

# المنصف

في  
اللغة الانجليزية

الأول ثانوي - أكاديمي

الفصل الأول

الأستاذ

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# Unit 1

## Get the message

## افهم الرسالة



### SB 4 الرسائل عبر الزمن

### Messaging through time

منذ فجر التاريخ، استخدم الناس طرقًا مختلفة للتواصل عن

Since the dawn of time, people have been using different ways of communicating at a distance. In ancient times, they used smoke signals and after writing developed, they invented more ingenious methods of delivering messages; for example, sending a message in a bottle. At the turn of the 20th century, bottles were found which had been sent by people who were 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 had found his bottle and soon after they were married!

أدى اختراع التلغراف عام 1837 إلى تسريع الاتصالات بشكل كبير.

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 were waiting for him when he arrived there.

في الأردن، هناك أكثر من ستة ملايين هاتف محمول يستخدمه السكان.

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!

منذ اختراع الهاتف المحمول والإنترنت، أصبح العالم

Since the invention of the mobile phone and the Internet, the world has become a different place. People are still sending messages and it usually takes only seconds to deliver them. But 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 has

غير فيها الإنترنت حياة شخص ما الى الافضل. انظر إلى حالة تارا تايلور، وهي أم تعيش في  
 changed someone's the better. Look at Tara Taylor's case, a mother who lives in the  
 الولايات المتحدة الأمريكية: عندما كانت رفعت صورة لابنتها على مواقع التواصل الاجتماعي، فلاحظت إحدى صديقاتها  
 USA: when she uploaded a photo of her daughter on social media, a friend spotted a  
 وجود مشكلة مع أحد عيون الطفل. وتبين أن الفتاة أصيبت بمرض نادر،  
 problem with one of the child's eyes. It turned out that the girl had a rare disease, but  
 her sight was saved! لكن بصرها أنقذ!

**stay in touch, spread the message, carry a message ,convey a message , make contact**

- 1- make it **easier** to ----- nowadays.
- 2- were a good way to quickly ----- that an **enemy** was **coming**.
- 3- can be used to ----- **short and simple**-----.
- 4- can ----- over a **long distance**.
- 5- could be a good way to ----- if you were **stuck** on a **desert** island.

**deliver - establish - lose - maintain - pass on**

- 1 ----- /----- /----- contact
- 2 ----- / ----- a/the message
- 3 ----- touch

## 1. Tenses

### 1- Simple Present: المضارع البسيط

الصيغة

V+ s / v1

doesn't + v1 / don't + v1

does + v1 / do + v1 ?

<b>Every + وقت :</b> (every day , every week , every month , every year, time . daily , weekly , monthly , yearly , <b>all the time , from time to time</b>		
<b>once in a while</b> بين الحين والآخر <b>once in a weak</b> مره في الأسبوع		
<b>every so often</b> بين الحين والآخر	<b>these days</b> هذه الأيام	<b>rarely</b> نادرا
<b>generally</b> عموما	<b>normally</b> عادة	<b>usually</b> عادة
<b>always</b> دائما	<b>occasionally</b> من حين لآخر	<b>sometimes</b> أحيانا
<b>frequently</b> باستمرار	<b>often</b> غالبا	<b>في حالة عدم وجود دليل</b>
<b>seldom</b> نادرا	<b>scarcely</b> نادرا	<b>currently</b> باستمرار

### uses – function – means الاستخدام

a- **routines - habits** : Tara Taylor's case, a mother who **lives** in the USA

b- **facts - true** : it usually **takes** only seconds to deliver them.

## 2- **Present Continuous: المضارع المستمر**

### الصيغة

am / is / are + ing - **am not / isn't / aren't** + ing - am / is / are + S + ing?

الدليل :

<b>at the present</b> في الوقت الحاضر	<b>today</b> اليوم
<b>at this minute</b> في هذه الدقيقة	<b>be quiet!</b> اهدأ
<b>at the moment</b> في هذه اللحظة	<b>right now</b> الان
<b>Listen!</b> اسمع	<b>nowadays</b> في هذه الايام
<b>look!</b> أنظر	<b>these days</b> هذه الأيام
<b>still</b> ما زال	<b>Mr munssif 0778127288</b>

### uses – function – means الاستخدام

a- **things happening now or around now** : People **are** still **sending** messages

b- **situations which are changing during the present time**  
**are** we now **forgetting** how to communicate face-to-face?

### 3- Simple Present Perfect المضارع التام البسيط

#### الصيغة

has / have + V3

الدليل :

lately مؤخرا	already تماما	yet ليس بعد	since منذ , for لمدة
ever ابدأ	never ابدأ	just للتو	so far لحد ما
until now حتى الان	up to now الى الان	recently حديثا	munssif 0778127288

#### uses – function – means الاستخدام

a- actions and states which began in the past and continue until now.  
the Internet **has changed** someone's the better.

b- finished actions in the past when we don't say exactly when they happened  
the world **has become** a different place.

### 4- Present Perfect Continuous المضارع التام المستمر

#### الصيغة

has / have + been + ing

الدليل :

all + وقت ( day , week , month , year, day today )
the whole + وقت ( day , week , month , year )
several + وقت ( day , week , month , year )
how long كم المدة
since منذ , for لمدة

#### uses – function – means الاستخدام

a- an action in progress or repeated over a period of time up until now  
people **have been using** different ways of communicating

## 5- Simple Past ماضي بسيط

## الصيغة

- الجملة: فعل منتظم نضيف ed - فعل غير منتظم تصريف ثاني .

- السؤال : did + v1

- النفي : did not + v1

الدليل :

( day , week , month , year , century ) وقت + last			
yesterday البارحة	in the past في الماضي	ago في الماضي	1990
earlier today باكرا اليوم	suddenly فجاءه		

## uses – function – means الاستخدام

a- actions that started and finished at a specific time in the past  
they invented more ingenious methods of delivering messages.

## 6- Past Continuous ماضي مستمر

## الصيغة

were \ was + v- ing

انتبه: اذا كان موجود ماضي مستمر بالجملة نضع ماضي بسيط

الدليل :

when عندما	while بينما	as بينما	at the time في ذلك الوقت
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## uses – function – means الاستخدام

a- actions in progress at a specific time in the past.  
people who **were travelling** on board the Titanic.

b- a long activity interrupted by a short one.  
they **were waiting** for him when he arrived there.

