



## *UNIT ONE*

### *Get the message* إفهم الرسالة



## VERBS

Regular Verbs			Irregular Verbs		
Base Form	Past Simple	Past Participle	Base Form	Past Simple	Past Participle
1. prepare 2. drop 3. fix 4. play 5. try			1. break 2. buy 3. sell 4. seek 5. throw		

★ ملاحظة: يجب حفظ ال irregular verbs حسب الجداول في الصفحات التالية، واي فعل غير مدرج ضمن الجدول فيكون regular verb فعليك أن تضيف (ed) لتحويله للتصريف الثاني والثالث مراعيًا بعض القواعد الإملائية.

\* Spelling rules for adding ed forms.

\* Vowel letters حروف العلة ( o, a, e, i, u)

\* Consonant letters: أي حرف عدا حروف العلة

1. Verbs that end in e	like → liked	
2. Verbs that end in a vowel and a consonant <b>except x / y</b>	stop → stopped	mix → mixed * rain → rained pray → prayed
3. Verbs that end in a vowel and (y)	stay → stayed	
4. Verbs that end in a consonant and (y)	hurry → hurried	
5. Two-syllable verbs	listen → listened open → opened	

1. prepare ..... 2. enjoy ..... 3. try .....  
4. rob ..... 5. offer ..... 6. fix .....  
7. study ..... 8. play ..... 9. drop .....

Table 1

V.1 = V.2 = V.3 ما في تغيير عالفعل

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
1. bet	Bet	bet	يراهن
2. burst	Burst	burst	ينفجر
3. cost	Cost	cost	يكلف
4. cut	Cut	cut	يقطع
5. hit	Hit	hit	يضرب
6. hurt	Hurt	hurt	يؤذي
7. let	Let	let	يدع
8. put	Put	put	يضع
9. quit	Quit	quit	يترك
10. read	Read	read	يقرأ
11. set	Set	set	يضبط
12. shut	Shut	shut	يغلق
13. split	Split	split	ينقسم
14. spread	Spread	spread	ينشر
15. upset	Upset	upset	ينزعج

Table 2

i → a → u

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
16. begin	Began	begun	يبدأ
17. drink	Drank	drunk	يشرب
18. ring	Rang	rung	يرن
19. sing	Sang	sung	يغني
20. swim	Swam	swum	يسبح
21. shrink	Shrank	shrunk	يتقلص
22. sink	Sank	sunk	يغرق

Table 3

V.2 + V.3 → ough / aught

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
23. bring	Brought	brought	يحضر
24. buy	Bought	bought	يشترى
25. fight	Fought	fought	يقاتل
26. seek	Sought	sought	يبحث
27. think	Thought	thought	يعتقد
28. catch	Caught	caught	يمسك
29. teach	Taught	taught	يعلم

Table 4

ow → ew → own

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
30. blow	Blew	blown	تهب
31. grow	Grew	grown	يكبر
32. know	Knew	known	يعرف
33. throw	Threw	thrown	يرمي
34. fly	Flew	flown	يطير
35. draw	Drew	drawn	يرسم
36. withdraw	withdrew	withdrawn	يسحب

Table 5

o → a → o

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
37. become	became	become	يصبح
38. come	came	come	يأتي
39. overcome	overcame	overcome	يتغلب
40. run	ran	run	يركض

Table 6

V.3 → en

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
41. drive	Drove	driven	يسوق
42. eat	Ate	eaten	يأكل
43. fall	Fell	fallen	يقع
44. forbid	Forbade	forbidden	يمنع
45. forgive	forgave	forgiven	يسامح
46. give	gave	given	يعطي
47. beat	beat	beaten	يهزم/ يضرب
48. bite	bit	bitten	يعض
49. hide	hid	hidden	يخبئ
50. rise	rose	risen	تشرق
51. ride	rode	ridden	يركب
52. take	took	taken	يأخذ
53. shake	shook	shaken	يهز
54. (be) is/am/are	was/were	been	يكون
55. see	saw	seen	يرى
56. drive	drove	driven	يسوق

Table 7

V.3 → en

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
57. awake	awoke	awoken	يوقظ
58. break	broke	broken	يكسر
59. choose	chose	chosen	يختار
60. forget	forgot	forgotten	ينسى
61. freeze	froze	frozen	يجمد
62. speak	spoke	spoken	يتكلم
63. steal	stole	stolen	يسرق
64. wake	woke	woken	يستيقظ
65. write	wrote	written	يكتب

Table 8

V.2 + V.3 → نفس الشيء / توأم

Base Form (V.1)	Past Simple (V.2)	Past Participle (V.3)	Arabic
66. build	built	built	يبني
67. burn	burnt - burned	burnt - burned	يحرق
68. creep	crept	crept	يزحف
69. deal	dealt	dealt	يتعامل
70. dream	dreamt - dreamed	dreamt - dreamed	يحلم
71. feel	felt	felt	يشعر
72. keep	kept	kept	يحفظ

73. lean	lent - leaned	lent – leaned	يميل
74. learn	learnt – learned	learnt – learned	يتعلم
75. leave	left	left	يترك
76. lend	lent	lent	يقرض
77. mean	meant	meant	يعني
78. send	sent	sent	يرسل
79. sleep	slept	slept	ينام
80. smell	smelled- smelt	smelled- smelt	يشم
81. spell	spelt	spelt	يهجئ
82. spend	spent	spent	ينفق
83. spill	spilled - spilt	spilled – spilt	يسكب
84. spoil	spoiled - spoilt	spoiled – spoilt	يفسد
85. sweep	swept	swept	يكنس
86. bleed	bled	bled	ينزف
87. feed	fed	fed	يطعم
88. lead	led	led	يقود
89. meet	met	met	يقابل
90. shoot	shot	shot	يطلق / يصور
91. speed	speeded- sped	speeded-spiced	يسرع
92. dig	dug	dug	يحفر
93. find	found	found	يجد
94. get	got	got	يحصل
95. hang	hung	hung	يعلق
96. have	had	had	يملك
97. hear	heard	heard	يسمع
98. hold	held	held	يمسك
99. light	lighted- lit	lighted- lit	يشعل
100. lose	lost	lost	يخسر
101. make	made	made	يصنع
102. pay	paid	paid	يدفع
103. prove	proved	proved/proven	يثبت
104. say	said	said	يقول
105. sell	sold	sold	يبيع
106. shine	shone	shone	يضيء
107. sit	sat	sat	يجلس
108. stand	stood	stood	يقف
109. stick	stuck	stuck	يلصق
110. strike	struck	struck	يضرب
111. swing	swung	swung	يتأرجح
112. tell	told	told	يخبر
113. understand	understood	understood	يفهم
114. win	won	won	يفوز
115. wind	wound	wound	يلف

Table 9

(V.1)	(V.2)	(V.3)	Arabic
116. do	did	done	يفعل
117. go	went	gone	يذهب
118. show	showed	shown	يعرض
119. tear	tore	torn	يمزق
120. lie	lay	lain	يستلقي
121. wear	wore	worn	يلبس

## CONTRACTIONS

★ Here are some common contractions:

1. I'm = "I am"	2. 're = are You're = "You are"	3. 's = "is" / "has" * He's = He is / He has
4. 've = " have" I've = I have	5. I'll = "I will"	6. 'd = would / had * I'd = I would / had
7. won't = will not	8. can't = "cannot"	9. couldn't = "could not"
10. wouldn't = "would not"	11. shouldn't = "should not"	10. n't = not isn't = is not / don't = do not

\* A. He s writing a poem now. (is / has)

B. He s written two poems so far. (is / has)

\* A. I 'd go to the gym every day if I had more free time. (would / had )

B. By 2000, I 'd graduated from high school and started my first job. (would / had )

## NOUNS

*Countable*

*Uncountable*

Singular	Plural
book	books
knife	knives
box	boxes
city	cities
child	children
man	men

water  
sugar  
salt  
advice  
information  
homework  
food

## SUBJECT – VERB AGREEMENT

1. He / She / It / singular / uncountable / Ving + plural → (is / was / has / v.s / does)

2. We / You / They / plural → (are / were / have / v.1 / do)

3. I → (am / was / have / v.1 / do)

★ Choose the correct answer.

1. The boys \_\_\_\_\_ playing in the park.

A) are B) is C) was D) am

2. My cousin \_\_\_\_\_ three different languages fluently.

A) speak B) have spoken C) are speaking D) speaks

3. My friends \_\_\_\_\_ their homework every day.

A) does B) do C) has done D) is doing

4. Writing novels \_\_\_\_\_ considered challenging for many writers.

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

5. English clubs \_\_\_\_\_ believed to be useful.

A) are B) is C) was D) am

6. Look! The children's uncle \_\_\_\_\_ fixing the fence.

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

7. The students in my class \_\_\_\_\_ talking about their achievements in science when the bell suddenly rang.

A) was B) is C) were D) am

8. Enough money \_\_\_\_\_ been saved to buy a new car.

A) have B) has C) are D) am

## ◆ Advanced Subject-Verb Agreement

## 1. Indefinite Pronouns (الضمائر غير المحددة) تأخذ فعلاً مفرداً

- Each, Every, Either, Neither, Someone, Somebody, Anyone, Anybody, No one, Nobody, Everyone, Everybody  
→ تأخذ فعلاً مفرداً.

Example:

- Everybody **wants** to succeed.
- Neither of the answers **is** correct.

Few, Many, Several, Both → فعل جمع

Example: \* Few **have** completed the task.

## 2. Collective Nouns

تعتمد على السياق:

- The team **is** winning. (كمجموعة واحدة – مفرد)
- The team **are** wearing their new uniforms. (كأفراد – جمع)
- Common collective nouns: team, family, staff, committee, audience, group

**3. Phrases Between Subject and Verb (عبارات بين الفاعل والفعل)**

الفعل يتبع الفاعل الحقيقي، وليس الكلمات بينهما

✗ The list of items **are** long.

✓ The list of items **is** long.

(هو الفاعل الحقيقي "list")

**4. Either/Neither + of + plural noun**

→ مفرد "either/neither" تأخذ فعل مفرد لأن

✓ Either of the answers **is** correct.

✓ Neither of them **wants** to go.

**5. Subjects joined by "or" / "nor"**

• الفعل يتطابق مع الفاعل الأقرب (الأخير)

✓ Neither the manager nor **the employees** are ready.

✓ Neither the employees nor **the manager** is ready.

✓ Either the cat or **the dog** is making that noise.

✓ Either the pens or **the pencils** are missing.

**6. There is / There are**

الفعل يتطابق مع الاسم بعده مباشرة

✓ There **is** a cat on the roof.

✓ There **are** two cats on the roof.

**7. Titles, Names, and Plural Forms That Refer to One Thing**

✓ "The United States" **is** a large country.

✓ "Mathematics" **is** difficult.

✓ "The Lord of the Rings" **is** my favorite movie.

**TEST YOURSELF**

1. Each of the students \_\_\_\_ a laptop.

- a) have                      b) has

2. Neither the books nor the pen \_\_\_\_ on the table.

- a) are                      b) is                      c) were                      d) be

3. Neither the coach nor the players \_\_\_\_ satisfied with the result.

- a) are                      b) is                      c) was                      d) be

4. Each of the answers \_\_\_\_ carefully checked.

- a) have been              b) are                      c) has been              d) were

5. There \_\_\_\_ an error in the report.

- a) is                      b) are                      c) has                      d) have



6. There \_\_\_\_ many advantages of the Internet.  
a) are                      b) is                      c) was                      d) has been
7. Physics \_\_\_\_ always been a tough subject for some students.  
a) have                      b) has                      c) are                      d) were
8. Either the teacher or the students \_\_\_\_ presenting today.  
a) is                      b) are                      c) has                      d) be
9. The number of applicants \_\_\_\_ increased significantly.  
a) have                      b) has                      c) are                      d) were
10. Few of the participants \_\_\_\_ aware of the new rule.  
a) is                      b) was                      c) are                      d) has

**ANSWERS:**

- 1 b) has      2 b) is      3 a) are      4 c) has been      5 a) is  
6 a) are      7 b) has      8 b) are      9 b) has      10 c) are

★ **IMPORTANT WORDS**

Word	Meaning	Word	Meaning
1. ways	طرق	17. quote	اقتبس
2. methods	طرق	18. mention	اذكر
3. characteristics	خصائص / ميزات	19. replace	استبدل
4. features	خصائص / ميزات	20. roles	أدوار
5. qualities	خصائص / ميزات	21. aspects	أوجه / جوانب
6. attributes	خصائص / ميزات	22. similarities	أوجه التشابه
7. motives	دوافع	23. differences	أوجه الاختلاف
8. factors	عوامل / عناصر	24. tips	نصائح
9. elements	عوامل / عناصر	25. pieces of advice	نصائح
10. consequences	عواقب	26. benefits	فوائد
11. examples	أمثلة	27. advantages	إيجابيات
12. results	نتائج	28. effects	أثار
13. findings	نتائج	29. impacts	أثار
14. tasks	مهام	30. influences	أثار
15. requirements	متطلبات	31. purposes	أهداف
16. needs	احتياجات	32. aims	أهداف

# 1. Question tags and echo questions

A **question tag** is a short question added to the end of a sentence that **confirms** something that the speaker already knows.

1	2	3	4	5
,	helping verb	+ -	I- he- she- it- we- they- you- there	?
		- +		

a positive statement + a negative question

You are a student aren't you ?

a negative statement + a positive question

Mary isn't a teacher is she ?

1. They haven't been to London yet, \_\_\_\_\_ ?
2. You are coming to the party, \_\_\_\_\_ ?
3. You don't understand, \_\_\_\_\_ ?
4. Ali can speak French, \_\_\_\_\_ ?
5. You'll cook the dinner today, \_\_\_\_\_ ?
6. We had met them before, \_\_\_\_\_ ?
7. Omar has arrived late, \_\_\_\_\_ ?

\* V/s / has كفعال رئيسي → **does**

\* V.1 / have كفعال رئيسي → **do**

\* V.2 / had كفعال رئيسي → **did**

8. You have enough money, \_\_\_\_\_ ?

9. Aya had a break, \_\_\_\_\_ ?

10. Omar has a headache, \_\_\_\_\_ ?

11. She usually comes in late, \_\_\_\_\_ ?

12. The students went to school, \_\_\_\_\_ ?

13. You speak English, \_\_\_\_\_ ?

\* This - That → **it**

\* These - Those → **they**

\* There → **there**

14. This is an amazing house, \_\_\_\_\_ ?

15. Those are Majeda's guests, \_\_\_\_\_ ?

16. There is a meeting tonight, \_\_\_\_\_ ?

\* **Everything, Nothing** → **it**

\* **Everyone, everybody, someone, somebody, no one, nobody** → **they**

\* **Nothing, nobody, no one, never** → **affirmative tags**

17. Someone has bumped into your car, \_\_\_\_\_ ?

18. Everything is okay, \_\_\_\_\_ ?

19. Everyone took the test, \_\_\_\_\_ ?

20. Nothing has happened so far, \_\_\_\_\_ ?

21. Nobody came to the presentation, \_\_\_\_\_ ?

22. You have never been there, \_\_\_\_\_ ?

★ **Exceptions:** حالات خاصة

**Let's go** to the cinema, **shall we?**

**I'm** still employed, **aren't I?**

★ Question tags can also be used for:

<b>A) requests:</b> الطلب	Buy me the newspaper, <b>could you?</b>
<b>B) invitations:</b> الدعوة	Come to visit us next summer, <b>won't you?</b> Come sit with us, <b>won't you?</b>
<b>C) commands:</b> الامر	<b>Write</b> it down, <b>will you?</b> <b>Don't</b> make a mess, <b>will you?</b>

**Answers:** 1. have they 2. aren't you 3. do you 4. can't he 5. won't you  
6. hadn't we 7. hasn't he 8. don't you 9. didn't she 10. doesn't he  
11. doesn't she 12. didn't they 13. don't you 14. isn't it 15. aren't they  
16. isn't there 17. haven't they 18. isn't it 19. didn't they 20. has it  
21. did they 22. have you

\*\*\*\*\*

Question tags are also used in **echo questions**. The main use of such questions is to **show interest** or **express surprise** and **make a conversation go smoothly**:

1. A: I used to live in Aqaba.

B: **Did you?** I bet it was amazing!

2. A: Fatima got a full mark in her last test.

B: Really! **Did she?**

3. A: Sami is going to Turkey this summer

B: **Is he?** That's great!

4. A: I'm having a great time.

B: **Are you?** I'm glad you could make it.

5. A: He isn't interested in playing tennis.

B: **Isn't he?** That's disappointing.

**Note 1**

**Note 2**

**Note 3**

**EX 1** Look at the underlined examples of question tags from the dialogues. Then complete the sentences 1–4 below with the words in the box. (S.B / P.9 E.X: 3)

**negative - end - positive - modal**

It's such a great city, **isn't it?**

Wow, so you'd never been there before, **had you?**

I shouldn't be so fussy, **should I?**

1. A question tag is a short question added to the \_\_\_\_\_ of a sentence.
2. We form a question tag using an auxiliary or a \_\_\_\_\_ verb and a pronoun.
3. A positive statement usually has a \_\_\_\_\_ question tag.
4. A negative statement usually has a \_\_\_\_\_ question tag.

**EX 2** \* Look at these more unusual question tags. (S.B / P.9 E.X: 5)

Choose the correct words to complete the sentences.

1. This is silly, isn't it / **this**?
2. Nothing ever changes, **do** / does it?
3. Come and look at this, **will** / don't you?
4. Everyone was there, **weren't** / wasn't they?
5. Don't be late, **are** / will you?
6. No one likes him, **do** / does they?

**EX 3** \* Match sentences 1-6 with responses a-f. (W.B / P.7 E.X: 1)

- |   |  |
|---|--|
| 1. I'm having a great time.               | a. Can't you? Why don't you ask him to speak slowly? |
| 2. I met a really nice guy last week.     | b. Was she? She's always so stylish.                 |
| 3. Majeda and Malak have arrived!         | c. Have they? OK, I'll be there in two minutes.      |
| 4. Jawad didn't want to play tennis.      | d. Are you? I'm glad you could make it.              |
| 5. Reem was wearing some beautiful shoes. | e. Didn't he? Maybe he doesn't know how.             |
| 6. I can't understand what he's saying.   | f. Did you? What was his name?                       |

**Answers 1**

- 1.end 2.modal 3.negative 4.positive

**Answers 2**

- 1.it 2.does 3.will you 4.weren't 5. Will 6.do

**Answers 3**

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

**EX4** Choose the correct words to complete the **question tags** 1-6. Then add an **echo question** to complete the mini-conversations a-f. (W.B / P.7 E.X: 2+3)**Omar:** Oh, dear. I'm talking too much, (1) **don't** / **aren't** I ?

I get nervous in new situations.

**Nader:** (a) \_\_\_\_\_ I hadn't noticed. You seem quite self-confident to me.**Alia:** Everybody likes chocolate (2) **aren't** / **don't** they?

I'm planning to make a chocolate cake for the party.

**Hana :** (b) \_\_\_\_\_ ? Well, I certainly do , so please go ahead!**Rashed :** You haven't met Adel, (3) **have** / **haven't** you? He moved in next door recently.**Amer:** (c) \_\_\_\_\_ ? Hi, Adel. Welcome to the neighborhood. I'm Amer.**Fadia:** Choose a story, (4) **will** / **should** you, Halima? The book of short stories is on the table.**Halima:** (d) \_\_\_\_\_ ? Oh, yeah. Right, let's listen to something fun.**Ramzi:** This is a great new sports club, (5) isn't **it** / **this**? The old club wasn't fun.**Hani:** (e) \_\_\_\_\_ ? I liked it.**Jameela:** Everything went wrong, (6) **didn't** / **wasn't** it? I don't know what to do now**Amal:** (f) \_\_\_\_\_ ? Well, perhaps I can help.

**EX 5 \* Complete two conversations at a family dinner. (W.B / P.7 E.X: 4)**

**Khalil:** Hi there. We haven't met, (1) have we?

**Husam:** No, I don't think so. I'm Husam - Kamal's cousin. I live in Egypt now.

**Khalil:** (2) \_\_\_\_\_? Well, it's nice to meet you. I'm Khalil and I'm in Kamal's sports club, though I don't really know him very well. This is a great dinner, (3) \_\_\_\_\_? So, what do you think of Kamal?

**Husam:** Actually, I find him a bit unfriendly, but don't tell him, (4) \_\_\_\_\_?

**Khalil:** Ha! I won't. And, that's his brother, (5) \_\_\_\_\_? The boy with the black hair?

**Husam:** Who, Muneer? No, they're friends.

**Khalil:** Oh! (6) \_\_\_\_\_?

**Kamal:** Change the TV programme, (7) \_\_\_\_\_?

**Omar:** Let's watch some sport, (8) \_\_\_\_\_?

**Kamal:** Whatever you fancy. Do you know that boy who's talking to Husam? He's in our sports club, (9) \_\_\_\_\_?

**Omar:** Yeah, I think so. His name's Khalil.

**Kamal:** He looks like a nice boy.

**Omar:** Well, we can go and say hello, (10) \_\_\_\_\_?

**Kamal:** Wait a minute! We can't just walk up and say hello.

**Omar:** Of course we can! It's a dinner after all. It'll be fine.

**Kamal:** (11) \_\_\_\_\_? Do the talking though, (12) \_\_\_\_\_?

**Omar:** Oh, come on Kamal. Don't be shy.

**Answers (4)**

- |           |           |          |              |           |              |
|-----------|-----------|----------|--------------|-----------|--------------|
| 1. aren't | a. Do you | 2. don't | b. Are you   | 3. have   | c. Did he    |
| 4. will   | d. Is it  | 5. it    | e. Wasn't it | 6. didn't | f. Don't you |

**Answers (5)**

- |             |             |             |              |                          |
|-------------|-------------|-------------|--------------|--------------------------|
| 2. do you   | 3. isn't it | 4. Will you | 5. isn't it  | 6. Are they              |
| 7. will you | 8. shall we | 9. isn't he | 10. can't we | 11. will it 12. will you |

**Intonation pattern      نمط التنغيم**

1) **(A rising tone)** at the end of a tag question indicates that it is a real question. The speaker wants to know something or wants someone to do something.

يشير التنغيم المرتفع (المتصاعد) ← سؤال حقيقي (يريد المتحدث أن يعرف شيئاً ما أو يريد شخصاً ما أن يفعل شيئاً ما).

2) **(A Falling tone)** however, means that the speaker is looking for agreement/confirmation. يشير التنغيم المنخفض ← يعني أن المتحدث يبحث عن الإتيافاق أو التأكيد.

Note: If we are sure or almost sure that the listener will confirm that our statement is correct, we say the question tag with a falling intonation. If we are a bit less sure, we say the question tag with a rising intonation.

ملحوظة: إذا كنا متأكدين أو شبه متأكدين من أن المستمع سيؤكد صحة ما قلناه فإننا نقول علامة الاستفهام بنبرة منخفضة. أما إذا كنا أقل تأكيداً بعض الشيء، فنقول علامة الاستفهام بنبرة مرتفعة.

## ★ PRONUNCIATION: اللفظ

Listen and match what you hear with intonation pattern A or B below. Which pattern is used for a **real question** and which for **confirming** something the speaker already knows?

استمع وطابق ما تسمعه مع نمط التنغيم A أو B أدناه. ما هو النمط المستخدم **لسؤال حقيقي** وأي نمط يستخدم **لتأكيد** شيء يعرفه المتحدث بالفعل؟



Rising intonation

Falling intonation



\* The intonation used on the question tag shows the speaker's attitude to their question. **Falling intonation** (pattern B) on the question tag gives the impression that the statement is **correct**: the speaker is **checking or confirming** what they know.

الجملة صحيحة، والمتحدث يريد فقط التحقق أو التأكيد

\* **Rising intonation** (pattern A) on the tag indicates a genuine question.

السؤال حقيقي، أي أن المتحدث لا يعرف الإجابة ويطرح سؤالاً صادقاً.

**EX 6** \*In pairs, look at the echo question in italics. Then answer questions 1–3 below.

**Habib** Actually, it's my birthday tomorrow.

**Faisal** *Is it?* Do you have anything special planned?

1. What is the **function** of an echo question?
2. Do we use **a positive** or **a negative** question to reply to a positive statement?
3. Which **intonation pattern** from the previous exercise do we use with an echo question: A or B?

**EX 7** \* Choose the correct words. (S.B / P.9 E.X: 7)

**Imad** Where would you go on holiday if you could go anywhere in the world?

**Jamal** (1) (That / These) is a good question, isn't it? I don't think I've ever really thought about it before. Hmm... Somewhere with nice beaches, I guess.

**Imad** But (2) (This / There) are lovely beaches in this country, aren't there?

**Jamal** Oh yes, there are, but I'd like to go to a beach where it's not too hot in the summer. It can be too hot here, (3) (can't / can) it?

**Imad** Actually, I used to live in France.

**Jamal** (4) (Do/ Did) you? I bet (5) It (wasn't / was) too hot there in the summer, was it?

**Imad** No, it was quite cool, actually.

**Jamal** That sounds great.

Answers (6)

1. to show interest or show that we're listening
2. We use a positive question to reply to a positive statement.
3. A

Answers (7)

1. That
2. There
3. can't
4. Did
5. wasn't

## TEST YOURSELF

**1. Complete the sentences with the correct question tag. Use the words from the box and pronouns. There are two extra words.**

could - didn't - has - hasn't - is - isn't - shall - won't

1. I packed our passports, \_\_\_\_\_?
2. This film is great, \_\_\_\_\_?
3. Let's get something to eat, \_\_\_\_\_?
4. You'll come to the party on Saturday, \_\_\_\_\_?
5. Nothing's gone wrong, \_\_\_\_\_?
6. Don't smoke, \_\_\_\_\_?

**2. Choose the correct option to complete the mini-dialogues.**

1. A: I don't believe in ghosts.  
B: Do they? / Do you? / Don't you? I think I do.
2. A: Don't worry, Ahmad has completed the online forms for our expedition.  
B: Haven't we? / Has he? / Hasn't he? Good.
3. A: I used to design kites for a living.  
B: Do you? / Did you? / Are you? That's interesting.
4. A: I think Sara would live in England if she could.  
B: Could she? / Would she? / Did she? Why?
5. A: I'm not interested in computer games.  
B: Are you? / Are they? / Aren't you? Really?
6. A: Nobody came to Mr Omar's Maths club yesterday.  
B: Didn't it? / Didn't he? / Didn't they?

**3. Complete the mini-dialogues with a question tag or and an echo question.**

1. A: You're from Australia, aren't you?  
B: No. From New Zealand, actually.
2. A: You can swim, \_\_\_\_\_?  
B: Of course.
3. A: The kids haven't been doing their homework.  
B: Oh dear. \_\_\_\_\_?
4. A: Somebody's locked this door again.  
B: \_\_\_\_\_? Have you got a key?
5. A: I'm still winning, \_\_\_\_\_?  
B: Yes. You've got 40 points, 3 more than me.



**4. Complete the mini-dialogues with a question tag or an echo question. (S.B / P.14 E.X: 4)**

1. A. I'm sure you felt stressed out, .....? \*\*\*\*  
B. I sure did.
2. A. He paid me a lot of compliments.  
B. ....? That's nice!
3. A. Don't tell anyone my secret ,..... ?  
B. Of course not!
4. A. I'm always making mistakes, .....?  
B. But you always correct yourself!
5. A. We hadn't had such a good laugh for ages,.....?  
B. Right! I really enjoyed myself.
6. A. Let's go to the Dead Sea, ..... ?  
B. That's a great idea!

**Answers (1)**

1. didn't I    2. isn't it    3. shall we    4. won't you    5. has it    6. will you

**Answers (2)**

1. Don't you    2. Has he?    3. Did you?    4. Would she?    5. Aren't you?    6. Didn't they?

**Answers (3)**

1. aren't you    2. can't you    3. Haven't they    4. Have they    5. aren't I

**Answers (4)**

1. didn't you    2. Did he    3. will you    4. aren't I    5. had we    6. shall we





# 1. Present Simple

Rule:	
a. He She It	V/s-es-ies *
- Negative ( S + doesn't + V.1) - Question ( Does + S + V.1?)	
b. I We You They	(V)
- Negative ( S + don't + V.1) - Question ( Do + S + V.1?)	

(be) → is - am - are

Key Words	
- Every (day, week - often - sometimes - usually - always - once / twice (a day / a week) - on Saturday nights	- rarely - on (Sundays Mondays etc...) - daily / weekly etc... - (every so often - from time to time - once in a while – *** now *** nowadays

Functions
1. <b>Routines</b> and habits/things that happen repeatedly.
2. <b>Permanent situations</b> around the present time.
3. <b>facts</b> and things that are <b>generally true</b> .
4. To talk about <b>timetable or scheduled future events</b> .

Examples
1. I often _____ touch with my colleagues. A. lose      B. loses      C. lost
2. He now _____ a flat with a friend. A. shares      B. shared      C. share
3. Water _____ at 100 degrees Celsius. A. boil      B. boils      C. boiled
4. The plane _____ off at 7 p.m. A. take      B. took      C. takes

\*Spelling Rules for adding “s” to the regular verbs.

There are three ways to make the “S form”:

**Rule 1:** by adding “s” to the end of a verb (run → runs, sit → sits, play → plays)

**Rule 2:** by adding “es” to the end of the verb that has a sibilant sound – ss, ch, x, sh, z, o (watch → watches, guess → guesses, mix → mixes)

**Rule 3:** by changing final “y” to “ies” after a consonant+y (study → studies, fly → flies)

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## EXERCISE

- 1) My family \_\_\_\_\_ a trip to Europe every year.  
( plans / was being planned/ would plan/ is planned)
- 2) I go to the gym \_\_\_\_\_.  
( yesterday / now / from time to time / recently )
- 3) The sentence which talks about **routines and habits/things** that happen repeatedly.
  - a. He had been working all day.
  - b. I went to the mall yesterday.
  - c. He drinks coffee every morning.
  - d. I am watching the match now.
- 4) Eid Al-Adha is a celebration that \_\_\_\_\_ on the 10<sup>th</sup> of Thu-Al-Hijja according to the Islamic calendar. (begin / begins / began / are beginning )
- 5) The world \_\_\_\_\_ round. ( is / am / are / have been)
- 6) Children often \_\_\_\_\_ computers. ( use / uses / are using)
- 7) Which platform \_\_\_\_\_ the train \_\_\_\_\_ from?  
( do- leave / does- leave / are- leaving / have - left)
- 8) The students \_\_\_\_\_ novels every semester.  
(didn't read / doesn't read / don't read / hasn't read)
- 9) The class \_\_\_\_\_ at 8 a.m. (start / starts / started / have started)
- 10) Light \_\_\_\_\_ at almost 300,000 kilometers per second.  
(travel / are travelling / travels / is travelling)
- 11) John \_\_\_\_\_ every week. (doesn't swim/ don't swim/ are swimming/ has swum)
- 12) Teenagers rarely \_\_\_\_\_ emails. (write / is writing / wrote / writes)
- 13) I \_\_\_\_\_ nineteen years old. (am / is / are)
- 14) My best friend \_\_\_\_\_ a nice car. (have / has / are having / have had)
- 15) I usually \_\_\_\_\_ computer games everyday, but only for one hour.  
( will play / play / plays/ played)

## Answers:

- |           |                      |                  |               |
|-----------|----------------------|------------------|---------------|
| 1) plans  | 2) from time to time | 3) c             | 4) begins     |
| 5) is     | 6) use               | 7) does / leave  | 8) don't read |
| 9) starts | 10) travels          | 11) doesn't swim | 12) write     |
| 13) am    | 14) has              | 15) play         |               |

## 2. Present Continuous

Rule:	
a. He She It	is + (V) + ing
- Negative ( S + is <b>not</b> + V ing) - Question ( Is + S + V ing)?	
b. I	am + (V) + ing
- Negative ( S + <b>am not</b> + V ing) - Question ( Are + you + V ing)?	
c. We You They	are + (V) + ing
- Negative ( S + are <b>not</b> + V ing) - Question ( Are + S + V ing)?	

Key Words
- <b>currently</b> - <b>now</b> - right now - <b>at the moment</b> - <b>at present</b> - <b>nowadays</b> - <b>Imperative verb</b> افعال الامر ( look – listen – watch out etc ...) - <b>these days</b>

Functions
1. <b><u>Actions in progress</u></b> at the time of speaking. Things happening now or around now. 2. <b><u>Temporary actions in progress around now.</u></b> 3. <b><u>Changes and developments.</u></b> Situations which are changing during the present time. 4. <b><u>To talk about future arrangement with another person.</u></b>

Examples
1. Ali is at the library. He is reading a novel now. 2. <b>He's thinking of getting a new phone.</b> 3. <b>The news is spreading quickly.</b> 4. He is picking me up from the airport on Friday.

### EXERCISE

- Please be quiet! The children \_\_\_\_\_  
(sleep / is sleeping / are sleeping / has slept)
- My friend \_\_\_\_\_ for his exams at the moment.  
(prepares / prepare / is preparing / are preparing)
- They \_\_\_\_\_ currently \_\_\_\_\_ the match.  
(watch / is watching / are watching / were watching)
- We \_\_\_\_\_ for Omar's wallet now.  
(look / are looking / is looking / was looking)
- Ali and his friend \_\_\_\_\_ at the moment.  
(aren't sleeping / isn't sleeping / weren't sleeping / wasn't sleeping )
- Mr. Peter \_\_\_\_\_ a novel into Arabic these days.  
(translate / translated / is translating / translates)
- \_\_\_\_\_ the children \_\_\_\_\_ tennis at the moment?  
( Have – played / Is – playing / Are – playing / Did - play)

8. Look! The children's uncle \_\_\_\_\_ the fence.  
(are fixing / is fixing / had been fixing / was fixing)
9. Please be quiet, I \_\_\_\_\_ the news.  
( watch / has been watching / am watching / was watching)
10. The workers \_\_\_\_\_ at the moment. They are on a break.  
( haven't worked / weren't working / isn't working / aren't working)
11. My cousins are playing video games \_\_\_\_\_.  
( sometimes / at the moment / last week / daily )

### Answers:

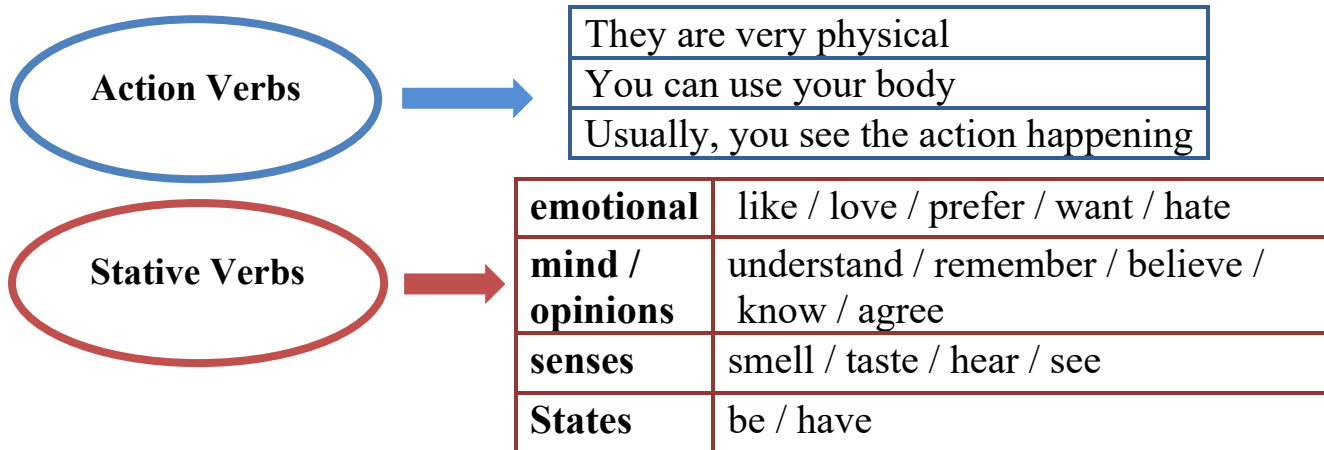
- |                     |                    |                   |
|---------------------|--------------------|-------------------|
| 1. are sleeping     | 2. is preparing    | 3. are watching   |
| 4. are looking      | 5. aren't sleeping | 6. is translating |
| 7. Are playing      | 8. is fixing       | 9. am watching    |
| 10. are not working | 11. at the moment  |                   |

## Stative and Action Verbs

- ✓ I understand
- ✗ I am understanding
- ✓ I have a new mobile
- ✗ I am having a new mobile
- ✓ I am having a good time



مش حفظ بس فهم



★ Stative verbs are not usually used in the continuous form, e.g. prefer, love, like, believe, think (opinion), know, look (appearance): He (loves / is loving) getting traditional letters. She (is looking / looks) very fit.

