |

Answers: 1- A 2- C 3- C 4- B 5- A 6- A 7- B 8- C

## LISTENING



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

**1 You hear a married couple talking about their son.**

1 The man and woman have different opinions about:

- A the speed of cars at that time of day.
- B their son's cycling skills.
- C the poor air quality on the cycle paths.

2 When talking about dangers to cyclists, the man and woman disagree about:

- A the seriousness of the problem.
- B the best solution to the problem.
- C whose fault the problem is.

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

3 According to the woman, the machine:

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

4 The woman mentions her shoes:

- A as part of an explanation.
- B as a complaint about their quality.
- C as a criticism of the way the security personnel perceive them.



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

**5** From what the woman says about flygskam (flight shame), we can understand that:

**A** it was an idea invented by environmental campaigners.

**B** although popular in theory, the idea hasn't led to any significant changes in behaviour yet.

**C** it's an idea that has been around since before people began to be concerned about the environment.

**6** The woman makes a promise about:

**A** reducing the time spent travelling.

**B** preparing food for the journey.

**C** making sure the journey is not stressful.

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

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

**Student A**

1 Do you enjoy living in your town? Say why. \_\_\_\_\_

2 Do you ever use English outside the classroom? Say why. \_\_\_\_\_

3 Which famous person do you most admire? \_\_\_\_\_

**Student B**

1 Would you like to live in another part of your country? Say why. \_\_\_\_\_

2 How do you think you will use English in the future? \_\_\_\_\_

3 Which famous person would you most like to meet? Say why. \_\_\_\_\_

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

Dear \_\_\_\_\_

I am writing to complain about \_\_\_\_\_

\_\_\_\_\_

The second issue was \_\_\_\_\_

\_\_\_\_\_

I would like to express in the strongest terms, how deeply disappointed we were with \_\_\_\_\_

\_\_\_\_\_

Yours faithfully / sincerely,

\_\_\_\_\_

## LIFE SKILLS

## How to make a good decision



**1** In pairs, look at the photos and discuss the questions.

- 1 Which country do you think all the photos were taken in?
- 2 Does it look like somewhere you would like to go? Why/Why not?
- 3 Who would you like to go with? What makes a good travelling companion?

Students' own answers

**2** Read the blog post about Sultan's trip to the country in the photos and answer the questions.

- 1 Which country did he visit? \_\_\_\_\_
- 2 What did he do there? \_\_\_\_\_
- 3 Did Sultan choose his travelling companion well? Say why. \_\_\_\_\_
- 4 What issues did travelling with Adnan cause Sultan? Do you think Sultan always made the right decisions? Say why. \_\_\_\_\_

### Answers

- 1 Chile
- 2 He visited Santiago, Valle Nevado to go skiing, Moon Valley and Mars Valley and Valparaíso.
- 3 No. They wanted to do different things. They didn't agree on where to go and Sultan didn't like the people Adnan met.
- 4 Adnan wanted to go skiing and Sultan didn't. He went with him though. Sultan didn't like that Adnan was posting photos of him on social media pages without asking his permission.

**3 2.9** Listen to a travel specialist. What two aspects does she discuss?



### Answers

- 1 considering the impact on the environment and local people
- 2 travelling with a partner whose views are compatible with yours

**4 REFLECT | SOCIETY** Some cities are becoming very overcrowded with tourists. Do you think tourist numbers should be limited, or that accommodation should be restricted? Say why.

### Suggested Answer

Yes, I think tourist numbers should be limited. Some cities become too crowded, which can harm the environment and local life. Limiting numbers can protect the city and make the experience better for everyone.

## 5 LIFE SKILLS | HOW TO MAKE A GOOD DECISION

- 1) Gather relevant information – do (some) research .
- 2) Make a list of options and consider the pros and cons and possible outcomes of each.
- 3) Get some different perspectives – ask others for their views or experience.
- 4) Make the decision and later consider what you can learn from this experience.