## 7- Past perfect الماضي التام

## الصيغة

had + v3

انتبه: إذا كان موجود ماضي تام بالجملة نضع ماضي بسيط

## الدليل:

after	بعد	before	قبل	until	حتى	by + ماضي
earlier	بأكرا					

## الاستخدام uses – function – means

a- an action in the past that was completed before another action or time in the past  
Paolina, who **had found** his bottle and soon after they were married!

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

1 I usually take a break from my screen **right now/ from time to time** to rest my eyes.

2 According to my phone, I've spent 67 minutes online **since nine o'clock / ever since**.

3 We've been learning about ancient methods of communication at school **recently/ last week**.

4 I forgot my password and blocked my email account **the day before yesterday / in recent weeks.**

5 We were walking on the beach **earlier today/ once in a while** when we found a message in a bottle

- 1 Most teenagers ----- texting to calling. ( **prefer - prefers – are preferring** )
- 2 My friends and I --- usually---emails. ( **don't / send – am / sending – doesn't / send** )
- 3 Once in a while, Zeina ----- books. ( **write – writes - is writing – was writing** )
- 4 ---you ---- your laptop right now? ( **Are / using – am / using – Were / using** )
- 5 I -----to someone at the moment. ( **am talking - talk – was talking – have talked** )
- 6 Landline telephones--less common these days.(**becomes,are becoming,had become** )
- 7 -- you-- how much credit you've on your phone?(**Did/know–Do/know–Have/ known**)

- 1 a I've been texting Heba ----- b I've texted Heba -----  
( **all morning – three times today** )
- 2 a Lama's been writing ----- b Lama has written -----  
( **two essays today – that essay since this morning** )
- 3 a Abbas hasn't learnt----- b Abbas hasn't been learning-----  
( **English for very long – how to write in English yet** )

- 1- Hani was riding his bike **when** he ----- his phone.  
A) was dropping B) dropped C) had dropped D) has dropped
- 2- He----- on the road **when** he ----- his phone fall.  
A) concentrated / hadn't hear B) concentrated / doesn't hear C) was concentrating / didn't hear
- 3- He **arrived** at school **and** -----straight to his first lesson.  
A) went B) had gone C) goes D) has gone
- 4 He -----in English class **when** he realised that he ----- his phone.  
A) was sitting / had lost B) sat / lost C) was sitting / is losing
- 5 He **thought** he ----- his phone at home.  
A) left B) had left C) is leaving D) has gone
- 6 but **when** he got back at the end of the day, it----- there.  
A) haven't been B) hasn't been C) isn't D) wasn't



- 7 He never **found** out what ----- to his phone.  
 A) hadn't happened      B) hasn't happened      C) isn't happening
- 8 It **assumed** that someone ----- his phone.  
 A) had stolen      B) has stolen      C) steals      D) is stealing

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 social media/ before you met her?

6- you/ have a bad dream/ when/ I/ wake/ you up?

1- Members of an Australian family ----- (**find**) the world's oldest message in a bottle over 100 years **after** German researchers ----- it .

A) found / has thrown      B) had found / threw      C) found / had thrown

2- The Illman family ----- (**walk**) on the beach in Perth in Australia, **when** they ----- **across** a bottle lying in the sand.

A) were walking / came      B) had walked / came      C) walked / were coming

3- Tonya Illman picked it up and ----- (**discover**) a note inside.

A) had discovered      B) has discovered      C) discovered      D) is discovering

4- Researchers ----- (**write**) the note 132 years **earlier**.

A) had written      B) has written      C) wrote      D) is writing

## SB 6 : MAKING CONTACT

By Amer Asmar

يجري اتصال

2

	الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1	<b>groom</b>	to brush and clean fur	يعتني
2	<b>omnivore</b>	a living being that eats plants and animals	آكل النبات والحيوان
3	<b>rival</b>	a person or group that <b>competes</b> with others	منافس

نحن نعلم أن بعض الحيوانات تفهم التعليمات الأساسية، مما يسمح للمسافرين بذلك

We know that some animals understand basic instructions, allowing travellers to control their horses or camels, for example. But although some of the more intelligent animals can **figure out** what we want 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 we are saying and **get** **across** complex ideas.

عندما كانت جين طفلة، كانت تحب قراءة الكتب التي تدور حول شخصية خيالية تدعى الدكتور دوليتل

As a child, Jane loved reading books about a fictional character called Dr Dolittle, who could talk to animals. Perhaps this is what inspired her to go to Africa when she was in her 20s. Here she **came across** a scientist who asked Jane if she might want a job observing chimpanzees in the wild. She immediately said yes. She went with her mother to the shores of Lake Tanganyika in Tanzania to start her new job, and it was not long before she **made out** a group of chimpanzees in the trees around an area now

تسمى حديقة جومبي ستريم الوطنية.

called the Gombe Stream National Park.

كيف يمكن لامرأة إنجليزية شابة ليس لديها أي تدريب علمي أن تتواصل

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 they saw

ولكن ربما لأنها كانت تعرف القليل جداً عن هذه الحيوانات البرية، فهذا أمر بالغ الأهمية

her. But maybe because she knew very little about these wild animals, it is highly

ومن المرجح أن هدوءها قد نال ثقتهم. وفي وقت لاحق فقط تعلمت جين كيف

likely that her calmness gained their trust. It was only later that Jane would learn how

يمكن أن يكونوا خطيرين. رأت أن مجموعات مختلفة من الشمبانزي خاضت معارك

dangerous they could be. She saw that different groups of chimpanzees had battles in

التي حاولوا القضاء عليها المجموعة المنافسة. لكن قبل ذلك أظهرت لها دراساتها

which they tried to **wipe out** the rival group. But before this, her studies showed her

أن الشمبانزي يمكنه التواصل بوضوح، مما يسمح له بذلك

that the chimpanzees could clearly communicate, allowing them

لرعاية ومساعدة بعضنا البعض ومشاركة الطعام وكذلك إجراء مناقشات. وأشارت جين

to groom and help each other, share food as well as have arguments. Jane **pointed out**

أن الحيوانات لا تستطيع التواصل باستخدام اللغة مثل البشر، لكنها تستطيع ذلك

that the animals couldn't communicate using language like people, but they could

التواصل عن طريق اللمس والصوت. ومن المثير للدهشة أنها أدركت أيضاً أنه يمكنهم استخدام

communicate by touch and sound. Amazingly, she also realised they could use

sign language. لغة الإشارة.