★ Some state verbs change their meaning and can be used in the continuous form, e.g. think of/about, see (go out with), look at:

لا تقبل الاستمرارية	تقبل الاستمرارية
1) <b>Think: (opinion) يعتقد/ ابداء الرأي</b> * What <b>do</b> you <b>think</b> of this message? (opinion) * I think that English is easy.	1) <b>Think about/of (mental process in progress) يفكر</b> * What <b>are</b> you <b>thinking</b> about? * I <b>am thinking</b> about your question now.
2) <b>See (understand) يفهم</b> I <b>see</b> what you mean, and I totally agree with you.	2) <b>See (go out with) يذهب برفقه للخارج</b> I <b>'m seeing</b> Amer these days.
3) <b>Look at: (think in a particular way) يفكر بطريقة معينة</b> I'd like to establish contact with that company, but my boss <b>doesn't look at</b> it that way. <b>look (appearance) يبدو (المظهر)</b> She <b>looks</b> very fit. Dana looks much better with his hair cut.	3) <b>Look at: ينظر الى</b> Why <b>are</b> you <b>looking</b> at me that way? Do you know that man? He <b>has been looking</b> at you all evening.
4) <b>Have: يمتلك</b> Apologies, but I don't have – <b>haven't got</b> much time at the moment. I'll get back to you soon, I promise.	4) <b>Have: يقوم بعمل شيء/ يتناول طعام/ يستحم</b> We <b>are having</b> lunch now. Will you join us, please?
5) <b>Smell: تبدو رائحته</b> When I got home, the flat <b>smelt/smelled</b> of cigarette smoke.	5) <b>Smell: يشتم – يشم</b> Why <b>are</b> you <b>smelling</b> the milk? Do you think it has gone bad?
6) <b>Appear: يبدو عليه</b> She <b>appears</b> to be highly intelligent, but he's awfully lazy too. What a waste!	6) <b>Appear: يظهر</b> Tom Hanks <b>is appearing</b> in the World War II drama, Greyhound.

★ **Choose the correct answer.**

1. Do you know that man? He **has been looking** / has looked at you all evening.
2. Why are you **smelling** / do you smell the milk? Do you think it has gone bad?
3. We **have** / are having lunch now. Will you join us, please?
4. Just look at his face: I bet he **thinks** / is thinking about something amazing!
5. Apologies, but I **don't have** / am not having much time at the moment. I'll get back to you soon, I promise.
6. She **is appearing/ appears** to be highly intelligent, but she's awfully lazy too. What a waste!
7. I **am seeing** / see what you mean, but I can't agree with you.
8. My mum **is thinking** / thinks it's the best idea.
9. Malak **looks** / is looking much better with her hair cut.

**Answers**

1. has been looking
2. are you smelling
3. are having
4. is thinking
5. don't have
6. appears
7. see
8. thinks
9. looks

### 3. Present Perfect Simple

Rule:	
a. He She It	<b>has + (V.3)</b>
- Negative ( S + <b>has not</b> + V.3 )	
- Question ( <b>Has</b> + S + V.3 )?	
b. I We You They	<b>have + (V.3)</b>
- Negative ( S + <b>have not</b> + V.3 )	
- Question ( <b>Have</b> + S + V.3 )?	

Key Words
- since / ever since / since the dawn of time / since then
- for / for ages
- recently / in recent weeks- years...
- once/twice three times today
- several times
- so far
- yet
- a couple of times today *** always
- just - already - ever - never - lately
- up to now / until now
- before تكون باخر الجملة

Functions
1. The <b>duration</b> of states that <b>began in the past</b> and <b>continue up to now</b> . * <b>Actions and states</b> which <b>began</b> in the <b>past</b> and <b>continue until now</b> .
2. <b>Completed past actions</b> with a <b>present relevance/result</b> .
3. <b>Experiences</b> during a <b>present</b> period of time.
4. <b>Finished actions</b> in the past when <b>we don't say exactly</b> when they happened.

Examples
1. He's <b>been</b> stuck here for five years. * They <b>have known</b> each other since they were kids.
2. The lights <b>have gone</b> out. (And now it's pitch dark here). * He's <b>changed</b> dramatically. (He looks very different now.)
3. I've <b>sent</b> five thousand text messages so far.
4. <b>They've written several very long essays.</b>

#### The Difference between **Since** and **For**

1) The use of "**SINCE**" \* **Since** gives the starting point of actions, events or states. It refers to when things began.

Since + a point in time (in the past), until now. \* I have lived here **since** I was born.

2) The use of "**FOR**" \* We use **For** when we measure the duration – when we say how long something has lasted.

For + a period of time . \* I have lived here **for** a long time.

**EX 1** \* Use **since** or **for**.

1. I haven't seen him ..... last Monday.
2. I have known him ..... five weeks.

3. I have been in London ..... April.
4. I have been in Amman ..... 10 years.

## EX 2

1. People ..... peace since the dawn of time.  
(has sought / are seeking / have sought / sought )
2. The plane ..... just.....  
(has-landed / have-landed / is-landing / had-been landing)
3. I ..... four quizzes and five tests so far this semester.  
(have / has had / had had / have had)
4. I .....my leg so I can't go the party.  
( has broken / had broken / have broken / breaks)
5. One of my cousins..... recently ..... learning English.  
(were-starting / have-started / has-started / will-start)
6. I know him. I ..... him once before.  
( meet / has met / have met / will meet)
7. ....you ever ..... to Japan?  
( Has - been / Have - been / Are - being / Is - being)
8. She hasn't visited Paris .....  
(earlier today / tomorrow / yet / yesterday)

## Answers (1)

1. since    2. for    3. since    4. for

## Answers (2)

1. have sought    2. has / landed    3. have had    4. have broken  
5. has / started    6. have met    7. Have / been    8. yet

## 4. Present Perfect Continuous

Rule:	
a. He She It	} <b>has + been (V) + ing</b>
- Negative ( S + <b>has not</b> + been + V+ ing ) - Question ( <b>Has</b> + S + been + V + ing )?	
b. I We You They	} <b>have + been + (V+ ing)</b>
- Negative ( S + <b>have not</b> + been + V+ing) - Question ( <b>Have</b> + S + been + V+ing )?	

Key Words	
* <b>for</b>	} مرتبط بالحاضر
* <b>all</b>	
- since	
- for three years now.	
- over the last + time expression	
- how long	
- recently *	
* <b>every</b> ..... <b>this</b> .....	

\* Ali is tired. He \_\_\_\_\_ for more than two hours. (study)

\* Sara \_\_\_\_\_ the news every evening this week. (watch)



### Functions

1. The duration of actions that began in the past and continue up to the present.
2. Past processes with a present relevance/result.
3. An action in progress or repeated over a period of time up until now.

### Examples

1. I've **been working** here since 9 a.m.
2. I've got better grades because I've **been studying** a lot lately.
3. I **have been working** on this project since January.

### EXERCISE 1

1. The streets are wet. It ..... all morning.  
(rains / has been raining / had been raining / have been raining)
2. Your eyes are red! ..... you .....?  
( Has-been crying / Were-crying / Was/crying / Have-been crying)
3. I ..... the house. That's why I have some paint on my clothes.  
(have been painting / have been painted / has painted / has been painting)
4. Students in my country .....their classes online since last semester.  
( are attended / has been attending / would attend / have been attending)
5. People ..... microwaves in their houses since they were invented.  
( have been used / had used / were using / have been using )
6. Since the dawn of time, people ..... different ways of communicating at a distance.  
( have been used / had used / were using / have been using )
7. The government has ..... hardly to raise the citizen's awareness of human rights.  
(be work / been working / been work / be worked)
8. My niece .....all morning.  
(hasn't studied/haven't studied /hasn't been studying)
9. The students have been .....for the exam all week.  
(preparing / prepare / to prepare)

### EXERCISE 2

\* Re-write

1. He **started** studying at 5 p.m. It's 10 p.m., and he's **still** studying.  
He .....
2. The boys **started** playing Fortnite at 7 p.m. It is 10 p.m. and they are **still** playing.  
The boys .....



## Answers (1)

1. has been raining      2. Have/ been crying      3. have been painting  
 4. have been attending      5. have been using      6. have been using      7. been working  
 8. hasn't been studying      9. preparing

## Answers (2)

1. He has been studying since 5 p.m.      2. The boys have been playing Fortnite since 7 p.m.

**EX Complete the pairs of sentences with the correct endings in bold. (W.B / P.5 / 4)**

## 1. ALL MORNING / THREE TIMES TODAY

- a. I've been texting Heba .....  
 b. I've texted Heba .....

## 2. TWO ESSAYS TODAY / THAT ESSAY SINCE THIS MORNING

- a. Lama's been writing.....  
 b. Lama has written.....

## 3. ENGLISH FOR VERY LONG / HOW TO WRITE IN ENGLISH YET

- a. Abbas hasn't learned .....  
 b. Abbas hasn't been learning.....

ركز هون سؤال مشترك بين الدرس  
4/3



## Answers

- 1a. all morning      2a. that essay since this morning      3a. how to write in English yet  
 1b. three times today      2b. two essays today      3b. English for very long

## 5. Past Simple + 6. Past Continuous

## Rule:

a. He  
 She  
 It  
 I  
 We  
 You  
 They

(V.2)

- Negative ( S + **didn't** + V.1)  
 Question ( **Did** + S + V.1?)

## Key Words

- yesterday    - last week – month etc...
- in 2000      - at the time
- at past
- the day before yesterday
- back then
- earlier today
- .....ago
- in ancient times
- previous
- at the turn of the twentieth century
- a little while back

## Functions

1. Actions or events completed at a specific time in the past.  
 - actions that started and finished at a specific time in the past.

## Examples

1. Neil Papworth **sent** the first text message in 1992.  
 - The Vikings **invaded** England in the 9th century.

- EX** 1. My friend .....to America in 1990.  
( emigrate / emigrates / will emigrate / emigrated)
2. A little while back, I .....my grandparents in the countryside.  
( visited / visit / have visited / will visit)
3. Earlier today, I .....with my colleagues to discuss the project.  
( met / has met / meet / have met )
4. .... the Great Fire of London ..... much of the city in 1666?  
(Does-destroy / Did-destroy / Has-destroyed)
5. We ..... the museum last weekend.  
(don't visit /didn't visit / haven't visited / didn't visited)
6. He ..... hard for the exam last week.  
(study/ studied / has studied / is studying)
7. In the past, many brilliant scientists ..... at school.  
(failed / fail / have failed / has failed )
8. I purchased a new mobile .....  
(weekly / earlier today / recently / now)

**Answers:**

1. emigrated                      2. visited                      3. met                      4. Did-destroy  
5. didn't visit                      6. studied                      7. failed                      8. earlier today

Rule:	
a. He She It I	} <b>was + (V)+ ing</b>
- Negative ( <b>S + was not + V ing</b> )	
- Question ( <b>Was + S + V ing</b> )?	
b. We You They	} <b>were +(V) + ing</b>
- Negative ( S + <b>were not + V ing</b> )	
- Question ( <b>Were + S + V ing</b> )?	

Functions	Examples
1. Actions that were <b>in progress at a specific time</b> in the past (this often provides background to other past events).	1. While Hani <b>was waiting</b> for us, his mum <b>was texting</b> . - At 10 AM yesterday, she <b>was driving</b> to work.
2. <b>Actions that were interrupted by a shorter past action.</b>	2. She <b>was studying</b> when suddenly somebody <b>tossed</b> a brick through the window.

**Two actions were happening at the same time in the past.**

<b>While</b>	was/were + Ving	was/were + Ving
was/were + Ving	<b>While</b>	was/were + Ving



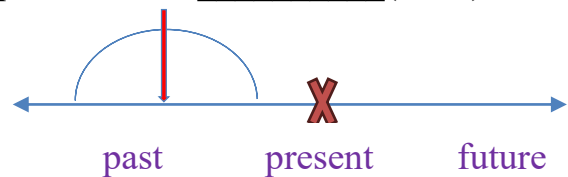
**Ex 1**

- While she \_\_\_\_\_ (study) for her exam, her roommate \_\_\_\_\_ (watch) TV.
- While the teacher \_\_\_\_\_ (explain) the lesson, the students \_\_\_\_\_ (take) notes.

**\*Actions that were interrupted by a shorter past action.** حدث قصير قاطع حدث أطول بالماضي

<b>While/as</b>	was/were + Ving	V.2
V.2	<b>While/as</b>	was/were + Ving
<b>When</b>	V.2	was/were + Ving
was/were + Ving	<b>When</b>	V.2

- ★ While I \_\_\_\_\_ (read) the newspaper, the phone \_\_\_\_\_ (ring).  
 ★ They \_\_\_\_\_ (talk) about their vacation plans when I \_\_\_\_\_ (enter) the room.

**Ex 2**

- They \_\_\_\_\_ (watch) a movie when the doorbell suddenly \_\_\_\_\_ (ring).
- He \_\_\_\_\_ (wash) his car when it \_\_\_\_\_ (start) to rain heavily.
- When the power \_\_\_\_\_ (go) out, he \_\_\_\_\_ (send) an email.

**Ex 3**

- While my father \_\_\_\_\_ a book, our neighbour came to visit us.  
 A) is read                      B) reads                      C) was reading                      D) is being read
- The students in my class \_\_\_\_\_ about their achievements in science when the bell suddenly rang.  
 A) talked                      B) was talking                      C) talk                      D) were talking
- Salam \_\_\_\_\_ her report when the light in her room switched itself off.  
 A) was typing                      B) is typing                      C) types                      D) was typed
- Mahmoud was walking home when the rain \_\_\_\_\_.  
 A) start                      B) was starting                      C) started                      D) were starting
- At dawn yesterday, we \_\_\_\_\_ in the mountains.  
 A) were hiking                      B) was hiking                      C) hiked                      D) are hiking
- We were walking in the park \_\_\_\_\_.  
 A) at the moment                      B) lately                      C) earlier today                      D) every day.

Answers (1) 1. was studying / was watching 2. was explaining / were taking

Answers (2) 1. were watching / rang 2. was washing / started 3. went / was typing

Answers (3): 1. was reading 2. were talking 3. was typing 4. started 5. were hiking 6. earlier today

## 7. Past Perfect Simple

**Rule:**

He  
She  
It  
I  
We  
You  
They

had + (V.3)

- Negative ( S + had not + V.3)
- Question ( Had + S + V.3)?

**Key Words**

- by+ 2000
  - ever since
  - **because**
  - **after**
- \* Group A
- **before**
  - **by the time**
  - **when** ★
- \* Group B

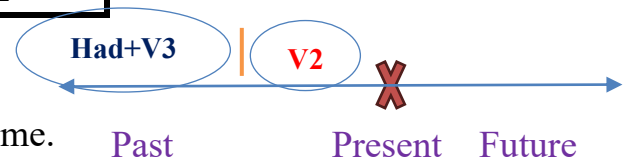
**Functions**

1. An action in the past that was completed before another action or time in the past.
- \* show the relationship between a situation in the past and an earlier state or action.

**Examples**

1. Because I had studied hard, I got good marks.
- They had cleaned the house before the guests arrived.

<b>Because / After</b>	had+V.3	V.2
V.2	<b>because / after</b>	had+V.3
<b>Before / By the time</b>	V.2	had+V.3
had+V.3	<b>before / by the time</b>	V.2



*Because* I **had broken** the T.V, my father **punished** me.

*Before* Ali **went** to bed, he **had finished** his homework.

**EX**

1. By 2002, I \_\_\_\_\_ from the university of Jordan.  
A) graduate      B) graduated      C) had graduated      D) have graduated
2. By 1854, A quarter of the population of Ireland \_\_\_\_\_ to America.  
A) emigrated      B) have emigrated      C) had emigrated      D) emigrate
3. Before the exam \_\_\_\_\_, the students had reviewed all the material.  
A) have begun      B) will begin      C) had begun      D) began
4. Before the students started to write, the teacher..... their mobile phones.  
A) collect      B) had collected      C) collected      D) was collecting
5. The kids ..... football in the park before it started to rain.  
A) have played      B) are playing      C) play      D) had played
6. Before Hassan met his wife, he .....single for a decade.  
A) had been      B) has been      C) is      D) have been

7. Jawad worked very hard for several years, and then he bought a new car.

The sentence which has a similar meaning to the one above is:

- A. Before Jawad bought a new car, he worked very hard for several years
- B. Before Jawad had worked very hard for several years, he bought a new car.
- C. Before Jawad worked very hard for several years, he had bought a new car.
- D. Before Jawad bought a new car, he had worked very hard for several years.

8. Lina took medical training courses in France and then she went back home.

- A. Before Lina took medical training courses in France, she went back home.
- B. Before Lina went back home, she had taken medical training courses in France
- C. Before Lina had taken medical training courses in France, she went back home.
- D. Before Lina had gone back home, she took medical training courses in France.

Answers (1)      1. C   2. C   3. D   4. B   5. D   6. A   7. D   8. B

**EX 1 Match sentences 1-11 with their meanings a-k. (W.B / P.4 E.X: 1)**

- 1 ☐ He's been writing thank-you letters all morning.
- 2 ☐ I wrote an English essay last night.
- 3 ☐ She's writing a text message right now.
- 4 ☐ Young people are writing by hand less often these days.
- 5 ☐ I was writing to Jad when she called me.
- 6 ☐ They've written several very long essays.
- 7 ☐ We were writing to each other regularly back then.
- 8 ☐ I've written down everything she's said so far.
- 9 ☐ Fawzi writes at least ten texts every day.
- 10 ☐ I'd already talked to that police officer about the burglary, so he knew I was innocent.
- 11 ☐ Teenagers rarely write emails.

### Present Simple

- a routines and habits/things that happen repeatedly
- b facts and things that are generally true

### Present Continuous

- c things happening now or around now
- d situations which are changing during the present time

### Past Simple

- e actions that started and finished at a specific time in the past

### Past Continuous

- f actions in progress at a specific time in the past
- g a long activity interrupted by a shorter one

### Present Perfect Simple

- h actions and states which began in the past and continue until now
- i finished actions in the past when we don't say exactly when they happened

### Present Perfect Continuous

- j an action in progress or repeated over a period of time up until now

### Past perfect

- k an action in the past that was completed before another action or time in the past

**EX 2 Choose the correct time expressions to complete the sentences.**

- I usually take a break from my screen ..... to give my eyes a rest.  
a. right now                                      b. from time to time
- According to my phone, I've spent sixty-seven minutes online .....  
a. since nine o'clock                              b. ever since.
- We've been learning about ancient methods of communication at school .....  
a. recently                                      b. last week.
- I forgot my password and blocked my email account .....  
a. the day before yesterday      b. in recent weeks.
- It's getting more and more difficult to maintain face-to-face communication .....  
a. nowadays                                      b. at the time.
- We were walking on the beach ..... when we found a message in a bottle.  
a. earlier today                                      b. once in a while

Answers (1) 1. j    2. e    3. c    4. d    5. g    6. i    7. f    8. h    9. a    10. k    11. b

**Answers (2)**

- |                             |                       |                  |
|-----------------------------|-----------------------|------------------|
| 1. from time to time        | 2. since nine o'clock | 3. recently      |
| 4. the day before yesterday | 5. nowadays           | 6. earlier today |

**EX 3 Complete the sentences with the forms from the box. There are two extra forms.**

are becoming - are you using - do you have - do you know -  
don't usually send - 'm talking - never writes - prefer - writes

- Most teenagers ..... texting to calling.
- My friends and I ..... emails.
- Once in a while, Zeina ..... books.
- ..... your laptop right now? I'd like to borrow it.
- Can I call you back? I ..... to someone else at the moment.
- Landline telephones ..... less and less common these days.
- ..... how much credit you've got left on your phone?

**EX 4 Complete the story with the correct forms of the verbs from the box.**

concentrate - drop - go - happen - leave - lose - not be - not hear - sit - steal

Hani was riding his bike when he 1 ..... his phone. He 2 ..... on the road, so he 3 ..... it fall. He arrived at school and 4 ..... straight to his first lesson. He 5 ..... in English class when he realised that he 6 ..... it. He thought he 7 ..... it at home, but when he got back at the end of the day, it 8 ..... there. He never found out what 9 ..... to it and assumed that someone 10 ..... it.

**Answers (3)**

1. prefer      2. don't usually send      3. writes      4. Are you using  
5. 'm talking      6. are becoming      7. Do you know

**Answers (4)**

1. dropped    2. was concentrating    3. didn't hear    4. went    5. was sitting    6. had lost  
7. had left    8. wasn't    9. happened / had happened    10. had stolen

**EX 5      Use the prompts to write questions.**

1. you / receive / any hand-written letters / recently?  
.....?
2. social media / change/ the meaning of friendship?  
.....?
3. you / watch the documentary about communication through the ages yesterday?  
.....?
4. Grandma/ know / how to switch on the computer?  
.....?
5. you/see/her photos on Instagram / before you met her?  
.....?
6. you/ have a bad dream / when /I/ wake/ you up?  
.....?

**EX 6      Complete the news story with the correct forms of the verbs in brackets.**

Members of an Australian family **found** the world's oldest message in a bottle over 100 years after German researchers **2** ..... (throw) it into the Indian Ocean .The Illman **family** **3** .....(walk) on the beach in Perth in Australia, when they **4** ..... (come across) a bottle lying in the sand. Tonya Illman **5**..... (pick it up) and **6**..... (discover) a note inside. Researchers **7**..... (write) the note 132 years earlier.

**EX 7      \*Match the sentence halves. In pairs, discuss the reasons for your answers.**

1. The phone is ringing \_\_\_\_\_. The phone rings \_\_\_\_\_  
**a.** all the time now that we run a business      **b.** and I can't find where I've put it
2. I've been calling Malek \_\_\_\_\_. I've called Malek \_\_\_\_\_  
**a.** all day today      **b.** a couple of times today
3. It's getting \_\_\_\_\_. It gets \_\_\_\_\_  
**a.** easier and easier to stay in touch with people **b.** less difficult every time I write an essay
4. I was watching a film \_\_\_\_\_. I watched a film \_\_\_\_\_  
**a.** when the lights suddenly went out.      **b.** when I got home from school.
5. What do you think \_\_\_\_\_. What are you thinking \_\_\_\_\_?  
**a.** of my phone      **b.** about



## Answers (5)

1. Have you received any hand-written letters recently?
2. Has social media changed the meaning of friendship?
3. Did you watch the documentary about communication through the ages yesterday?
4. Does Grandma know how to switch on the computer?
5. Had you seen her photos on Instagram before you met her?
6. Were you having a bad dream when I woke you up?

## Answers (6)

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 2. had thrown   | 3. were walking | 4. came across |
| 5. picked it up | 6. discovered   | 7. had written |

## Answers (7) 1.b a 2.a b 3.ab 4.ab 5.ab

## TEST YOURSELF

1. She often ..... long walks on the beach to clear her mind.  
A. is taken                      B. takes                      C. was taking                      D. take
2. On Independence Day, families across the country ..... with fireworks.  
A. is celebrating                      B. has been celebrating                      C. would celebrate                      D. have been celebrating
3. The kids ..... basketball in the park before it started to rain.  
A. have played                      B. are playing                      C. play                      D. had played
4. My sister is very busy as she ..... for a special occasion.  
A. had been preparing                      B. prepares                      C. has been preparing                      D. is preparing
5. I am really exhausted. I ..... on this project all day.  
A. has been working                      B. have been working                      C. am working                      D. had been working
6. 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
7. She ..... recently ..... a new job at a marketing firm.  
A. have / started                      B. is / starting                      C. has / started                      D. will / start
8. I was driving to work when the engine ..... working.  
A. stops                      B. were stopping                      C. is stopped                      D. stopped
9. While my father ..... a book, our neighbour came to visit us.  
A. is read                      B. reads                      C. was reading                      D. is being read
10. The workers ..... at the moment. They are on a break.  
A. weren't working                      B. aren't working                      C. isn't working                      D. worked



11. During the previous decade, computer companies ..... tablets in many shapes.

- A. manufacture                      B. manufactured  
C. were manufactured              D. has manufactured

12. Do you know what research ..... in medicine at the moment.

- A. is happened              B. were happening              C. is happening              D. happen

13. I ..... to a friend the other day when I received a call from my dad.

- A. was talking                      B. were talking  
C. am talking                      D. have been talking

14. Nowadays, more and more people ..... in touch by using the internet.

- A. is keeping                      B. are keeping                      C. had kept                      D. kept

15. By lunchtime yesterday, I ..... back from school.

- A. have come                      B. came                      C. had come                      D. come

16. He now ..... as an engineer in a big company.

- A. have worked                      B. works                      C. is working                      D. work

17. The students in the school ..... hard now.

- A. are studying                      B. is studying  
C. was studying                      D. were studying

18. Jaber ..... to stay in on Saturday nights.

- A. is preferring                      B. was preferring                      C. has been preferring                      D. prefers

19. The sentence which talks about **an action in the past that was completed before another action or time in the past.**

- A. He had finished his meal before the waiter brought the bill.  
B. Ali has been studying English all morning.  
C. We went to the park last week.  
D. The Earth orbits the sun once every 365.25 days.

### Answers

- |       |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|-------|
| 1. B  | 2. D  | 3. D  | 4. C  | 5. B  | 6. A  | 7. C  |
| 8. D  | 9. C  | 10. B | 11. B | 12. C | 13. A | 14. B |
| 15. C | 16. B | 17. A | 18. D | 19. A |       |       |

LESSON 1A: Vocabulary and Grammar **MESSAGING THROUGH TIME**

Since the **dawn** of time, people **1 have been using** different ways of communicating at a distance.

In ancient times, they used smoke signals and after writing **developed**, they **2 invented** more **ingenious methods** of **delivering messages**; for example, **sending a message** in a bottle. At the turn of the 20<sup>th</sup> century, bottles were found which had been sent by people who **3 were travelling** on board the Titanic.

Happier stories have also come to light. In 1956, Ake Viking, a Swede, **tossed** a letter into the sea, hoping it would reach his future wife. Two years later, he **received** a letter from a Sicilian girl, Paolina, who **4 had found** his **bottle** and soon after they were **married**!

The **invention** of the telegraph in 1837 sped up **communication dramatically**. A **criminal**, John Tawell, was caught after he had **escaped** on the train to London. A telegram was sent to the London police, and they **5 were waiting** for him when he arrived there.

In Jordan, there are over six million mobile phones in use by the **population**. But you can still send telegrams through the **Jordan Post Company**!

Since the invention of the mobile phone and the Internet, the world **6 has become** a **different** place. People **7 are still sending messages** and it usually **8 takes** only seconds to **deliver** them. But **9 are** we **now forgetting** how to communicate face-to-face? **Without a doubt** there are some **challenges**, but there are also examples of when the Internet **10 has changed** someone's life for the better. Look at Tara Taylor's **case**, a mother who lives in the USA and **11 is** often on social media: when she uploaded a photo of her daughter on social media, a friend **spotted** a problem with one of the child's eyes. It turned out that the girl had a **rare disease**, but her **sight** was saved!

منذ فجر التاريخ، استخدم الناس طرقاً مختلفة للتواصل عن بعد.

استخدموا في العصور القديمة إشارات الدخان، وبعد **تطور** الكتابة اخترعوا **أساليب** أكثر **براعة** في إيصال الرسائل؛ على سبيل المثال، إرسال رسالة في زجاجة. في مطلع القرن العشرين، تم العثور على زجاجات أرسلها أشخاص كانوا على متن سفينة تيتانيك. كما ظهرت قصص أكثر سعادة إلى النور. في عام 1956، **ألقى** آكي فايكنغ، وهو سويدي، رسالة في البحر، على أمل أن تصل إلى زوجته المستقبلية. وبعد مرور عامين، **تلقي** رسالة من فتاة صقلية تدعى باولينا، والتي عثرت على **زجاجته** وبعد فترة وجيزة **تزوجا**!

أدى **اختراع** التلغراف عام 1837 إلى تسريع **الاتصالات بشكل كبير**. تم القبض على **المجرم** جون تاويل بعد **هروبه** بالقطار إلى لندن. تم إرسال برقية إلى شرطة لندن، وكانوا ينتظرونه عند وصوله إلى هناك.

في الأردن، هناك أكثر من ستة ملايين هاتف محمول يستخدمه **السكان**. ولكن لا يزال بإمكانك إرسال البرقيات عبر **شركة البريد الأردني**!

منذ اختراع الهاتف المحمول والإنترنت، أصبح العالم مكاناً **مختلفاً**. لا يزال الأشخاص يرسلون الرسائل وعادةً ما يستغرق الأمر ثوانٍ فقط لتسليمها. لكن هل ننسى الآن كيفية التواصل وجهاً لوجه؟ **لا شك** أن هناك بعض **التحديات**، ولكن هناك أيضاً أمثلة على الحالات التي غير فيها الإنترنت حياة شخص ما إلى الأفضل. انظروا إلى **حالة** تارا تايلور، وهي أم تعيش في الولايات المتحدة الأمريكية وغالباً ما تظهر على وسائل التواصل الاجتماعي: عندما قامت بتحميل صورة ابنتها على وسائل التواصل الاجتماعي، **اكتشف** أحد الأصدقاء مشكلة في إحدى عيني الطفلة. وتبين أن الفتاة أصيبت **بمرض نادر**، لكن **بصرها** أنقذ!

★ Match the underlined phrases 1–11 in the article with the meanings a–k .

We use the **Present Simple** for:

- a ☐ routines and habits.      b ☐ facts and things that are generally true.

We use the **Present Continuous** for:

- c ☐ things happening now or around now.  
d ☐ situations which are changing during the present time.

We use the **Past Simple** for:

- e ☐ actions that started and finished at a specific time in the past.

We use the **Past Continuous** for:

- f ☐ actions in progress at a specific time in the past.  
g ☐ a long activity interrupted by a short one.

We use the **Present Perfect Simple** for:

- h ☐ actions and states which began in the past and continue until now.  
i ☐ finished actions in the past when we don't say exactly when they happened.

We use the **Present Perfect Continuous** for:

- j ☐ an action in progress or repeated over a period of time up until now.

We use the **Past Perfect** for:

- k ☐ an action in the past that was completed before another action or time in the past.

a.11 b.8 c.7 d.9 e.2 f.3 g.5 h.6 i.10 j.1 k.4

★ 1. Read the article and check which forms of communication ...

- A) make it easier to **stay in touch** nowadays. \_\_\_\_\_  
B) can be used to **convey** a short and simple **message**. \_\_\_\_\_  
C) were a good way to quickly **spread the message** that an enemy was coming. \_\_\_\_\_  
D) could be a good way to **make contact** if you were stuck on a desert island. \_\_\_\_\_  
E) can **carry a message** over a long distance. \_\_\_\_\_

### Suggested Answers (1)

- A) the Internet B) smoke signals C) a message in a bottle, telegrams, the Internet  
D) a telegram E) a message in a bottle

**Ex1** 1. The text states different ways of communication. Write down two of them.

2. The writer specifies that the world has become a different place after the invention of two things. Write them down.

3. Quote the sentence which shows how the invention of the telegram impacted communication in 1837.

4. Write down the sentence which indicates how many mobile phones are currently in use in Jordan.

5. What was the result of discovering the problem with Tara Taylor's daughter's eye?

6. How can a means of communication change someone's life? Find examples in the text.

7. Means of communication can change someone's life. Think of this statement, and in two sentences, write down your point of view.

8. The article states that we've always shared knowledge and built relationships, whatever means of communication we use. Think of this statement, and in two sentences, write down your point of view.

### Answers (1)

1. Smoke signals and messages in bottles.
2. The mobile phone and the Internet.
3. The invention of the telegraph in 1837 sped up communication dramatically.
4. In Jordan, there are over six million mobile phones in use by the population.
5. The result of discovering the problem with Tara Taylor's daughter's eye was that her sight was saved.
6. Ake Viking found his wife. John Tawell was caught by the police. Tara Taylor saved her daughter's sight.
7. Suggested answer: I agree with this statement because Social media has made it easier to keep in touch and stay connected with people from around the world. Also, We've been able to spread messages with each other and we can keep up with the news easier.

**Ex 2** 1. What method of communication have people been using since the dawn of time?

a) Sending telegrams b) Using smoke signals c) Sending letters by post d) Using carrier pigeons

2. What did people invent as more creative methods of delivering messages after the development of writing?

a) Sending emails b) Sending telegrams c) Sending messages in bottles d) Using mobile phones

3. Who were the people traveling on board the Titanic?

a) Scientists b) Explorers c) Passengers d) Pirates

4. Who found Ake Viking's message in a bottle?

a) His future wife b) A sailor c) A mermaid d) A treasure hunter

5. How has the world changed since the invention of the mobile phone and the Internet?

a) It has become more isolated b) It has become less connected

c) It has become a different place d) It has become less technologically advanced

6. What challenge does the text suggest may arise from modern communication methods?

- a) Increased loneliness      b) Forgetting how to communicate face-to-face  
c) Decreased productivity      d) Inefficient communication

7. How did Tara Taylor's daughter's life change after her rare disease was identified?

- a) She lost her eyesight      b) Her sight was saved  
c) She developed other health problems      d) She became famous for her condition

## VALUES

1. b 2. c 3. c 4. a 5. c 6. b 7. b

**\* Why is it important to communicate regularly with people we care about?**

I believe that it is important to maintain contact with those whom we are accustomed to communicating in order to maintain the warmth of relations and for love to prevail between people in addition to exchanging experiences.

## COLLOCATIONS المتلازمات

Collocation	Meaning in Arabic
1. stay in <b>touch</b>	يبقى على تواصل
2. lose <b>touch</b>	يفقد التواصل
3. make <b>contact</b> with someone	يجري اتصال / يتواصل مع شخص ما
4. lose <b>contact</b>	يفقد الإتصال
5. establish <b>contact</b>	ينشئ إتصال
6. maintain <b>contact</b>	يحافظ على الإتصال
7. carry <b>a message</b>	يحمل رسالة
8. convey <b>a message</b>	ينقل رسالة
9. spread <b>a message</b>	ينشر رسالة
10. pass on <b>a message</b>	يمرر رسالة / ينقل رسالة من خلال شخص آخر
11. deliver <b>a message</b>	يسلم رسالة

1) Choose the correct answer.

1) I have lost \_\_\_\_\_ with a few of my friends in recent years.

- A. a message      B. touch      C. letter

2) Dad makes \_\_\_\_\_ with his cousin from time to time 'so they're not close.

- A. a message      B. touch      C. contact

3) I \_\_\_\_\_ contact with Mr Ali earlier today but he hasn't responded yet.

- A. a delivered      B. passed on      C. established

4) He hasn't stayed in \_\_\_\_\_ with me ever since that argument.

- A. a message      B. touch      C. contact

5) She wanted to \_\_\_\_\_ of kindness with her words.

- A. convey a message      B. lose touch      C. lose contact

6) The rescue team tried to \_\_\_\_\_ with the lost hikers.

- A. lose contact      B. lose touch      C. establish contact

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

## PHRASAL VERB 1

Phrasal Verb	Meaning in English	Arabic
1. <b>pick up</b>	to receive sounds, phone signals, etc.	يتلقى
2. <b>bring about</b>	to cause something to happen.	يحقّق
3. <b>point out</b>	to tell someone something you think they don't know	يبيّن
4. <b>make out</b>	to see something with difficulty.	يُمَيِّز * يعبر عن رؤية شيء بصعوبة
5. <b>wipe out</b>	to destroy something completely.	يُمحو / يدمر
6. <b>get across</b>	to successfully communicate a message/an idea.	يفهم أو يوصل الرسالة
7. <b>spell out</b>	to explain something very clearly.	يوضح
8. <b>come across</b>	to meet or find something by chance.	يصادف
9. <b>figure out</b>	to solve or understand something.	يجد حلاً / يفهم
10. <b>take in</b>	to understand and remember something you are told.	يدرك / يستوعب

**EX 1** Complete the phrasal verbs with prepositions.

out × 4 – across – up

- figure \_\_\_\_\_ (how to do something)
- point \_\_\_\_\_ (mistakes)
- spell \_\_\_\_\_ (how to do something)
- pick \_\_\_\_\_ (signals)
- get \_\_\_\_\_ (information)
- wipe \_\_\_\_\_ (animals)

**EX 2** Choose the correct answer.

- I was embarrassed when he..... that I had made some basic spelling mistakes.  
A. got across      B. pointed out      C. brought about
- It was cloudy, but he could still .....the distant star.  
A. make out      B. wipe out      C. bring about
- I..... an interesting article about space exploration the other day.  
A. brought about      B. picked up      C. came across
- Technology has..... many changes in the way we live.  
A. brought about      B. picked up      C. wiped out
- My science teacher is very good at..... difficult ideas so that we always understand them.  
A. making out      B. getting across      C. picking up
- It took me ages to ..... exactly how to use the telescope.  
A. make out      B. figure out      C. bring about
- You don't understand. Do I have to .....what I mean?  
A. come across      B. get across      C. spell out
- We couldn't use our mobile phones in the desert, but started to ..... signals when we went into the mountains.  
A. pick up      B. get across      C. spell out



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

- I found it hard to **understand** what the physics teacher was talking about. FIGURE  
I found \_\_\_\_\_ what the physics teacher was talking about.
- You must **explain** your idea very clearly so he understands. SPELL  
You must \_\_\_\_\_ your idea so he understands.
- Rana has **drawn my attention to** a problem. POINTED  
Rana \_\_\_\_\_ a problem to me.
- I couldn't **process** so much information. TAKE  
I \_\_\_\_\_ all the information.