1. اجمع المعلومات ذات الصلة – قم بإجراء (بعض) البحث.
2. ضع قائمة بالخيارات وفكر في الإيجابيات والسلبيات والنتائج المحتملة لكل منها.
3. احصل على وجهات نظر مختلفة – اسأل الآخرين عن آرائهم أو تجاربهم.
4. اتخذ القرار، ولاحقاً فكر فيما يمكنك تعلمه من هذه التجربة.

6 In pairs, talk about some decisions you made connected with a trip. How did you make that decision?

### Suggested Answer

I decided to visit the mountains instead of the beach. I chose it because I wanted a quiet place to relax. I checked the weather and asked a friend who had been there before. It was a great choice!

### 7 Do the task below.

#### LIFE SKILLS | Project

Work in pairs or small groups.

Your best friend has invited you on a holiday to an exciting destination, but tourism might have a negative impact on the local environment there. Would you go?

- Using the tips in the Life Skills box, analyse the situation and come to a conclusion.
- Join up with a pair who chose a different situation and explain the decision-making process you went through, as well as what you finally decided.

## THE TRIP OF MY DREAMS?

It had always been on my bucket list. A country of such amazing contrasts, the Atacama Desert at one end of the country, and the edge of Antarctica at the other. Old colonial towns, and the modern skyscrapers of Santiago. Where am I talking about? Chile of course!

I was going with my new best friend, Adnan. We hadn't known each other that long, but we'd really hit it off right from the start. I'm quite reserved, whereas he is a real social butterfly, but we seemed to complement each other well. And when I mentioned my fascination with Chile, he became the driving force in actually making my dream happen.

Before I knew it, we were arriving in the capital. What an incredible city! I loved spending the days walking around the different neighbourhoods, trying some typical dishes such as caldillo de congrio (eel soup – don't knock it 'til you've tried it) and soaking up the atmosphere. But, after a few days, things started to go downhill. Adnan was bored. He wanted to go skiing in the Valle Nevado. The problem was, not only had I never been skiing, but that it was also likely to completely blow my budget. When I explained this to him, he felt bad, and then I felt bad, too! It's true that I couldn't really afford the trip, but then again, I knew it would mean a lot to Adnan, so I agreed to go.

لطالما كان على قائمة أمنيائي. بلد يتميز بتباينات مذهلة؛ صحراء أتاكاما في أحد أطرافه، وحافة القارة القطبية الجنوبية في الطرف الآخر. مدن استعمارية قديمة، وناطحات سحاب حديثة في سانتياغو. عن أي بلد أتحدث؟ عن تشيلي بالطبع!

كنتُ ذاهبًا مع صديقي المقرب الجديد، عدنان. لم نكن نعرف بعضنا منذ وقت طويل، لكننا انسجمنا منذ اللحظة الأولى. أنا شخص كتوم إلى حد ما، بينما هو اجتماعي جدًا، لكن يبدو أننا كنا نكمل بعضنا بشكل جيد. وعندما ذكرت له إعجابي الشديد بتشيلي، أصبح هو القوة الدافعة التي جعلت حلمي يتحقق بالفعل.

قبل أن أدرك ما يحدث، كنا قد وصلنا إلى العاصمة. يا لها من مدينة مذهلة! أحببت قضاء أيامي بالتجول في الأحياء المختلفة، وتجربة بعض الأطباق التقليدية مثل caldillo de congrio (حساء ثعبان البحر – لا تحكم عليه قبل أن تجربته)، والاستمتاع بالأجواء. لكن، بعد بضعة أيام، بدأت الأمور تسوء. شعر عدنان بالملل. كان يريد الذهاب للتزلج في وادي نيفادو. المشكلة أنني لم يسبق لي أن جربت التزلج من قبل، كما أن الرحلة كانت ستستنزف ميزانيتي تمامًا. عندما شرحت له ذلك، شعر بالذنب، ثم شعرت أنا بالذنب أيضًا! صحيح أنني لم أكن أستطيع تحمل تكاليف الرحلة حقًا، لكنني كنت أعلم في الوقت نفسه أن الأمر يعني الكثير لعدنان، فوافقت على الذهاب.