في هذا الوقت، اعتقد الناس أن البشر فقط هم من يمكنهم استخدام الأدوات، لكن جين شاهدت ذلك

At this time, people believed that only humans could use tools, but Jane watched

يستخدم الشمبانزي العصي لأخذ النمل من الشجرة، ثم يستخدم العصي لإطعام

chimpanzees using sticks to take ants from a tree, and then used the sticks to feed the

ants to their young. النمل إلى صغارهم.

ومن خلال عملها، أوضحت جين ذلك للمجتمع العلمي لأول مرة

Through her work, Jane **spelled out** to the scientific community for the first time

that animals, too, could use tools. يمكن للحيوانات أيضاً استخدام الأدوات.

واصلت جين لكتابة عدد من الكتب عن عملها. وكذلك شرح

Jane went on to write a number of books about her work. As well as explaining

السلوك الاجتماعي المتطور للغاية لدى الشمبانزي، علمتنا أنها حيوانات آكلة اللحوم و النباتات

chimpanzees' highly developed social behaviour, she taught us that they are omnivores

(كان الناس يعتقدون أنهم نباتيون). وفي عام 2002، أصبحت سفيرة للأمم المتحدة

(people used to think they were vegetarian). In 2002, she became a UN Messenger for

Peace. للسلام.

في رأيي، أحدثت جين غودال تغييراً كاملاً في الطريقة

In my opinion, Jane Goodall **brought about** a complete change in the way

لقد فهم الناس كيف يمكن للحيوانات التواصل منذ عملها في

people understood how animals can communicate Since her work in

تنزانيا، واصل علماء الطبيعة دراسة أشكال مختلفة من الاتصالات

Tanzania, naturalists have continued to study different forms of communication

بين الحيوانات مثل الحيتان والفيلة، التي يمكنها التقاط الأصوات الصادرة

between animals such as whales and elephants, who can **pick up** sounds made

بواسطة الحيتان والفيلة الأخرى لمسافات كبيرة. أشعر أننا قد نتعلم المزيد

by other whales and elephants over large distances. I feel that we may well learn even more

about animal communication in the future. حول التواصل بين الحيوانات في المستقبل.

**Identifying the author's opinion - point of view**  
**opinion verbs** - **I feel ..., I think ..., In my opinion ...,**  
**modal verbs** - **We should ..., It must be ...,**  
**phrases of probability** - **Maybe ..., Possibly**

**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.

1- Jane Goodall face two difficulties to communicate with Chimpanzees. Write them .

2- According to the author, how did Jane get the chimpanzees to trust her?

3- Quote the sentence which shows that why chimpanzees are very dangerous.

4- chimpanzees have many social behaviours . Write two of them .

5- Chimpanzees communicate with each other by using many ways .( most important discoveries) Write three of them.

6- There are two purposes for using sticks by chimpanzees. Write them down.

7- There are two changes that Jane Goodall bring after her study . Write them down.

8 -Find a phrasal verb in the text which means “ **to receive sounds, phone signals, etc.**

9- It is important to know how animals communicate . Think of this statement and in two sentences write your point of you .

10- Wild life is endanger . Suggest three ways to safe them.

	phrasal verbs	المعنى بالإنجليزية	المعنى بالعربية
1	figure out	to <b>solve</b> or understand something	يحل
2	take in	to <b>understand</b> and remember something you are told	يفهم
3	get across	to successfully <b>communicate</b> a message/ an idea	يتفاعل بنجاح
4	came across	to <b>meet</b> or <b>find</b> something or someone	يقابل - يجد
5	made out	to <b>see</b> something with difficulty	يرى بصعوبة
6	wipe out	to <b>destroy</b> something completely	يدمر بالكامل
7	pointed out	to <b>tell</b> someone something you think they don't know	يخبر بشيء لا تعرفه
8	spelled out	to <b>explain</b> something very clearly	يشرح بوضوح
9	brought about	to <b>cause</b> something to happen	يسبب
10	pick up	to <b>receive</b> sounds, phone signals, etc.	يستقبل

- 1 I was embarrassed when he \_\_\_\_\_ that I had made some basic spelling mistakes.
- 2 It was cloudy, but he could still \_\_\_\_\_ the distant star.
- 3 I \_\_\_\_\_ an interesting article about space exploration the other day.
- 4 Technology has \_\_\_\_\_ many changes in the way we live.
- 5 My science teacher is very good at \_\_\_\_\_ difficult ideas so that we always understand them.
- 6 It took me ages to \_\_\_\_\_ exactly how to use the telescope.
- 7 You don't understand? Do I have to \_\_\_\_\_ what I mean?
- 8 We couldn't use our mobile phones in the desert, but started to \_\_\_\_\_ signals when we went into the mountains.

## SB 8 Idioms and phrases related to communication

**Break the ice and make new friend** اكسر الحاجز وكون صداقات جديدة

**1- strike up a conversation** ابدأ محادثة - **make small talk** أحدث بأحاديث صغيرة كمقدمه

He **started** talking to the new neighbour. He----- with the new neighbour.

**2- have a laugh** اضحك We found it really **funny**. We really -----about it.

**3- hit it off** انسجم - **create a bond** أنشئ رابطاً

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

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

**4- pay ( them ) a compliment** امدهم

Abeer commented on **how nice** her shoes were. She----- about her shoes.

**5- take to ( you )** أعجب فوراً I immediately liked him. I ----- immediate !

**6- come across as** بدا وكأنه

She gave the impression of being very self-confident.

She ----- being very **self-confident**.

	Idioms	المعنى بالإنجليزية	المعنى بالعربية
1	<b>jump down somebody's throat</b>	to react <b>angrily</b> to something	الرد بغضب على شيء ما
2	<b>put somebody on the spot</b>	to <b>embarrass</b> someone by forcing them to answer a difficult question	إحراج شخص ما بإجباره على الإجابة على سؤال صعب
3	<b>fire questions at someone</b>	to <b>ask</b> someone a <b>lot of questions</b> quickly	طرح الكثير من الأسئلة بسرعة
4	<b>refuse to let something drop</b>	to <b>not stop</b> talking about something	عدم التوقف عن الحديث
5	<b>insist no having the last word</b>	to have to make the <b>final</b> point	الإصرار على الحصول على الكلمة الأخيرة
6	<b>not get a word in edgeways</b>	to be <b>unable to say anything</b> because someone else is talking all the time	عدم القدرة على قول أي شيء لأن شخصاً آخر يتحدث طوال الوقت

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

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

Don't worry too much about making a favourable impression. Often the best way  
 لا تقلق كثيراً بشأن ترك انطباع جيد. غالباً ما تكون أفضل طريقة

to strike up a conversation is simply to comment on the weather.