**Answers 1** 1. out 2. out 3. out 4. up 5. across 6. out

**Answers 2**

1. pointed out 2. make out 3. came across 4. brought about  
5. getting across 6. figure out 7. spell out 8. pick up

**Answers 3** 1. it hard to figure out 2. spell out 3. has pointed out 4. couldn't take in

\*\*\*\*\*

Word	Meaning in English	Arabic
1. groom	to brush and clean fur	يعتني/ يقوم بتنظيف الفراء
2. omnivore	a living being that eats plants and animals	أكل حيوان أو نبات
3. rival	a person or group that competes with others	منافس
4. scientific community		الأوساط العلمية / المجتمع العلمي

By Amer Alhalawani

## READING AND VOCABULARY

## القيام بالتواصل MAKING CONTACT

We know that some animals understand **basic instructions**, **allowing travellers** to control (1)**their** horses or camels, for example.

But **although** some of the more **intelligent** animals can **figure out** what we want (2)**them** to do, we have long **assumed** that communication with – and between – animals must be limited. However, thanks to the work done by the **naturalist** Jane Goodall since the 1960s, we should take the **possibility** seriously that some animals can both **take in** what (3)**we** are saying and **get across** **complex** ideas.

As a child, Jane loved reading books about a **fictional character** called Dr Dolittle, (4)**who** could talk to animals. Perhaps this is what **inspired** (5)**her** to go to Africa when (6)**she** was in (7)**her** 20s. Here (8)**she**

نعلم أن بعض الحيوانات تفهم **التعليمات الأساسية**، مما **يسمح للمسافرين** بالتحكم في خيولهم أو جمالهم، على سبيل المثال.

ولكن **على الرغم** من أن بعض الحيوانات الأكثر **ذكاءً** يمكنها **معرفة** ما نريد منها أن تفعله، فقد **افتراضنا** منذ فترة طويلة أن التواصل مع الحيوانات وفيما بينها يجب أن يكون محدوداً. ومع ذلك، وبفضل العمل الذي قامت به **عالمة الطبيعة** جين جودال منذ الستينيات، يجب أن نأخذ على محمل الجد **احتمال** أن بعض الحيوانات يمكنها **استيعاب** ما نقوله و**التعبير** عن أفكار **معقدة**.

عندما كانت جين طفلة، أحببت قراءة الكتب عن **شخصية خيالية** تدعى الدكتور دوليتل، والتي يمكنها التحدث إلى الحيوانات. ولعل هذا ما **ألهمها** للذهاب إلى أفريقيا عندما كانت في العشرينات من عمرها. هنا

**came across** a **scientist** (9)**who** asked Jane if (10)**she** might want a job **observing** chimpanzees in the **wild**. (11)**She** **immediately** said yes. (12)**She** went with (13)**her** mother to the shores of Lake Tanganyika in Tanzania to start (14)**her** new job, and it was not long before (15)**she made out** a group of chimpanzees in the trees around an area now called the Gombe Stream **National Park**.

How could a young English woman with **no scientific training** possibly make **contact with** a group of wild chimpanzees? At first, the animals ran away as soon as (16)**they** saw (17)**her**. But maybe because (18)**she** knew very little about (19)**these** wild animals, it is highly likely that (20)**her** **calmness gained** (21)**their** **trust**. It was only later that Jane would learn how dangerous (22)**they** could be. (23)**She** saw that different groups of chimpanzees had **battles** (24)**in which** (25)**they** tried to **wipe out** the **rival** group. But before this, (26)**her** studies showed (27)**her** that the chimpanzees could **clearly** communicate, allowing (28)**them** to **groom** and help each other, share food as well as have **arguments**. Jane **pointed out** that the animals couldn't communicate using language like people, but (29)**they** could communicate by touch and sound. **Amazingly**, (30)**she** also **realised** (31)**they** could use **sign** language.

At this time, people believed that only **humans** could use **tools**, but Jane watched chimpanzees using **sticks** to take ants from a tree, and then used the **sticks** to **feed** the ants to (32)**their** young.

Through (33)**her** work, Jane **spelled out** to the scientific **community** for the first time that animals, too, could use tools. Jane went on to write a number of books about (34)**her** work. As well as **explaining** chimpanzees' highly developed **social behaviour**, (35)**she** taught (36)**us** that (37)**they** are **omnivores** (people used to think they were **vegetarian**). In 2002, she became a UN **Messenger** for **Peace**.

**In my opinion**, Jane Goodall **brought about** a complete change in the way people understood how animals can communicate. Since (38)**her** work in Tanzania, **naturalists** have continued to study different forms of communication between animals such as whales and elephants, (39)**who** can **pick up** sounds made by other **whales** and **elephants** over large **distances**. **I feel** that we may well learn even more about animal communication in the future.

**صادفت** عالم والذي سألها عما إذا كانت ترغب في الحصول على وظيفة في مراقبة الشمبانزي في البرية. وافقت على الفور. ذهبت مع والدتها إلى شواطئ بحيرة تنجانيقا في تنزانيا لبدء عملها الجديد، ولم يمض وقت طويل قبل أن **تميز** مجموعة من الشمبانزي في الأشجار المحيطة بمنطقة تسمى الآن **حديقة جومبي ستريم الوطنية**.

كيف يمكن لامرأة إنجليزية شابة ليس لديها أي تدريب علمي أن تتواصل مع مجموعة من الشمبانزي البري؟ في البداية، هربت الحيوانات بمجرد رؤيتها. ولكن ربما لأنها لم تكن تعرف سوى القليل جدًا عن هذه الحيوانات البرية، فمن المحتمل جدًا أن يكون **هدوءها** قد **اكتسب ثققتهم**. في وقت لاحق فقط عرفت جين مدى خطورتهم. رأت أن مجموعات مختلفة من الشمبانزي قد خاضوا **معارك** حاولوا فيها **القضاء على** المجموعة **المنافسة**. ولكن قبل ذلك، أظهرت لها دراساتها أن الشمبانزي يمكنه التواصل **بوضوح**، مما يسمح له برعاية ومساعدة بعضهم البعض، ومشاركة الطعام، وكذلك الدخول في **جدالات**. **وأشارت** جين إلى أن الحيوانات لا تستطيع التواصل باستخدام اللغة مثل البشر، لكنها تستطيع التواصل عن طريق اللمس والصوت. **ومن المثير** للدهشة أنها **أدركت** أيضًا أن بإمكانهم استخدام لغة **الإشارة**.

في هذا الوقت، اعتقد الناس أن **البشر** فقط هم من يمكنهم استخدام **الأدوات**، لكن جين شاهدت الشمبانزي يستخدم **العصي** لأخذ النمل من الشجرة، ثم استخدم **العصي لإطعام** النمل لصغارهم.

من خلال عملها، **أوضحت** جين **للمجتمع العلمي** لأول مرة أن الحيوانات أيضًا يمكنها استخدام الأدوات. واصلت جين لكتابة عدد من الكتب عن عملها. بالإضافة إلى **شرح السلوك الاجتماعي** المتطور للغاية لدى الشمبانزي، علمتنا أنهم حيوانات **أكلة اللحوم والنبات** (اعتاد الناس على الاعتقاد بأنهم نباتيون). وفي عام 2002، أصبحت **سفيرة للأمم المتحدة للسلام**.

في رأيي، **حققت** جين جودال تغييرًا كاملاً في الطريقة التي يفهم بها الناس كيفية تواصل الحيوانات. منذ عملها في تنزانيا، واصل **علماء الطبيعة** دراسة أشكال مختلفة من التواصل بين الحيوانات مثل الحيتان والفيلة، التي يمكنها التقاط الأصوات التي تصدرها **الحيتان والفيلة** الأخرى على **مسافات** كبيرة. أشعر أننا قد نتعلم المزيد عن التواصل مع الحيوانات في المستقبل.



Word	Refers to	Word	Refers to
<b>their (1)</b>	travellers	<b>they (22)</b>	wild animals / a group of wild chimpanzees
<b>them (2)</b>	more intelligent animals	<b>She (23 / 30 / 35)</b>	Jane
<b>we (3)</b>	the readers	<b>in which (24)</b>	Battles
<b>who(4)</b>	Dr. Dolittle		
<b>her(5) / she(6) her(7) / she(8)</b>	Jane	<b>they (25)</b>	different groups of chimpanzees
<b>who (9)</b>	a scientist	<b>her (26 / 27 / 33 / 34)</b>	Jane
<b>she(10) / She(11) /She(12) her (13) / her (14)/she(15)</b>	Jane	<b>them (28)</b>	the chimpanzees
<b>they (16)</b>	a group of wild chimpanzees / the animals	<b>they (29 / 31)</b>	the animals
<b>her (17) / she (18)</b>	a young English woman	<b>their (32) / they (37)</b>	Chimpanzees
<b>these (19)</b>	wild animals	<b>us (36)</b>	the readers
<b>her (20)</b>	a young English woman	<b>her (38)</b>	Jane Goodall
<b>their (21)</b>	wild animals	<b>who (39)</b>	whales and elephants

- ★ 1. According to the author, how did Jane get the chimpanzees to trust her?
- a. She talked to them   b. She was relaxed with them   c. They did not know she was there.
2. What were the two most important discoveries that Jane made?
- a. The chimpanzees could talk and make tools.
- b. The chimpanzees had fights and disciplined their children.
- c. The chimpanzees could use tools and communicate using sign language.
3. What does the author believe might happen if humans could talk to animals?
- a. We would change our minds about how animals communicate.
- b. We might learn to communicate like whales and elephants.
- c. They might teach us important lessons.

Answers: 1.b 2.c 3.c

**Ex 2** 1. The text states some examples of animals that can understand basic instructions. Write them down.

2. The writer specifies some examples of animals besides chimpanzees that naturalists have studied regarding communication. Write them down.

3. Quote the sentence which shows the year when Jane Goodall become a UN Messenger for Peace.

4. Find a word in the text that means "to brush and clean fur".

5. What do you think would happen if we could talk to animals?

6. What opinions about communication does the author express? How far do you agree with him?

## Answers

1. A. Horses B. Camels
2. A. Whales B. Elephants.
3. In 2002, she became a UN Messenger for Peace.
4. groom
5. Suggested answer: I believe that we will be more able to understand their needs and suffering, and we will also be more able to understand the animal world in all its details.
6. Suggested answer: In her opinion, Jane brought about a complete change in the way people understood how animals can communicate. For example, Jane pointed out that the animals could communicate by touch and sound, they could use sign language and tools. She feels that we may well learn even more about animal communication in the future. In my point of view, I completely agree with her.

## ACTIVE READING:

Identifying the author's opinion in a text تحديد رأي المؤلف في النص

The author presents his/ her point of view on a topic and different arguments to support that view.

1) Writers often use opinion verbs and phrases to signal their position,

e.g. **feel...,/think..., in my opinion...,** etc.

2) Sometimes they express their views more subtly by using modal verbs,

e.g. **We should..., it must be...,** etc.

3) They may also use phrases of probability,

e.g. **Maybe ..., Possibly ...,** etc.

You will often find the author's main message towards the end of the article.

ستجد غالبًا الرسالة الرئيسية للمؤلف في نهاية المقالة

Remember that you can form your own opinion, rather than uncritically accepting what the author has to say.

تذكر أنه يمكنك تكوين رأيك الخاص، بدلاً من قبول ما يقوله المؤلف دون انتقاد.

★ **SPEAKING** In small groups, ask and answer the question.

If you could communicate with animals, which animal would you like to talk to most? Why?

## SUGGESTED ANSWER:

I would like to communicate more with the lion and ask him whether he feels compassion for his prey, especially one that is accompanied by its young or is about to be born.

أود أن أتواصل أكثر شيء مع الأسد واسأله فيما إذا هو يشعر بالشفقة مع الفريسة خاصة تلك التي ترافقها صغارها أو تكون على وشك الولادة

★ **REFLECT / Culture \*** In small groups, discuss what questions you would like to ask if you could talk to an animal.

**Suggested Answer:** I would like to ask them about the extent of their satisfaction with the way humans treat animals and what they want from humans to improve the quality of their life.

أود أن أسألهم عن مدى رضاهم عن طريقة معاملة الإنسان للحيوانات وماذا يريدون من الإنسان لتحسين نوعية حياتهم

## LESSON 3A VOCABULARY | Idioms and phrases related to communication

**ACTIVE VOCABULARY | Idioms**

• An **idiom** is a fixed phrase that has a special meaning which is different from the usual meaning of the individual words. e.g. He jumped down my throat means He reacted angrily.

Idiom	Meaning in English	Meaning in Arabic
1. jump down somebody's throat	to react angrily to something	ينتقد بشدة
2. put somebody on the spot	to embarrass someone by forcing them to answer a difficult question	يضع شخص ما في موقف محرج أو صعب
3. fire questions at someone	to ask someone a lot of questions quickly	يطرح الأسئلة على شخص بسرعة أو دون توقف
4. refuse to let something drop	not to stop talking about something رفض أن يترك الموضوع	عدم التوقف عن التحدث عن شيء معين، حتى عندما يكون من الأفضل التوقف عن ذلك الحديث
5. insist on having the last word	to have to make the final point	يصر على أن تكون له الكلمة الأخيرة
6. not get a word in edgeways	to be unable to say anything because someone else is talking all the time	عدم القدرة على التحدث بسبب أن شخصاً آخر يتحدث بشكل متواصل دون إعطائك الفرصة للمشاركة
7. break the ice	to make people feel more friendly and willing to talk to each other	يكسر الحواجز بين الناس
8. strike up a conversation	to start a conversation with someone	بدء الحديث مع شخص ما، عادةً بطريقة غير رسمية
9. make a favourable impression	to cause someone to notice or admire you	يظهر بشكل يثير إعجاب الآخرين
10. have a laugh	to find that something is funny	يضحك و يستمتع مع الآخرين
11. create a bond	to develop a close connection with someone	يقيم علاقة قوية أو وثيقة
12. pay (someone) a compliment	to say something nice about someone or something	يجامل
13. make small talk	to talk to someone	يتحدث بعفوية عن أمور غير جدية
14. hit it off	when two people like each other and become friendly as soon as they meet	يكون هناك توافق أو تفاهم جيد بين شخصين في بداية علاقتهما
15. take to (someone)	immediately like someone.	يحب أو يعجب بشخص ما فوراً
16. come across as	to appear / give the impression of	إظهار سمة معينة أو انطباع على الآخرين

## LESSON 3A VOCABULARY | Idioms and phrases related to communication

In pairs, answer the questions.

1. Can you work out the meaning of the title?
2. Do you find it easy or difficult to break the ice with people you don't know?

1. Make people feel more friendly and willing to talk to each other.
2. I think I find it easy to break the ice with people I don't know because I always have a sense of humor and ready to say something funny which usually attract their attention.

## How to break the ice and make new friends

Don't worry too much about making a favourable impression. Often the best way to strike up a conversation is simply to comment on the weather. If you can have a laugh about something you're both doing, it can really create a bond between you. People like it if you pay them a compliment, but you need to sound sincere. Just make small talk about where you live, and so on. You may find that you really hit it off and become friends for life. People are more likely to take to you if you come across as a warm person. So, make eye contact and smile.

لا تقلق كثيراً بشأن ترك انطباع إيجابي. فغالباً ما تكون أفضل طريقة لبدء محادثة هي مجرد التعليق على الطقس. إذا كان بإمكانكما أن تضحكا على شيء ما تقومان به، فيمكن أن يخلق ذلك رابطاً بينكما. يحب الناس ذلك إذا قمت بمجاملتهم، ولكن عليك أن تبدو صادقاً. فقط تحدثا عن المكان الذي تعيشان فيه، وما إلى ذلك. قد تجد أنكما تتسجمان حقاً وتصبحان صديقين مدى الحياة. من المرجح أن يتقبلك الناس أكثر إذا كنت تظهر كشخص دافئ. لذا، قم بالتواصل بالعينين وابتسم.

**EX 1** \*Complete the sentences with the words from the box.

hit it off - laugh - real bond - strike up - took to

1. We \_\_\_\_\_ right from the start. We talked all day!
2. We created a \_\_\_\_\_. I felt like I'd known her for a year, not an hour.
3. I don't usually like someone immediately but I really \_\_\_\_\_ him.
4. My grandparents are really funny. We always have a good \_\_\_\_\_.
5. It's sometimes difficult to \_\_\_\_\_ a conversation with people you don't know.

**EX 2** \* Complete the sentences with the words from the box.

* took to him	* had a laugh	* hit it off
* struck up a conversation	* came across as	* paid her a compliment

1. He **started talking** to the new neighbour.  
He..... with the new neighbour.
2. She **gave the impression** of being very self-confident.  
She..... being very self-confident.
3. Abeer commented on how **nice** her shoes were.  
Abeer .....about her shoes.
4. I immediately **liked him**.  
I..... immediately.

5. We **found** it really funny.

We really ..... about it.

6. I didn't really **like** her friends **when I met them**.

I didn't really..... with her friends when I met them.

### Answers (1)

1. hit it off    2. a real bond    3. took to    4. laugh    5. strike up

### Answers (2)

1. struck up a conversation    2. came across as    3. paid her a compliment  
4. took to him    5. had a laugh    6. hit it off

### EX 3 \*1.3 Listen to someone talking about breaking the ice.

What kind of behaviour does she find annoying when meeting new people?



I hate it when someone talks so much that I just can't get a word in edgeways. I know it's often because they're nervous, but it's really annoying. However, maybe it's even worse when someone keeps firing questions at you and makes you do all the talking. To make a favourable impression on someone, you have to learn to get a balance between speaking and listening.

★ **REFLECT | Society** In pairs, make a list of top five rules for making a good impression or communicating well with other people at a party.

\*قم بإعداد قائمة بأهم خمس قواعد لترك انطباع جيد أو التواصل بشكل جيد مع الآخرين في الحفلة.

1. Don't fire questions at people at a party. لا تمطر احدا بأسئلة كثيرة
2. Don't insist on having the last word in a conversation. لا تصر على أن تكون لك الكلمة الأخيرة في المحادثة.
3. Don't put people on the spot لا تخرج احدا من خلال الزامه بالاجابه على اسئلة صعبه
4. Give them the chance to express their selves. امنحهم الفرصة للتعبير عن أنفسهم.
5. Don't embarrass anybody by jumping down their throat. لا تخرج احدا بردود الفعل الغاضبه.

### Answers (3)

She finds it annoying **when someone talks too much**, but she thinks it's even worse **when someone keeps firing questions at you** and thus makes you do all the talking.

**Ex 4** Match idioms 1–6 with definitions a–f.

- 1 ☐ jump down somebody's throat
- 2 ☐ put somebody on the spot
- 3 ☐ fire questions at someone
- 4 ☐ refuse to let something drop
- 5 ☐ insist on having the last word
- 6 ☐ not get a word in edgeways

a to be unable to say anything because someone else is talking all the time

b to embarrass someone by forcing them to answer a difficult question

c to have to make the final point

d to not stop talking about something

e to react angrily to something

f to ask someone a lot of questions quickly

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



**EX 5** \*Choose the correct words to complete the idioms.

1. He continued to ( throw / fire ) questions at someone.
2. You insist on having the last ( say / word ).
3. I didn't like being put ( on / in ) the spot.
4. She didn't have to jump down my ( neck / throat ).
5. I couldn't get a word in ( edgeways / sideways ).
6. He refused to let it ( drop / stop ).

1.fire 2.word 3.on 4.throat 5.edgeways 6.drop

**EX 6** \*Match situations a-f with idioms 1-6 from Exercise 5.

- a. \_\_\_\_\_ Then the boss asked me to say who I thought was to blame. It was so embarrassing!
- b. \_\_\_\_\_ You always have to be the last one to speak, don't you?
- c. \_\_\_\_\_ I told him I didn't want to talk about it anymore, but he wouldn't stop.
- d. \_\_\_\_\_ He just kept asking me one thing after another for what seemed like ages.
- e. \_\_\_\_\_ When I told her I was going to be a few minutes late, she got really angry!
- f. \_\_\_\_\_ She talked so much that I didn't manage to say anything at all during lunch.

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

**Ex 7** \*Match the two parts of the sentences.

1. Sharing a house creates a strong	a. to them immediately.
2. My tutor and I really hit it	b. a favorable impression on her new tutor.
3. My friends and I always have	c. bond between young people at university.
4. I met our new neighbors and I took	d. small talk and I often end up saying silly things.
5. I'm not good at making	e. off, so I'm looking forward to our lessons together.
6. Although I may come across	f. as a confident person, I'm actually quite shy.
7. Thankfully, Fadia made	g. a compliment, smile and say 'thank you'.
8. I always try to strike up	h. a laugh when we get together.
9. If someone pays you	i. a conversation when I meet someone new.

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

**EX 8** \*Complete the conversation with the words from the box.

across - bond - compliment - hit - impression - laugh - small - strike - take

**Amina** So how did your evening go, Huda? Did you and Maha 1 \_\_\_\_\_ it off?**Huda** I'm not sure I tried to 2 \_\_\_\_\_ up a conversation by paying her a

3 \_\_\_\_\_ but I have a feeling that I came 4 \_\_\_\_\_ as a bit over-enthusiastic.

**Amina** Oh, I Wouldn't worry. I'm sure you made a favourable 5 \_\_\_\_\_.

People usually 6 \_\_\_\_\_ to you, right? Perhaps you were just trying a bit too hard.

**Huda** Maybe, I mean - there was quite a lot of 7 \_\_\_\_\_ talk but, we had

a 8 \_\_\_\_\_. She's got a good sense of humour.

**Amina** Well, there you go. I mean... you can't expect to create a strong 9 \_\_\_\_\_ after just one evening out. I think it went better than you imagine.

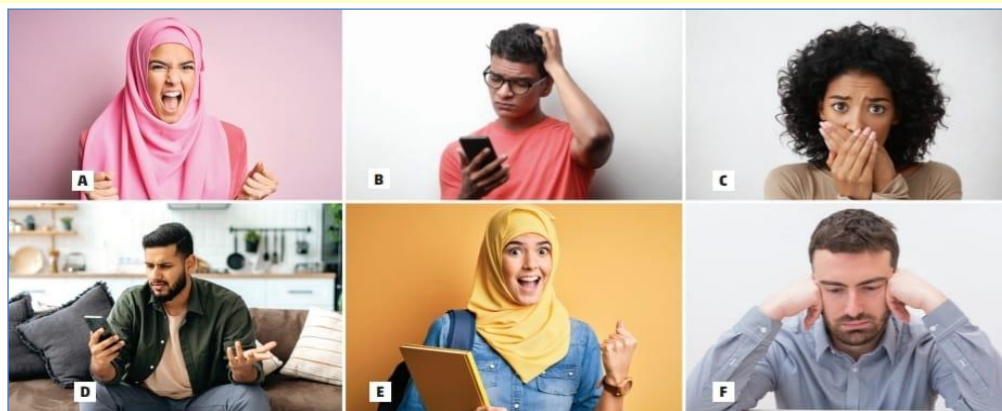
Answers 8 1. hit 2. strike 3. compliment 4. across 5. impression 6. take 7. small 8. laugh 9. bond

## SYNONYMS

Adjectives	Synonyms	Meaning
1. <b>terrified</b>	Frightened	مرتعب
2. <b>astonished</b>	Surprised	متفاجيء
3. <b>exasperated</b>	Annoyed	منزعج / مسيء
4. <b>livid</b>	Furious	غاضب جدا
5. tense	nervous	متوتر
6. <b>ecstatic</b>	thrilled	سعيد سعادة غامرة
7. <b>bewildered</b>	confused	حائر / مرتبك
8. <b>devastated</b>	Sad	حزين / متفلاً بالألم

**EX 1** \*Which of the words have a stronger meaning than their synonyms?

Answers 1 1, 2, 3, 4, 6, 7 and 8 have a stronger meaning. 1، 2، 3، 4، 6، 7، 8 لها معنى أقوى



★ In pairs, look at the photos above and discuss what emotions you think the people are feeling.  
Suggested Answers

A furious, annoyed B confused C frightened D nervous, confused E surprised, thrilled F sad

**EX 2** Match the adjectives from the box with their definitions.

astonished - bewildered - devastated - ecstatic - exasperated - livid - tense - **terrified**

- 1 very frightened **terrified** 2 very surprised \_\_\_\_\_  
 3 very annoyed about something \_\_\_\_\_ 4 very angry about something \_\_\_\_\_  
 5 unable to relax because you **feel** nervous \_\_\_\_\_  
 6 very happy about something \_\_\_\_\_ 7 very confused \_\_\_\_\_  
 8 very unhappy about something \_\_\_\_\_

**EX 3** Choose the correct words to complete the text.

For days, the scientists and I felt <sup>1</sup>exasperated / terrified as we had not found any of the animals we were looking for. So we were all <sup>2</sup>exasperated / astonished when the first large animal we saw was a gorilla. We had not known the gorillas lived in this area. When the gorilla saw us, it looked <sup>3</sup>ecstatic / tense and nervous. I slowly took out my camera, but when I pointed it at the animal, it suddenly became <sup>4</sup>livid / astonished. It gave a loud roar and ran towards us. We were <sup>5</sup>terrified / livid, but we didn't move and the gorilla stopped, looking <sup>6</sup>bewildered / exasperated. Then it turned around and slowly walked away. I felt <sup>7</sup>ecstatic / tense when I was able to take a fantastic photo of the beautiful animal before it disappeared. What an amazing experience!



**EX 4 Complete the sentences with one of the adjectives.**

tense - ecstatic – bewildered – devastated – livid - exasperated - terrified

- I'm completely \_\_\_\_\_ about my exam results – I never thought I'd do so well!
- He has no idea how he lost his phone. He feels completely \_\_\_\_\_.
- Randa's mother was absolutely \_\_\_\_\_ when she found out that her daughter had cheated in the exam again.
- She felt very \_\_\_\_\_ as she waited for her job interview.
- He's \_\_\_\_\_ that someone will find out his secret.
- Nothing is changing and he is becoming more and more \_\_\_\_\_ about the situation.

Answers 2 2 astonished 3 exasperated 4 livid 5 tense 6 ecstatic 7 bewildered 8 devastated

Answers 3 1 exasperated 2 astonished 3 tense 4 livid 5 terrified 6 bewildered 7 ecstatic

Answers 4 1. ecstatic 2. bewildered 3. livid 4. tense 5. terrified 6. exasperated

**EXPRESSING EMOTIONS****1) Expressing anxiety** التعبير عن القلق

It's been keeping me up at night. كان هذا الأمر يؤرقني ليلاً  
 I've been worrying about it a lot. لقد كنت قلقاً بشأن ذلك كثيراً  
 I'm worried sick about ... أشعر بالقلق الشديد بشأن ...  
 I'm extremely concerned about... لقد كنت قلقاً بشأن ذلك كثيراً

★ **Suitable responses**That's awful. ذلك أمر مريع.I'm so sorry to hear that. يؤسفني جداً سماع ذلك.There's no need to worry لا داعي للقلقWhat's the worst that could happen? ما أسوأ ما قد يحدث؟**2) Expressing relief** التعبير عن الارتياح

That's a weight off my mind. لقد أراح ذلك عبئاً ثقيلاً عن كاهلي  
 I can breathe a sigh of relief now. أستطيع أن أتنفس الصعداء الآن

★ **Suitable response:** That must be a relief for you. لابد أن يكون ذلك مريحاً لك.**3) Expressing annoyance and frustration** التعبير عن الانزعاج والإحباط

..... is driving me up the wall! .... يقودني إلى الجنون!  
 ..... really gets on my nerves. .... يزعجني حقاً  
 I've had it up to here with ... ... لقد طفح الكيل / سئمت من  
 I'm completely fed up with ... لقد سئمت / ضقت ذرعاً تماماً من

★ **Suitable responses**

What a pain!

I don't blame you. It's awful.

يا له من شعور مزعج!

أنا لا ألومك. إنه أمر فظيع.

**4) Expressing surprise or disbelief** التعبير عن الدهشة أو عدم التصديق

You've got to be kidding me! لا بد أنك تمارحني!  
 I don't believe you! لا أصدقك  
 Who would have thought of it? من كان سيفكر في ذلك؟  
 Get out of here! اخرج من هنا!

**5) Expressing sadness** التعبير عن الحزن

I'm feeling a bit down in the dumps. أشعر بأنني محبط قليلاً  
 I'm feeling a bit blue. أشعر ببعض الحزن / الكآبة  
 I'm heartbroken. أنا مفجوع

★ **Suitable response:** I'm so sorry to hear that. **يؤسفني جداً سماع ذلك.**

**6) Expressing enjoyment or happiness** التعبير عن المتعة أو السعادة

I'm walking on air! أنا مسرور  
 I can't stop smiling! لا يمكنني التوقف عن التسميم  
 I'm so happy. أنا سعيدة للغاية

★ **Suitable response:** I'm really pleased for you **أنا مسرور جداً من أجلك**

**EX 1** What is the main emotion each sentence expresses?

sadness/empathy - anger/annoyance/frustration -  
 surprise/disbelief – anxiety – relief - enjoyment/happiness



- When there are impending exams for a student. ( )
- When you find your lost phone. ( )
- When you get your first choice of university. ( )
- When your favourite football team won a trophy and they don't usually. ( )
- When you keep receiving messages trying to sell you things you don't want to buy. ( )
- When your grandfather is in hospital. ( )

**Answers 1**

- anxiety
- relief
- enjoyment/happiness
- surprise/disbelief
- anger/annoyance/frustration
- sadness/empathy

**EX 2** 1.13 Listen to six short conversations. What is the main emotion each speaker expresses? Why did each speaker feel that way?**Answers 2**

- anxiety** (because of impending exams)
- relief** (because she found her phone)
- enjoyment/happiness** (because she got her first choice of university)
- surprise/disbelief** (because his favourite football team won a trophy and they don't usually)
- anger/annoyance/frustration** (because she keeps receiving messages)
- sadness/empathy** (because his grandfather is in hospital)

**EX 3** Listen to six statements. When you hear a beep, choose and say a suitable response from the box.

\*I don't blame you.      \*I know, right?      \*I'm really pleased for you.  
\*I'm so sorry to hear that.      \*What a pain!      \*What's the worst that could happen?



### Answers 3

- 1 What's the worst that could happen?    2 I'm really pleased for you.  
3 What a pain!    4 I'm so sorry to hear that.    5 I know, right?    6 I don't blame you.

**EX4** \*Replace the underlined words with phrases from the following box.

\* What's the worst that could happen?    \* You've got to be kidding me!    \* I'm worried sick  
\* I'm so sorry to hear that    \* It's been keeping me up at night    \* a weight off your mind  
\* I'm walking on air! / I can't stop smiling!    \* I've had it up to here with

- A I'm extremely concerned about my aunt – she isn't very well.  
B That's awful. It's horrible when a relative is sick.
- A I've got to give a presentation in class next week. I'm really nervous.  
I've been worrying about it a lot.  
B There's no need to worry. You'll be great!
- A My parents are taking me to Florida this summer.  
B I don't believe you! You lucky thing!  
A Yes, I'm so happy.
- A I'm completely fed up with people gossiping behind my back.  
B I don't blame you. It's awful.
- A I finally finished my geography project.  
B That must be a relief for you.

### Answers 4

- A I'm worried sick.      B I'm so sorry to hear that.
- A It's been keeping me up at night.      B What's the worst that could happen?
- B You've got to be kidding me!      A I'm walking on air! / I can't stop smiling!
- A I've had it up to here with      5. B a weight off your mind

### TEST YOURSELF

**EX 1** \*Choose the correct words to complete the sentences.

- Get out / off of here!
- I'm worried sick / ill.
- That's a weight off my brain / mind.
- Now I can breathe / blow a sigh of relief.
- You've got to be kidding / joking me!
- It's been keeping me out / up at night.
- Who would have understood / thought of it?
- I'm feeling a bit up / down in the dumps.



**2** What do these phrases express? Choose **A** for **annoyance**, **S** for **sadness** or **H** for **happiness**.

- |                                     |           |   |           |
|-------------------------------------|-----------|---|-----------|
| 1. I'm heartbroken.                 | A / S / H | 2. He is driving me up the wall!        | A / S / H |
| 3. I'm walking on air!              | A / S / H | 4. I'm feeling a bit down in the dumps. | A / S / H |
| 5. I'm feeling a bit blue.          | A / S / H | 6. I can't stop smiling!                | A / S / H |
| 7. I've had it up to here with you! | A / S / H | 8. That music gets on my nerves.        | A / S / H |

Answers 1 1. out 2. sick 3. mind 4. breathe 5. kidding 6. up 7. thought 8. down

Answers 2 1.S 2.A 3.H 4.S 5.S 6.H 7.A 8.A

### PRONUNCIATION

**EX 1** Listen and complete the sentences with a question tag in each gap.

- This trip is very interesting, \_\_\_\_\_?
- These photos of gorillas come from a book, \_\_\_\_\_?
- That surprises us, \_\_\_\_\_?



**EX 2** Listen to the sentences from Exercise 1 again. What do you notice about the way the speakers pronounce the sound /t/ at the end of the first word in each question tag? Choose the correct answer.

**a** The sound /t/ is very clearly pronounced. **b** The sound /t/ disappears.

Answers

**EX 1** 1 isn't it 2 don't they 3 doesn't it

**EX 2** b

**ACTIVE PRONUNCIATION** Omitting /t/ in question tags

In fast speech, the sound /t/ at the end of the first word in question tags can be omitted (e.g. isn't it – /'ɪz(ə)nɪt/, doesn't she – /'dʌz(ə)nʃɪ/).

Tick the question tags where the sound /t/ is omitted.

- ☐ Weren't we?
- ☒ Hasn't he?
- ☐ Can't I?
- ☐ Hadn't they?
- ☐ Doesn't it?
- ☐ Wasn't he?



2, 4 and 5

**EX 3** Listen and practise saying the sentences.

- The world has become a different place, hasn't it?
- Your little brother gets on your nerves, doesn't he?
- I should release the negative emotions, shouldn't I?
- The idea of people flying is ridiculous, isn't it?
- We could at least try to break the ice, couldn't we?



**EX 4** Complete the sentences with question tags. Listen and check.

- 1 Zeina likes people paying her compliments, doesn't she?
- 2 Yousuf has been firing questions at you all day, \_\_\_\_\_?
- 3 Our boss is completely fed up with all the paperwork, \_\_\_\_\_?
- 4 Suha was bewildered by the maths questions, \_\_\_\_\_?
- 5 He could try to work harder at school, \_\_\_\_\_?



Answers EX 3 2 hasn't he 3 isn't he 4 wasn't she 5 couldn't he

## SPEAKING

★ SPEAKING in pairs, discuss the questions.

Suggested Answer

1. Which aspects of emotional intelligence do you think you are strongest at?

ما هي جوانب الذكاء العاطفي التي تعتقد أنك الأقوى فيها؟

I believe I am strongest at empathy, managing emotions and maintaining relationships.

2. How could you further improve your emotional intelligence? What could be the benefits?

كيف يمكنك تحسين ذكائك العاطفي؟  
ماذا يمكن أن تكون الفوائد؟

To improve my emotional intelligence, I could practice active listening and being more aware of my own emotions. This could help me build better relationships and handle stress more effectively.

**EX** Listen to an interview. What is the difference between IQ and EQ?



IQ is a way to measure intelligence.

EQ (emotional intelligence) is the ability to understand and manage emotions.

**EX** Listen again and complete the sentences with one word.

- 1 One piece of research showed that people with high emotional intelligence \_\_\_\_\_ a lot more than those with a low EQ.
- 2 Emotional intelligence is not \_\_\_\_\_, which is different from IQ.
- 3 One way to become more self-aware is to write a \_\_\_\_\_.
- 4 We need to learn how to recognise our negative emotions in order to be able to \_\_\_\_\_ them.
- 5 Other people cannot make us feel a certain way; we are largely \_\_\_\_\_ for our own moods.
- 6 Body language, such as \_\_\_\_\_, can demonstrate that you are listening.
- 7 Active listening can also help you to avoid \_\_\_\_\_.