Adnan loved it and being so social, he soon made a whole load of new friends. Being in the mountains was great, but I can't say that I really clicked with the new crowd. And I was also itching to get on with our tour and visit the Atacama Desert. Eventually, I managed to drag him away, and we set off north.

Wow. What a landscape! We visited Moon Valley and Mars Valley, and it really did feel as if we were on another planet. But it wasn't long before another problem reared its head. Both Adnan and I had taken lots of photographs of our holiday. But, one morning, I noticed that Adnan had uploaded most of his photos to his social media pages – and I was in a lot of those photos! Some were cool, but a few pictures of me were not very flattering. I really felt that Adnan should have asked my permission before posting the photos online. I wanted to say something to him, but our friendship was already getting a little strained, so I just bit my tongue.

And then something else happened which cast a shadow over the trip. We had travelled back down to Valparaiso, a very beautiful old city just north of Santiago, on the Pacific coast. It's a really gorgeous and special place. I couldn't wait to walk around and see all the sights with Adnan, but he just wanted to hang out in our hotel room all day. I couldn't believe it, and the worst part is that he couldn't understand why I felt disappointed.

After this, we finally understood that we weren't very compatible travelling companions. Adnan is a really nice person, but he and I just have different ideas about what it means to be a tourist.

كان عدنان مستمتعاً للغاية، وبما أنه شخص اجتماعي جداً، كوّن سريعاً مجموعة جديدة كاملة من الأصدقاء. كان التواجد في الجبال أمراً رائعاً، لكن لا أستطيع القول إنني انسجمت حقاً مع هذه المجموعة الجديدة. كما أنني كنت متحمساً للانطلاق في جولتنا وزيارة صحراء أتاكاما. وفي النهاية، تمكنت من إقناعه بالمغادرة، وانطلقنا شمالاً.

واو! يا له من منظر طبيعي! زرنا وادي القمر ووادي المريخ، وكان الشعور بالفعل وكأننا على كوكب آخر. لكن لم يمض وقت طويل حتى ظهر مشكل آخر. كان كل من عدنان وأنا قد التقطنا الكثير من الصور خلال عطلتنا، لكنني في أحد الأيام لاحظت أن عدنان قد نشر معظم صورته على حساباته في وسائل التواصل الاجتماعي – وكنت موجوداً في الكثير من تلك الصور! بعضها كان رائعاً، لكن بعض الصور لي لم تكن جميلة أو مناسبة أبداً. شعرت حقاً أن عدنان كان يجب أن يطلب إذني قبل نشر هذه الصور على الإنترنت. كنت أرغب في أن أقول له ذلك، لكن صداقتنا كانت قد بدأت تتوتر قليلاً، لذلك فضّلت الصمت.

ثم حدث شيء آخر ألقى بظلاله على الرحلة. كنا قد عدنا إلى فالبارايسو، وهي مدينة قديمة جميلة جداً تقع شمال سانتياغو على ساحل المحيط الهادئ. إنها مكان رائع ومميز بحق. كنت متحمساً للتجول فيها ورؤية جميع معالمها مع عدنان، لكنه أراد فقط البقاء في غرفتنا بالفندق طوال اليوم. لم أصدق ذلك! والأسوأ من ذلك أنه لم يتمكن من فهم سبب شعوري بخيبة الأمل.

بعد ذلك، فهمنا أخيراً أننا لسنا رفيقين متوافقين في السفر. عدنان شخص لطيف حقاً، لكننا ببساطة لدينا أفكار مختلفة تماماً عن معنى أن تكون سائحاً.

## THE END OF UNIT TWO