لبدء محادثة هي ببساطة التعليق على الطقس

If you can have a laugh about something you're both doing, it can really create a  
 إذا استطعنا الضحك على شيء تفعلهما معاً، يمكن أن يخلق ذلك رابطاً بينكما.

People like it if you pay them a compliment, but you need to sound sincere.

يحب الناس أن تمدحهم، ولكن يجب أن تبدو مخلصاً

Just make small talk about where you live, and so on. إلى آخره. فقط تحدث حديثاً قصيراً عن مكان إقامتك،

You may find that you really hit it off and become friends for life.

قد تجد أنك انسجمت معهم وأصبحت أصدقاء مدى الحياة

People are more likely to take to you if you come across as a warm person.

من المرجح أن يتقبل الناس شخصيتك إذا بدوت شخصاً دافئاً

So, make eye contact and smile. لذا، قم بالاتصال البصري وابتسم.



1	jump down somebody's throat	Then the boss asked me to say who I thought was to blame. It was so <b>embarrassing</b> !
2	put somebody on the spot	You always have to be the <b>last</b> one to speak, don't you?
3	fire questions at someone	I told him I didn't want to talk about it anymore, but he wouldn't <b>stop</b> .
4	refuse to let something drop	He just <b>kept asking</b> me one thing after another for what seemed like ages.
5	insist on having the last word	When I told her I was going to be a few minutes late, she got really <b>angry</b> !
6	not get a word in edgewise	She <b>talked so much</b> that I didn't manage to say anything at all during lunch.

across , **bond** , **compliment** , **hit** , **impression** , **laugh** , **small** , **strike** , **take**

**Amina:** So how did your evening go, Huda? Did you and Maha ----- **it off**?

**Huda:** I'm not sure. I tried to ----- **up a conversation** by **paying** her a -----, but I have a feeling that I **came** ----- **as** a bit over-enthusiastic.

**Amina:** Oh, I wouldn't worry. I'm sure you made a **favourable**-----  
People usually ----- **to** you. right? Perhaps you were just trying a bit too hard.

**Huda:** Maybe, I mean - we **made** quite a lot of ----- **talk**, but we also **had a** ----- .She's got a good sense of humour.

**Amina:** Well, there you go. I mean ... you can't expect to **create** a strong-----





## SB 9

## السؤال الذيلي Question tag – echo questions

1- نضع الفعل المساعد اذا كان موجود واذا لم يكن موجود نشتقه كلاتي :

أ- اذا كان الفعل مجرد نضع ( do ) .

ب- اذا كان الفعل منتهي بـ s نضع ( does ) .

ج- اذا كان الفعل ماضي نضع ( did ) .

د - انتبه الى **has \ have \ had** هل هي فعل مساعد او فعل اساسي

2- نضع **not** اذا لم تكن موجوده و نحذفها اذا كانت موجوده. ( nothing, no , no one , never , Nobody).

3- نضع الفاعل ( الكلمة الاولى ) كما هو اذا كان ضميرا و اذا كان اسم نحوله الى ضمير .

That – This – nothing - Everything = it

Those – These – Everybody – Someone- Somebody - Nobody - No one = they

### حالات خاصة

1. Let's  $\Rightarrow$  shall we

2. I shall  $\Rightarrow$  shall I

3. I'll  $\Rightarrow$  shall I

4. I'm  $\Rightarrow$  aren't I

5. requests: Buy me the newspaper, could you?

6. invitations: Come to visit us next summer, won't you?

7. commands: Write it down, will you? Don't make a mess, will you?

8. echo question :

express surprise / interest and make a conversation go smoothly:

I = you      negative = negative      positive = positive

A I used to live in Aqaba.    B Did you? I bet it was amazing!

### PRONUNCIATION

Omitting / disappears the sound /t/ in question tags In fast speech

intonation in echo question = high , up , raised

intonation in question know the answer = high , up , raised

doesn't know the answer = low , down

end , modal , departments , negative , positive

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.

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

1. It's such a great city, -----?	1. Nothing ever changes, -----?
2. Wow, so you'd never been there before, -----?	2. Come and look at this, -----?
3. I shouldn't be so fussy,-----?	3. Everyone was there, -----?
4. This is silly, -----?	4. Don't be late, -----?
5. Hi there. We haven't met,-----?	5. No one likes him, -----?
	6. You haven't met Adel, -----?

<p>1. A : It's my birthday tomorrow B : -----?</p> <p>2. -----a good question, <b>isn't</b> it?</p> <p>3. ----- lovely beaches in this country, <b>aren't</b> there?</p> <p>4. It can be too hot here, -----?</p> <p>5. A ; Actually, I used to live in France. B : -----?</p> <p>6. I bet----- too hot there in the summer, <b>was</b> it?</p> <p>7. Everything went wrong, -----?</p> <p>8. I don't know what to do,-----?</p> <p>9. <b>A</b> ; I live in Egypt now. B : -----?</p> <p>1. The idea of people flying is ridiculous, -----?</p> <p>2. Our boss is completely fed up with all the paperwork, -----?</p> <p>3. Your brother gets nerves, -----?</p> <p>4. Well, that covers rather a lot of US, -----?</p>	<p>1. Oh, dear. I'm talking too much, -----?</p> <p>2. Everybody likes chocolate, -----?</p> <p>4. A: I get nervous . B: -----?</p> <p>5. This is a great new sports club, -----?</p> <p>6. The old club wasn't fun, -----?</p> <p>7. A: He moved in next door . B: -----?</p> <p>8. A: My tablet is on the table . B: -----?</p> <p>9. A: I don't know . B: -----?</p> <p>1 Omar: It'll be fine. Khalil: -----?</p> <p>2. Let's put on music, -----?</p> <p>3. World has become different, -----?</p> <p>4. I should release emotions, -----?</p> <p>5 Kamal: Fine, but you do the talking though, -----?</p> <p>6. Examples come from a book, -----?</p>
<p>1. This is a great party, -----?</p> <p>2. I find him a bit unfriendly, but don't tell him, -----?</p> <p>3. Ha! I won't. And, that's his brother, -----?</p> <p>4. Who, Muneer? No, they're friends. B : -----?</p> <p>5. Change the music, -----?</p> <p>6. He's in our sports club, -----?</p> <p>1. It is, -----?</p>	<p>1. She usually comes in late, -----?</p> <p>2. They went to school, -----?</p> <p>3. She had a break, -----?</p> <p>4. We had met them before, -----?</p> <p>5. He doesn't come across very well, -----?</p> <p>6. Parents need to teach children not to drop litter, -----?</p> <p>1. Well, we can go and say hello, -----?</p>