Answers 1 earn 2 fixed 3 diary 4 release 5 responsible 6 nodding 7 conflict

## EDITING

1. Spelling mistakes	أخطاء إملائية
2. Grammar mistakes	أخطاء قواعد
3. Punctuation	علامات ترقيم
4. Re-order the words	أعد ترتيب الكلمات لتكوين جملة

- His smile \_\_\_\_\_ a message of gratitude and happiness.  
A. convayed      B. conveyed      C. conviyed      D. convoyed
- Humans are considered \_\_\_\_\_ because they consume both plants and animals.  
A. omnivores      B. omnevores      C. omnavores      D. omnovores
- Often the best way to strike up a \_\_\_\_\_ is simply to comment on the weather.  
A. convorsation      B. convirsation      C. convarsation      D. conversation
- She felt \_\_\_\_\_ after spending hours searching for her misplaced keys.  
A. exaspirated      B. exasparated      C. exasperated      D. exaspurated
- He doesn't like coffee \_\_\_\_\_ does he \_\_\_\_\_  
A. , / .      B. , / ?      C. . / ?      D. , / .
- We have been waiting for the bus for over an hour \_\_\_\_\_  
A. ;      B. ?      C. .      D. ,
- He \_\_\_\_\_ like spicy food because it \_\_\_\_\_ his stomach.  
A. don't / upsets      B. don't / upset      C. doesn't / upset      D. doesn't / upsets
- Did you \_\_\_\_\_ your homework yesterday \_\_\_\_\_  
A. finished / ?      B. finish / .      C. finish / ?      D. finish / ,
- The / is / wall! / up / driving / me / noise / the  
**The sentence that has the correct order of the words and phrases above is:**  
A. The wall is driving up me the noise!      B. The noise is driving me up the wall!  
C. The noise driving me up is the wall!      D. The noise is the wall driving me up!
- The sentence that has been written correctly is:**  
A. I can breathe a sigh of relief now.      B. I can relief a breathe sigh of now.  
C. I can breathe a relief of sigh now.      D. I can sigh of breathe a now relief.

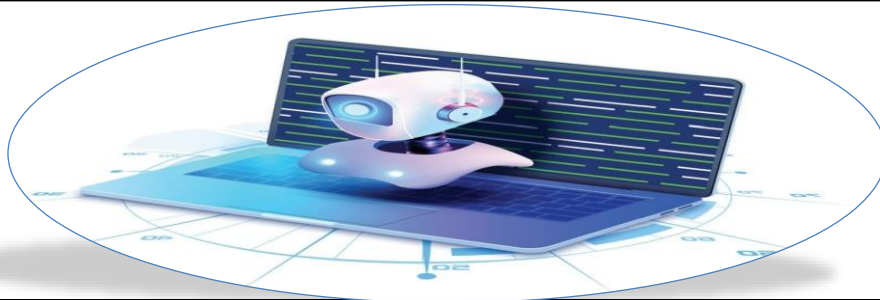


## WRITING

## REGULATED AI IS GOOD FOR CHILDREN الذكاء الاصطناعي المنظم مفيد للأطفال

1. Do you think computer technology will change the way children communicate in the future? Why?
2. Do you think there are any dangers to the growth in computer technology?

1. Yes, computer technology is likely to change how children communicate in the future due to the growing use of digital devices and online tools in daily life.
2. Yes, there are risks with the growth of computer technology, like cybersecurity threats and job displacement.



**Artificial Intelligence** (AI) refers to how computers can do tasks that are usually done by **intelligent** humans. **As a result**, AI computers can now do **amazing** things, including writing songs, solving **scientific problems** and even helping to find cures for **diseases**. People are also using AI more and more in everyday life and although it might make many aspects of life easier, it could also make things **worse**, especially for our children.

AI is already used by many forms of **social media**. As with other **forms** of **social media**, AI can learn about its users' **interests** and **hobbies**, and that **includes** children. **According to** the website Net Positive, AI can even **identify** children's voices. This might mean children are directed to online **advertising** and **content** that their parents would not want.

However, some countries like Jordan are hoping to use AI **sensibly**. **UNIDO** reports that many **industries** have worked together to create a plan for using AI in the country's **development** over the next five years. Jordan is in a good **position** for using AI as it is at the **forefront** of technology.

The people looking into using AI in Jordan are hoping it will help in science, **investment** and **government services**. However, there is a **danger** that this **increased** use of AI could result in problems with

**الذكاء الاصطناعي** (AI) يشير إلى كيفية قدرة الحواسيب على أداء المهام التي غالبًا ما يقوم بها البشر **الذكاء الاصطناعي**. ونتيجة لذلك، يمكن لحواسيب الذكاء الاصطناعي القيام بأشياء **مذهلة** الآن، بما في ذلك كتابة الأغاني، وحل **المسائل العلمية**، وحتى المساعدة في العثور على علاجات **للأمراض**. يستخدم الناس الذكاء الاصطناعي أكثر فأكثر في الحياة اليومية، وعلى الرغم من أن ذلك قد يجعل العديد من جوانب الحياة أسهل، إلا أنه قد يجعل الأمور **أسوأ**، خاصة بالنسبة لأطفالنا.

يستخدم **الذكاء الاصطناعي** بالفعل في العديد من أشكال وسائل التواصل الاجتماعي. ومثل غيرها من **أشكال وسائل التواصل الاجتماعي**، يمكن للذكاء الاصطناعي أن يتعلم عن **اهتمامات وهوايات** مستخدميه، ويشمل ذلك الأطفال. **وفقًا لموقع** Net Positive، يمكن للذكاء الاصطناعي حتى **التعرف** على أصوات الأطفال. وقد يعني ذلك توجيه الأطفال إلى **الإعلانات** عبر الإنترنت **والمحتوى** الذي قد لا يرغب أولياء أمورهم فيه.

ومع ذلك، تأمل بعض البلدان مثل الأردن في استخدام الذكاء الاصطناعي **بشكل معقول**. تقارير اليونيدو تشير إلى أن العديد من **الصناعات** قد عملت معًا على وضع خطة لاستخدام الذكاء الاصطناعي في **تنمية البلاد** خلال الخمس سنوات القادمة. الأردن في **موقف جيد** لاستخدام الذكاء الاصطناعي نظرًا لكونه في **طليعة** التكنولوجيا..

يأمل الأشخاص الذين يدرسون استخدام الذكاء الاصطناعي في الأردن أن يساعد في العلم **والاستثمار** و**خدمات الحكومة**. ومع ذلك، هناك **خطر** أن هذا الاستخدام **المتزايد** للذكاء الاصطناعي قد يؤدي إلى



online safety if not controlled. **Consequently**, the **government** plan to set up **regulations** to address these dangers and **strictly** control how it is used. **Of course**, some people are worried that students using **AI** might end up with **incorrect** work. **AI search engines** do not always use **reliable** sources and so information provided by AI might be **incomplete** or even wrong.

We are still at an early **stage** in the **development** of AI and there is **no doubt** it is an exciting form of technology. However, without careful rules to control how it is used, and who it is used by, there are **undoubted** problems with it. Children themselves might find they are **relying** on a form of technology that in its present form should not always be trusted. As **Time magazine** argues in its article in July 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'

مشاكل في السلامة عبر الإنترنت إذا لم يتم التحكم فيه. **وبالتالي**، تعتزم **الحكومة** وضع **تشريعات** لمعالجة هذه المخاطر والتحكم في كيفية استخدامه **بصرامة**. بالطبع، يشعر بعض الناس بالقلق من أن الطلاب الذين يستخدمون الذكاء الاصطناعي قد ينتهون بأعمال **غير صحيحة**. **فمحركات** البحث الذكية لا تستخدم دائماً مصادر **موثوقة**، لذا قد تكون المعلومات التي تقدمها الذكاء الاصطناعي **غير كاملة** أو حتى خاطئة.

ما زلنا في **مرحلة** مبكرة من **تطور** الذكاء الاصطناعي **ولا شك** أنه شكل مثير من أشكال التكنولوجيا. ومع ذلك، فبدون قواعد دقيقة للتحكم في كيفية استخدامها، ومن يستخدمها، هناك مشاكل **لا شك فيها**. فقد يجد الأطفال أنفسهم أنهم **يعتمدون على** شكل من أشكال التكنولوجيا التي لا ينبغي الوثوق بها في شكلها الحالي. وكما تقول **مجلة** تايم في مقالها الصادر في يوليو 2023، ما لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، "سيكون الأطفال هم الخاسر الأكبر".

### ★ Answer the questions.

1. Which are the topic sentences in the essay?
2. Which idea is included that the writer does not fully agree with? Why?
3. How many sources are listed?

### Answers

1. \* AI is already used by many forms of social media.  
\* However, some countries like Jordan are hoping to use AI.  
\* Of course, some people are worried that students using AI might end up with incorrect work.
2. The plan for increased use of AI in Jordan's development. The writer states that this might result in more problems with online safety. However, the writer also says that the government has a plan to address this.
3. Three.

## PHRASAL VERBS 2

Verb	Preposition	Meaning
1. learn	about	يتعلم عن
2. rely	on	يعتمد على
3. refer	to	يشير إلى
4. plan	to	يخطط لـ
5. direct	to	يوجه إلى أو يُشير إلى

**EX** Complete the sentences with the correct preposition in each gap.

1. I can see my grandparents struggle to learn \_\_\_\_\_ the latest developments in computing.
2. We know that social media directs \_\_\_\_\_ advertisements its users.
3. Too many children probably rely \_\_\_\_\_ social media to make friends.

## WRITING

**EX 1** An analytical essay looks at a topic in detail and proves ideas that the writer has about the topic. It uses researched facts to prove the ideas. Read the essay again. Which researched facts does the writer use?

### Answers

The facts that sources are given for:

- AI can identify children's voices.
- Many industries have worked together to create a plan for using AI in Jordan's development over the next five years.
- Kids will be the biggest losers if the use of AI isn't controlled better.

**EX 2** Complete the Writing box with examples from the essay.

WRITING| An analytical essay

### Organisation

- Research the topic using reliable sources.
- Plan what you want to write.
- Introduce your topic in the introduction so readers know what you will be looking at.
- The main part of the essay should explain your ideas. Use a paragraph for each idea with evidence to support each one.
- Start each paragraph with a topic sentence and remember to include the sources you researched to back up each idea.
- Write a conclusion to summarise what you have said.

### Content

- You can include other people's ideas and explain why you do not agree with them.
- Remember to present only facts.
- Make a note of all the sources you have used both within and at the end of the essay. You can use the following phrases in the essay.

1 <sup>1</sup> According to the website Net Positive, AI can even identify children's voices.

2 UNIDO <sup>2</sup> reports that many industries have worked together to create a plan for using AI in the country's development over the next five years.

3 Time magazine <sup>3</sup> argues in its article in July 2023.



\* Write a composition of about 120 words on **ONE** of the following:

1. Books are better than social media because, if one day we lose the ability to use the internet, there will be no records left online. Write an essay showing if you agree or not. Use specific reasons and examples to support your answer.
2. Social media is a good thing because young people have more friends in more places than ever before. Write an essay showing if you agree or not. Use specific reasons and examples to support your answer.
3. Social media sites are never popular for long because people invent other sites that are more interesting. Do you agree?

## REVISION

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

1. Houston has finally managed to **make / lose** contact with Apollo 13 again after nearly 24 hours of radio silence.
2. I've no idea where Nawal is now. We **stayed in / lost** touch after she moved to Egypt.
3. Could you **spread / pass on** the message to Samer that I'll be ten minutes late?
4. Can I **figure / point** out that you are entitled to your own opinions, but not your own facts?
5. Over 17 different species have been **wiped / spelled** out this year and it's only March.

### 2. Complete the sentences with question tags.

1. Let's go out for lunch, \_\_\_\_\_? 2. Don't forget about Sawsan, \_\_\_\_\_?
3. I'm still your best friend, \_\_\_\_\_? 4. It wasn't the best book, \_\_\_\_\_?
5. You will be on time, \_\_\_\_\_? 6. It's your birthday today, \_\_\_\_\_?

### 3. Complete the text with the correct words.

I'm a very good student, so I was really **1 ecstatic / devastated** when I found out I'd failed an exam. I was really **2 livid / down** in the dumps while my friends who had passed felt like they were walking on air! I genuinely felt **3 thrilled / heartbroken** for them but at the same time I was **4 hazardous / bewildered** as to why I hadn't passed.

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

People **1 a. were b. had been c. have been** recording information in the form of writing **since** ancient times. Subjects were usually connected to religion, science, trade and government, although historians have also **2 a. been b. gone c. come** across letters people wrote to stay in touch in those times. The spread of postal services in the 19th century permitted families and friends to **3 a. convey b. carry c. write** messages to each other by letter. **4 a. Staying b. Passing c. Maintaining** in contact was much easier than it had ever been. But why bother writing a letter when you can make small **5 a. chat b. speak c. talk** on the phone for very little cost? Most people would agree, however, that there is something very special about receiving a personal, handwritten letter.

### Answers

- |                                     |             |               |                             |
|-------------------------------------|-------------|---------------|-----------------------------|
| <b>1</b> 1. make    2. lost         | 3. pass on  | 4. point      | 5. wiped                    |
| <b>2</b> 1. shall we    2. will you | 3. aren't I | 4. was it     | 5. won't you    6. isn't it |
| <b>3</b> 1. devastated    2. down   | 3. thrilled | 4. bewildered |                             |
| <b>4</b> 1. c    2. c               | 3. a        | 4. a          | 5. c                        |

## The next lingua franca

اللغة التي ستكون شائعة ومتعددة الاستخدام في المستقبل للتواصل بين الأشخاص الذين يتحدثون لغات مختلفة

Read the text. Match sentences A–F with gaps 1–6 in the text.

A. Finally, we shouldn't forget that when students learn a foreign language, they are also learning about the culture of the country or countries where it is spoken.

B. It is easy to get your message across in a hotel or restaurant in Spanish and French, but neither is as widely spoken or as simple to learn as English.

C. This was attributed to a mixture of cultural reasons and past government policies.

D. Perhaps students are wasting their time by learning French and German, and should be turning their attention to Mandarin, the most spoken language in the world.

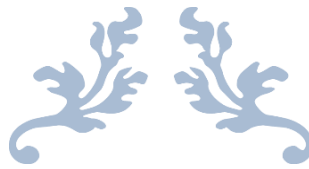
E. India and China are considered to be the main emerging economies, so it would seem to make sense to study one of the main languages spoken in these countries.

F. The vast majority of students at secondary school learn a foreign language, which is often English.

A recent study in the UK revealed that only about 25% of adults in the UK can hold a conversation in a foreign language. 1 \_\_\_\_\_. However, language learning is now being prioritised in schools. French, Spanish and German are three of the languages identified as the most important. On the other hand, the situation in other countries is different. 2 \_\_\_\_\_. English is now a compulsory subject in many primary schools too. Fluency in a foreign language is highly important for a student's future. There are many reasons for this. Firstly, having a good command of a foreign language can help young people be successful in their chosen career. What's more, proficiency in a different language also makes travelling less stressful and fun! 3 \_\_\_\_\_. This is a great way of promoting global understanding too. However, is English really as crucial as the large number of students of English would suggest? 4 \_\_\_\_\_ The question of which languages will dominate the future is a difficult one to answer. It really depends upon which future we are considering. Take the future of business. 5 \_\_\_\_\_ Reports also suggest Arabic and Spanish will be important languages to do business in. As far as travel is concerned, Chinese is the most spoken language in the world, but as it is complex, it isn't the ideal lingua franca. 6 \_\_\_\_\_ So, English as a vehicle of international communication would seem to be here to stay.

Answers: 1. C 2. F 3. A 4. E 5. D 6. B

## THE END OF UNIT ONE



## UNIT TWO

### التطلع إلى المستقبل *Looking ahead*



#### Future Forms

★ **Present simple:** To talk about timetable or scheduled future events. (Timetable)

- The class **starts** at 8 p.m.
- The plane **takes** off at 5p.m.

★ **Present continuous:** To talk about future arrangement with another person.

- I **am visiting** my uncle tonight.
- He **is planting** the trees tomorrow.

1. Will	2. (Be) going to
Rule:	Rule:
S+ will + V.1 * The short form of will is ('ll)	a. I $\Rightarrow$ am + going to + V.1
- Negative: S+ will not ( won't)+ V.1	b. He/She/It $\Rightarrow$ is + going to + V.1
- Question: Will+ S+ V.1?	c. They/we/you $\Rightarrow$ are + going to + V.1
	-N: S+ am/is/are +not + going to +V.1
	- Q: Is / Am / Are + S فاعل + going to + V.1
Functions:	Functions:
A. to make <b>predictions</b> based on our <b>opinions</b> or expectations. We often use will with phrases like <b>I think, I'm sure, I expect, or adverbs like possibly, probably, definitely:</b>	A. to talk about existing <b>plans</b> or <b>intentions</b> for the future:
B. to express a <b>decision</b> made at the <b>moment</b> of speaking:	* something that has <b>already been decided</b>
	B. to make a <b>prediction</b> based on <b>evidence</b> you have now:
Exercise:	Exercise:
A. He'll <b>probably</b> be late, as usual. <b>I'm sure</b> you won't have any problems with it.	A. I'm going to study Architecture at college.
B. On second thoughts, <b>I think</b> I'll leave it till the weekend.	B. You are going to have a busy weekend! (I know all the things my friend has to do at the weekend.)





★ Discuss the pair of sentences. Explain the difference in meaning, if any.

**a** Sorry about breaking your favourite mug. I'll buy you a new one, I promise.

**b** I'm going to buy a new coat today.

- Will is used to describe a decision at the moment of speaking (the speaker didn't know beforehand/earlier that they would break the mug).

- Be going to describes an action which has already been planned or decided.

### EX 1

1. Omar studies medicine. He is going to be / will be a doctor in the future.

2. A: Why did you buy this paint?

B: I will paint / am going to paint my bedroom tomorrow.

3. I think that Ali will get / is going to get good marks in tomorrow's exam.

4. A: Oh! A nice scarf!

B: I am going to buy / will buy it.

5. A: This letter is in French, and I don't speak a word of French. Can you help me?

B: Sure. I am going to translate / will translate it for you.

6. Look at the black sky! It go / is going / was going to rain.

7. According to Kate's schedule, she was going to meet / would be met / is going to meet her business partner next Tuesday.

8. Look! The plane go / is going / was going / were going to take off.

9. Talal is going to start / will be starting walking to school instead of getting the bus.

### EX.2 W.B P.12 Choose the suitable answer. Sometimes more than one answer is possible.

1. My grandfather is 89 years old, but he's in great shape, so I'm sure he's going to live/'ll live to be 100.

2. Many experts expect that technology will improve / is going to improve living conditions for people in the developing world, but there's no evidence of that.

3. Look at these statistics - they are very optimistic. Without a doubt, crime figures are going to continue / will continue to decrease in the near future.

4. Some people fear that robots will take / are going to take control of society soon, but I think that's unlikely.

★ 3. are going to continue → The speaker is 100 percent certain of the outcome based on statistics.

will continue → The speaker is making a personal predication based on a belief based on statistics.

### Answers (1)

1. is going to be      2. am going to paint      3. will get      4. will buy      5. will  
translate      6. is going      7. is going to meet      8. is going      9. is going to start

### Answers (2) 1. he's going to live/'ll live      2. will improve

3. are going to continue / will continue      4. will take



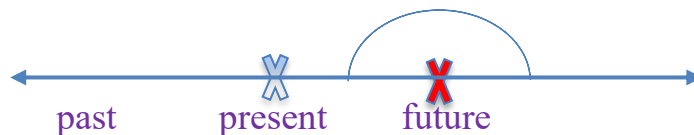
## 3. Future Continuous:

Rule:	Key Words
He She It I We You They <div style="display: inline-block; vertical-align: middle; font-size: 3em; margin-left: 10px;">}</div> will + be + V+ ing - Negative (S + will not + be + V+ing). - Question (Will + S + be + V+ing)?	- This time next year - 8p.m. tomorrow - Tomorrow at this time سيكون الحدث غير منتهي (مكتمل) و في حالة استمرارية. - when present simple, will be V ing * by (2050, next year, then, the time, etc.) * in (ten years, two months).

Functions	Examples
1. to talk about an action that <u>will be in progress</u> at a particular time in the <u>future</u> . 2. to talk about events that <u>will happen</u> as part of the <u>normal course of events</u> , or <u>routine</u> .	1. This time next year, they _____ (prepare) for their final exams. _____ you _____ on it at 5.30 tomorrow? (work) 2. She'll be visiting her family at the weekend. (She does it every weekend.)

★ 2. ما بـ زبط يـ خيرك بين visits / will be visiting لأنه التـتين صـح

★ Other modal verbs can be used instead of will with Future Continuous and Future Perfect forms to show different degrees of certainty (might, may, could)



★ A: Can I come to your house tomorrow at 10 p.m.?

B: Sorry, I will be sleeping.

\* As with other continuous forms, we do not use state verbs (be, believe, forget, like, want, etc.) with the Future Continuous.

- Soon, I \_\_\_\_\_ working on my new project.  
 A) will be                                      B) will                                      C) will has                                      D) will have
- Right now I am watching the news. Yesterday at this time, I was watching the news. Tomorrow at this time, I \_\_\_\_\_ the news.  
 A) was watching                                      B) will be watching                                      C) had watching                                      D) will watch
- We won't be home tomorrow night. We \_\_\_\_\_ the football match at the stadium.  
 A) were watching                                      B) will be watching                                      C. have watched                                      D) had been watching

4. When I arrive at the airport, my whole family \_\_\_\_\_ for me.  
 A) had been waiting      B) would waiting      C. waited      D) will be waiting
5. Next year at this time, I \_\_\_\_\_ exactly what I am doing now.  
 A) had been doing      B) will have done      C. will be doing      D) would do
6. This time tomorrow, we \_\_\_\_\_ because we will have finished our exams.  
 A) would have celebrated      B) will be celebrating  
 C) will have celebrated      D) had been celebrating

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

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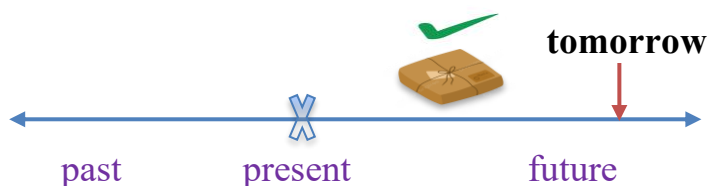
## 4. Future perfect Simple:

Rule:	
He She It I We You They	} will + have + V.3
- Negative (S + will not + have + V.3). - Question (Will + S + have + V.3)?	

Key Words
- By/ before 2025. - By/ before then. - By the time + present simple, future perfect - in ten years' time سيكون الحدث قد اكتمل وليس بحالة استمراريه
* by (2050, next year, then, the time, etc.) * in (ten years, two months).

Functions
1. to talk about an action that will be <b>completed</b> before a particular time in the <b>future</b> .

Exercise:
1. In 100 years' time half the world's languages <b>will have disappeared</b> * <b>Will you have finished</b> it by then?

★ I **will have received** the package by tomorrow.

\* Other modal verbs can be used instead of will with Future Continuous and Future Perfect forms to show different degrees of certainty (might, may, could)

1. Next week, my cousin \_\_\_\_\_ graduated from the university.  
 A. will      B. will be      C. is going to      D. will have

2. Will you \_\_\_\_\_ your homework by seven o'clock?

- A. had done      B. have do      C. have done      D. have do

3. In thirty years' time, scientists \_\_\_\_\_ a cure for cancer.

- A. found      B. find      C. will have found      D. were finding

4. By the end of this month, we \_\_\_\_\_ in this house for a year.

- A. have lived      B. lived      C. will have lived      D. has done

5. I will graduate in June. I will see you in July. By the next time I see you, I

- A. have graduated      B. graduated      C. will graduate      D. will have graduated

6. We're late! By the time we get to the station, the train will have \_\_\_\_\_.

- A. gone      B. go      C. went      D. going

1.D 2.C 3.C 4.C 5.D 6.A

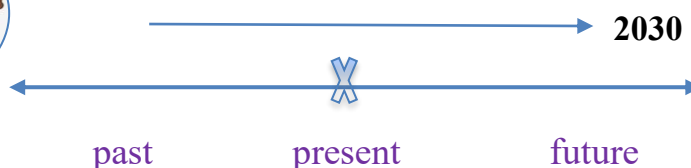
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## 5. Future Perfect Continuous

Rule:	Key Words
<div> <div> He She It I We You They </div> <div> } </div> </div> <p>will + have + been + Ving</p> <p>- Negative (S + will not + have + been + Ving).</p> <p>- Question (Will + S + have + been + Ving)?</p>	<p>★ by ..... for ...(time)...</p> <p>* by (2050, next year, then, the time, etc.)</p> <p>* in (ten years, two months).</p>

Functions
1. If we want to focus on a <b>duration</b> of an action which is still <b>ongoing</b> at some point in the <b>future</b>

Exercise:
I will have been living in Berlin for three years in July.



★ By 2030, I will have been teaching for 22 years.

\* Other modal verbs can be used instead of will with Future Continuous and Future Perfect forms to show different degrees of certainty (might, may, could)

1. **By the time I get** on the train next Saturday, I \_\_\_\_\_ this trip **for** two months!  
A. planned      B. will have planned      C. will plan      D. will have been planning
2. **By the time we arrive**, they \_\_\_\_\_ for us **for** over an hour.  
A. will have waiting      B. will have been waiting  
C. will be waited      D. will have been waited
3. **By next year**, I will have been \_\_\_\_\_ Spanish **for** two years.  
A. studying      B. study      C. studies      D. studied
4. **By next summer**, she \_\_\_\_\_ been living in New York **for** ten years.  
A. were      B. was      C. will have      D. will
5. **By the time he graduates**, he \_\_\_\_\_ university **for** four years.  
A. attends      B. will have been attending      C. will be attend      D. have attended

1.D 2.B 3.A 4.C 5.B

**EX.1 W.B P.16** Read the sentences. Then complete the rules with the structures and names of tenses in bold.

1. The shopping centre opens at 10 a.m. **(Present Simple)**
2. I'm **going to** give these old blankets to the charity shop. \_\_\_\_\_
3. I **will** take a packet of the paper straws, thanks. \_\_\_\_\_
4. As usual on the show, we'll be showing you how to reuse everyday items. **(Future Continuous)**
5. We're meeting early to go to the car boot Sale. **(Present Continuous)**

### Rules

**a** We use **Future Continuous** to talk about an action that is expected to happen in the normal course of events.

**b** We use \_\_\_\_\_ to talk about a timetabled or scheduled future event.

**c** We use \_\_\_\_\_ to talk about something which has already been decided.

**d** We use \_\_\_\_\_ to talk about a future arrangement with another person.

**e** We use \_\_\_\_\_ plus bare infinitive to talk about a future action decided at the moment.

**EX.2 S.B P.16** Choose the correct forms to complete the sentences about a car boot sale.

1. The monthly sale **starts / is starting** at 10 a.m.
2. I'm going **to try / try** and sell all my old sports equipment.
3. As usual, they **'re / 'll be** selling tickets at the gate.
4. I **'m meeting / 'll meet** my cousin there at 9 a.m. to set up our stall.
5. It sounds fun - maybe we **'re going to / 'll** come along too.

**EX.3 S.B P.16** Look at the poster and complete the sentences with the correct forms of the verbs in brackets. Sometimes more than one answer is possible.

ANNUAL  
CHARITY DAY  
North School  
29 July, 9 a.m.

1. The annual charity day **begins / will begin** at 9 a.m.
2. 29 July? Yes, I think I **am going to come / will come**.
3. It's been decided that we **will raise / are going to raise** money for a children's charity.
4. As in previous years, the head teacher **will announce / will be announcing / is going to announce** how much money we have raised at the end of the day.
5. On 28 July, my classmates and I **are baking / are going to bake / will be baking** cakes to sell.

**EX.4 S.B P.16** Put the words in order to make sentences. **EX.5 S.B P.16** Now match the sentences with the explanations a-d

1. ☒ **b** the winners / announce / they / to / are / about  
They are about to announce the winners.
2. ☐ planning / we / go / on holiday / this summer /to/ are  
\_\_\_\_\_
3. ☐ are / you / apologise / at once / to /!  
\_\_\_\_\_
4. ☐ begin/ is / the concert / due/at8 p.m. /to  
\_\_\_\_\_
5. ☐ hopping / turtles and dolphins / to / we're / see  
\_\_\_\_\_
6. ☐ of / my summer job / thinking / quitting / I'm  
\_\_\_\_\_
7. ☐ the café / shut down / is / on Friday / to  
\_\_\_\_\_

**a** for plans**b** when something is happening very soon**c** for timetabled events**d** for formal or official arrangements, instructions or commands

## Answers (1)

b. present simple      c. going to      d. present continuous      e. will

## Answers (2)

2. 1. starts      2. to try      3. 'll be      4. 'm meeting      5. 'll

## Answers (3)

1. begins      2. will come      3. are going to raise      4. will announce / will be announcing / is going to announce      5. are baking / are going to bake / will be baking

## Answers (4 +5)

2. We are planning to go on holiday this summer. **a**

3. You are to apologise at once! **d**

4. The concert is due to begin at 8 p.m. **c**

5. We are hoping to see turtles and dolphins. **a**

6. I'm thinking of quitting my summer job. **a**

7. The café is to shut down on Friday. **d**

\*\*\*\*\*

**EX 1** Choose the suitable answer.

1. Will we be living / have lived longer in the future?

2. I won't be finishing / have finished this essay in time to hand it in by Friday.

3. We will have had / have this computer for four years this year.

4. My dad won't be / won't have been eating meat for 10 years today.

5. They'll be presenting / present their ideas tomorrow at 5p.m.

**EX 2** W.B P.13 Write the questions.

1. Will you be watching the match tomorrow?

No, I won't be watching the match tomorrow.

2. \_\_\_\_\_

Yes, Faten will have finished school by 4 p.m.

3. \_\_\_\_\_

I'll have been training for nine years by the time I qualify as a surgeon.

4. \_\_\_\_\_

Yes, I'll have read both books by the weekend.

**EX.3** W.B P.12 Match sentences 1-5 with explanations a-c.

1. ☐ We'll be sleeping under the stars at this time next week.

2. ☐ Dana and Eman will have watched the entire first series by the end of today.

3. ☐ Please don't complain. I'll be revising while you're relaxing on the beach!
4. ☐ Unfortunately, we won't have arrived by the time the restaurant closes at 9 p.m.
5. ☐ By the time we reach the entrance, we'll have been waiting for three hours!

**a** an activity in **progress** at a specific time in the **future**.

**b** an activity which will be **completed** by a specific time in the **future**.

**c** an activity which **continues up** to a specific **point** in the **future**.

#### Answers (1)

1. be living    2. have finished    3. have had    4. won't have been    5. be presenting

#### Answers (2)

2. Will Faten have finished school by 4 p.m.?
3. How long will you have been training by the time you qualify as a surgeon?
4. Will you have read both books by the weekend?

#### Answers (3)

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

\*\*\*\*\*

#### EX.4 W.B P.12/13 Complete the following factfile with the forms from the box.

will be flying – will be leaving – will be spending - will be watching - will have been training - will have been travelling - will have covered - will have learnt

#### Manned mission to MARS

- The Mars Explorer team <sup>1</sup>will be leaving planet Earth in late 2065.
- By that time, they <sup>2</sup>\_\_\_\_\_ for their mission for over five years.
- They <sup>3</sup>\_\_\_\_\_ how to cope with every possible technical problem.
- On launch day, millions of people <sup>4</sup>\_\_\_\_\_ them set off.
- The five crew members <sup>5</sup>\_\_\_\_\_ 24 hours a day together.
- They <sup>6</sup>\_\_\_\_\_ faster than anyone has ever flown before.
- By the time they reach the red planet, they <sup>7</sup>\_\_\_\_\_ over 50 million kilometres.
- When they finally return to Earth, they <sup>8</sup>\_\_\_\_\_ for over three years.

#### Answers (4)

2. will have been training                      3. will have learnt/learned                      4. will be watching  
5. will be spending                      6. will be flying                      7. will have covered  
8. will have been travelling

#### EX.5 W.B P.13 Complete the text with the correct forms of the verbs in brackets.

By the time I get on the train next Saturday, I <sup>1</sup> will have been planning (plan) this trip for two months!

I <sup>2</sup> \_\_\_\_\_? (save up) enough money to pay for a rail pass which  
<sup>3</sup> \_\_\_\_\_ (allow) me to travel around Europe for one month, I've got a few days left before my trip, during which



I <sup>4</sup> \_\_\_\_\_ (prepare) my bags and buying any last-minute things I need for the journey. When I arrive at the platform on Saturday, my friend Hamed <sup>5</sup> \_\_\_\_\_ (wait) for me.

We <sup>6</sup> \_\_\_\_\_ (travel) everywhere by train and staying in different towns and cities on the way. By the end of the week, I hope we <sup>7</sup> \_\_\_\_\_ (reach) Athens. I'm really excited about this trip. We've spent so much time preparing that I think our plan <sup>8</sup> \_\_\_\_\_ (bound/succeed). What could possibly go wrong for us?

### Answers (5)

2. will have saved up      3. will allow      4. will be preparing  
5. will be waiting      6. will be travelling      7. will have reached      8. is bound to succeed

**EX 6** S.B P.15 Complete the article with the phrases from the box.



is likely to mean - is unlikely - will be eating - will have risen - will have to

### What will we be eating in the future?

By 2075 the population of the world 1 \_\_\_\_\_ more than nine billion. This 2 \_\_\_\_\_ that we will need to use more and more land for housing. We will also need to produce more food and it 3 \_\_\_\_\_ that we will be able to produce enough meat to feed all those people without further damaging the environment. Our eating habits 4 \_\_\_\_\_ change. Luckily, scientists are already working on alternatives to meat, such as insects and synthetic protein. It may sound disgusting, but in a few years, all of us 5 \_\_\_\_\_ it!

### Answers (6)

1. will have risen    2. is likely to mean    3. is unlikely    4. will have to    5. will be eating

### 6. be + adjective + infinitive (to +v1)

to talk about how probable it is that a future prediction will actually happen:

★ be → is / am / are / was / were / been

1. be bound/certain/sure to/ definitely	(this is almost definite) هذا أمر شبه مؤكد
2. be likely to	(this is probable) محتمل أن يحدث
3. be unlikely to	(this is improbable) هذا أمر غير محتمل

**EX1** Choose the correct words to complete the sentences.

- You've done so much revision you're bound / unlikely to pass your exams.
- With such strong winds, the airport is unlikely / sure to be open.
- Although we can't be certain, we think the pool is sure / likely to be busy today.
- After her injury, it's unlikely / likely that Laila will reach the finals.

Answers (1)    1. bound    2. unlikely    3. likely    4. unlikely

**EX2** Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words in each gap.

1. We're sure that we will find a cure for cancer in the future. **bound**

We \_\_\_\_\_ a cure for cancer in the future.

2. I don't think he will stop eating meat. **unlikely**

He \_\_\_\_\_ eating meat.

3. Oil prices will definitely rise next year. **certain**

Oil prices \_\_\_\_\_ next year.

4. Violence and crime in our town will probably drop. **likely**

Violence and crime in our town are \_\_\_\_\_.

### Answers (2)

1. are bound to find    2. is unlikely to stop    3. are certain to rise    4. likely to drop

**EX3** Complete the second sentence using the word in bold so that it means the same as the first one.

In the not-too-distant future ...

1. Driverless cars will almost certainly reduce the number of road accidents. **SURE**

Driverless cars are sure to reduce the number of road accidents.

2. Powerful computers will almost definitely become smaller, faster and cheaper. **CERTAIN**

Powerful computers \_\_\_\_\_ smaller, faster and cheaper.

3. The human race probably won't go and live on another planet. **UNLIKELY**

The human race \_\_\_\_\_ on another planet.

### Answers (3)

2. are almost certain to become    3. is unlikely to go and live

7. Future forms for plans and hopes We can also use other phrases to talk about the future.

• For plans, we can use:

1. be planning / hoping to + infinitive

2. be thinking of + gerund ( v ing )

I'm planning to get someone to fix my car.

They're hoping to do it soon.

I'm thinking of creating a website.

\*\*\*\*\*

• When something is happening very soon we can use:

3. be about to + infinitive

They're about to announce a new competition.

- For timetabled events we can use:

4. be due to + infinitive

It's due to go on display next week.

\*\*\*\*\*

الأوامر التعليمات الترتيبات الرسمية

- For formal or official arrangements, instructions or commands we can use:

5. be to + infinitive:

The prince is to visit the new hospital and talk to the patients.

I am to meet the team at 3 PM.

\*\*\*\*\*

### EX 1 Choose the correct option to complete the sentences.

1. I'm hoping / thinking of doing my presentation on endangered species.
2. We're hoping of having / to have a wind turbine installed this year.
3. Dad's picking up / about to pick up his new electric car tonight at 7 p.m.
4. The professor is due / about to start the research next week.
5. My sister is / is about to paint her room.
6. They're thinking to donate / of donating most of their clothes to charity.
7. The King is planning / is to open the new bridge in Zarqa.

### EX 2 W.B P.18 Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1. The lecture is going to start soon. **ABOUT**

The lecture \_\_\_\_\_.

2. It's been so hot today that it's very probable there will be a storm here. **BOUND**

It's been so hot today that a storm \_\_\_\_\_ here.

3. The bridge was closed because of gale force winds. **TO**

The bridge was closed \_\_\_\_\_.