## SB 10

## Vocabulary مفردات

5

	adjectives	synonyms	المعنى		adjectives	synonyms	المعنى
1	annoyed	exasperated	منزعج	5	sad	devastated	حزين
2	confused	bewildered	حائر	6	surprised	astonished	متفاجئ
3	frightened	terrified	خائف	7	thrilled	ecstatic	بسعادة غامرة
4	nervous	tense	متوتر	8	furious	livid	غاضب

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

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

- 1 very frightened -----
- 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-----

For days, the scientists and I felt **exasperated / terrified** as we had not found any of the animals we were looking for. So we were all **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 **ecstatic / tense** and nervous. I slowly took out my camera, but when I pointed it at the animal, it suddenly became **livid / astonished**. It gave a loud roar and ran towards us. We were **terrified / livid**, but we didn't move and the gorilla stopped, looking **bewildered / exasperated**. Then it turned around and slowly walked away. I felt **ecstatic / tense** when I was able to take a fantastic photo of the beautiful animal before it disappeared. What an amazing experience!



## SB 11 Speaking محادثة

### Expressing emotions التعبير عن المشاعر

#### 1. Expressing anxiety : التعبير عن القلق

A It's been keeping me up at night. لقد كان يبقيني مستيقظاً طوال الليل

B I'm worried sick about. أنا قلق للغاية بشأن

#### 2. Expressing relief : التعبير عن الارتياح

A I can breathe a sigh of relief now. أستطيع أن أتنفس بصعوبة الآن

B That's a weight off my mind. هذا أمر يخفف عني

#### 3. Expressing annoyance and frustration: التعبير عن الازعاج والإحباط

A is driving me up the wall! يجعلني أفقد الأعصاب

B really gets on my nerves. حقاً يثير اعصابي

C I've had it up to here with وصلت معك الى طريق مسدود

#### 4. Expressing surprise or disbelief : التعبير عن الدهشة أو الشك

A You've got to be kidding me! لا , بتمزح

B Who would have thought it? من الذي كان سيتصور ذلك؟

C Get out of here! اخرج من هنا

### 5. Expressing sadness : التعبير عن الحزن

- A I'm feeling a bit down in the dumps. أشعر بالكآبة قليلا  
 B I'm feeling a bit blue. أشعر ببعض الحزن  
 C I'm heartbroken. أنا مكسور القلب

### 6. Expressing enjoyment or happiness: التعبير عن المتعة أو السعادة

- A I'm walking on air! أنا طائر من الفرح  
 B I can't stop smiling! لا أستطيع التوقف عن الضحك

1. A : I'm extremely concerned - I'm worried sick about about my aunt - she isn't very well.

B : That's awful - I'm so sorry to hear that. What a pain!

It's horrible when a relative is sick.

2. A : I've got to give a presentation in class next week. I'm really nervous.  
I've been worrying about it a lot - It's been keeping me up .

B : There's no need to worry- What's the worst that could happen?..  
 You'll be great!

3. A : My parents are taking me to Florida this summer.

B : I don't believe you!- You've got to be kidding me \_You lucky thing!

A : Yes, I'm so happy- I'm walking on air! .

4. A : I'm completely fed up with- I've had it up to here with people gossiping behind my back.

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

5. A : I finally finished my geography project.

B : That must be a relief for you - That's a weight off my mind.

on , to , about

- 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.

## REGULATED AI IS GOOD FOR CHILDREN

## الذكاء الاصطناعي المنظم مفيد للأطفال

إلى كيفية قيام أجهزة الكمبيوتر بالمهام المعتادة AI يشير الذكاء الاصطناعي  
 Artificial Intelligence (AI) refers to how computers can do tasks that are usually  
 قام به البشر الأذكياء. ونتيجة لذلك، يمكن لأجهزة الكمبيوتر ذات الذكاء الاصطناعي الآن القيام بأشياء مذهلة،  
 done by intelligent humans. As a result, AI computers can now do amazing things,  
 بما في ذلك كتابة الأغاني وحل المشكلات العلمية وحتى المساعدة في العثور على علاجات  
 including writing songs, solving scientific problems and even helping to find cures  
 للأمراض. يستخدم الناس أيضًا الذكاء الاصطناعي أكثر فأكثر في الحياة اليومية وعلى الرغم من ذلك  
 for diseases. People are also using AI more and more in everyday life and although  
 قد يجعل العديد من جوانب الحياة أسهل، وقد يجعل الأمور أسوأ أيضًا،  
 it might make many aspects of life easier, it could also make things worse,  
 especially for our children. خاصة لأطفالنا.  
 يتم استخدام الذكاء الاصطناعي بالفعل في العديد من أشكال وسائل التواصل الاجتماعي. كما هو الحال مع الأشكال الاجتماعية الأخرى  
 AI is already used by many forms of social media. As with other forms of social  
 الوسائط، يمكن للذكاء الاصطناعي التعرف على اهتمامات وهوايات مستخدميه، وهذا يشمل  
 media, AI can learn about its users' interests and hobbies, and that includes  
 children. أطفال.  
 ، يمكن للذكاء الاصطناعي التعرف على أصوات الأطفال. هذا Net Positive ووفقا لموقع  
 According to the website Net Positive, AI can even identify children's voices. This  
 قد يعني أنه يتم توجيه الأطفال إلى الإعلانات والمحتوى عبر الإنترنت  
 might mean children are directed to online advertising and content that their  
 parents would not want. الآباء لا يريدون.  
 ومع ذلك، تأمل بعض الدول مثل الأردن في استخدام الذكاء الاصطناعي بشكل معقول. تقارير اليونيدو  
 However, some countries like Jordan are hoping to use AI sensibly. UNIDO reports  
 أن العديد من الصناعات عملت معًا لإنشاء خطة لاستخدام الذكاء الاصطناعي في  
 that many industries have worked together to create a plan for using AI in the  
 تنمية البلاد خلال السنوات الخمس المقبلة. الأردن في وضع جيد لاستخدام الذكاء الاصطناعي لأنه في طليعة التكنولوجيا  
 Jordan is in a good position for using AI as it is at the forefront of technology  
 ويأمل الأشخاص الذين يتطلعون إلى استخدام الذكاء الاصطناعي في الأردن أن يساعد في العلوم.  
 The people looking into using AI in Jordan are hoping it will help in science,  
 الاستثمار والخدمات الحكومية.



ومع ذلك، هناك خطر من أن يؤدي هذا الاستخدام المتزايد للذكاء الاصطناعي إلى مشاكل  
 However, there is a danger that this increased use of AI could result in problems with  
 الأمان عبر الإنترنت إذا لم يتم التحكم فيه. وبناء على ذلك، تخطط الحكومة لإنشاء  
 online safety if not controlled. Consequently, the government plan to set up  
 ووضع لوائح لمواجهة هذه المخاطر والرقابة الصارمة على كيفية استخدامها.  
 regulations to address these dangers and strictly control how it is used.  
 بالطبع، يشعر بعض الناس بالقلق من أن الطلاب الذين يستخدمون الذكاء الاصطناعي قد ينتهي بهم الأمر إلى ذلك  
 Of course, some people are worried that students using AI might end up with  
 عمل غير صحيح. لا تستخدم محركات بحث الذكاء الاصطناعي دائماً مصادر موثوقة، وهكذا  
 incorrect work. AI search engines do not always use reliable sources and so  
 قد تكون المعلومات المقدمة من الذكاء الاصطناعي غير كاملة أو حتى خاطئة.  
 information provided by AI might be incomplete or even wrong.  
 ما زلنا في مرحلة مبكرة من تطوير الذكاء الاصطناعي وليس هناك شك في أنه كذلك  
 We are still at an early stage in the development of AI and there is no doubt it is an  
 شكل مثير من التكنولوجيا. ومع ذلك، بدون قواعد دقيقة للتحكم في كيفية حدوث ذلك  
 exciting form of technology. However, without careful rules to control how it is  
 المستخدمة ومن يستخدمها، لا شك أن هناك مشاكل في ذلك. أطفال  
 used, and who it is used by, there are undoubted problems with it. Children  
 قد يجدون أنفسهم يعتمدون على شكل من أشكال التكنولوجيا في حاضرها  
 themselves might find they are relying on a form of technology that in its present  
 لا ينبغي الوثوق بالشكل دائماً. كما تقول مجلة تايم في مقالها الصادر في يوليو/تموز  
 form should not always be trusted. As *Time* magazine argues in its article in July  
 بحلول عام 2023، ما لم نبدأ في التحكم في كيفية استخدامنا للذكاء الاصطناعي، فإن الأطفال سيكونون الخاسرين الأكبر.  
 2023, unless we start to control how we use AI, 'kids will be the biggest losers.'

Introduction - paragraph to support ideas - topic sentence -  
 sources - conclusion or summarise

### WRITING | An analytical essay

#### Organisation

- Research the topic using reliable sources.
- Plan what you want to write.
- Introduce your topic in the introduction
- Start each paragraph with a topic sentence
- Write a conclusion to summarise what you have said.

#### Content

- You can include other people's ideas - Make a note of all the sources

#### Informal style

- 1 **According** the website Net Positive, AI can even identify children's voices.
- 2 UNIDO **report** 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 **argues** in its article in July 2023.



# Revision المراجعة

carry, get across, hit it off, laugh, pass on, 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.

figure out, spell out, pointed out, take in

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

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

- 1 I'm sure you felt stressed out,-----?
- 2 A He paid me a lot of compliments.  
B-----? That's nice!

- 3 Don't tell anyone my secret, -----?  
 4 I'm always making mistakes, -----?  
 5 A We hadn't had such a good laugh for ages, -----?  
 6 A Let's go to the Dead Sea, -----?

- 1 People ----- recording information in form of writing **since** ancient times .  
 a were                      b had been                      c have been  
 2 Historians have also ----- **across** letters people wrote.  
 a been                      b gone                      c come  
 3 Postal services permitted ----- **messages** to each other by letter.  
 a convey                      b carry                      c write  
 4 ----- in **contact** was much easier than it had ever been.  
 a Staying                      b Passing                      c Maintaining  
 5 When you can **make small** ----- on the phone for very little cost?  
 a chat                      b speak                      c talk

### WB 11 Reading : The next lingua franca

### اللغة المشتركة التالية

كشفت دراسة حديثة في المملكة المتحدة أن حوالي 25٪ فقط من البالغين في المملكة المتحدة يمكنهم الصمود

A recent study in the UK revealed that only about 25% of adults in the UK can hold  
 محادثة بلغة أجنبية. ومع ذلك، فإن تعلم اللغة يجري الآن

a conversation in a foreign language. **3** However, language learning is now being  
 الأولوية في المدارس. الفرنسية والإسبانية والألمانية هي ثلاث لغات

prioritised in schools. French, Spanish and German are three of the languages  
 تم تحديدها على أنها الأكثر أهمية..

ومن ناحية أخرى، فإن الوضع في بلدان أخرى مختلف. اللغة الإنجليزية هي الآن

On the other hand, the situation in other countries is different. **6** English is now  
 مادة إلزامية في العديد من المدارس الابتدائية أيضاً. الطلاقة في لغة أجنبية هو

compulsory subject in many primary schools too. Fluency in a foreign language is  
 مهم جداً لمستقبل الطالب..

There are many reasons for this. Firstly, having a good command of a foreign  
 يمكن أن تساعد اللغة الشباب على النجاح في حياتهم المهنية التي اختاروها. ما هو أكثر من ذلك،

language can help young people be successful in their chosen career. What's more,  
 كما أن إتقان لغة مختلفة يجعل السفر أقل إرهاقاً وممتعاً!

proficiency in a different language also makes travelling less stressful and fun!  
 وهذه طريقة رائعة لتعزيز التفاهم العالمي أيضاً.