4. It is probable global warming will be worse in 50 years. **LIKELY**

Global warming \_\_\_\_\_ in 50 years.

5. We have arranged to meet on Thursday morning. **PLANNING**

\_\_\_\_\_ on Thursday morning.

6. Global warming has caused freak weather in many parts of the world. **RISE**

Global warming \_\_\_\_\_ freak weather in many parts of the world.

Answers (1) 1. thinking 2. to have 3. picking up 4. due 5. is about 6. of donating 7. is

Answers (2)

- |                          |                            |                            |
|--------------------------|----------------------------|----------------------------|
| 1. is about to start     | 2. is bound to happen      | 3. due to gale force winds |
| 4. is likely to be worse | 5. We are planning to meet | 6. has given rise to       |

1. due to	caused by / have resulted from
2. as a result of	as a consequence of
3. lead to	cause/give rise to/result in

**EX 1** S.B P.18 Rewrite the sentences below using the phrases from the box.

a big cause of / as a consequence of / cause (v) / give rise to / result from / result in

1. This may be **due to** better education.
2. **As a result of** better medicine, people are likely to live until the age of 100.
3. Global warming is certain to **lead to** water shortages.

**EX 2** Choose the correct words to complete the sentences.

- 1 A big cause / rise of climate change is greenhouse gases.
- 2 Developments in technology have given rise / resulted to artificial intelligence.
- 3 As a consequence / cause of artificial intelligence, some people have lost their jobs.

Answers 1 1 caused by/have resulted from 2 as a consequence of 3 cause/give rise to/result in

Answers 2 1 cause 2 given rise 3 consequence

★ **EX.3** Complete the sentences with one word in each gap.

1. I hope that by the age of 30, I'll be **run / ran / running** my own successful tech business.
2. Is Abeer likely **to / of / about** apologise for her behaviour?
3. By the time they get home, Abbas and Jaber will have **be / being / been** travelling for 18 hours!
4. Do you think you'll **have / has / had** finished your project before next week's deadline?
5. I think it's likely that **of / on / by** the year 2050, doctors will have found a cure for cancer.
6. Five years **of / with / from** now, Kamal will have gained his degree in astrophysics.

★ **EX.4** Choose the correct answer.

By the time I get on the train next Saturday, I <sup>1</sup> 'll have been planning / will plan this trip for two months! I <sup>2</sup> will have been saving up / will have saved up enough money to pay for a rail pass which <sup>3</sup> will allow / are going to allow me to travel around Europe for one month. I've got a few days left before my trip, during which I <sup>4</sup> 'll be preparing / 'll be prepare my bags and buying any last-minute things I need for the journey. When I arrive at the platform on Saturday, my friend Hamed <sup>5</sup> will be waiting / will have waited for me. We <sup>6</sup> will be travelling / will have been travelling everywhere by train and staying in different towns and cities on the way. By the end of the week, I hope we <sup>7</sup> will have reached / will be reaching Athens. I'm really excited about this trip. We've spent so much time preparing that I think our plan <sup>8</sup> is bound to succeed / is bound succeeding. What could possibly go wrong for us?

Answers 3

1. running 2. to 3. been 4. have 5. by 6. from

Answers 4

- 1 'll have been planning 2 will have saved up 3 will allow 4 'll be preparing  
5 will be waiting 6 will be travelling 7 will have reached 8 is bound to succeed

## Test Yourself

### EX 1. Choose the correct answer.

1. I'm hoping to purchase / purchasing a new car.
2. My mum is thinking of quit / quitting the job.
3. My teacher is due to give / of giving a presentation today.
4. I'll be working /work on my project tomorrow afternoon.
5. I will work / will have been working here for five years by next month.
6. The traffic is heavy, so we are going to be / will be late.
7. They will have moved / will be moving to their new house by next month.

### EX 2

1. I hope I will have earned / will earn so much money by the time I'm 40 that I won't need to work anymore.
2. This time next week, you will be giving / are going to give your presentation about climate change but you won't have finished yet!
3. Some scientists think that by the end of the 21st century we will be discovering / will have discovered a cure to many serious illnesses so probably we are going to live / will live a lot longer.
4. By six o'clock, they will be working / will have been working for 24 hours non-stop to clear up the damage caused by the flood. Extra help is certain arriving / to arrive soon.

Answers (1) 1. to purchase 2. quitting 3. to give 4. working  
5. will have been working 6. are going to be 7. will have moved

Answers (2) 1. will have earned 2. will be giving 3. will have discovered / will live  
4. will have been working / to arrive

### EX 3 1. A What are you up to later? ما الذي تنوي فعله لاحقاً؟

B Well, I will have hoped / am hoping to finish my school project. After that, I am going / will have gone to the 'Save the Planet' lecture. I've arranged to meet everyone at 5 p.m.

2. A Are you ready yet? The guests will be arriving / will have been arriving soon. It's almost seven o'clock!

B They will have been coming / are coming at eight, not seven. Don't panic!

3. A What do you think of the new weather app?

B I haven't used it yet. I am going to / will give it a try later on. Then I will let / am going to let you know.

4. A I am planning / plans to go to the lecture on the blobfish. What time does (it) start / do (it) start?

B At 2 p.m. So hurry up!

### EX 4 Match the examples of future forms with explanations a–e.

- 1 ☐ I'm going to turn them into shorts.
- 2 ☐ Send me the details ... I'll take a look.
- 3 ☐ She'll be explaining how to understand the labels on clothes.
- 4 ☐ I'm meeting her next week to finalise the plans.
- 5 ☐ It starts at 7 p.m. in the auditorium.

- a** an action that is expected to happen in the **normal course of events**
- b** a **timetabled** or **scheduled** future event
- c** something that has **already been decided**
- d** a future **arrangement** with another **person**
- e** a future action **decided now**

**EX 5** Match the phrases with explanations a–d.

1. So, I am hoping to set up a small business recycling and customising denim.
2. I am thinking of selling them online once I have enough items to sell.
3. I am just about to start working on a project to design a shop window display.
4. It is due to go on display to the public at the beginning of next week.
5. So, I am planning to get an expert to come in and talk to the whole school about the topic.
6. Students are to arrive at 7 p.m. at the auditorium.

We use these phrases to talk about the future:

- a** for plans, we can use be planning/hoping to + infinitive or be thinking of + gerund
- b** for things happening very soon, we can use be about to + infinitive
- c** for timetabled events, we can use be due to + infinitive
- d** for formal or official arrangements, instructions or commands, we can use be to + infinitive

Answers (3) 1. am hoping, am going 2. will be arriving, are coming 3. will give, will let  
4. am planning, does (it) start

Answers (4) 1c 2 e 3 a 4 d 5 b

Answers (5) 1 am planning/hoping to (a) 2 am thinking of (a) 3 am just about to (b)  
4 is due to (c) 5 am planning to (a) 6 are to (d)



## Important Words and Phrases

★ Make sure that you are familiar with these words.

حفظ

1. a big cause of	سبب رئيسي لـ	26. high humidity	رطوبة عالية
2. as a result of	نتيجة لـ	27. scorching temperature	درجات حرارة حارقة
3. as a consequence of	نتيجة لـ	28. soaring	ارتفاع
4. be due to	من المقرر	28. sub-zero temperature	درجات الحرارة تحت الصفر
5. give rise to	تؤدي إلى	29. torrential rain	أمطار غزيرة
6. lead to something	يؤدي إلى شيء ما	30. backbone	العمود الفقري
7. result from	نتج عن	31. critically endangered	معرضة / مهددة بالانقراض
8. result in	يؤدي إلى شيء ما	32. crustacean	كائنات قشرية
9. acid rain	الأمطار الحمضية	33. cuddly	محبوب
10. endangered species	الكائنات المهددة بالانقراض	34. fin	الزعنفة
11. exhaust fumes	أدخنة العادم	35. furry	فروي
12. fossil fuel	الوقود الأحفوري	36. invertebrate	اللافقاريات
13. global warming	الإحتباس الحراري	37. make up	يتكون
14. greenhouse effect	تأثير الإحتباس الحراري	38. mammal	حيوان ثديي / ثدييات
15. habitat loss	فقدان الموطن	39. marine	بحري
16. ozone layer	طبقة الأوزون	40. natural predator	مفترس بالفطرة
17. renewable energy	الطاقة المتجددة	41. nocturnal	ليلي
18. soil erosion	انجراف التربة	42. pesticide	المبيدات الحشرية
19. toxic waste	النفايات / المخلفات السامة	43.* primate	الحيوانات الرئيسيات
20. vehicle emissions	الانبعاثات الناتجة عن عمليات حرق الوقود	44. reptile	الزواحف
21. water scarcity	شح / نقص المياه	45. scale	القشور
22. blistering heat/temperature	الحرارة الشديدة	46. skeleton	هيكل عظمي
23. freak weather	طقس غريب	47. slimy	لزج
24. gale-force wind	رياح عاتية قوية جداً	48. solitary	منفرد / انفرادي
25. heavy snow heavy rain	ثلوج كثيفة الأمطار الغزيرة	* Primate: أحد أفراد المجموعة الأكثر ذكاءً من الثدييات، بما في ذلك القرود	



Word	Meaning in English	Arabic
1. dystopia	an imaginary place where life is extremely difficult	مكان خيالي حيث تكون الحياة صعبة للغاية

1. In pairs, read the definition of 'dystopia' and discuss the question. Do you enjoy reading books, watching films or playing video games set in a dystopia?

Yes, I enjoy reading books, watching movies, and playing video games that take place in dystopian settings. It's interesting to see how those tough and troubled worlds are portrayed.

The Future's Bright	المستقبل المشرق
<p>In many ways, <b>human</b> life on this <b>planet</b> is better than it's ever been. In many <b>countries</b> across the world, <b>crime</b> has been <b>dropping</b> steadily. This may be due to better <b>education</b>, or perhaps to a <b>reduction</b> in extreme <b>poverty</b>. In 2018, the <b>proportion</b> of the world's <b>population</b> living in extreme poverty fell to around 10%. With luck, no one <u>will be living</u> in this way within a few decades. Technology is also making our lives easier and safer, and this trend is bound to continue. For example, driving is sure to become safer. Human error is the key reason for most car <b>accidents</b>, and well-programmed driverless cars may save huge numbers of lives. Such cars are already a reality and are going to become more common in the next few years. And finally, life expectancy is already higher than it's ever been and as a result of better medicine, people are likely to live until the age of 100.</p>	<p>من نواح عديدة، أصبحت الحياة <b>البشرية</b> على هذا <b>الكوكب</b> أفضل مما كانت عليه في أي وقت مضى. ففي العديد من <b>البلدان</b> في جميع أنحاء العالم، <b>انخفضت الجريمة</b> بشكل مستمر. وقد يرجع ذلك إلى تحسن <b>التعليم</b>، أو ربما إلى <b>انخفاض الفقر</b> المدقع. ففي عام 2018، <b>انخفضت نسبة سكان العالم</b> الذين يعيشون في فقر مدقع إلى حوالي 10% من سكان العالم. وإذا حالقنا الحظ، لن يعيش أي شخص بهذه الطريقة في غضون بضعة عقود. كما أن التكنولوجيا تجعل حياتنا أسهل وأكثر أماناً، ولا بد أن يستمر هذا الاتجاه. فعلى سبيل المثال، من المؤكد أن القيادة ستصبح أكثر أماناً. فالخطأ البشري هو السبب الرئيسي لمعظم <b>حوادث السيارات</b>، وقد تنقذ السيارات ذاتية القيادة المبرمجة جيداً أعداداً كبيرة من الأرواح. وقد أصبحت هذه السيارات حقيقة واقعة بالفعل وستصبح أكثر شيوعاً في السنوات القليلة القادمة. وأخيراً، أصبح متوسط العمر المتوقع بالفعل أعلى مما كان عليه في أي وقت مضى، ونتيجة لتحسن الطب، من المرجح أن يعيش الناس حتى سن 100 عام.</p>

The Future's Terrifying	المستقبل المرعب
<p>We may have seen some <b>improvement</b> in <b>poverty</b> and <b>crime</b> in recent <b>decades</b>, but why <b>assume</b> that this <b>pattern</b> will continue? I'd argue that for most people life is actually <b>unlikely</b> to get better. <b>Advances</b> in robotics and <b>artificial intelligence</b> will not only <b>reduce</b> the number of <b>unskilled</b> jobs <b>available</b>, but will also <b>eliminate</b> semi-skilled jobs which can be done by a computer. By 2050, young people <sup>2</sup> <u>will have been trying</u>, and failing, to get a job for most of their 'working' lives! In 30 years' time, a few lucky people will be rich and the rest of us will be poor. Within 20 years, we <sup>3</sup> <u>will have stopped</u> fighting over oil – <sup>4</sup> <u>we'll be fighting</u> over water instead, as global warming is <b>certain</b> to lead to more water <b>shortages</b>.</p>	<p>ربما شهدنا بعض <b>التحسن</b> في <b>الفقر</b> و<b>الجريمة</b> في <b>العقود</b> الأخيرة، ولكن لماذا <b>نفترض</b> أن هذا <b>النمط</b> سيستمر؟ أزع أنه <b>من غير المرجح</b> أن تتحسن الحياة بالنسبة لمعظم الناس. إن <b>التقدم</b> في مجال الروبوتات و<b>الذكاء الاصطناعي</b> لن <b>يقلل</b> فقط من عدد الوظائف <b>المتاحة</b> التي <b>لا تتطلب مهارة</b>، بل <b>سيقضي</b> أيضاً على الوظائف التي تحتاج لمهارة متوسطة التي يمكن أن يقوم بها الكمبيوتر. وبحلول عام 2050، سيكون الشباب قد حاولوا وفشلوا في الحصول على وظيفة معظم حياتهم "العملية"! في غضون 30 عاماً، سيصبح عدد قليل من الموظفين أغنياء وسيصبح بقيةنا فقراء. وفي غضون 20 عاماً، سنكون قد توقفنا عن الصراع على النفط - وسنتصارع على المياه بدلاً من ذلك، حيث <b>من المؤكد</b> أن الاحتباس الحراري سيؤدي إلى المزيد من <b>نقص</b> المياه.</p>

**EX1** \*Look at two predictions from the texts. Which verb form is used when there is some evidence now for the prediction?

- Such cars are already a reality and are going to become more common in the next few years.
- A few lucky people will be rich and the rest of us will be poor.

**EX2** \*Match the underlined phrases (1–4) in the article to these tenses.

a. ☐ Future Perfect Simple

b. ☐ Future Perfect Continuous

c. ☐ Future Continuous

**EX3** Now match tenses a–c in Exercise 4 to explanations 1–3 below.

- ☐ an activity in progress at a specific time in the future.
- ☐ an activity which will be completed by a specific time.
- ☐ an activity which continues up to a specific point in the future.

**EX4** Choose the correct answers to complete the sentences.

- By 2050, software will be able / will have been able to predict traffic jams.
- In a few years, tablets won't exist anymore. They will be / will have been replaced by smartwatches.
- By the time today's young people retire, they will be working / will have been working for 70 years.
- I don't think we will need / are going to need passwords, as computers will be able to recognise our faces.
- In a few decades, everyone will be growing / will have been growing their own food.

Answers (1) Sentence 1 ( be going to )

Answers (2) a. 3 b. 2 c. 1 / 4

Answers (3) 1. c 2. a 3. b

Answers (4)

1. will be able 2. will have been 3. will have been working  
4. will need 5. will be growing



### VALUES

\* Can we all do something to help our planet? If so, what?

- Reduce, reuse, recycle.
- Use less plastic.
- Save energy (turn off lights).
- Plant trees and gardens.
- Walk, bike, or use public transport.
- Conserve water.

## Compound Nouns / Threats to the environment

compound nouns	Meaning in Arabic
1. acid rain	الأمطار الحمضية
2. endangered species	الكائنات المهددة بالانقراض
3. exhaust fumes	أدخنة العادم
4. fossil fuels	الوقود الأحفوري
5. global warming	الاحتباس الحراري
6. greenhouse gases	غازات الاحتباس الحراري
7. habitat loss	فقدان الموطن
8. ozone layer	طبقة الأوزون
9. renewable energy	الطاقة المتجددة
10. soil erosion	انجراف التربة
11. toxic waste	النفايات / المخلفات السامة
12. vehicle emissions	الانبعاثات الناتجة عن عمليات حرق الوقود
13. water scarcity	شح / نقص المياه
14. wind turbine	توربينات الرياح / جهاز يحول طاقة الرياح إلى طاقة كهربائية
15. climate change	تغير المناخ
16. industrial waste	المخلفات / النفايات الصناعية

**EX 1** Choose the suitable answer to complete the signs with one word in each gap.

1. SAVE OUR TREES. STOP \_\_\_\_\_ RAIN!

A. HABITAT B. SOIL C. ACID D. WATER

2. Burning fossil fuels = a hole in the ozone \_\_\_\_\_. Stop the cycle of destruction!

A. layer B. energy C. scarcity D. loss

3. MAKE PUBLIC TRANSPORT FREE TO REDUCE VEHICLE \_\_\_\_\_.

A. SPECIES B. TURBINE C. EMISSIONS D. WARMING

4. CLOSE FACTORIES THAT PRODUCE \_\_\_\_\_ WASTE NOW!

A. GREENHOUSE      B. TOXIC      C. WIND      D. ENDANGERED

5. The planet belongs to all living things: protect \_\_\_\_\_ species and stop habitat \_\_\_\_\_.

A. endangered / waste

B. acid / loss

C. renewable / fumes

D. endangered / loss

6. WATER \_\_\_\_\_ WILL LEAD TO WAR! WE ARE THIRSTY FOR CHANGE!

A. EFFECT

B. RAIN

C. LAYER

D. SCARCITY

**EX 1** Choose the correct answers to complete the sentences.

1. 80 percent of the energy we consume is provided by **fossil fuels / wind turbine** which pollute the atmosphere.

2. Deforestation causes **soil erosion / vehicle emissions** because tree roots are no longer in place to bind the earth together.

3. It is claimed that **exhaust fumes / vehicle emissions** from cars kill twice as many people as accidents caused by vehicles.

4. Up to 300 homes can be powered by one \* **endangered species / wind turbine**, using \* **renewable energy / toxic waste**.

5. **Habitat loss / wind turbine** is the greatest threat to **endangered species / acid rain** which are close to extinction.

6. For safety reasons, **toxic waste / ozone layer** must be stored in sealed containers underground.

7. **Acid rain / renewable energy** damages buildings, forests, and kills fish.

Answers (1)    1. C      2. A      3. C      4. B      5. D      6. D

Answers (2)

1. fossil fuels      2. soil erosion      3. vehicle emissions / exhaust fumes

4. wind turbine / renewable energy      5. Habitat loss / endangered species

6. toxic waste      7. Acid rain

### REFLECT | Culture

**EX** In small groups, make a list of at least three environmental issues for each of the categories below.

1. The most urgent issues to deal with.

A. Climate Change      B. Water scarcity

2. Ideas for how people could easily change their behaviour.

A. Use reusable bags and bottles      B. Conserve energy at home

3. The issues that most affect you.

A. Air Pollution      B. Exhaust fumes



- The first word can be a noun, adjective or a verb, but the second word is always a noun, e.g. climate change (N + N), industrial waste (A + N), swimming pool (V + N).

- When both words are nouns, the stress is always on the first noun, e.g. climate change.
- When the first word is an adjective or a verb, the stress is on the second word, e.g. industrial waste.

**EX** Find the stressed word in these compound nouns.

1. climate change
2. industrial waste
3. wind turbine
4. endangered species



### Answers

1. climate
2. waste
3. wind
4. species

### ACTIVE VOCABULARY | Compound nouns

- A compound noun is made up of two words. Usually, the first part of the compound tells us the type or purpose of the second noun, e.g. climate change (climate tells us what type of change we are talking about).
- The first word can be a noun, adjective or a verb, but the second word is always a noun, e.g. *climate change* (N + N), *industrial waste* (A + N), *swimming pool* (V + N).
- When both words are nouns, the stress is always on the first noun, e.g. climate change.
- When the first word is an adjective or a verb, the stress is on the second word, e.g. industrial waste.

**EX** \*Match the compound nouns from the box with the definitions.

endangered species - exhaust fumes - greenhouse gas - ozone layer -  
renewable energy - toxic waste - water scarcity - wind turbine

1. types of animals in danger of extinction: \_\_\_\_\_
2. lack of water: \_\_\_\_\_
3. power produced by wind, sun, etc: \_\_\_\_\_
4. a machine used to produce electric power: \_\_\_\_\_
5. chemicals and other harmful waste products: \_\_\_\_\_
6. poisonous gases produced by engines of non-electric vehicles: \_\_\_\_\_
7. part of the stratosphere which Limits the amount of ultraviolet radiation reaching the Earth: \_\_\_\_\_
8. Something trapped in the atmosphere cause the planet to heat up: \_\_\_\_\_

### Answers

1. endangered species
2. water scarcity
3. renewable energy
4. wind turbine
5. toxic waste
6. exhaust fumes
7. ozone layer
8. greenhouse gas



## TEST YOURSELF

★ Use the suitable compound noun from the box.

fossil fuels - global warming - soil erosion - vehicle emissions - acid rain - habitat loss

1. synonym for 'exhaust fumes': \_\_\_\_\_
2. gradual destruction of the ground by weather or people: \_\_\_\_\_
3. rain that contains a lot of pollutants: \_\_\_\_\_
4. disappearance of areas that are home to plants and animals: \_\_\_\_\_
5. examples of this are coal, oil and gas: \_\_\_\_\_
6. gradual increase in the Earth's temperature: \_\_\_\_\_

## Answers

- |                      |                 |                   |
|----------------------|-----------------|-------------------|
| 1. vehicle emissions | 2. soil erosion | 3. acid rain      |
| 4. habitat loss      | 5. fossil fuels | 6. global warming |

## Weather-related Collocations



drought, heatwave, high temperatures



flood, heavy rain



Snowstorm, heavy snow, sub-zero temperatures



windy, stormy, gale-force winds

Collocation	Meaning in Arabic
1. blistering heat	الحرارة الشديدة
2. freak weather freak temperatures freak winds	طقس غريب درجات حرارة غير عادية رياح غير عادية أو غير متوقع
3. gale-force winds	رياح عاتية قوية جداً
4. heavy rain heavy snow	الأمطار الغزيرة ثلوج كثيفة
5. high temperatures high humidity	درجات حرارة المرتفعة الرطوبة العالية
6. scorching heat scorching temperatures scorching weather	الحرارة الحارقة درجات حرارة حارقة الطقس الحارق
7. soaring temperatures	ارتفاع درجات الحرارة
8. sub-zero temperatures	درجات الحرارة تحت الصفر
9. torrential rain	أمطار غزيرة

**EX 1** Complete the sentences with the words from the box.

acid - blistering - boiling - erosion - freak - freezing - fumes - greenhouse  
layer - ozone - scarcity - torrential - turbines - vehicle

- The weather is really weird. It's \_\_\_\_\_ cold one minute and then \_\_\_\_\_ hot the next.
- Pollution in the atmosphere results in \_\_\_\_\_ rain.
- Soil \_\_\_\_\_ happens when the plants and trees that keep it in place are destroyed by the elements or man.
- The \_\_\_\_\_ heat caused the pavement to melt!
- Powerful wind \_\_\_\_\_ use wind power to create energy.
- A good way of reducing \_\_\_\_\_ emissions is to promote the production of electric cars, which don't produce harmful exhaust \_\_\_\_\_.
- Because of global warming, \_\_\_\_\_ weather conditions are more common with periods of drought followed by \_\_\_\_\_ rain.
- Below average rainfall can result in water \_\_\_\_\_.

1. freezing / boiling 2. acid 3. erosion 4. blistering  
5. turbines 6. vehicle/fumes 7. freak / torrential 8. scarcity

**EX 2** Discuss the questions.

- What problems do such weather conditions cause?

A. crop damage B. infrastructure damage

- Look at some arguments people make about climate change. Do you think there is any truth in them?

- The temperature is actually cooling rather than heating up.
- Climate change is not being caused by human beings.

- The temperature is actually cooling:

**False;** temperatures are increasing overall.

- Climate change is not caused by humans:

**False;** human activities are the main cause of climate change.

**EX 3** Listen to a lecture about climate change. Does the speaker agree with any of the arguments in Exercise 2?

Answer: No, she doesn't.



**EX 4** Listen again and complete the notes with up to three words in each gap.

- 1 The percentage of scientists who believe that climate change is real is about \_\_\_\_\_.
- 2 To understand changes to climate, it is necessary to look at the \_\_\_\_\_ rather than the current weather.
- 3 It is possible that warmer weather may actually cause more \_\_\_\_\_.
- 4 In the past, temperature changes were gradual and caused by natural factors such as solar activity and \_\_\_\_\_.
- 5 While carbon dioxide may help plants to grow, it also causes freak weather which destroys \_\_\_\_\_.

#### Answers

1 99 percent 2 (overall weather) trends 3 snowfall 4 volcanic eruptions 5 crops

**EX 5** You are going to hear four short recordings. Read questions 1–4 and the possible answers. Then listen and choose the correct answer for each recording.



1 You are going to hear a radio weather forecast. What does the presenter announce?

- a It is about to snow in the south.
- b The weather will get better.
- c Temperatures are below 5°C everywhere.

2 You are going to hear two friends talking about something. What are they discussing?

- a Which animal to sponsor.
- b Which animal photo to put on a website.
- c Which animals are in the greatest danger of extinction.

3 You are going to hear a student talking to a teacher. Why did the student choose this volunteering project?

- a It was recommended to him.
- b It will help him to learn people skills.
- c He would like to work with animals.

4 You are going to hear a young woman talking about a hobby. How does she feel about it?

- a She finds it boring.
- b She finds it addictive.
- c She would like to be better at it.

1 b 2 a 3 a 4 b

**ACTIVE LISTENING |****/i:/ and /ɪ/ sounds**

/i:/ and /ɪ/ are similar sounds in English. The spelling of words which include these vowel sounds is not always a clear guide to their pronunciation.

- /i:/ (long) typically appears in words which are spelled with **ee** (e.g. seen), **ea** (e.g. please), and **ie** (e.g. piece).
- /ɪ/ (short) typically appears in words which are spelled with **i** (e.g. big, window, spirit).

**PRONUNCIATION**

**EX 2.5** Read some words. How are the underlined vowel sounds pronounced? Listen and check.

1 jeans, heat, freak, feed

2 middle, river, wind, humidity

**Answers**

1 jeans, heat, freak, feed pronounced with a long /i:/ sound

2 middle, river, wind, humidity pronounced with a short /ɪ/ sound

**EX** Write the words from the box in the correct column. Listen, check and repeat.

extinct, freeze, greenhouse, habitat, predict, sea, species, similarity,



/i:/ feet / leak		/ɪ/ fit / slip	

**Answers**

/i:/ feet: freeze, greenhouse, sea, species

/ɪ/ fit: extinct, habitat, predict, similarity

**EX** Read these pairs of words. Listen and tick the word you hear.

1 ☐ slip ☒ sleep

2 ☐ pill ☐ peel

3 ☐ bitten ☐ beaten

4 ☐ list ☐ least

5 ☐ fit ☐ feet

6 ☐ lid ☐ lead

**Answers**

1 sleep 2 peel 3 bitten 4 least 5 fit 6 lid

**EX** Listen and notice how the vowel sound changes.

1 steal still

2 field fill

3 cheap chip

4 leak lick

5 sleep slip

6 wheel will

7 feeling filling



## ACTIVE LISTENING | Signposting دلالات إرشادية / اشارات

'Signposts' are phrases that help you **follow what a speaker is saying**. They can also indicate how something relates to what has already been said.

Signposting phrases	Function
1. I'm going to be talking about ...	introducing the topic تقديم الموضوع
2. In other words, ...	indicating that the speaker is going to paraphrase what they just said إشارة إلى أن المتحدث سيقوم بإعادة صياغة ما قاله للتو
3. The second thing is ...	sequencing an argument تسلسل الجدل
4. ... whereas ...	indicating another example إشارة إلى مثال آخر
5. So, to sum up, ...	Concluding خاتمة / خلاصة

**EX 1** Look at the infographic. Do these statistics surprise you? Say why.

Yes, these statistics are surprising. It's shocking how much more clothes we buy and how quickly we throw them away. The impact on the environment is very big!

## THE CLOTHING INDUSTRY

Clothing production **doubled** in the first 20 years of this century, and the number of garments purchased each year by the average consumer increased by **60%**.

Consumers keep clothing items about **half as long** as they did 15 years ago, throwing them away after **just seven or eight** wears.

Making 1 kilo of fabric generates nearly 23 kilos of greenhouse gases!



**EX 2** Listen to three students talking. What projects are they involved in?



**EX 3** Listen again. Why are denim and cotton bad for the environment? How is Heba planning to sell her denim? How is Lama hoping to change people's opinions?

**Answers 2** • recycling and customising denim clothes • designing a shop window display using only recycled clothes and textiles • educating other students about sustainable fabrics.

**Answers 3** Because of all the chemicals involved in making it dark blue. Heba will sell the items online. Lama wants to design a shop window display using only recycled clothes and textiles for people to see how great recycled clothes can look so that people would think twice before they throw old clothes away.



**EX 4** Read the rules a–d below and complete the sentences with an appropriate form.

Listen and check.

We use these phrases to talk about the future:

**a** for plans, we can use be planning/hoping to + infinitive or be thinking of + gerund

**b** for things happening very soon, we can use be about to + infinitive

**c** for timetabled events, we can use be due to + infinitive

**d** for formal or official arrangements, instructions or commands, we can use be to + infinitive

- 1 So, I \_\_\_\_\_ set up a small business recycling and customising denim.
- 2 I \_\_\_\_\_ selling them online once I have enough items to sell.
- 3 I \_\_\_\_\_ start working on a project to design a shop window display.
- 4 It \_\_\_\_\_ go on display to the public at the beginning of next week.
- 5 So, I \_\_\_\_\_ get an expert to come in and talk to the whole school about the topic.
- 6 Students \_\_\_\_\_ arrive at 7 p.m. at the auditorium.

Answers 4

1 am planning to /hoping to (a) 2 am thinking of (a) 3 am just about to (b)

4 is due to (c) 5 am planning to (a) 6 are to (d)

### REFLECT | Society

**EX. Discuss the questions.**

1. Is climate change something that you worry about? Say why.

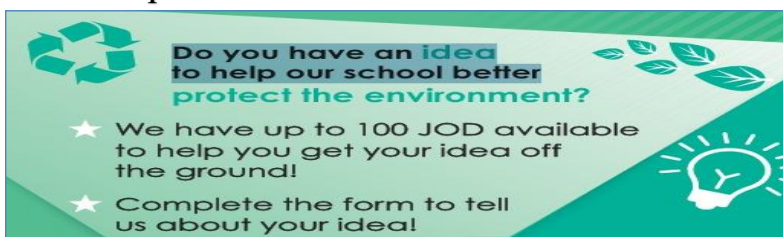
Yes, it worries me because it harms the planet and affects our future.

2. What do you think individuals can do to make a difference?

People can recycle, use less plastic, save energy, and walk or bike more. Every small action helps!

### SPEAKING

**1** In pairs, look at the notice for a competition. Can you think of an idea that could help your school to protect the environment?



Recycle, sort rubbish and place recycling bins in the garden or somewhere outside the school building, organise classroom cleanup days, collecting rainwater then using it to water the plants in the school garden or in staff rooms, etc.

★ **2** Go to page 74 and study some ideas for the competition in Exercise 1. Then listen to a student committee discussing the ideas. Which idea do they finally choose?



### Page 74 / Some ideas for the competition

★ **1** Our idea: Ban single-use plastic water bottles at school – students bring reusable water bottles instead. Benefits for the environment: Reduce plastic use. If every student buys or brings in a single-use plastic bottle every day, that's 2,000 bottles a day. How we will use the grant: Install drinking fountains, and set up campaign to encourage students to bring in reusable water bottles.



**2** Our idea: Set up a day when everyone living less than two miles from school agrees to walk or cycle to school (rather than being driven in by their parents). Those living further away who usually come by car agree to share cars with at least one other student. Benefits for the environment: Reduce pollution on that day and encourage people to make it a regular thing. How we will use the grant: Make a short film about the project to encourage other schools in the area to try the same thing.

**3** Our idea: Clothes swap. Everyone brings clothes they no longer need and swap them for different items. Benefits for the environment: Students stop buying so many new clothes, which reduces the impact on the environment of manufacturing them. How we will use the grant: Publicise and promote the event and pay for the hire of a venue.

Answer: Banning single-use

## SPEAKING| Problem-solving

Expressing indecision	التعبير عن التردد في اتخاذ القرار
* I'm torn between ... and ...	* أنا حائر بين ... و...
* I'm on the <b>fence</b> (about) ...	* أنا على الحياد (بشأن) ...
	يشير هذا التعبير إلى عدم القدرة على اتخاذ قرار نهائي
* I'm having <b>second thoughts</b> .	* أنا أفكر في الأمر مجدداً
* I can't make up my <b>mind</b> .	* لا أستطيع اتخاذ قرار
* On the one hand, ... but on the other hand, ...	* من ناحية، ... ولكن من ناحية أخرى ...
* I can't put my <b>finger</b> on it, but ...	* يستخدم عندما يكون الشخص غير قادر على تحديد أو تفسير شيء
Expressing agreement	التعبير عن الموافقة
* You're <b>spot</b> on!	لقد أصبت في ذلك ! / أنت محق!
* That's what I was going to say!	هذا ما كنت سأقوله!
* Absolutely!	بالتأكيد!
Expressing disagreement	التعبير عن عدم الموافقة
It doesn't <b>grab</b> me.	لا يثير اهتمامي
I think we're on the wrong track	أعتقد أننا على المسار الخاطئ
That's a good point, but ...	هذه نقطة جيدة، لكن ...
Ok, but another option might be ...	حسناً، ولكن هناك خيار آخر قد يكون...
Seriously?!	هل أنت جاد؟ / حقاً؟
Reaching a decision	التوصل إلى قرار / اتخاذ القرار
So, let's make a decision on this.	لذا، دعونا نتخذ قراراً بهذا الشأن
Okay, so shall we go with ...?	حسناً، هل نختار ...؟
It looks as if we agree that ...	يبدو أننا نتفق على أن



**EX. Choose the correct words to complete the sentences.**

**Aisha** Which poster do you prefer?

**Faten** I don't know. I'm **1** torn between / good point this one with the water bottle, and that one with the bright colours.

**Nadia** I can't put **2** spot on / my finger on it, but the one with the water bottle doesn't **3** grab me / agree me.

**Faten** Maybe it's just not as original?

**Aisha** I don't think this idea will really inspire people to take part. It takes a lot of effort to remember to bring in a reusable bottle. We need to think about how to motivate people to do it.

**Faten** That's a **4** spot on / good point, but maybe that depends on how we present the concept.

**Nadia** Yes, you're **5** spot on / good point, Faten! That's why we need a poster that really makes an impact.

**Aisha** OK, let's make a decision on which poster then. Will **6** we go with / we be a good point the one with the bright colours?

**Nadia** Yes, it looks **7** on the fence / as if we agree that one is the best idea.

**Answers (1)** 1. if 2. on 3. option 4. make

**Answers (2)**

1. torn 2. say 3. mind 4. hand 5. grab  
6. finger 7. point 8. track 9. spot 10. go

**Answers (3)**

1. torn between 2. my finger on it 3. grab me 4. good point  
5. spot on 6. we go with 7. as if we agree

## THEY NEED SAVING TOO!

1. Look at the photos, what do you think all these creatures have in common?

They are all endangered.

2. Read the article quickly and find two things the creatures have in common.

They are all endangered. They are less known, considered not 'exciting' or not beautiful enough to get as much media coverage as other species.



the blob fish



the pangolin



the aye aye

Word	Meaning in English	Arabic
1. poacher	someone who illegally catches animals	صياد

**A** It's no **accident** that the **symbol** of the World Wide Fund for **Nature** is a giant panda. These animals are cute or beautiful, or both, and of course we all want to save them. This **popularity** enables **organisations** such as the WWF to **raise** money to support a range of critically endangered species. However, less well-known or 'exciting' **creatures** are far more likely to become extinct because they don't get enough **attention** from **researchers**. **Invertebrates** (animals without a **backbone**) make up over 90% of all the creatures on Earth, but get only a tiny **percentage** of the money available to protect our wildlife.

**B** And what about those creatures that many people would find **positively** ugly? With its **tiny** eyes, big mouth and **slimy** pink body, the blobfish is far from attractive. This **marine** creature lives deep in the **ocean**, where the **pressure** is very high. As a result, it has tiny **fins** and no **skeleton**, which keeps it from being **crushed** by the water pressure. **Unfortunately**, when **fishing boats** sweep the ocean floor, looking for other fish and **crustaceans**, these fish can get swept into the nets **accidentally**.