**1** This is a great way of promoting global understanding too.

ومع ذلك، هل اللغة الإنجليزية مهمة حقًا مثل العدد الكبير من طلاب اللغة الإنجليزية

However, is English really as crucial as the large number of students of English would

يقترح؟ إن السؤال عن اللغات التي ستهيمن على المستقبل هو سؤال صعب

suggest? **5** The question of which languages will dominate the future is a difficult one

للإجابة. يعتمد الأمر حقًا على المستقبل الذي نفكر فيه.

to answer. It really depends upon which future we are considering.

خذ مستقبل الأعمال. وتشير التقارير أيضًا إلى أن اللغتين العربية والإسبانية ستكونان كذلك

Take the future of business. **4** Reports also suggest Arabic and Spanish will be

important languages to do business in..اللغات المهمة لممارسة الأعمال التجارية بها.

فيما يتعلق بالسفر، تعد اللغة الصينية هي اللغة الأكثر استخدامًا في العالم، ولكن

As far as travel is concerned, Chinese is the most spoken language in the world, but

نظرًا لأنها معقدة، فهي ليست اللغة المشتركة المثالية. إذن، اللغة الإنجليزية كوسيلة ل

as it is complex, it isn't the ideal lingua franca. **2** So, English as a vehicle of

يبدو أن الاتصالات الدولية موجودة لتبقى.

international communication would seem to be here to stay.

1: أخيرًا، لا ينبغي لنا أن ننسى أنه عندما يتعلم الطلاب لغة أجنبية، فإنهم يتعلمون أيضًا عن ثقافة البلد أو البلدان التي يتم التحدث بها.

**1** 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.

2 من السهل إيصال رسالتك في فندق أو مطعم باللغتين الإسبانية والفرنسية، ولكن لا يتم التحدث بها على نطاق واسع أو سهولة تعلمها مثل اللغة الإنجليزية

**2** 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.

3 يُعزى ذلك إلى مزيج من الأسباب الثقافية والسياسات الحكومية السابقة.

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

4 ربما يضيع الطلاب وقتهم في تعلم الفرنسية والألمانية، وينبغي عليهم تحويل انتباههم إلى لغة الماندرين، اللغة الأكثر تحدثًا في العالم.

**4** 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.

5 تعتبر الهند والصين من الاقتصادات الناشئة الرئيسية، لذلك يبدو من المنطقي دراسة إحدى اللغات الرئيسية المستخدمة في هذه البلدان.

**5** 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.

6- تتعلم الغالبية العظمى من طلاب المرحلة الثانوية لغة أجنبية، وهي اللغة الإنجليزية غالبًا.

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

## Unit 2

## Looking ahead

النظر إلى المستقبل

## VOCABULARY AND GRAMMAR

1

SB 14 Future's - Bright مشرق - Terrifying مخيف

الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1 dystopia	an <b>imaginary place</b> where life is extremely difficult	مكان خيالي لا يمكن العيش به

## ... BRIGHT مشرق

في نواح عديدة، أصبحت حياة الإنسان على هذا الكوكب أفضل مما كانت عليه في أي وقت مضى. في العديد من البلدان عبر

In many ways, human life on this planet is better than it's ever been. In many countries across the world, crime has been dropping steadily. This may be due to better education, or perhaps to

في العالم، انخفضت معدلات الجريمة بشكل مطرد. قد يكون هذا بسبب التعليم الأفضل، أو ربما ل

a reduction in extreme poverty. In 2018, the proportion of the world's population living in

الحد من الفقر المدقع. في عام 2018، نسبة سكان العالم الذين يعيشون في

extreme poverty fell to around 10%. With luck, no one **1 will be living** in this way within

وانخفض معدل الفقر المدقع إلى حوالي 10%. مع الحظ، لن يعيش أحد بهذه الطريقة في الداخل

a few decades. بضعة عقود.

كما أن التكنولوجيا تجعل حياتنا أسهل وأكثر أماناً، ولا بد أن يستمر هذا الاتجاه. ل

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 accidents, and

على سبيل المثال، من المؤكد أن القيادة ستصبح أكثر أماناً. الخطأ البشري هو السبب الرئيسي لمعظم حوادث السيارات، و

well-programmed driverless cars may save huge numbers of lives. Such cars are already a reality

قد تنفذ السيارات ذاتية القيادة المبرمجة جيداً أعداداً هائلة من الأرواح. هذه السيارات أصبحت بالفعل حقيقة واقعة

وسوف تصبح أكثر شيوعاً في السنوات القليلة المقبلة

and are going to become more common in the next few years.

وأخيراً، أصبح متوسط العمر المتوقع بالفعل أعلى مما كان عليه في أي وقت مضى، ونتيجة لتحسن الطب،

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. من المرجح أن يعيش الناس حتى سن 100 عام.

## ... TERRIFYING! مخيف

ربما شهدنا بعض التحسن في معدلات الفقر والجريمة في العقود الأخيرة، ولكن

We may have seen some improvement in poverty and crime in recent decades, but

لماذا نفترض أن هذا النمط سوف يستمر؟ أنا أزعم أن الحياة بالنسبة لمعظم الناس هي كذلك

why assume that this pattern will continue? I'd argue that for most people life is

actually unlikely to get better. في الواقع من غير المرجح أن تتحسن.

إن التقدم في مجال الروبوتات والذكاء الاصطناعي لن يؤدي فقط إلى تقليل عدد الأشخاص

Advances in robotics and artificial intelligence will not only reduce the number of unskilled jobs available, but will also eliminate الوظائف التي لا تتطلب مهارات متاحة، ولكنها ستلغي أيضاً الوظائف شبه الماهرة والتي يمكن القيام بها عن طريق الكمبيوتر. وبحلول عام 2050، سيفقد الشباب ذلك

semi-skilled jobs which can be done by a computer. By 2050, young people <sup>2</sup> **will** لقد حاولوا، وفشلوا، في الحصول على وظيفة طوال معظم حياتهم "العملية"! في 30

**have been trying**, and failing, to get a job for most of their 'working' lives! In 30 وبعد سنوات، سوف يصبح عدد قليل من الأشخاص المحظوظين أغنياء، وسيصبح الباقون من فقراء years' time, a few lucky people will be rich and the rest of us will be poor. وفي غضون 20 عاماً، سنتوقف عن القتال على النفط، وسنقاتل من أجله

Within 20 years, we <sup>3</sup> **will have stopped** fighting over oil – <sup>4</sup> **we'll be fighting** over المياه بدلا من ذلك، حيث من المؤكد أن الانحباس الحراري العالمي سيؤدي إلى المزيد من نقص المياه. water instead, as global warming is certain to lead to more water shortages.