**C** The **threat** faced by the pangolin, however, is far from accidental. They are more often targeted by **poachers** than any other animal in the world. **Unique** among **mammals**, it is covered in **scales**, like a **reptile**. They may not look very **cuddly** or cute, but these scales are highly **prized** in traditional Chinese medicine, which has **caused** the population of pangolins in China to fall by around 90% since the 1960s. Their scales **protect** them from their natural **predators**, but it's simple for a poacher to just pick them up.

**D** Other creatures become endangered **precisely** because people find them ugly. Take the aye aye for example. Found only on the **island** of Madagascar, the aye aye is the world's largest **nocturnal primate**. During the day they sleep in **nests** in the trees, coming out to hunt at night. They are solitary creatures, furry, and harmless but unfortunately, they are often killed.

**أ** ليس بالصدفة أن يكون **الرمز** الذي اختارته مؤسسة **الطبيعة** العالمية للحياة البرية هو الباندا العملاق. هذه الحيوانات جميلة أو لطيفة، أو كليهما معاً، وبالطبع نحن جميعاً نرغب في إنقاذها. تمكّن هذه **الشعبية** **مؤسسات** مثل الصندوق العالمي للطبيعة من **جمع** الأموال لدعم مجموعة من الأنواع المهددة بالانقراض. ومع ذلك، فإن **الكائنات** الأقل شهرة أو "المثيرة للاهتمام" أكثر عرضة للانقراض بكثير لأنها لا تحظى بما يكفي من **الاهتمام** من **الباحثين**. تشكل **اللافقاريات** (الحيوانات بدون **عمود فقري**) أكثر من 90% من جميع المخلوقات على وجه الأرض، ولكنها تحصل فقط على **نسبة** ضئيلة من الأموال المتاحة لحماية حياتنا البرية.

**ب** وماذا عن تلك المخلوقات التي قد يجدها الكثيرون قبيحة **بشكل إيجابي**؟ بسبب عينيها **الصغيرتين** وفمها الكبير وجسمها الوردي **اللزج**، فإن السمكة المنتفخة بعيدة كل البعد عن الجاذبية. يعيش هذا المخلوق البحري في أعماق **المحيط**، حيث يكون **الضغط** عالياً جداً. نتيجة لذلك، فإن لها **زعانف** صغيرة ولا يوجد لها **هيكل عظمي**، مما يحميها من **السحق** بسبب ضغط الماء. **ولسوء الحظ**، عندما تقوم **قوارب الصيد** بتمشيط قاع المحيط بحثاً عن الأسماك والقشريات الأخرى، يمكن أن تنجرف هذه الأسماك إلى الشباك **عن طريق الخطأ**.

**ج** ومع ذلك، فإن **التهديد** الذي يواجهه البنغول ليس عرضياً على الإطلاق. فهو مستهدف من قبل **الصيادين** أكثر من أي حيوان آخر في العالم. وهي **فريدة من نوعها** بين **الثدييات**، فهي مغطاة بالحرشف، مثل الزواحف. قد لا تبدو **محبوبة** أو لطيفة للغاية، ولكن هذه الحرشف **تنتزع** ولها أهمية كبيرة في الطب الصيني التقليدي، مما **تسبب** في انخفاض أعداد البنغول في الصين بحوالي 90% منذ ستينيات القرن الماضي. **تحميها** حرشفها من **مفترسيها** الطبيعيين، ولكن من السهل على الصيادين التقاطها.

**د** هناك كائنات أخرى أصبحت مهددة بالانقراض على **وجه التحديد** لأن الناس يجدونها قبيحة. خذ **الأي-أي** على سبيل المثال. توجد فقط في **جزيرة** مدغشقر، **والأي-أي** هو أكبر (الرئيسيات) **قرود ليلي** في العالم. خلال النهار، ينامون في **أعشاش** في الأشجار، ويخرجون للصيد في الليل. وهي مخلوقات **منعزلة**، **مكسوة بالفراء**، و غير مؤذية ولكن لسوء الحظ، غالباً ما يتم قتلها.

## SPEAKING

Discuss the statistic. What can be done about the situations? Since 1978, over 100 Arabian oryxes have been bred in captivity in Jordan. How could this species be reintroduced to the wild.

ناقش الإحصائية. ما الذي يمكن فعله حيال هذه الأرقام؟ منذ عام 1978، تم تربية أكثر من 100 من المها العربي في الأسر (الحجز) في الأردن. كيف يمكن إعادة توطين هذا النوع في البرية.

To reintroduce Arabian oryx to the wild:

1. Prepare the habitat with food and water.
2. Release in groups to help them adapt.

إعادة توطين المها العربي في البرية:

1. إعداد الموطن بالطعام والماء.
2. إطلاقها في مجموعات لمساعدتها على التكيف.

EX. Read the article again. In which paragraph does the author ...



1. □ tell us what kind of creatures get the least funding in terms of research and preservation?
2. □ tell us about a creature whose body is perceived as useful by some humans?
3. □ explain how a creature's physical features protect it from an extreme environment?
4. □ explain why wildlife conservation institutions often choose certain animals to represent them?
5. □ describe an animal that is very different from others in its class?

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

EX. Write the highlighted words from the article under the correct heading.

invertebrates – backbone – slimy – marine – fins – skeleton – crustaceans –  
mammals – scales – reptile – cuddly – nocturnal – primate – solitary – furry

Animals:	Parts of the body:	Adjectives to describe a creature:

## TEST YOURSELF

★ Choose the correct answers.

1. Which animal is NOT mentioned as being endangered or at risk in the passage?

- A) Giant panda      B) Blobfish      C) Aye aye      D) Blue whale

2. According to the passage, why are invertebrates more likely to become extinct?

- A) Because they are difficult to study.      B) Because they receive less funding for protection.  
C) Because they are not cute or attractive.      D) Because they are not found in the ocean.

3. What is one reason why blobfish are at risk of extinction?

- A) They are often targeted by poachers.      B) They are not native to the ocean.  
C) They are unable to survive in deep water.      D) They are accidentally caught by fishing boats.

4. What is the main reason why pangolins are endangered?

- A) Because they are targeted by poachers for their scales.  
B) Because they are not cute or cuddly.  
C) Because they are found only on the island of Madagascar.  
D) Because they are considered an omen of bad luck.



5. According to the passage, why are aye ayes endangered?

- A) Because they are hunted for their fur. B) Because they are considered an omen of bad luck.  
C) Because they are the largest nocturnal primates. D) Because they live in Madagascar.

6. According to the passage, why are blobfish adapted to deep-sea environments?

- A) They have tiny fins. B) They are pink in color.  
C) They have large eyes. D) They have a large mouth.

7. Which sentence best summarizes the main idea of paragraph C?

- A) Pangolins are covered in scales, which protect them from predators.  
B) The population of pangolins has decreased significantly since the 1960s.  
C) Pangolins are unique among mammals due to their scales.  
D) Traditional Chinese medicine values pangolin scales highly.

Answers (1)

**Animals:** 1. invertebrates 2. crustaceans 3. mammals  
4. reptile 5. primate

**Parts of the body:** 1. backbone 2. fins 3. skeleton 4. Scales

**Adjectives to describe a creature:** 1. slimy 2. marine 3. cuddly  
4. nocturnal 5. solitary 6. furry

Answers (2)

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

**EX 3** Complete the collocations from the article with the correct words from the box.

critically - extinct - natural

1. Animals that are classified as 'endangered' are at risk of becoming \_\_\_\_\_.
2. Tigers – the largest living cats on Earth – are at the top of their food chain so they have no \_\_\_\_\_ predators.
3. The orangutan and black rhino are \_\_\_\_\_ endangered which means they are facing a very high risk of extinction.



black rhino



orangutan

**EX 4** Complete the short texts below with the suitable words from the box.

scales – reptile - cuddly - solitary – predators - endangered - extinct



1. The blue whale is critically 1 \_\_\_\_\_.  
Blue whales are 2 \_\_\_\_\_ animals,  
preferring to travel alone or in small groups.  
They have few natural 3 \_\_\_\_\_  
other than man.



2. Until 2008, the tiny pygmy tarsier  
was assumed to be 4 \_\_\_\_\_.  
The animals look very cute and 5 \_\_\_\_\_,  
with what looks like a  
permanent smile.

Answers (3) 1. extinct 2. natural 3. critically

Answers (4) 1. endangered 2. solitary 3. predators 4. extinct 5. cuddly

Word	Meaning in English	Arabic
1. solitary	usually <u>alone</u> , not with others	انفرادي / انعزالي
2. nocturnal	awake and <u>active at night</u>	ليلي
3. slimy	covered in <u>liquid</u> and not nice to <u>touch</u>	لزج
4. furry	covered in <u>thick, soft hair</u>	فروي
5. marine	<u>related to the sea</u>	بحرية
6. invertebrates	an animal <u>without a backbone</u>	اللافقاريات

## ★ Complete the sentences with the correct words from the box.

marine – slimy – furry – invertebrates – nocturnal – solitary

- Insects are \_\_\_\_\_ because they do not have a backbone.
- Gold fish are \_\_\_\_\_ creatures that many people keep as pets.
- I don't like holding fish because they are cold and \_\_\_\_\_.
- Tortoises are \_\_\_\_\_ creatures and are usually seen alone.
- Children love small \_\_\_\_\_ animals like rabbits and guinea pigs.
- Owls are \_\_\_\_\_ animals that can see very well at night.

1. invertebrates 2. marine 3. slimy 4. solitary 5. furry 6. nocturnal

## ★ Complete the phrases with the correct adjectives formed from the words in bold.

- \_\_\_\_\_ sheep. **fur**
- \_\_\_\_\_ toy. **cuddle**
- \_\_\_\_\_ frog. **slime**
- \_\_\_\_\_ heat. **blister**
- \_\_\_\_\_ rain. **torrent**

1. furry 2. cuddly 3. slimy 4. blistering 5. torrential



## VOCABULARY PRACTICE

**E.X 1** Complete the sentences with the correct form of the words from the box. More than one answer may be possible.

blister - force - humid - scorch – soar – torrent - zero

- 1 If you go to the desert in the summer, you can expect \_\_\_\_\_ temperatures.
- 2 The coast was hit last night by \_\_\_\_\_ winds which damaged many houses.
- 3 There will be \_\_\_\_\_ temperatures next week as we move into the summer.
- 4 The north of Africa can be cold in the winter, although \_\_\_\_\_ temperatures are unusual.
- 5 \_\_\_\_\_ rain caused flooding in much of the country yesterday morning.
- 6 People who live in the desert are used to the \_\_\_\_\_ heat.
- 7 I don't mind hot countries, but I find the high \_\_\_\_\_ of countries like Thailand difficult to enjoy.

**Answers** 1 scorching 2 gale-force 3 blistering/soaring 4 sub-zero 5 Torrential 6 blistering/scorching/soaring 7 humidity

**E.X 1** Look at the photos and answer the questions.



1. In which photo do the vegetables look more appealing? Say why

1. The vegetables look more appealing in photo A because they look fresher.

2. What environmental problems do you think the plastic packaging might cause?

2. The plastic might cause water pollution if it gets into rivers.

From: Farid Asmar  
To: Customer Service  
Subject: Reduce plastic!

yesterday at 8.13 p.m.

Dear Sir or Madam,

<sup>A</sup> I am writing to draw your attention to a pressing problem to which your stores are contributing significantly by their use of non-biodegradable plastic packaging.

Like many others, <sup>B</sup> I am deeply concerned by the huge quantity of plastic used to package items which simply do not require it. We are told that since the 1950s the world has produced more than eight billion tonnes of plastic, of which around 80 percent has been thrown into a landfill or left as waste in the general environment. <sup>C</sup> It is essential that we all take immediate action to prevent this.

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or simply by removing

unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

I urge you to consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.

Yours faithfully,

Farid Asmar

Category	Phrase
Making a point forcefully توضيح / إثبات وجهة النظر بقوة	It is essential that من الضروري / المهم أن
Call to action/asking for action دعوة إلى العمل / طلب اتخاذ إجراء	I urge you to أحثكم على
Giving your reasons for writing تقديم / ذكر أسباب كتابتك	I am writing to draw your attention to أكتب إليكم لألفت انتباهكم إلى
Explaining why the issue is important شرح سبب أهمية المسألة / الموضوع	I am deeply concerned by أشعر باهتمام عميق بما يلي

1. Which of the following examples shows **sequencing an argument**.

- A. I'm going to be talking about ...    B. In other words, ...  
C. The second thing is    D. So, to sum up,

2. Which of the following examples **introduces the topic**.

- A. I'm going to be talking about ...    B. In other words, ...  
C. The second thing is    D. So, to sum up,

1. C    2. A

**EX 1** Rewrite the sentences in a more formal style using the words in brackets.

1. I heard that sea plastic is harming over 600 species. (estimated)

1. It is estimated that sea plastic is harming over 600 species.

2. It's important to protect nature. (vital)

2. It is vital to look after nature.

3. You've got to stop using plastic! (urge)

3. I urge you to stop using plastic.

4. All the best, Ibrahim. (faithfully)

4. Yours faithfully, Ibrahim (+ surname).

5. I'm really bothered by the amount of plastic we use. (concerned)
5. I am deeply concerned by the amount of plastic we use.
6. Get rid of plastic packaging! (banned)
6. Plastic packaging should be banned.
7. I'm writing to tell you how bothered I am about ... (express)
7. I am writing to express my concern about ...
8. You should look into other options. (ask/ investigate)
8. I would ask you to investigate other options.
9. It's important to do this right away. (essential/action)
9. It is essential to take immediate action.
10. You must do it now. (done/urgency)
10. This must be done as a matter of urgency.

**E.X1** Read Farid's email to Customer Service. What problem does he describe and what three solutions does he suggest?

Farid describes the use of unnecessary plastic packaging. He suggests using sustainable cardboard, removing unnecessary plastic, and selling fruit and vegetables without any extra packaging.

**E.X2** Read the email again. Do you think that the problems and solutions the writer describes are likely to persuade the reader that something should be done?

Yes, because the writer uses many persuasive words.

## WRITING| A formal email

### Greeting and signing off

- |  |   |
|--|---|
| 1. If you <b>know</b> the name of the <b>person</b> ,  | → start the letter <b><u>Dear Mr/Mrs/Ms Haddad.</u></b> |
| 2. If you <b>don't know</b> the <b>person's name</b> , | → start the letter <b><u>Dear Sir or Madam.</u></b>     |
| 3. If you start a letter <b><u>Dear Sir/Madam,</u></b> | → end the letter <b><u>Yours faithfully.</u></b>        |
| 4. If you start a letter with <b><u>a name</u></b> ,   | → end the letter <b><u>Yours sincerely.</u></b>         |

### Structure of the email (or letter)

- |                            |   |
|----------------------------|---|
| 5. In the introduction,    | → state your reasons for writing.                           |
| 6. In the main paragraphs, | → state the problem(s) and offer solutions.                 |
| 7. In the final paragraph, | → ask the recipient of the email/letter to take some action |
| 8. Before you sign off,    | → mention that you expect a reply.                          |

### Formal writing conventions

- |  |  |
|--|--|
| 9. Don't use contractions, e.g.  | → use <b><u>I am writing</u></b> not <b><u>I'm writing</u></b> .                 |
| 10. Avoid using phrasal verbs, e.g.                                      | → use <b><u>reduce</u></b> rather than <b><u>cut down on</u></b> .               |
| 11. Make points less personal/direct by using passives, e.g.             | → use <b><u>We are told that</u></b> rather than <b><u>Some people say</u></b> . |
| 12. Make your tone less direct by using hypothetical constructions, e.g. | → use <b><u>I would ask you to</u></b> rather than <b><u>Please</u></b> ....     |

Write a composition of about 120 words on **ONE** of the following:

1. Write a formal email to a coffee shop chain in your country.

Describe the problem of disposable cups and urge the chain to take action.

2. You see this leaflet about the proposed construction of a new road. You agree with the objections and decide to write a letter to the council.

To:

**Subject:**

Dear Sir/Madam,

I am writing with regard to

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on the right side, suggesting it's resting on a surface. There is no handwriting or other markings on the paper.

I would be grateful if you could offer a viable solution as it is a matter of urgency. I look forward to hearing from you.

Yours faithfully,

---

**Say NO now!**

There is a plan to construct a new road link to the town centre to improve access and help businesses including shops. It is a BIG MISTAKE!

- It will increase noise pollution.
- Vehicle emissions will rise.
- It will damage both the environment and tourism.

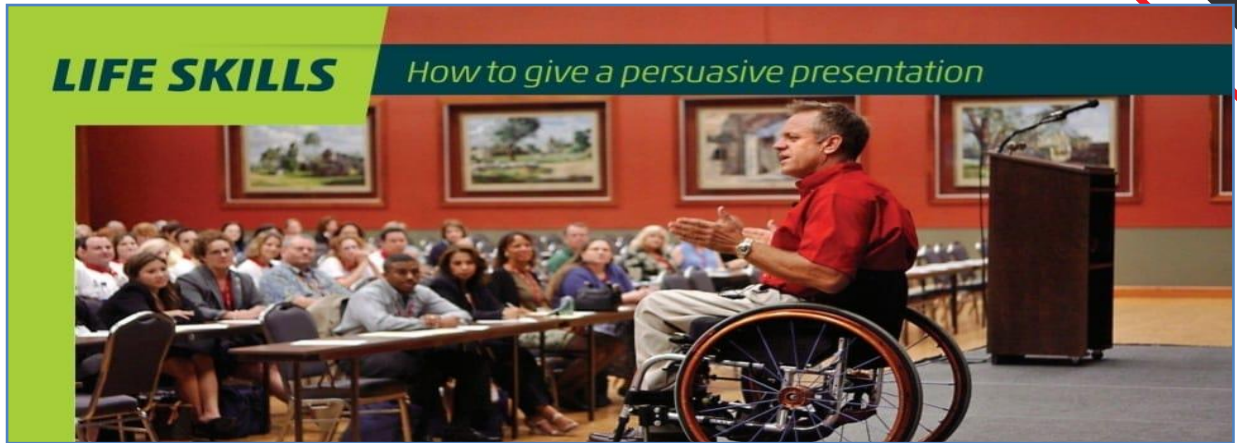
## Editing

1. Spelling mistakes	أخطاء إملائية
2. Grammar mistakes	أخطاء قواعد
3. Punctuation	علامات ترقيم
4. Re-order the words	أعد ترتيب الكلمات لتكوين جملة

- Rain that contains lots of pollutants is called a \_\_ d r \_\_ in.  
A. c-i / a      B. c-e / a      C. c-i / e      D. s-i / a
- Coal, oil and gas are examples of f \_\_ ss \_\_ l f \_\_ e \_\_ s.  
A. a-i / u- l      B. o-i / o- l      C. o-i / u- l      D. u-e / u- l
- The gradual increase in the Earth's temperature is called global \_\_\_\_\_.  
A. worming      B. warming      C. wurming      D. werming
- The disappearance of areas that are home to plants and animals is called loss of \_\_\_\_\_.  
A. habitit      B. hapitat      C. habetat      D. habitat
- Poisonous gases produced by transport engines are called vehicle \_\_\_\_\_.  
A. emossions      B. emussions      C. emassions      D. emissions
- With its tiny eyes, big mouth and slimy pink body \_\_\_\_ the blobfish is far from attractive \_\_\_\_\_.  
A. , / ?      B. . / ,      C. , / .      D. . / ?
- You're **spot** on! This phrase expresses \_\_\_\_\_.  
A. agreement      B. indecision      C. disagreement      D. decision
- I'm thinking of \_\_\_\_\_ this mobile.  
A. purchase      B. purchased      C. purchases      D. purchasing
- Which of the following words contains this sound /i:/  
A. river      B. wind      C. cheap      D. still
- If you start a letter Dear Sir/Madam, end the letter with \_\_\_\_\_.  
A. Yours sincerely      B. Yours faithfully  
C. Dear Mr/Mrs/Ms Haddad      D. Dear Sir or Madam
- The sentence that has been written correctly is:  
A. So. let's make a decision on this. shall we?  
B. So, let's make a decision on this, shall we?  
C. So, a decision on this let's make, we shall?  
D. So, let's make a decision on this, shall we.

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



1  
+  
2

**1.** Do you ever watch inspiring or motivating short talks online? Why do you think they are popular? Discuss in pairs.

هل سبق لك أن شاهدت محادثات قصيرة ملهمة أو محفزة على الإنترنت؟ لماذا تعتقد أنها شائعة؟

**2.** Look at the list of popular topics for motivating talks. Which would you like to watch? Say why.

- How to be happy.
- The importance of creativity.
- How to be a more effective public speaker.
- Why stress can be a good thing.
- Why looking good isn't really that important.
- The power of believing in your dreams.

**3.** Listen to two students talking about giving talks. One of them recently gave a motivational talk for the first time. What did she learn from the experience?



#### Answer

that you have to have a clear message, have a good beginning and ending, connect with your audience

**4.** Complete the advice in the Life Skills box with one word in each gap. Then listen again and check.

#### LIFE SKILLS | How to give a persuasive presentation (1)

##### Planning and delivery

- Focus on getting across just one key **1** \_\_\_\_\_. Everything you say should clearly relate to this.
- Plan a strong **2** \_\_\_\_\_ and **3** \_\_\_\_\_. Practise exactly what you're going to say at these points.
- It's vital to **4** \_\_\_\_\_ with the audience. You can do this through:
  - keeping good eye contact
  - engaging them with some **5** \_\_\_\_\_ facts, saying something funny, or telling a **6** \_\_\_\_\_ anecdote
  - making your voice sound **7** \_\_\_\_\_
  - using **8** \_\_\_\_\_ aids and props.

Answers 1 message 2 beginning 3 ending 4 connect 5 surprising 6 personal 7 enthusiastic 8 visual



5. Listen to Jameela, a student, giving a presentation. Answer the questions.

- 1 What does Jameela say is her key message? \_\_\_\_\_
- 2 How does she make the beginning of her talk memorable and engaging?  
\_\_\_\_\_
- 3 What personal stories does she tell? \_\_\_\_\_
- 4 What is the prop she uses towards the end of the talk, and why does she use it?  
\_\_\_\_\_

### Answers 5

- 1 The power of believing in your dreams.
- 2 She uses a quote from Martin Luther King.
- 3 She talks about winning her first swimming competition and becoming determined to swim competitively. Later, she describes the difficulties of early morning training, weekend competitions, lack of a social life and a difficult eating plan.
- 4 The swimming cap she was wearing when she decided to become a competitive swimmer; the size and childishness of it illustrate just how far she has come.
- 6 Study the Life Skills box. Then listen to five extracts from Jameela's talk. Write the number of each extract next to the rhetorical device. Some extracts relate to more than one point.



### LIFE SKILLS | How to give a persuasive presentation (2)

#### Using rhetorical devices

Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing.

#### ☐ Emotion العاطفة

People tend to respond to emotional language, or an appeal to their emotions.

#### ☐ Rhetorical questions الأسئلة البلاغية / الخطابية

A rhetorical question is asked to make a point, rather than to get an answer.

#### ☐ Quotations الاقتباسات

A well-selected quotation from a famous person can give your argument more weight.

#### ☐ Repetition التكرار

The repetition of a particular word or phrase, usually something which carries a key meaning.

#### ☐ Tripling ثلاثة أجزاء

People seem to respond to information in threes, so speeches often list three similar things, or make three similar points.

1. Today I want to talk to you about something really close to my heart – the power of believing in your dreams. Yes, your dreams!
2. One of the most important speeches of all time starts with the words – 'I have a dream!'
3. What have you got to lose?
4. I passionately believe that a dream is worth fighting for.
5. They wanted to publish a book, start a rock band, travel across Asia.

### Answers

Emotion 1, 4   Rhetorical questions 3   Quotations 2   Repetition 1   Tripling 5

**7.** Look at some sentences from Jameela's talk and underline key words. Listen and check which words Jameela stresses.



- 1 I'd like to talk about the aims and ambitions we all have.
- 2 We need to have something to reach for and to help us move forward.
- 3 If you've got something you really want to do, then you shouldn't let anything stop you.
- 4 For as long as I can remember, I've loved to swim.
- 5 But what they hadn't realised was just how determined I was.

### Answers

- 1 I'd like to talk about the aims and ambitions we all have.
- 2 We need to have something to reach for and to help us move forward.
- 3 If you've got something you really want to do, then you shouldn't let anything stop you.
- 4 For as long as I can remember, I've loved to swim.
- 5 But what they hadn't realised was just how determined I was.

**8.** Work in pairs. Choose one of the topics below, or think of another one that you feel strongly about. Make a list of arguments and examples to support them.

1. It is more important to enjoy life than make money.
2. Developing self-discipline is essential to success in life.

## THE END OF UNIT TWO

## UNIT THREE

## Influences

## عوامل مؤثرة

## 1. PAST AND PRESENT HABITS

## A. Present Continuous or Past Continuous

1. We use **the Present Continuous or Past Continuous** + **always / constantly / forever** to talk about: A **habit** which is **repeated more than usual** which the speaker finds **unexpected or annoying**:

نستخدم المضارع أو الماضي المستمر + دائماً / باستمرار / إلى الأبد) للحديث عن العادة التي تتكرر أكثر من المعتاد، والتي يجدها المتكلم غير متوقعة أو مزعجة

- ★ **Subject + is/am/are + always / constantly / forever + Ving**  
 A. She's **always complaining** about the weather. (present)  
 B. My brother **is always showing** off. (present)

an **annoying** repeated habit in the **present**

an **annoying** repeated habit in the **past**

- ★ **Subject + was/were + always / constantly / forever + Ving**  
 A. When I was little, my parents **were forever telling** me off. (past)  
 B. She **was forever arguing** with her parents when she was younger. (past)

★ Re-write the following sentences

1. She winds me up all the time. **ALWAYS**

She \_\_\_\_\_ me up.

2. You let me down all the time. **CONSTANTLY**

You're \_\_\_\_\_ me down.

3. He always blew things out of proportion. **FOREVER**

He \_\_\_\_\_ things out of proportion.

Answers: 1. is always winding 5. constantly letting 6. was forever blowing

★ Complete the mini -conversations with the correct Present or Past Continuous forms.

**Hamed:** Have you fallen out with your sister?

**Ali:** To be honest, my sister and I (1) \_\_\_\_\_ (always/fall out) and it really upsets me.

**Hala:** Why did Amani lose her job?

**Fatima:** She (2) \_\_\_\_\_ (constantly/be) late and didn't seem interested in her work.

**Husam:** Why don't you like the twins?

**Osama:** They (3) \_\_\_\_\_ (forever/talk) behind people's backs.

**Mazen:** Why did they stop playing rugby?

**Salah:** Because they (4) \_\_\_\_\_ (constantly/injure) themselves.

Answers: 1. are always falling out 2. was constantly being 3. are forever talking 4. were constantly injuring

**B. will / would + infinitive**

2. We use **will/would + infinitive** to talk about behaviour which is **typical or characteristic of the person**. They can describe both **pleasant and annoying habits**

نستخدم **will/would + infinitive** للتحدث عن السلوك الذي يكون نموذجياً أو مميزاً للشخص ويمكنها وصف كل من العادات الجيدة والمزعجة

**Present (will + V.1):**

- A. She **will turn up** at 11 o'clock and act as if nothing's wrong. (present)  
 B. My cat **will scratch** the furniture no matter how many times I **tell** her not to.

**Past (would + V.1):**

- A. When we were kids, we **would play** outside until it got dark.  
 B. My old roommate **would leave** the lights on all night.

**C. used to + infinitive**

3. We use **used to + infinitive** to talk about a **past state or repeated past actions**:

نستخدم **used to + infinitive** للحديث عن حالة ماضية أو أفعال ماضية متكررة:

- A. I **used to** feel very negative about my job.  
 B. At our old house I **used to** spend a lot of time with my friends.

a past state or action which no longer exists

**Would is not used to talk about past states.**

لا تستخدم "would" للحديث عن الحالات الماضية.

**Past State**

1. I **used to feel** very negative about my job.
2. She **used to be** very shy when she was a child.

**Repeated Past Actions:**

3. At our old house, I **used to spend** a lot of time with my friends.
4. He **used to play** basketball **every weekend**.

**D. Used to (introduce a topic)**

4. We can **introduce new topics** / **to set the scene** with **used to** and we do not **need to specify a time**:

يمكننا تقديم مواضيع جديدة مع الاستخدام ولا نحتاج إلى تحديد وقت:

\* I **used to eat** a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat...)

Extra Examples:

- 1 I **used to watch** TV all day, but now I prefer reading books.
- 2 She **used to drink** soda with every meal, but now she drinks water.
- 3 He **used to smoke**, but now he's quit and lives a healthier lifestyle.

**E. would+ v.1**

5. We use **would** when the topic **has been established** and we **usually specify the time / when the time reference is clear**

a habit or **repeated action** in the **past**, but **not a state**

نستخدم would عندما يكون الموضوع قد تم تحديده وعادة ما نحدد الوقت:

★ Most texts describing habits contain a mixture of these forms.

1. My dad **used to work nights**. He **would come** home at **six in the morning** and we 'd have breakfast together, then he **used to take** me to school.
2. We **used to go** to my grandparents' house every summer. My grandfather **would take** us fishing early **in the morning**, and we **would spend** the entire day by the lake.

★ **PRONUNCIATION** Listen to sentences about present and past habits. Does each speaker sound neutral (**N**) or annoyed (**A**)? How does the intonation change?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_



1 A 2 N 3 N 4 A 5 N 6 A 7 A

**EX 1** Look at sentences (a-d) and complete rules (1-3) with used to or would.

- a. As a child, **I used to spend** my weekends playing with my friends. We **would play** all day together.
- b. I was an only child and I **used to feel** bored at home on my own.
- c. On Saturdays, I **would go** swimming with my dad.
- d. I **used to get up** early when I was younger, but I nearly always have a lie-in now.

1. We often use <sup>1</sup> \_\_\_\_\_ to set the scene, and then, when the time reference is clear, we can use <sup>2</sup> \_\_\_\_\_ for other examples of past habitual behaviour.
2. We DON'T use <sup>3</sup> \_\_\_\_\_ to describe a past state.
3. We use <sup>4</sup> \_\_\_\_\_ to talk about a past state or a situation that doesn't happen any longer.

Answers 1. used to      2. would      3. would      4. used to

★ Complete the short text with **used to** or **would**. Sometimes both are possible.

When he was younger, Hamzah **1** \_\_\_\_\_ play basketball. He **2** \_\_\_\_\_ go to the park after school every day. He **3** \_\_\_\_\_ be quite tall for his age, but then all the other boys caught up. In fact, his younger brother, who **4** \_\_\_\_\_ be tiny, is now quite a bit taller than him. Hamzah **5** \_\_\_\_\_ be the best player in the basketball team, but now he prefers football!

Answers:

- 1 used to      2 would/used to      3 used to      4 used to      5 used to

★ Match sentences 1-7 with their meanings a-g. (W.B / P.24 E.X: 1)

Sentences	Meanings
1 <input type="checkbox"/> Imad was forever bursting into tears.	a. a repeated past action or state; it might still happen in the present
2 <input type="checkbox"/> Asma is constantly showing off.	b. a typical characteristic of a person.
3 <input type="checkbox"/> Lubna will forget to take her contact lenses out.	c. a repeated action in the present
4 <input type="checkbox"/> My uncle would always take me swimming.	d. an annoying repeated habit in the past
5 <input type="checkbox"/> I used to love winding my brother up.	e. a past state or action which no longer exists
6 <input type="checkbox"/> We <u>watched</u> that show <u>every</u> week.	f. a habit or repeated action in the past, but not a state
7 <input type="checkbox"/> You always mess about in class.	g. an annoying repeated habit in the present

Answers: 1. d    2. g    3. b    4. f    5. e    6. a    7. c

★ Complete the sentences with the correct forms of used to or would and the verbs in brackets. Sometimes more than one answer is possible.

- When we were younger, my sister and I used to share (share) a bedroom.
- How \_\_\_\_\_ (stay) in touch with your friends before you got your first phone?
- My brother was the baby of the family and everybody \_\_\_\_\_ (make) a big fuss of him.
- When I was young, I \_\_\_\_\_ (not think) I would ever become an adult.
- When Rola was younger, she \_\_\_\_\_ (suddenly/start) crying for no reason.

Answers: 2. did you use to stay    3. used to - would make    4. didn't use to think    5. used to - would suddenly start

★ Match sentences 1-4 with responses a-d. Then complete the responses with will/won't or would/wouldn't.

Sentences	Responses
1. (____) My parents don't let my brother use their car.'	a 'Yes, well, he <u>won't</u> stay in one place for more than a few months.'
2. (____) Jameel is thinking of travelling again.'	b 'Well, she _____ keep listening to loud music.'
3. (____) I never really believed anything he said.'	c. 'That's not surprising. He _____ tell the most ridiculous stories.'
4. (____) Lama's hearing is getting really bad.'	d 'Well, he _____ go too fast whenever he drives.'

1 d, will 2 a, won't 3 c, would 4 b, will



## ★ Choose the suitable answer.

**Adnan:** Did you (1) ( use to / used to ) walk to school when you were little?

**Hani:** No, my mum (2) ( will / would ) always give me a lift.

**Dalia:** My sisters (3) ( didn't used to / didn't use to ) argue, but these days they are (4) ( always / constantly / forever ) falling out.

**Heba:** It's the same for me. I (5) ( am / used to be ) always the peacemaker in our household.

**Amer:** Why (6) ( were / are ) you shouting at me?!

**Jameel:** Because you annoy me!

**Amer:** You didn't' (7) ( use / used ) to lose your temper so often.

**Jameel:** That's because you (8) ( aren't / weren't ) constantly winding me up!

**Answers:** 1. use to 2. would 3. didn't 4. always/constantly/forever 5. am 6. are 7. use 8. weren't

## ★ Choose all the correct forms to complete the text. Sometimes more than one answer is correct.

I didn't do well at school. My concentration span (1).....very short, and I was constantly getting into trouble for not listening. I often (2) ..... bored in class. I (3) .....out of the window all the time and daydream. I(4)..... listen to what the teacher was saying and found it hard to focus. One time I (5).....asleep in a test!

**Answers**

- |                  |                  |                      |
|------------------|------------------|----------------------|
| 1 a. would be    | b. used to be    | c. was               |
| 2 a. would feel  | b. felt          | c. used to feel      |
| 3 a. would stare | b. used to stare | c. was staring       |
| 4 a. didn't      | b. wouldn't      | c. didn't use to *** |
| 5 a. fell        | b. used to fall  | c. would fall        |

**2. PARTICIPLE CLAUSES****A. Present Participle Clause**

1. We use a present participle clause for an **action or state** that happened at the same time or after an event in the story:  
للحديث عن عمل أو حالة حدثت في نفس الوقت أو بعد الحدث.

- His system transformed their lives, enabling them to read and write. (because it enabled them)
- **Participle and main clauses must have the same subject.**

- ★ 1. The restaurant **that serves** the best pizza is downtown.  
The restaurant **serving** the best pizza is downtown.
- 2. The woman **who is walking** in the park is my sister.  
The woman **walking** in the park is my sister.

## B. Past Participle Clause

**past participle clause** هو نوع من الجمل التابعة التي تبدأ ب ( V3 form ) ل تقديم معلومات إضافية حول الجملة الرئيسية. يمكن أن يشير إلى إجراءات أو أسباب أو نتائج أو ظروف متزامنة.

- The copy **which was made** by the carbon paper was called the carbon copy.  
The copy **made** by the carbon paper was called the carbon copy.

✦ **who / which / that + an active verb** **V ing**  
replaced by

- There was a wire **which attached** the phone to the wall.  
There was a wire **attaching** the phone to the wall.
- The students **who were working** on the project stayed late.  
The students **working** on the project stayed late.

✦ **who / which / that + a passive verb** **V 3**  
replaced by

- The students **who were given** extra time completed the test successfully.  
The students **given** extra time completed the test successfully.

1. **Original:** The students who are participating in the contest are from our school.

**Reduced** \_\_\_\_\_

2. **Original:** The woman who lives next door is a doctor.

**Reduced** \_\_\_\_\_

3. **Original:** The car which is parked outside belongs to my friend.

**Reduced** \_\_\_\_\_

4. **Original:** The report which was prepared by the committee was comprehensive.

**Reduced:** \_\_\_\_\_

### Answers:

- The students participating in the contest are from our school.
- The woman living next door is a doctor.
- The car parked outside belongs to my friend.
- The report prepared by the committee was comprehensive.

★ **Rewrite the sentences using a present or past participle clause.**

1 Who's the girl who is crying over there?

Who's \_\_\_\_\_ ?

2 Most of my friends who were invited to the party arrived on time.

Most of my friends \_\_\_\_\_

3 I live in a house which was built in 1910.

I live in a house \_\_\_\_\_

4 Anyone who wants to go online should enter a password.

Anyone \_\_\_\_\_

Answers:

1. The girl crying over there
2. invited to the party arrived on time
3. built in 1910
4. wanting to go online should enter a password

★ Rewrite the sentences using participle clauses.

1 What's the name of that website that sells retro-tech?

What's the name of that website selling retro-tech?

2 The flip phone, which was designed in the 1990s, is rapidly becoming popular again.

3 There are very few people who are still using analogue televisions.

4 Users who are used to the old system may find the new one confusing.

Answers:

2. The flip phone, designed in the 90s, is rapidly becoming popular again.

3. There are very few people still using analogue televisions.

4. Users used to the old system may find the new one confusing.



★ Study two participle clauses from the conversation in Exercise 2, and compare them with similar sentences using full relative clauses. Complete the rules below.

**a** There was a wire attaching the phone to the wall. (Present participle clause)

There was a wire which attached the phone to the wall. (relative clause)

**b** The copy made by the carbon paper was called the carbon copy. (Past participle clause)

The copy which was made by the carbon paper was called the carbon copy. (relative clause)

1 We use a **Present participle** to replace a relative clause with **an active / a passive verb**.

2 We use a **Past participle** to replace a relative clause with **an active / a passive verb**.

Answers 1 an active 2 a passive

### 3. RELATIVE CLAUSES

We use **Relative clauses** after nouns, or noun phrases, to describe or give information about a person, thing, possessions, places and time.

نستخدم الجمل التابعة بعد الأسماء، أو عبارات الاسم، لوصف أو إعطاء معلومات عن شخص أو شيء أو ممتلكات أو أماكن ووقت.

**Relative Pronouns:** Relative pronouns are used to introduce relative clauses.

- **Who** (for people)
- **Whom** (for people, more formal or when the person is the **object** of the verb)
- **Whose** (for possession, for people or things)
- **Which** (for things places, and animals)
- **That** (for people, things, and animals, used in defining clauses)
- **When** (for time)
- **Where** (for places)

1. Give me the book \_\_\_\_\_ is on the table.
2. Amman, \_\_\_\_\_ is the capital of Jordan, is a modern city.
3. There are 23 stables \_\_\_\_\_ horses may have been kept.
4. It was the month of July \_\_\_\_\_ I was born.
5. His friends, \_\_\_\_\_ were worried about his health, advised him to relax.
6. He is the man \_\_\_\_\_ daughter I met in Turkey.
7. The guests \_\_\_\_\_ we invited last week are coming tonight.

### Types of Relative Clauses

Defining Relative Clauses	Non-Defining Relative Clauses
<b>1</b> Provide <b>essential information</b> about the noun. Without this clause, the meaning of the sentence would change. اعطاء معلومات اساسيه عن الاسم	<b>1</b> Provide <b>extra information</b> that can be left out without changing the meaning of the sentence. تزودنا بمعلومات اضافية ( اذا تم حذفها من الجمله لا يتغير المعنى )
<b>2</b> <b>No commas</b> are used. لا يمكن استخدام فواصل	<b>2</b> <b>Commas</b> are used to <b>separate</b> the relative clause from the rest of the sentence. نستخدم فواصل لفصل اجزاء الجمله.
<b>3</b> We can use "that" instead of <b>who-which</b> . * The person <b>who/that</b> designed the house is a world-famous architect. * The land <b>where</b> the house is built is extremely picturesque.	<b>3</b> We <b>can't use that</b> . لا نستخدم that

**4** When the relative pronoun is the **object** of the relative clause, you can **omit** **who/which/that**:

إذا كان ضمير الوصل هو المفعول به لجمله الوصل فيمكن حذفه

\*The house (**which/that**) the family has built is unique.

**5** When the relative pronoun is the **subject** of the relative clause, you **cannot** omit **who/which/that**:

إذا كان ضمير الوصل هو فاعل جملة الوصل لا يمكن حذفه

\*It was the woman **who/that** had arrived earlier that day.

**There are two kinds of non-defining clauses:**

### Non-defining clauses

### Extra Examples:

**we can omit the relative pronoun**

• The gift (**which**) she received was a surprise.

The gift she received was a surprise.

• The man (**who**) they hired is very experienced.  
The man they hired is very experienced.

**We can't omit the relative pronoun**

\*The movie **that** is playing now is a comedy.

\* The gift **which** arrived yesterday is for you.

\* The man **who** works here is very friendly.

1. to give extra, non-essential information about the person or thing being talked about in the sentence: لا إعطاء معلومات إضافية أساسية

### Examples:

\* He had just arrived home with his wife, who had been working that afternoon.

\* The building, which many considered ugly at first, is today a UNESCO World Heritage Site.

1. to add a comment about the first part of the sentence. We always use **which** in these clauses:

إعطاء تعليق عن الجزء الأول من الجملة.

### Examples:

\* People from all over the world visit the museum, which shows how deeply they are interested in learning about science.

★ **Study the underlined relative clauses a and b and answer the questions.**

A. The house which we just walked past belongs to my grandfather.

B. My grandfather's house, which I love, isn't very modern.

1. Which sentence gives essential information that cannot be omitted? (defining relative clause) **A**

2. Which sentence gives extra information that can be omitted? (non-defining relative clause)

★ **Read some extracts from the conversation between Heba and her grandfather. Which of the underlined relative clauses are defining?**

1 ... phones are something that you can keep in your pocket. (defining)

2 I had to go into the hall, where the phone was kept, and everyone could hear every word I said.

3 My best friend, who I was usually talking to, used to get fed up with me whispering all the time!

4 .....you had to have a wire that connected your computer with the telephone line.

5 Oliver is adopted by Mr Brownlow, which shows what a kind man he is.

1 and 4 are defining

★ Read the sentences in Exercise 4 and answer the questions.

- 1 In which type of relative clause can we use that instead of which or who?
- 2 In which sentence can you omit the relative pronoun without affecting the meaning? Why is this?
- 3 What does the relative pronoun in Sentence 2 refer to?
- 4 In which sentence is the relative clause a comment on the whole of the main clause?

**Answers:**

1. in defining relative clauses
2. in 1 because the relative pronoun is the object of the clause, we can omit it.
3. It refers to a place
4. Sentence 5

★ Complete the text with who, which, that, where or whose. Find the sentence where you can omit the pronoun .

The I-talk 7,(1) **which** has been completely redesigned since the I-talk 6, is possibly the best new phone on the market. Produced in South Korea, (2) \_\_\_\_\_ I-talk has its headquarters, this is a bright new star in a competitive market. For those of you (3) \_\_\_\_\_ budget won't stretch to more expensive brands, we really recommend the I-talk 7. Virtually all of the quality issues (4) \_\_\_\_\_ affected the company's earlier models have been solved in the I-talk 7. Users (5) \_\_\_\_\_ care about the quality of their photographs will be happy with the new dual lens camera. The only complaint (6) \_\_\_\_\_ we can think of is that the range of colours is limited to blue, black and grey.

Answers: 2. where 3. whose 4. which/that 5. who /that 6. which/that ( the pronoun can be omitted)

★ Choose the correct relative clause a-e to complete the sentences.

- 1 Bluetooth, **which** sounds like a dental problem, is actually a kind of wireless connection.
- 2 The headset **which/that** came with my phone is really uncomfortable to wear.
- 3 Ergonomic keyboards, **which** often look rather strange, make typing more comfortable.
- 4 This record player, **which** can play records at different speeds, was made in Italy.
- 5 This is the Walkman **which/that** my mum used to play her music on when she was a teenager

Answers: 1. Non -defining 2. Defining 3. Non-defining 4. Non-defining 5. Defining





## 4. Prepositions in relative clauses حروف الجر بجمل الوصل

**Prepositions** usually go **at the end** of the clause in conversational English. In more **formal written** and spoken contexts, they can go **at the beginning**, but must be **followed by which (for things) or whom (for people)**:

عادة ما تذهب حروف الجر في نهاية الجملة في اللغة الإنجليزية غير الرسمية و المحادثات ولكن في السياقات الأكثر رسمية المكتوبة والمنطوقة، يمكن أن تذهب في البداية، ولكن يجب أن يتبعها **which (للأشياء) أو whom (للأشخاص)**:

- \* This house is more modern than the last house (**which/that**) they lived in.  
= This house is more modern than the last house **in which** they lived.
- \* The architect knew the couple (**who/that**) he had designed the house for.  
= The architect knew the couple **for whom** he had designed the house.

★ **Complete the sentences with a relative pronoun.**

- 1 The town \_\_\_\_\_ we relocated **to** was in the south.
- 2 The house, \_\_\_\_\_ I live, is charming.
- 3 She's the lady \_\_\_\_\_ I had the row with.

1. which /that 2. where 3. who/that

★ **Rewrite each pair of sentences as one sentence using relative clause.**

1. I was talking about an app. It's really cool.  
The app (**which/that**) I was talking about is really cool.
2. Sami lives round the corner. I play football with him.  
\_\_\_\_\_
3. These headphones stopped working after two days. I paid a fortune for them.  
\_\_\_\_\_
4. I bought my computer at a shop. It has closed down.  
\_\_\_\_\_

**Answers:**

2. Sami, who I play football with, lives round the corner.  
OR Sami, with whom I play football, lives round the corner.
3. These headphones, which I paid a fortune for, stopped working after two days.  
OR These headphones, for which I paid a fortune, stopped working after two days.
4. The shop (where /from which) I bought my computer has closed down.  
OR The shop (that /which) I bought my computer from has closed down.

### Extra Examples:

1. My brother, **who lives in New York**, is visiting us next week. (Non-Defining)
2. The man **whom** I met yesterday is a famous author. (Defining)
3. The teacher, **whom the students respect**, is retiring this year. (Non-Defining)
4. The woman **whose** car was stolen is my neighbour. (Defining)
5. The book **which** I borrowed from the library is overdue. (Defining)
6. The Eiffel Tower, **which is in Paris**, is a famous landmark. (Non-Defining)

★ Rewrite the pairs of sentences as one sentence using a relative clause.

1 Televisions used to have a dial. The dial was used to change channel.

2 Technology is always changing. I find this exciting.

3 Husam has lost his phone. He is very absent-minded.

Answers:

1. Televisions used to have a dial which was used to change the channel.
2. Technology is always changing, which I find exciting.  
Technology, which I find exciting, is always changing.
3. Husam, who is very absent-minded, has lost his phone.

### TEST YOURSELF

1. Choose the correct form to complete the sentence: "She's always \_\_\_\_\_ about the weather."  
a) complained      b) complains      c) complaining      d) complain
2. Choose the correct form to describe a typical characteristic of a person. "She \_\_\_\_\_ everyone with a warm smile, making newcomers feel welcome."  
a) will greet      b) used to greet      c) is greeting      d) was greeting
3. When we were kids, we \_\_\_\_\_ spend the afternoons reading.  
a) used to      b) will      c) didn't used to      d) can
4. Did you \_\_\_\_\_ to school by bus when you were younger?  
a) used to went      b) went      c) use to go      d) used to go
5. It was the century \_\_\_\_\_ many great inventions were made.  
a) who      b) which      c) when      d) where
6. **Original:** "The car that belongs to my neighbor is parked outside."  
**Reduced:** "The car \_\_\_\_\_ to my neighbor is parked outside."  
a) belong      b) belonging      c) belonged      d) belongs
7. **Original:** "The painting that was created by the artist is for sale."  
**Reduced:** "The painting \_\_\_\_\_ by the artist is for sale."  
a) creates      b) creating      c) create      d) created
8. We **DON'T** use ..... to describe a past state.  
a) used to      b) would      c) will      d) constantly
9. The students , \_\_\_\_\_ cleaned the street, are from our school.  
a) who      b) that      c) which      d) whose
10. He **always reacted** dramatically to minor setbacks.  
He \_\_\_\_\_ dramatically to minor setbacks.  
a) is forever reacting      b) was forever reacting      c) was reacting forever      d) were forever reacting
11. "This restaurant is better than the last restaurant (which/that) we dined in."  
"This restaurant is better than the last restaurant \_\_\_\_\_ we dined."  
a) from which      b) in which      c) at which      d) for which

Answers: 1. c 2. a 3. a 4. c 5. c 6. b 7. d 8. b 9. a 10. b 11. b

## Important Words and Phrases

★ Make sure that you are familiar with these words.

حفظ

1. be the peacemaker محضر خير	أن تكون صانع السلام: يساعد الآخرين على حل الخلاف	19. make ends meet	يكسب ما يكفي لسد احتياجاته/ تغطية النفقات
2. blow things out of proportion	يضخم الأمور: يتصرف كما لو أن ما حدث أسوأ مما هو عليه	20. malnourished	يعاني من سوء التغذية
3. burst into tears	ينفجر في البكاء: يبدأ في البكاء فجأة	21. huddled together	تجمع معاً عن قرب
4. empathise with somebody	يتعاطف مع شخص	22. beg	تسول / طلب المال أو الطعام من الغرباء
5. fall out with somebody	يتخاصم مع شخص	23. skinny	نحيف جداً
6. give somebody a compliment	يمدح شخصاً	24. feel at home	يشعر بالراحة / يشعر كأنه في منزله
7. have a go at somebody	ينتقد شخصاً	25. housekeeper	مدبرة منزل
8. let somebody down	يخيب أمل شخص	26. orphan	يتيم
9. lose your temper	يفقد أعصابه	27. clash between you and a sibling	صدام بينك و بين شقيقك
10. make a fuss of somebody	يبدى اهتماماً كبيراً بشخص ما / تدلل شخصاً	28. conceited	متعطرس / مغرور
11. make fun of somebody	يسخر من شخص/شيء	29. pushy	انتهازي /لوح
12. make up with somebody	يصالح شخصاً	30. passionate	شغوف
13. mess about	يعبت" أو "يتسلى"	31. modest	متواضع
14. put up with somebody/ something	يتحمل شخصاً/شيئاً	32. hypocritical	منافق
15. show off	يحاول أن يبهز شخصاً / يتباهى" أو "يستعرض	33. trustworthy	جدير بالثقة
16. live day-to-day	العيش يوماً بيوم دون التفكير في المستقبل	34. tough	قوي
17. talk behind somebody's back	يتحدث عن شخص من وراء ظهره	35. bigoted	متعصب
18. tell somebody off about something	يؤنب شخصاً: يتحدث إلى شخص بغضب عن شيء فعله	36. wind somebody up	يزعج شخصاً



★ **1** In pairs, ask and answer the questions.

- 1 Look at the photos. What are the benefits of being from a small/large family?
- 2 What do you think are the good and bad things about being an only child?

#### Suggested Answers

1. **Small family:** A. More attention from parents B. Quieter and less crowded  
**Large family:** A. Learn to share and cooperate B. Big family gatherings are fun
2. **Good things:** A. Get all the attention and love B. Can be more independent  
**Bad things:** A. Might feel lonely sometimes B. More pressure from parents

#### Phrases for ways of behaving

#### العبارات التي تصف طرق التصرف

Phrase	Meaning in Arabic
1. empathise <b>with</b> somebody	يتعاطف مع شخص
2. fall <b>out with</b> somebody	يتخاصم مع شخص
3. <b>give</b> somebody <b>a compliment</b>	يمدح شخصاً
4. <b>let</b> somebody <b>down</b>	يخيب أمل شخص
5. <b>lose</b> your <b>temper</b>	يفقد أعصابه
6. <b>make fun of</b> somebody/something	يسخر من شخص/شيء
7. <b>make up with</b> somebody	يصالح شخصاً
8. <b>put up with</b> somebody/ something	يتحمل شخصاً/شيئاً
9. talk <b>behind</b> somebody's back	يتحدث عن شخص من وراء ظهره

**2 THINK BACK** Look at the phrases describing ways of behaving towards other people. Are these **positive** or **negative** things to do? Can you add any other phrases?

empathise with somebody		fall out with somebody	
give somebody a compliment		let somebody down	
lose your temper		make fun of somebody/something	
make up with somebody		put up with somebody/something	
talk behind somebody's back			

## Answers

**Positive:** empathise with somebody, give somebody a compliment, make up with somebody

**Negative:** fall out with somebody, let somebody down, lose your temper, make fun of somebody/something, put up with somebody/something, talk behind somebody's back

## ★ Choose the correct answer.

1. What does it mean to empathise with somebody?

- a) To ignore their feelings                      b) To understand and share their feelings  
c) To argue with them                          d) To criticize them

2. What does it mean to fall out with somebody?

- a) To laugh with them                          b) To have a disagreement and stop being friendly  
c) To take care of them                      d) To compliment them

3. When you give somebody a compliment, you are:

- a) Criticising them                              b) Ignoring them  
c) Saying something nice about them      d) Arguing with them

4. What does it mean to let somebody down?

- a) To support them                              b) To disappoint them  
c) To celebrate with them                      d) To ignore them

5. What does it mean to make fun of somebody/something?

- a) To praise them    b) To entertain them    c) To mock or laugh at them    d) To ignore them

6. What does it mean to make up with somebody?

- a) To argue with them                          b) To reconcile and become friends again  
c) To ignore them                                d) To criticize them

7. When you put up with somebody/something, you:

- a) Accept them despite any annoyance      b) Ignore them  
c) Celebrate with them                              d) Argue with them

Answer: 1. b      2. b      3. c      4. b      5. c      6. b      7. a

**3 SPEAKING** In pairs, talk about how you get on with members of your family. Do you think being the oldest, youngest or middle child, or an only child, affects your personality?

## Suggested Answer

- I have a good relationship with my family. We help and support each other.
- I think your place in the family can change your personality. For example, the oldest might be a leader, and the youngest might like attention.

**VALUES** Why is it important not to make fun of people? Discuss in pairs.

**Suggested answers** It is not kind or funny. We are all different and that should not be important.



★ Read the short texts. Which one describes an only or oldest child, a middle child and a youngest child? Go to page 95 to check your ideas.

**A.** When I was **little**, my parents were forever telling me off about the things I'd done. **I was quite naughty** and I used to **mess about** from time to time, sure. I mean, there was one time when I **dressed up** in my dad's clothes and went down the High Street pretending to be him! It was hilarious, but my parents **didn't get the joke**. They took it way too **seriously** and blew it **completely out of proportion**. **I really wasn't that bad** as a child!

عندما كنت **صغيراً**، كان والداي يخبرونني على الدوام عن الأشياء التي قمت بها. كنت **شقياً جداً** وكنت **أعبت** من وقت لآخر بالتأكد. أعني، كانت هناك مرة عندما **ارتديت** ملابس والدي ونزلت إلى شارع هاي ستريت متظاهراً بأنه هو! كان الأمر مضحكاً، لكن والدي لم يفهموا النكتة. لقد أخذوا الأمر على محمل الجد و **ضخموا الموضوع كليا**. لم أكن بهذا السوء عندما كنت طفلاً!

**B.** My brother is always **showing off**. I'm not sure he even **realises he's doing it**. He'll go on and on about how great **he's doing at school**, and everyone always **makes a big fuss of him**. It really **winds me up**, but if I say anything, my parents tell me **I'm being jealous**. It's not fair.

أخي دائماً **ما يتفاخر**. لست متأكداً من أنه يدرك أنه يفعل ذلك. سوف يستمر في الحديث عن مدى روعته في المدرسة، والجميع دائماً **يبدي اهتماماً كبيراً به**. وهذا **يزعجني حقاً**، لكن إذا قلت أي شيء، سيخبرني والداي أنني **أشعر بالغيرة**. هذا ليس عادلاً.

**C.** My brother **gets attention** for being great at school, and my sister **is the clown of the family**. Me? I'm not really sure what my role is. I'm certainly **the peacemaker** when my brother and sister argue. They're really **loud** and **emotional**, whereas I **tend to keep my emotions to myself**, really. I don't **burst into tears** easily or start shouting.

**يحظى أخي بالاهتمام** لكونه رائعاً في المدرسة، وأختي هي **مهرج الأسرة**. أنا ؟ لست متأكداً حقاً من دوري. أنا بالتأكيد **صانع السلام** عندما يتجادل أخي وأختي. إنهم **صاخبون وعاطفيون حقاً**، بينما أميل إلى الاحتفاظ بمشاعري لنفسي حقاً. لا أبكي بسهولة أو أبدأ بالصراخ.

Answers:

Text A describes **a typical youngest child** – they are usually rebellious and a bit **naughty**.

Text B describes **a typical older child (or only child)** – they are **high achievers** and want to please their parents.

Text C describes **a typical middle child** – they don't have such clear typical characteristics, but tend to be **quieter** and more inward-looking than their siblings; they are often good at negotiating.

**EX** Look at the examples showing two forms which can be used to talk about past and present habits. Find more examples of such forms in the texts in Exercise 5.

**Habits in the present:** My brother is always showing off.

**Habits in the past:** When I was little, my parents were forever telling me off.

Answers

**Habits in the present:** realises he's doing it, he's doing at school, I'm being jealous

**Habits in the past:** I was quite naughty, I really wasn't that bad



## READING AND VOCABULARY

## OLIVER TWIST

S.B page 34

Phrases/words	Meaning in English	Arabic
1. make ends meet	to have just enough money to buy what you need	يكسب ما يكفي لسد احتياجاته / تغطية النفقات
2. living day-to-day	dealing with things without thinking about the future	العيش يومًا بيوم دون التفكير في المستقبل
3. malnourished / went hungry	didn't have enough food	يعاني من سوء التغذية / جائع
4. huddled together	sat or stood very close to other people	تجمع معًا عن قرب
5. beg	asked for money or food from strangers	تسول / طلب المال أو الطعام من الغرباء
6. skinny	very thin	نحيف جدًا
7. feel at home	be comfortable in a particular place	يشعر بالراحة / يشعر كأنه في منزله
8. housekeeper	a person whose job is to look after a house.	مدبرة منزل
9. orphan	a child whose parents have died	يتيم

## TEST YOURSELF

- To have just enough money to buy what you need, you must "\_\_\_\_\_".  
a) Beg                      b) Make ends meet                      c) Huddled together                      d) Skinny
- Dealing with things without thinking about the future is described as "\_\_\_\_\_".  
a) Malnourished                      b) Orphan                      c) Living day-to-day                      d) Housekeeper
- People who don't get enough food can become "\_\_\_\_\_".  
a) Beg                      b) Orphan                      c) Malnourished                      d) Huddled together
- During the cold winter night, the homeless people "\_\_\_\_\_ " for warmth.  
a) Make ends meet                      b) Huddled together                      c) Living day-to-day                      d) Skinny
- When he lost his job, he had to "\_\_\_\_\_ " on the streets.  
a) Beg                      b) Orphan                      c) Malnourished                      d) Housekeeper
- After a long illness, she became very "\_\_\_\_\_".  
a) Skinny                      b) Huddled together                      c) Make ends meet                      d) Feel at home
- After traveling for months, he finally found a place where he could "\_\_\_\_\_".  
a) Orphan                      b) Housekeeper                      c) Feel at home                      d) Living day-to-day
- The wealthy family employed a "\_\_\_\_\_ " to take care of their house.  
a) Beg                      b) Housekeeper                      c) Skinny                      d) Malnourished
- After the tragic accident involving his parents, he was left an "\_\_\_\_\_".  
a) Orphan                      b) Huddled together                      c) Make ends meet                      d) Feel at home

## Answers:

1. b    2. c    3. c    4. b    5. a    6. a    7. c    8. b    9. a



## LESSON 4A:

## Oliver Twist

## SB Page

In England during the 1800s, many people came to the cities to work. There were places called **workhouses** (1) where the poorest people could live, work and eat to **make ends meet**. But life in the workhouses was not easy, where people somehow managed a **subsistence**, living day-to-day, **huddled together** to keep warm.

One night, a woman arrived at a workhouse. (2) She gave birth to a baby but then sadly died. A nurse called the baby Oliver Twist and (3) he was sent to a **house for orphans** until (4) he was nine. Then (5) he was sent to a workhouse to work. Oliver was sad to leave the other orphans. Although the boys lived **hand-to-mouth**, (6) they had a **sense of belonging** at the house and looked after each other.

At the workhouse, all the other boys were as **malnourished** as Oliver. One day, (7) they encouraged Oliver to **beg** for more food, but (8) this made the managers of the workhouse angry.

Oliver decided to **escape** to London but had no food and **went hungry** for days, before (9) he met another boy called Jack Dawkins. (10) He showed Oliver the way to the city. Jack introduced Oliver to an old man called Fagin, (11) who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys gathered together to give the old man watches and **jewellery**. Fagin then told Oliver to go into the streets with the other boys and learn from (12) them.

Oliver was **shocked** when (13) he saw the boys take things from **people's pockets**. (14) He understood that (15) they were **thieves**! Suddenly, a man saw the boys take a **handkerchief** from (16) his pocket. (17) He shouted at the boys, and as (18) they ran away, a **police officer** tried to **arrest** Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the **skinny** boy and took (19) him back to (20) his house, (21) where the **housekeeper** looked after Oliver.

في إنجلترا خلال القرن التاسع عشر، جاء الكثير من الناس إلى المدن للعمل. كانت هناك أماكن تسمى **دور العمل** حيث كان بإمكان أفقر الناس العيش والعمل والأكل **لتغطية نفقاتهم**. لكن الحياة فيها لم تكن سهلة، حيث كان الناس يتدبرون أمور معيشتهم بطريقة أو بأخرى، ويعيشون يومًا بيوم، **متجمعين معًا للتدفئة**.

في إحدى الليالي، وصلت امرأة إلى دار العمل. أنجبت طفلًا لكنها توفيت بعد ذلك للأسف. أطلقت الممرضة على الطفل اسم "أوليفر تويست" وأرسل إلى **دار للأيتام** حتى بلغ التاسعة من عمره. ثم أرسل إلى دار العمل للعمل. كان أوليفر حزينًا لتركة الأيتام الآخرين. وعلى الرغم من أن الأولاد كانوا يعيشون بفقر، إلا أنهم كانوا **يشعرون بالانتماء** إلى الدار ويعتنون ببعضهم البعض.

في دار العمل، كان جميع الأولاد الآخرين يعانون من **سوء التغذية** مثل أوليفر. ذات يوم، شجعوا أوليفر على **التسول** للحصول على المزيد من الطعام، لكن هذا أثار غضب مديري دار العمل.

قرر أوليفر **الهروب** إلى لندن ولكن لم يكن لديه طعام وظل **جائعًا** لعدة أيام، قبل أن يلتقي بصبي آخر يدعى جاك دوكينز. أظهر لأوليفر الطريق إلى المدينة. قدم جاك أوليفر لرجل عجوز يدعى فاجين، الذي أعطى أوليفر بعض الطعام وسرير للنوم عليه. في اليوم التالي، رأى أوليفر العديد من الأولاد الآخرين يأتون إلى منزل فاجين. تجمع الأولاد معًا لإعطاء الرجل العجوز الساعات والمجوهرات. ثم قال فاجين لأوليفر للخروج إلى الشوارع مع الأولاد الآخرين والتعلم منهم.

**صدم** أوليفر عندما رأى الأولاد يأخذون الأشياء من جيوب الناس. لقد فهم ذلك كانوا **لصوص**!

فجأة، رأى رجل الأولاد يأخذون **منديلاً** من جيبه. صرخ في الأولاد، وعندما هربوا، حاول ضابط الشرطة **القبض** على أوليفر. ولكن الرجل، السيد براونلو، أخبر ضابط الشرطة أن أوليفر لم يأخذ أي شيء. كان السيد براونلو قلقًا بشأن الفتى **النحيف** وأخذه إلى منزله، حيث **اعتنت مديرة المنزل** بأوليفر.

When Oliver was better, (22)he was walking along the streets when a woman **grabbed** (23)him. (24)She took (25)him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. (26)They told Oliver to climb through a small window of a house. When (27)he did so, he was **shot**.

Luckily, (28)he **survived**. When (29)he was better, (30)he was taken to Mr Brownlow, and was made to **feel at home**. Mr Brownlow explained that Oliver's mother was a rich woman. But (31)his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an **honest person**. So (32)he watched Oliver and made sure that(33) he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money.

At the end of the story, Monks gives Oliver the **money that is owed** to (34)him and leaves the country. Oliver is **adopted** by Mr Brownlow, which shows what a kind man (35)he is.

عندما كان أوليفر أفضل، وكان يسير في الشوارع عندما **أمسكته** امرأة. أعادته إلى فاجين. ثم طلب فاجين من أوليفر مساعدة السيد سايكس في وظيفة في البلاد. طلبوا من أوليفر التسلق عبر نافذة صغيرة من المنزل. عندما فعل ذلك، **أصيب برصاصة**.

لحسن الحظ، **نجا**. عندما كان أفضل، تم نقله إلى السيد براونلو، وتم صنعه ليشرع **وكأنه في بيته**. أوضح السيد براونلو أن والدته أوليفر كانت امرأة غنية. لكن له كان الأخ، وهو رجل يدعى مونكس، يعلم أن أوليفر لن يحصل على المال إلا إذا كان أوليفر **شخص نزيه**. لذلك راقب أوليفر وتأكد من أنه التقى جاك دوكنيز، وثم فاجين. بهذه الطريقة، لن يكون أوليفر نزيها أبداً ويمكن لمونكس الاحتفاظ بكل الأموال.

في نهاية القصة، يعطي مونكس أوليفر **المال المستحق له** ويترك البلاد. تم **تبني** أوليفر من قبل السيد براونلو، مما يوضح كم هو رجل لطيف.

Word	Refers to	Word	Refers to
<b>Where(1)</b>	Workhouses	<b>they (18)</b>	the boys
<b>She(2)</b>	a woman	<b>him (19)</b>	the skinny boy
<b>he (3,4,5)</b>	Oliver Twist	<b>his (20)</b>	Mr Brownlow
<b>they (6)</b>	the boys	<b>where (21)</b>	his house
<b>they(7)</b>	the other boys	<b>He, him (22,23)</b>	Oliver
<b>this (8)</b>	Begging for more food	<b>she (24)</b>	A woman
<b>he (9)</b>	Oliver	<b>him (25)</b>	Oliver
<b>he (10)</b>	Jack Dawkins	<b>they (26)</b>	Fagin and Mr. Sikes
<b>who (11)</b>	Fagin	<b>he, his (27,28,29,30,31)</b>	Oliver
<b>The other boys (12)</b>	the other boys	<b>He (32)</b>	Monks
<b>he (13,14)</b>	Oliver	<b>He (33)</b>	Oliver
<b>him (15)</b>	the boys	<b>Him(34)</b>	Oliver
<b>His, he(16,17)</b>	a man	<b>He(35)</b>	Mr Brownlow

★ Read the summary of Oliver Twist and answer the questions below.

- 1 What kinds of people lived in a workhouse? \_\_\_\_\_
- 2 Why did Oliver decide to walk to London? \_\_\_\_\_
- 3 Why do you think Fagin and Mr Sikes used children to take things from people? \_\_\_\_\_

## Answers

- 1 The poorest people at that time.
- 2 He was malnourished and life was cruel at the workhouse, so he wanted to go.
- 3 **Suggested answer:** People probably did not expect children to take things from them. Also, they were small and quick. Sikes and Fagin could make them take things for them, and give them food and a place to sleep as a reward.

★ Read the text again and choose the correct answers.

- 1 Why was Oliver sad to leave the house for orphans?
  - a It was where he was born.
  - b The orphans helped each other.
  - c He had plenty to eat there.
- 2 Why do you think Fagin gave Oliver food and a bed to sleep on?
  - a He wanted to help the poor orphans of London.
  - b He wanted Oliver to trust him and then work for him.
  - c He was a rich man in a smart, modern house.
- 3 Why did Oliver's brother Monks want Oliver to be a thief?
  - a He could get watches and jewellery from him.
  - b He was an honest person.
  - c He wanted to have all of his mother's money.



1. b 2. b 3. c

**REFLECT / SOCIETY** How do you think poverty influences someone's life? Can there be any positive outcomes to being poor?

## Suggested Answer:

Poverty makes life harder and limits choices. But it can also teach strength and patience.

## TEST YOURSELF

1. Why did Oliver Twist leave the orphanage?
  - a) He was adopted by a wealthy family.
  - b) He was sent to work at a workhouse.
  - c) He ran away.
  - d) He was taken to London by a stranger.
2. Who encouraged Oliver to beg for more food at the workhouse?
  - a) The managers of the workhouse.
  - b) The other boys at the workhouse.
  - c) Mr. Brownlow.
  - d) Fagin.
3. How did Oliver meet Jack Dawkins?
  - a) At the orphanage.
  - b) At the workhouse.
  - c) In London.
  - d) At Mr. Brownlow's house.
4. What did Fagin and the other boys do that shocked Oliver?
  - a) They stole from people's pockets.
  - b) They worked in a factory.
  - c) They begged on the streets.
  - d) They helped the poor.
5. Who told the police officer that Oliver had not taken anything?
  - a) Fagin.
  - b) Mr. Sikes.
  - c) Jack Dawkins.
  - d) Mr. Brownlow.



6. How did Oliver end up getting shot?

- a) He was trying to escape from the workhouse. b) He was helping Mr. Sikes with a job in the country.  
c) He was caught stealing. d) He was defending himself from thieves

7. Why did Monks want Oliver to meet Jack Dawkins and Fagin?

- a) To make Oliver an honest person.  
b) To ensure Oliver would never be honest and Monks could keep the money.  
c) To help Oliver find his mother. d) To teach Oliver a trade.

8. How did the story of Oliver Twist end?

- a) Oliver was sent back to the workhouse. b) Oliver became a thief.  
c) Oliver was adopted by Mr. Brownlow. d) Oliver ran away to another country.

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

**SPEAKING** In pairs, discuss the question. What do you think is the **origin** of these phrases?

1. cc an email	Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy' (cc).
2. go online	If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line.
3. hang up the phone	we say 'hang up the phone' because phones used to be in two parts.

★ Listen to Heba talking to her grandfather. Check your ideas from Exercise

1. What new expressions does Heba teach him?



Answer: Heba teaches her grandfather I've got to bounce and I'll ping you.

"هبة تُعلِّم جدّها عبارتي 'لازم أمشي' و'رح أتواصل معك'"

Phrase	Meaning in English	Meaning in Arabic
1. <b>be</b> the peacemaker	to help other people resolve an argument	أن تكون صانع السلام: يساعد الآخرين على حل الخلاف
2. <b>blow</b> things <b>out</b> of proportion	to react as if what has happened is much worse than it is	يضخم الأمور: يتصرف كما لو أن ما حدث أسوأ بكثير مما هو عليه
3. <b>burst</b> <b>into</b> tears	to suddenly start crying	ينفجر في البكاء: يبدأ في البكاء فجأة
4. <b>have</b> a <b>go</b> <b>at</b> somebody	to criticise someone	ينتقد شخصاً
5. <b>make</b> a <b>fuss</b> <b>of</b> somebody	to give someone a lot of attention	يبدى اهتماماً كبيراً بشخص ما / تدلل شخصاً
6. <b>mess</b> <b>about</b>	to behave in a silly way	يتصرف بطريقة سخيفة
7. <b>show</b> <b>off</b>	to try and impress somebody	يحاول أن يبهز شخصاً
8. <b>tell</b> somebody <b>off</b>	to speak to somebody angrily about	يؤنب شخصاً: يتحدث إلى شخص بغضب عن شيء فعله
9. <b>wind</b> somebody <b>up</b>	to say things in order to annoy somebody	يزعج شخصاً: يقول أشياء لإزعاج شخص

★ Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold.

1 When my little brothers argue, I always stop them! **PEACEMAKER**

When my little brothers argue, I \_\_\_\_\_.

2 My grandparents look after us really well when we visit them. **FUSS**

My grandparents always \_\_\_\_\_.

3 A boy at my school often says things to make people angry. **WIND**

A boy at my school always tries to \_\_\_\_\_.

4 The teacher got angry after the children behaved badly in class. **MESS**

The teacher got angry when \_\_\_\_\_.

5 When he was little, my brother used to react badly to silly things. **BLOW**

When he was little, my brother used to \_\_\_\_\_.

Answers:

1 am always the peacemaker.

2 make a fuss of us when we visit them.

3 wind people up. 4 the children messed about in class. 5 blow things out of proportion.

★ Which of the life events in the box can you see in photos A–C? Which of them can be the most challenging?



a clash between you and a sibling  
a newborn baby in the family  
a row with your best friend  
flunking an important exam  
relocating to a different town or country

صدام بينك و بين شقيقك  
مولود جديد بالعائلة  
خلاف مع أفضل صديق  
الرسوب في امتحان مهم  
تغيير مكان الإقامة في قرية او بلد مختلف

Answers

A relocating to a different town or country

B a row with your best friend/flunking an important exam

C a clash between you and a sibling / a newborn baby in the family

### VOCABULARY EXTENSION

1 Match the words from the box with their definitions.

clash - flunk - relocate - row - sibling

1 a fight or strong disagreement : \_\_\_\_\_

2 move to a new place to live or for work : \_\_\_\_\_



3 a noisy argument or fight : \_\_\_\_\_

4 a brother or sister : \_\_\_\_\_

5 fail to do something : \_\_\_\_\_

**2** Complete the sentences with the correct form of the words from Exercise 1.

1 You must work hard or you might \_\_\_\_\_ your exams.

2 When he was younger, my grandfather had to \_\_\_\_\_ to Egypt when he was offered a job there.

3 I have always got on well with my sisters and we never had \_\_\_\_\_ when we were younger.

4 My mother has five \_\_\_\_\_, two boys and three girls!

5 Ali's brothers are very different and they often \_\_\_\_\_ about which book to choose at a library, for example.

**Answers 1** 1 clash 2 relocate 3 row 4 sibling 5 flunk

**Answers 2** 1 flunk 2 relocate 3 a row/rows 4 siblings 5 clash

★ Listen to the first part of a radio programme and answer the questions.

1 Why does the speaker think that what happens to us can influence our personality?

2 Does the speaker think that negative events are to be avoided? Say why.



**Answers 1** Because events cause the brain to make new connections, which changes us.

**2** No, because negative events can also influence us positively. It depends what we learn from them.

**CRITICAL THINKING** Study Active Listening. Is the extract from the recording below a fact or an opinion? How do you know?

People sometimes think that stressful or upsetting events shape us negatively, and joyful events have a positive effect, but to my mind, the opposite can also be true.

**Answers** An opinion (People sometimes think ... ; to my mind, ...)

### DISTINGUISHING BETWEEN FACTS AND OPINIONS التمييز بين الحقائق والآراء

★ An opinion is an individual's belief or viewpoint. It is subjective, rather than being based on evidence. الرأي هو اعتقاد الفرد أو وجهة نظره. إنه ذاتي، وليس قائمًا على الأدلة.

It may be signalled by the use of such words as **feel, believe or think** or phrases such as **If you ask me... / I have the impression that...**

**Example** "If you ask me, we should have started the project earlier to avoid the last-minute rush."

★ A fact is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase such as **The data shows... / The research indicates ...** الحقيقة هي شيء يوجد بشأنه بعض الأدلة الموضوعية التي يمكن التحقق منها أو التحقق منها.

**Example:** "The data shows a significant increase in customer satisfaction over the past year."

★ Listen to the rest of the programme and make notes for the four speakers: Habib, Lama, Dalia and Jawad.

1 What was the life event?

2 How was it stressful?

3 What influence did it have?

4 What did he/she learn from it?



**Answers** Habib **1** Transferring from primary to secondary school. **2** He did badly at school. **3** He often got into trouble at school. **4** He learnt that he should put in more of an effort and not be scared of failing.

Lama **1** The birth of her little sister Majeda. **2** She couldn't accept the fact that her parents gave all their attention to her sister. **3** She felt unhappy. **4** She saw that even when things don't immediately go her way, they may still turn out positive in the long run.

Dalia **1** Her family relocated to Germany for two years. **2** She hated not being able to communicate with people. **3** She felt down in the dumps. **4** She learnt the value of sticking at something even when it's not easy.

Jawad **1** He was bullied when he started secondary school. **2** He felt upset a lot of the time. **3** He burst into tears. **4** He realised he doesn't have to worry about what other people think of him.

★ **Listen again and choose the correct answers.**

**1** What prevented Habib from doing well at secondary school?

- a** He wasn't being challenged enough. **b** He wasn't very academically gifted.  
**c** He was friends with people who didn't pay attention in class.

**2** Which of the following is an opinion?

- a** Colic can have a variety of causes. **b** Colic is usually worse at night.  
**c** Lying flat makes colic more of a problem.

**3** What was the hardest thing for Dalia when she went to school in Germany?

- a** Struggling to communicate with people. **b** Leaving her old friends behind.  
**c** Not being treated well by the other kids.

**4** The bullies stopped teasing Jawad because

- a** the new pupil defended Jawad. **b** Jawad grew taller as he got older.  
**c** Jawad learnt to ignore them.

1 a 2 c 3 a 4 c

★ **Speaking**

**Talking About Life Event**

Life events	Meaning in Arabic
1. wasn't <b>doing me any favours</b>	لم يكن يقدم لي أي معروف
2. things don't immediately <b>go my way</b>	الأمر لا تسير على طريقي فوراً
3. <b>turn out</b> to be positive in the long run	يتضح أنها إيجابية على المدى الطويل
4. the value <b>of sticking at something</b>	قيمة المثابرة على شيء معين

Examples:

- Despite the current challenges, I believe this experience will \_\_\_\_\_.
- I learned from this experience \_\_\_\_\_ and not giving up.
- I decided to stop dealing with that person because he \_\_\_\_\_.
- I know that \_\_\_\_\_, but I'll keep trying.

**Answers:**

1. turn out to be positive in the long run.
2. the value of sticking at something
3. wasn't doing me any favors
4. things don't immediately go my way

★ Listen to some pairs of sentences, paying particular attention to how the underlined words differ from each other. What do you notice about their pronunciation?



- 1 a Some people pick up a book in order to learn something new or find out information.  
b It contains some really inspirational ideas about how to make the most of your life.
- 2 a Faisal, let's start with you.  
b Can you believe that?

**Answers**

Sentences 1a and 2a feature a strong version of the word – full vowel, articulate.

Sentences 1b and 2b feature a weak version of the word – neutral, relaxed vowel.

**ACTIVE PRONUNCIATION: Weak vowel forms (W.B / P.22)**

If a word in a sentence does not carry the main message, English speakers usually make it sound 'weaker' by using the neutral vowel sound /ə/. This may take place with:

1. Determiners (e.g. some, this)
2. conjunctions (e.g. than, and)
3. pronouns (e.g. he, them)
4. auxiliary verbs (e.g. can, have)
5. prepositions (e.g. at, of)

when these words are emphasised, quoted or said at the end of the sentence, they can be pronounced with full vowels.

★ **Which of the underlined words are strong forms? (W.B / P.26 E.X: 4)**

- 1 At (strong) the time, I didn't know him at all.
- 2 Maher's charming and trustworthy, and (strong) he's very hard-working.
- 3 I have checked that we have (strong) all the documents.
- 4 She's thinking of taking some time off. (strong)

★ **Which words in these of sentences have a weak form? Listen and check.**

- 1 He's always put him on a pedestal.
- 2 Some artists tend to be hypocritical.
- 3 Entertainment can be seen as a distraction.
- 4 Millennials and baby boomers could not be more different.

★ **Critical Thinking. (S.B / P.32 E.X: 3)**

People sometimes think that stress or upsetting events shape us negatively, and joyful events have a positive effect, but to my mind, the opposite can also be true.

I believe that difficult events can help us grow stronger, while too much comfort can make us lazy. Joyful moments can be enjoyable, but they don't always lead to growth like challenges do.

## Personal Qualities and Behaviour الصفات والسلوكيات الشخصية

Word	English	Arabic
1. conceited	Constantly telling people how great you are	مغرور
2. pushy	Determined to get what you want	انتهازي / لحوح
3. passionate	Feeling very strongly about something	شغوف
4. modest	Not talking in a proud way about your achievements	متواضع
5. hypocritical	Saying one thing, but doing something different	منافق
6. trustworthy	Can always be trusted	جدير بالثقة
7. tough	Able to deal with difficult situations	قوي
8. bigoted	Intolerant of other people's beliefs and practices	متعصب
9. immature	behaving in a way that is not sensible for your age	غير ناضج
10. charming	very pleasing	ساحر - جذاب
11. hypocritical	pretending to be a good person or to believe in something you do not really believe	منافق
12. dedicated	working very hard at something because you think it is important	مُتفانٍ
13. sincere	honest, really believing what you say	مخلص
14. compassionate	kind and sympathetic to people who have problems	رحيم / عطوف
15. idealistic	believing in ideas that cannot be achieved in real life	مثالي
16. inspirational	giving you the idea to be as good or successful as possible	ملهم
17. capable	having the skills and ability to do something	قادر / كفء
18. decent	honest and good	محترم

**1** Decide if the adjectives in the box are positive or negative. Are there any which could be both?

bigoted - capable - charming - compassionate - conceited - decent - dedicated -  
defensive hypocritical - idealistic - immature - inspirational - modest - passionate  
- pushy - sincere - tough - trustworthy

Positive	Negative	Both
capable قادر / كفء	bigoted - متعصب	tough - قوي / صعب
charming ساحر	immature - غير ناضج	
compassionate - عطوف	hypocritical - منافق	
dedicated - مُتفانٍ	defensive - يتصرف بعصبية - عند الانتقاد	
decent - محترم	pushy - لحوح	
idealistic - مثالي	conceited - مغرور	
modest - متواضع		
trustworthy - جدير بالثقة		
inspirational - ملهم		
sincere - مخلص		
passionate - شغوف		



## 2 Listen Complete the sentences with the words from the table above.

- 1 He's really \_\_\_\_\_; always telling everyone how great he is.
- 2 She's so \_\_\_\_\_; she's determined to get what she wants.
- 3 He's so \_\_\_\_\_ that he refuses to accept anyone who thinks differently from him.
- 4 She's really \_\_\_\_\_ about animals; they're so important to her.
- 5 He's quite \_\_\_\_\_; you would never know that he's a big star.
- 6 You can't say anything to criticise her at all or she gets angry; she's so \_\_\_\_\_
- 7 She will look after your baby well; she's reliable, responsible and completely \_\_\_\_\_
- 8 She can deal with the most difficult situations; she's very \_\_\_\_\_

### Answers :

1. conceited 2. pushy 3. bigoted 4. passionate 5. modest 6. defensive 7. trustworthy 8. tough

## 3 Complete the description with the adjectives from the box.

compassionate - dedicated – capable - passionate - inspirational

\* I would like to tell you about someone who I am really proud of. It's my Aunt Abeer! She is a hard-working and (1) \_\_\_\_\_ nurse who works at a children's hospital. She has always wanted to help children who have had problems in their lives and she is a really (2) \_\_\_\_\_ person. She is also (3) \_\_\_\_\_ about the environment and thinks we should all help to stop climate change. Aunt Abeer has proved that she is (4) \_\_\_\_\_ of making a real change to young people's lives, and she is now an (5) \_\_\_\_\_ figure for everyone in my family.

Answers: 1. dedicated 2. compassionate 3. passionate 4. capable 5. inspirational

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

- 1 Mrs Baqer is a very **capable** / **conceited** teacher and you'll benefit from her lessons.
- 2 She's such a(n) **inspirational** / **tough** teacher that all her students want to be like her.
- 3 The doctor was always very **bigoted** / **charming** and knew what to say to help her patients relax.
- 4 It's fine to be **hypocritical** / **idealistic**, but sometimes you have to be practical too.
- 5 Truly **dedicated** / **pushy** athletes are constantly training.
- 6 Why can't you act your age and stop being so **dedicated** / **immature**?
- 7 Nawal proved she was **compassionate** / **charming** by helping at an animal shelter.
- 8 He's a very **inspirational** / **decent** person and will always act in the proper way.
- 9 Omar would always get **defensive** / **trustworthy** if people criticised his work.
- 10 Was the politician being **sincere** / **modest** when he said the government would tackle climate change?

Answers 4: 1 capable 2 inspirational 3 charming 4 idealistic 5 dedicated  
6 immature 7 compassionate 8 decent 9 defensive 10 sincere



**5 Match the words from the box with their definitions. (W.B / P.27 E.X: 2)**

bigoted- conceited- hypocritical- modest-passionate- pushy- tough -trustworthy

1. constantly telling people how great you are conceited
2. determined to get what you want \_\_\_\_\_
3. feeling very strongly about something \_\_\_\_\_
4. not talking in a proud way about your achievements \_\_\_\_\_
5. saying one thing, but doing something different \_\_\_\_\_
6. can always be trusted \_\_\_\_\_
7. able to deal with difficult situations \_\_\_\_\_
8. intolerant of other people's beliefs and practices \_\_\_\_\_
9. behaving in a way that shows you think someone is criticising you \_\_\_\_\_

Answers: 2.pushy 3.passionate 4.modest 5.hypocritical 6.trustworthy 7.tough 8.biogated 9 defensive

**6 Use the suitable words from the box to complete the descriptions.**

bigoted- conceited- hypocritical- modest-passionate- pushy- tough -trustworthy

1. Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's hypocritical.
2. Sawsan won't take 'no' for an answer. She'll keep asking until she gets what she wants. She's \_\_\_\_\_
3. Laith is a highly skilled pianist, but he doesn't show off about it. He's \_\_\_\_\_
4. Suha hates anyone who is different from her. She's really \_\_\_\_\_
5. Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself. She's \_\_\_\_\_
6. Jameela believes she's a better person than all her friends. She's so \_\_\_\_\_
7. If you want to be sure a secret is kept, tell Randa. She's \_\_\_\_\_
8. Khalil's life is completely dedicated to tackling pollution. He's \_\_\_\_\_ about it.

Answers: 2 pushy 3 modest 4 bigoted 5 tough 6 conceited 7 trustworthy 8 passionate

**\*\*\* PRONUNCIATION:** اللفظ stress patterns.

1 ● ..	2 . ●	3 ● .	4 ● ● .
bigoted, capable, passionate, trustworthy	sincere	charming, decent, modest, pushy	conceited, defensive
5 ● ● ●	6 ● ● ● ●	7 ● ● ●	8 ● ● ● ●
Immature	dedicated	Compassionate	hypocritical, inspirational



## Talking about good and bad role models.

## التحدث عن القدوة الحسنة والسيئة

Phrases	Meaning in Arabic
1. A bad influence ( <b>on</b> somebody)	تأثير سيء على (شخص ما)
2. A good/shining example <b>of</b>	مثال جيد/مشرق لـ
3. Admire	يعجب بـ
4. Despise	يحتقر
5. Find somebody inspirational	يجد شخصاً ما ملهماً
6. Follow <b>in</b> somebody's footsteps	يسير على خطى شخص ما
7. Idolise	يعتبره مثالي
8. Loathe	يكره بشدة
9. Look <b>down on</b>	ينظر بازدراء إلى
10. Look <b>up to</b>	يحترم/يقدر
11. Put somebody <b>on</b> a pedestal	يضع شخصاً على قاعدة التمثال / مكانة مرموقة (يمجده)
12. Set a good example	يضع مثلاً جيداً

★ Complete the online comment with one word in each gap.

## What's BUGGING YOU TODAY?

ما الذي يزعجك اليوم؟

Share it with the world at [haveyoursay.com](http://haveyoursay.com)

Don't you just (1) **loathe** it when someone you (2) **admire / tough** proves to be a bad (3) **capable / influence** on others? It seems to happen all the time these days. Athletes who we (4) **idolise / modest**, singers whose music we find (5) **despise / inspirational** actors who we put on a (6) **pedestal / example** because of their talents and abilities, activists that we admire as (7) **shining / pedestal** examples for hope and change. But instead of being figures that we can look up (8) **in / to**, they turn out to be totally (9) **hypocritical / footsteps**! They say one thing and then do something completely different! It drives me crazy!

Answers: 2. admire 3. influence 4. idolise 5. inspirational 6. pedestal 7. shining 8. to 9. hypocritical

**SPEAKING** Ask and answer the questions.

- 1 Do famous people have a responsibility to be good role models? Say why.
- 2 Who has more influence on you – public figures, your friends or your family?

**SUGGESTED ANSWER**

- 1 **Yes**, famous people have a responsibility to be good role models because many people, especially kids, look up to them and may copy their behavior.
- 2 **My family** has more influence on me because they are always around and support me in everything.

## TEST YOURSELF

- Even though he was young, his speech was so \_\_\_\_\_ that it moved everyone to tears.  
a) Pushy                      b) Tough                      c) Inspirational                      d) Defensive
- He often brags about his achievements and thinks he's better than everyone else. He is quite \_\_\_\_\_.  
a) Modest                      b) Trustworthy                      c) Conceited                      d) Compassionate
- She is always polite and treats everyone with respect, showing how \_\_\_\_\_ she is.  
a) Bigoted                      b) Decent                      c) Defensive                      d) Immature
- He always goes out of his way to help others and shows a lot of \_\_\_\_\_.  
a) Hypocritical                      b) Passionate                      c) Compassionate                      d) Conceited
- Despite facing many challenges, she remained \_\_\_\_\_ and never gave up.  
a) Tough                      b) Pushy                      c) Hypocritical                      d) Immature
- He is a \_\_\_\_\_ leader who always thinks about how to make the world a better place.  
a) Bigoted                      b) Idealistic                      c) Defensive                      d) Conceited
- She is very \_\_\_\_\_ and never takes credit for her achievements.  
a) Modest                      b) Pushy                      c) Bigoted                      d) Defensive
- Even though he's very successful, he's \_\_\_\_\_ and doesn't like to talk about his achievements.  
a) Conceited                      b) Modest                      c) Defensive                      d) Immature
- He is very \_\_\_\_\_, always thinking of new ways to solve problems.  
a) Immature                      b) Idealistic                      c) Bigoted                      d) Inspirational

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

## SPEAKING



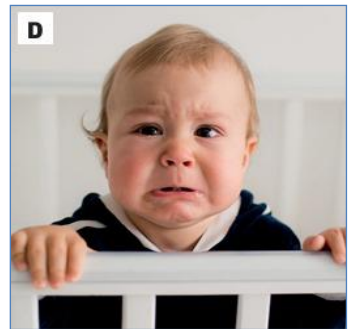
Baby boomers: retired at 56 on a full pension – think young people are lazy.



How Gen X sent text messages.



Millennial elevator has three buttons: up, down and whatever.



Gen Z: You can't say that – it hurts my feelings!

جيل الطفرة (1964-1946)  
تقاعد مبكرًا بمعاش كامل...  
!ويصف الشباب بالكسالى

كيف كان جيل إكس (1965-)  
يرسل الرسائل النصية؟

مصعد جيل الألفية (1981-1996)  
فيه ثلاث أزرار: فوق، تحت،  
و(خليها على كيفك!)  
العبارة تسخر من الصورة النمطية  
عن جيل الألفية بأنهم غير مباينين

جيل زد (1997-2012): لا يمكنك  
قول ذلك – هذا يجرح مشاعري!  
الجملة تعكس صورة نمطية (و غالبًا  
ساخرة) عن جيل زد، بأنهم  
حساسون جدًا تجاه الكلمات  
والمواقف

1 In small groups, look at memes A–D about different generations. What characteristics are they joking about? Are the jokes fair?

★ Suggested answers **A** They are suggesting Baby boomers have an easy time.

**B** They are suggesting Gen X are old-fashioned.

**C** They are suggesting Millennials are indecisive. **D** They are suggesting Gen Z are too sensitive.

★ No, they are just funny ideas. Not everyone is like that.

2 Listen to a radio phone-in programme about three different generations and make notes.



	Baby boomers (born 1946–1964)	Generation X (born 1965–1980)	Millennials (born 1981–2000)
Events which influenced them			
Attitude towards work			
Personality characteristics			

Answer:

	Baby boomers	Generation X	Millennials
Events which influenced them	Born not long after World War 2	Fall of the Berlin Wall	The health pandemic
Attitudes towards work	Work harder than any other generation	Work hard, but also want a good work-life balance	Work the hardest – less holiday, longer hours
Personality characteristics	Determined and resourceful	Value freedom, very independent	People say they are selfish and entitled

3

### Generalising

#### Talking about what is generally true

1. On the whole, ....
2. In general, ...
3. In some/many/most cases, ..
4. Broadly speaking, ...
5. By and large, ...
6. More often than not, ...
7. Nine times out of ten, ..
8. 90 percent of the time, ...
9. To some/a great extent, ...
- 10..... tend to think/say/believe ..
11. There's a tendency for...to...

#### Acknowledging that you are generalising

1. This is a bit of a sweeping statement, but..
2. may be overgeneralising, but...
3. You might think this is an overgeneralisation, but...

#### الحديث عن ما هو صحيح بشكل عام

- بشكل عام  
بصورة عامة  
في بعض الحالات  
بشكل عام  
بوجه عام  
في كثير من الاحيان  
تحدث في تسع من كل عشر مرات  
تسعين بالمئه من الأوقات / يحدث غالباً  
الى حد ما - بشكل كبير  
الناس يميلون إلى التفكير/القول/الاعتقاد  
هناك ميل لـ...إلى

#### ادراك التعميمات

- هذه عبارة عامة إلى حد ما، لكن  
قد أكون مبالغاً في التعميم، ولكن.  
قد تظن أن هذا تعميم مبالغ فيه، ولكن...

**4** Rewrite the sentences as generalisations using the words in brackets.

**Generation Z { people born from 2001 onwards}**

1. Generation Z spend a lot of time online. (**general**) \_\_\_\_\_
2. They know how to make the best of social media. (**whole**) \_\_\_\_\_
3. They take offence very easily. (**tend**) \_\_\_\_\_
4. They have an entrepreneurial spirit. (**nine**) \_\_\_\_\_
5. They like getting a bargain. (**cases**) \_\_\_\_\_
6. They are into experiences rather than material possessions. (**extent**) \_\_\_\_\_

Answers:

1. **In general**, Generation Z spend...
2. **On the whole**, they know how.....
3. They **tend to** take offence.....
4. **Nine times out of ten**, they have.....
5. **In some /many/most cases**, they like....
6. **To a great extent/some extent**, they are into....

**4** Complete the conversation with the correct words. **EXTRA QUESTION**

Teacher: On the ( **general** / **whole** / extend ) , do you think life was better for your parents' generation, Zeina?

Zeina: No, I don't. 2 ( **Broadly** / Tendency / Extent ) speaking, I think our lives are better. I mean – imagine having no phones or Internet!

Teacher: Well, yes. What about you, Amina?

Amina: There's a 3 ( **broadly** / tendency / extent ) for young people to think that life must have been worse without technology, but my dad is always saying how grateful he is to have seen what life was like back then. To some 4 ( **broadly** / tendency / extent ) I think people were more able to appreciate the simple pleasures in life.

Teacher: I see, And you Khawla?

Khawla: Well, 5 ( **on** / by / in ) and large, the world was a greener and less polluted place back then. However, I suppose in 6 ( **general** / whole / extend ), I believe life is better these days.

Answers: 2. Broadly 3. tendency 4. extent 5. by 6. general

**5** In pairs, discuss the questions and prepare a short presentation about your generation.

- 1 Do you feel you belong to Generation Z?
- 2 Do you agree with the generalisations about Generation Z in Exercise 4? Say why.
- 3 Can you think of any generalisations that people make about other generations?

Suggested Answer:

1. Yes, I feel I belong to Generation Z because I was born in that time and use technology a lot.
2. No, I don't fully agree. Not all Gen Z are sensitive — everyone is different.
3. People say Boomers don't understand technology and Millennials are lazy.

**REFLECT| SOCIETY** How can society overcome generation gaps?

Suggested Answer: We can overcome generation gaps by sharing ideas, working together, and respecting each other's experiences.



## WRITING | AN OPINION ESSAY

**Fact Box** Internet use in Jordan

- Around 50% of children in Jordan can **access** the internet.
- Around 97% of these children spend up to six hours a day online.
- Around 74% of these children who are under 10 use video-sharing sites online.
- 94% of students use the internet for online **discussions**, doing research, and using messaging apps.

**حقائق** استخدام الإنترنت في الأردن

- يستطيع حوالي 50% من الأطفال في الأردن **الوصول** إلى الإنترنت.
- يقضي حوالي 97% من هؤلاء الأطفال ما يصل إلى ست ساعات يومياً على الإنترنت.
- يستخدم حوالي 74% من هؤلاء الأطفال الذين تقل أعمارهم عن 10 سنوات مواقع مشاركة الفيديو على الإنترنت.
- 94% من الطلاب يستخدمون الإنترنت **للمناقشات** عبر الإنترنت وإجراء الأبحاث واستخدام تطبيقات المراسلة.

**1** In pairs, read the Fact Box and answer the questions.

**1** Do any of the facts surprise you? If so, which ones? If not, why not?

**2** Would you agree that families have less quality time together than in the past?

**3** Are families less close than they used to be?

**Suggested Answers:**

**1** Yes, it's surprising that children spend up to six hours online daily.

**2** Yes, because people use the internet more than spending time together.

**3** Yes, families talk and connect less than before.

**ARE FAMILIES AS CLOSE AS THEY USED TO BE? SB Page 38**

Many people today feel that **relationships** between members of the same family are not as **close** as they were a few **generations** ago. Changes in our working lives and the **advent of technology** have certainly **altered** how families **interact**, but I would **argue** that families generally **remain** as close as they ever were.

يشعر الكثير من الناس اليوم أن **العلاقات** بين أفراد الأسرة الواحدة لم تعد **مقاربة** كما كانت قبل بضعة **أجيال**. من المؤكد أن التغيرات في حياتنا العملية و**ظهور التكنولوجيا** قد **غيرت** بالتأكيد كيفية **تفاعل** الأسر، ولكنني **أزعم** أن الأسر لا **تزال** مقاربة بشكل عام كما كانت في أي وقت مضى.

## Topic sentence

**Increasingly**, parents are **seeking** a greater **work-life balance**. This means that even in a family where both parents work, they are often able to **ensure** that at least one parent is available to take their children to **after-school activities** or to **attend shows** and **concerts** at the school. A better work-life balance also **enables** families to spend more **quality time** together.

يسعى الوالدان بشكل **متزايد** إلى تحقيق **توازن أكبر بين العمل والحياة**. ويعني ذلك أنه حتى في الأسرة التي يعمل فيها كلا الوالدين، غالباً ما يكون أحد الوالدين على الأقل **متاحاً** لاصطحاب أطفالهم إلى **أنشطة ما بعد المدرسة** أو **لحضور العروض والحفلات الموسيقية** في المدرسة. كما أن تحقيق توازن أفضل بين العمل والحياة الشخصية **يمكن** العائلات من قضاء المزيد من **الوقت الجيد** معاً.

It is commonly **accepted** that the time needed to run a **household** has also **decreased** over the last few **decades** as more and more **labour-saving devices** have been invented. A **striking** example of this is the **humble** washing machine, which Hans Rosling, a **well-known** Swedish **statistician**, called 'the greatest invention of the **industrial revolution**' because of the way that it **liberated** parents to spend more time with their children. **Prior** to its **invention**, it was usual to spend an entire day doing **laundry**.

**Going online** can be seen as a way of **bringing families together** as well as a **distraction**. Whereas in the past family members **living apart** would have to write letters and often wait a long time for a **reply**, nowadays there are many more ways to **keep in touch**, such as social media and video calls. **Overall**, I believe that family members do **communicate** with each other more than in the past, whether through technology or **face-to-face**.

In **conclusion**, I would say that while **society** may have changed, families **remain** as close as they were, **aided** by technology and greater **flexibility** in **working patterns**.

من المتعارف عليه أن الوقت اللازم لإدارة المنزل قد انخفض أيضاً على مدى العقود القليلة الماضية مع اختراع المزيد والمزيد من الأجهزة الموفرة للعمالة. ومن الأمثلة الصارخة على ذلك الغسالة المتواضعة، التي وصفها هانز روسلينج، وهو خبير إحصائي سويدي معروف، بأنها "أعظم اختراع للثورة الصناعية" بسبب الطريقة التي فقدت حررت الآباء والأمهات لقضاء المزيد من الوقت مع أطفالهم. فقبل اختراعها، كان من المعتاد قضاء يوم كامل في غسل الملابس.

Topic sentence

يمكن اعتبار التواصل عبر الإنترنت وسيلة للتقريب بين أفراد العائلة وكذلك وسيلة لتشتيت الانتباه. فبينما كان أفراد الأسرة الذين يعيشون بعيداً عن بعضهم البعض في الماضي يضطرون إلى كتابة الرسائل وغالباً ما ينتظرون وقتاً طويلاً للرد، أصبح هناك في الوقت الحاضر العديد من الطرق للبقاء على اتصال، مثل وسائل التواصل الاجتماعي ومكالمات الفيديو. بشكل عام، أعتقد أن أفراد الأسرة يتواصلون مع بعضهم البعض أكثر مما كانوا عليه في الماضي، سواء من خلال التكنولوجيا أو وجهاً لوجه.

في الختام، أود أن أقول أنه على الرغم من أن المجتمع قد تغير، إلا أن العائلات لا تزال قريبة من بعضها البعض كما كانت، بمساعدة التكنولوجيا والمرونة الأكبر في أنماط العمل.

★ Read the essay again. Which paragraphs are about the topics listed in the essay question?

1. **Paragraph 4** is about mobile technology.
2. **Paragraph 2** is about changes in working life.
3. **Paragraph 3** includes the writer's own idea: how modern labour-saving technology allows family members to spend more time together.

★ Study the Writing box and answer the questions.

- 1 What is the **thesis** of the essay?
- 2 What arguments does the writer give to support the thesis?
- 3 How does the thesis relate to the conclusion?

Answers

1. Families remain as close as they ever were.
2. Greater work-life balance means parents are more available to their children and able to spend more quality time together. Greater automation of housework has had a similar effect. The Internet and social media give more opportunities for families to communicate with each other when at a distance.
3. The conclusion restates the thesis: ... while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.



**WRITING| An opinion essay****Content and organisation**

**Introduction:** Summarise the topic of the essay, using your own words as far as possible, and state your position (thesis) with regard to the topic.

**Main body:** Include 2 or 3 paragraphs setting out your arguments. You must include the two topics given in the essay question, plus an idea of your own. Each paragraph should be about one main idea.

**Conclusion:** Summarise the main points of the essay and restate your opinion or thesis on the topic.

**Style and register**

- Use semi-formal or quite formal register.

- Give your **personal opinion** using:

1. Personally, ...      2. In my opinion, ...      3. My personal convictions that...

4. I would argue that ...      5. I believe that ...      6. I would say that ...

- Include more **impersonal views** using:

1. It is often argued that...      2. It is often held that...      3. It is widely believed that

4 Many people today feel that ..      5 It is commonly accepted that ..      6 .. can be seen as

- Try to use a variety of **linkers**:

Nevertheless, ...

In addition, ...

Therefore, ...

- Example      - for example      - for instance

**ACTIVE WRITING | TOPIC SENTENCES**

In academic writing, each paragraph has a 'topic sentence' which contains the main idea of the paragraph. The other sentences should support the topic sentence, giving further details, reasons or examples. A coherent paragraph will have sentences in logical order.

★ For each topic sentence below, write a paragraph with two supporting sentences.

1 social media is often seen as a key reason people are interacting less face-to-face.

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2 Working parents are simply too busy to spend time with their family.

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★ Underline the topic sentences in paragraphs 2, 3 and 4 of the model essay.

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1. People in your family are more influential in your life than your friends or any other influence. Write an opinion essay, giving reasons for your opinion and including examples from your own experience.

‘We learn more from our school environment than we do from our friends’ Do you agree?

Write your essay.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across most of the page width. In the bottom-left corner, there is a dark gray triangular area, and a thick red diagonal line runs from the top-left edge towards the bottom-right corner, passing through the gray area.

**REVISION****S.B.P26****VOCABULARY AND GRAMMAR**

1 Complete the text with the words/phrases from the box. There are two extra words.

Compassionate – decent- despise- idolise - immature –  
influence – making a fuss-modest -pushy- showing

News stories about (1) ..... citizens who help old women across the road, and (2) ..... individuals who are concerned about others do make the news from time to time.

(3) ..... people who perform heroic acts without (4) ..... and telling everyone about it can be interesting. However, the stories in some types of newspapers and websites are often about (5) ....., attention-seeking individuals, who simply love (6) ..... off. Some of these celebrities even have their own TV shows. Why should the public be interested in who they row with? People like this are a bad (7) ..... on young people. Surely, we shouldn't (8) ..... them and give them celebrity status!

Answer:

1. decent/compassionate    2. compassionate/decent    3. Modest  
4. making a fuss    5. pushy    6. showing    7. influence    8. idolise

2. Choose the correct words/phrases to complete the sentences.

- 1 I **lost my temper / empathised** with my sister last night. I Usually control myself.
- 2 He's **the peacemaker / capable** and always does his best to resolve arguments.
- 3 A good friend should never **talk about / fall out with** you behind your back.
4. She doesn't earn much money and finds it hard to **make ends meet / live hand-to-mouth**.
- 5 They are both very **defensive / sincere** and always tell the truth.
- 6 I **admire / loathe** people who behave like that. What she did was unacceptable!
- 7 You can always count on her. She's the most **trustworthy/compassionate** person I know.

Answers:

1. lost my temper    2. the peacemaker    3. talk about    4. make ends meet  
5. sincere    6. loathe    7. trustworthy

3. Complete the sentences. Use the Present Continuous or Past Continuous, will, used to or would. Sometimes more than one answer is possible.

1 My sister..... forever ..... (borrow) my clothes without asking me. It's very irritating!

2 When I was a child, we..... (live) in a house by the sea, but now we live in a city.

3 My brother can't keep a secret. He.....(post) anything you tell him on his blog immediately.

Answers: 1. is / borrowing    2. used to live / lived    3. will post

4. Rewrite the sentences as one sentence using a defining or non-defining relative clause.

1 That boy's mum is Japanese. He's fluent in five languages.

That boy \_\_\_\_\_

2 My grandma's house has no wi-fi. It's very annoying.

My \_\_\_\_\_

3 They go to that beach in summer. It's their favourite place.

The beach \_\_\_\_\_

Answers:

(Pronouns which can be omitted are in brackets.)

1 That boy, whose mum is Japanese, is fluent in five languages.

2 My grandma's house has no wi-fi, which is very annoying.

3 The beach where they go in summer is their favourite place./

The beach (which) they go to in summer is their favourite place.

5. Replace the underlined phrase with a participle clause.

1 People who want to make an appointment should do so online.

2 Did you see that car which was parked next to ours?

Answers: 1. wanting to make

2. parked

6. Complete the text.

You might think this is an overgeneralisation but on (1) \_\_\_\_\_ whole I believe that people don't change much. Take my old school friend, Mariam Sabah. Mariam was a quiet girl who everyone looked (2) \_\_\_\_\_ to because she always did the right thing. She was a dedicated student who (3) \_\_\_\_\_ always come top of the class in everything. When she was 14, she seemed to be very grown up in relation to the rest of us. She never behaved badly and always (4) \_\_\_\_\_s a good example. Mariam never went out much but was a very popular girl.

Answers: 1. the

2. up

3. would

4. set

## HOW SMARTPHONES AFFECT FRIENDSHIPS

SB P 41

كيف تؤثر الهواتف الذكية على العلاقات بين الصداقة

### READING

Smartphones are a **magic tool** when it comes to **friendship**! One of the most **obvious** benefits is how easy it is to **keep in touch** with your friends no matter where (1) **they** are. It's like having your friends right in your **pocket**!

What's really **awesome** is all the amazing **stuff** you can do with your friends on smartphones. These **shared experiences** not only make existing friendships stronger but also create **opportunities** for you to make new **connections**.

الهواتف الذكية أداة سحرية عندما يتعلق الأمر بالصداقة! إحدى أكثر الفوائد وضوحاً هي سهولة البقاء على اتصال مع أصدقائك أينما كانوا. الأمر أشبه بوجود أصدقائك في جيبك !

الأمر الرائع حقاً هو كل الأشياء الرائعة التي يمكنك القيام بها مع أصدقائك على الهواتف الذكية. هذه التجارب المشتركة لا تجعل صداقاتك الحالية أقوى فحسب بل تخلق لك أيضاً فرصاً لتكوين علاقات جديدة.

And when you need some **advice**, your friends are just a message away. Whether it's sharing a **joke** to make someone's day better or listening when they need someone to talk to, smartphones make it easy to **support** each other.

So, while some people **worry** that technology might **pull us apart**, smartphones actually **bring us closer** together. (2) **They** help us stay connected, have fun, and be there for each other, making our friendships even stronger and more **meaningful**.

They(1)= friends

They(2)=smartphones

وعندما تحتاج إلى بعض **النصائح**، سيكون أصدقائك على بعد رسالة واحدة فقط. سواء كان ذلك **مشاركة** نكتة لجعل يوم شخص ما أفضل أو الاستماع إليه عندما يحتاج إلى شخص ما للتحدث إليه، فإن الهواتف الذكية تجعل من السهل **دعم** بعضنا البعض.

لذا، بينما يشعر بعض الناس **بالقلق** من أن التكنولوجيا قد **تبعدنا عن بعضنا البعض**، فإن الهواتف الذكية في الواقع **تقربنا من بعضنا البعض**. إنها تساعدنا على البقاء على اتصال، والاستمتاع، والتواجد مع بعضنا البعض، مما يجعل صداقاتنا أقوى وأكثر **جدوى**.

★ Read the article and complete the notes with 1-4 words in each gap.

1. When it comes to friendship smartphones are.....
2. Wherever you are, smartphones help you .....with your friends.
3. With smartphones you don't need to be with your friends to have .....together.
4. You can send a message to your friends if you need.....
5. Our friendships can become.....as smartphones help us stay connected.

Answers:

- |  |                                  |                                   |
|--|----------------------------------|-----------------------------------|
| 1 a magic tool                                 | 2 keep in touch / stay connected | 3 (shared) experiences / fun      |
| 4 (some) advice / someone to talk to / support |                                  | 5 even stronger / more meaningful |

## THE END OF UNIT THREE