## 8- Future Simple Will المستقبل البسيط

### الصيغة

will + v1 - won't + v1

### الدليل :

وقت + next ( day , week , month , year )			
tomorrow غدا	in the future في المستقبل	soon قريبا	2026
probably محتمل , perhaps ربما , maybe ربما , I think so اعتقد ذلك , hope امل			
expect - predict يتوقع , not sure لست متأكد - doubt شك			

### الاستخدام uses – function – means

#### a- predictions يتوقع

He'll probably be late.

A few lucky people will be rich and the rest of us will be much poorer.

#### b- decision made at the moment قرار بلحظة الكلام

On second thoughts, I think I'll leave it till the weekend.

## 9- am / is / are + going to + V1 المستقبل البسيط

### الدليل :

وقت + next ( day , week , month , year )			
tomorrow غدا	in the future في المستقبل	2026	جدول schedule
intend ينوي , plan يخطط , sure – without doubt - يوجد دليل على حدوث الفعل			

## الاستخدام uses – function – means

## a- plans or intentions خطط

I'm **going to study** Architecture at college.

## b- prediction based on evidence

1- You **are going to have** a busy weekend! (I know all the things my friend has to do at the weekend.)

2- Driverless cars are already a reality and **are going to** become common place in the next few years. توقع لوجود دليل

## 10- Future Continuous المستقبل المستمر

## الصيغة

won't be + ing / will be + ing

الدليل :

وقت + by      وقت + in

## الاستخدام uses – function – means

## a- progress at a particular time in the future

By the end of the century, more people **will be living** in the country than in cities.

## b- events that will happen as part of the normal

She'll **be visiting** her family at the weekend. (She does it every weekend.)

## 11- Future Perfect المستقبل التام

## الصيغة

won't have + v 3 - will have + V3

الدليل :

وقت + by      وقت + in      discover - disappear – finish - marry -graduate- beat

## الاستخدام uses – function – means

## a- will be completed in the future:

In 100 years' time half the world's languages **will have disappeared**.

12- **Future Perfect Continuous** المستقبل التام المستمر

## الصيغة

will + have + been + ing

الدليل :

وقت + by

وقت + in

مدة زمنية + for

## الاستخدام

## uses – function – means

a- to focus on a duration in the future / continues up in the future

I **will have been living** in Berlin for three years in July.1- By 2050, software **will be able** / **will have been** able to predict traffic jams.2- In a few years, tablets won't exist anymore. They **will be** / **will have been** replaced by smart watches.3- By the time today's young people retire, they **will be working** / **will have been working** for 70 years.4- I don't think we **will need** / **are going to need** passwords, as computers will be able to recognise our faces.5- In a few decades, everyone **will be growing**/ **will have been growing** their own food.**be + adjective + infinitive : future prediction will actually happen:**

- **be** bound /certain /sure to/ without doubt (this is almost **definite**)
- **be** likely to (this is **probable**)
- **be** unlikely to not - think (this is **improbable** / **properly.... not** )

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

Driverless cars -----

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

Powerful computers-----

3- Thuman race probably won't go and live on another planet.

Thuman race -----



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

- 1- By 2075 the population of the world----- to more than nine billion. (**rise**)  
**A) will rise    B) will be rising    C) will have risen    D) will have been rising**
- 2- Rising of population is---- to mean that we will need to use more and more land.  
**A) likely    B) unlikely    C) not properly    D) improbable**
- 3- We will need to produce more food and it is—without damaging the environment.  
**A) likely    B) unlikely    C) sure    D) certain**
- 4- Our eating habits----- change .  
**A) will have    B) will be    C) will have to    D) will have been**
- 5- In a few years, all of us ----- insects!  
**A) will eat    B) will be eating    C) ate    D) will have been eating**

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

- 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.

- 1- My grandfather is 89 years old, but he's in great shape, so I'm **sure** he  
 -----(**live**) to be 100.
- 2- Many experts **expect** that technology----- ( **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------(**continue**) to decrease in the near future.
- 4- Some people fear that robots----- (take) control of society soon, but I think that's unlikely.

1	We'll be sleeping under the stars at this time next week.		an activity in progress at a specific time in the future
2	Dana and Eman will have watched the entire first series by the end of today.		an activity which will be completed by a specific time in the future
3	Please don't complain. I'll be revising while you're relaxing on the beach!		an activity which continues up to a specific point in the future
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!.		

- 1- The Mars Explorer team -----planet Earth in late 2065.  
A) will have been leaving B) will leave C) will have left D) will be leaving
- 2- By that time, they -----for their mission for over five years.  
A) will have been training B) will train C) will have trained D) will be training
- 3- By that time , they -----how to cope with every possible technical problem.  
A) will have been learning B) will learn C) will have learnt D) will be learning
- 4- On launch day, millions of people-----them set off.  
A) will have been watching B) will watch C) will have watched D) will be watching
- 5- The five crew members -----24 hours a day together.  
A) will have been spending B) will spend C) will have spent D) will be spending
- 6- They -----faster than anyone has ever flown before in late time 2065.  
A) will have been flying B) will fly C) will have flown D) will be flying
- 7- By the time they reach the red planet, they-----over 50 million kilometres.  
A) will have been covering B) will cover C) will have covered D) will be covering
- 8- When they finally return to Earth, they -----for over three years.  
A) will have been travelling B) will travel C) will have traveled D) will be travelling

- 1- -----?  
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.

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

- 1-By the time I get on the train, I----- this trip for two months! (**plan**)
- 2-By that time I ----- (**save up**) enough money to pay for a rail pass which ----- (**allow**) me to travel around Europe for one month.
- 3- In a few days time before my trip, I----- my bags and buying any last-minute things I need for the journey. (**prepare**)
- 4- When I arrive, my friend Hamed ----- for me. (**wait**)
- 5- In trip time We----- everywhere by train and staying in different towns and cities on the way. (**travel**)
- 6- By the end of the week, I hope we ----- Athens. (**reach**)
- 7- We've spent much time preparing that I think our plan ----- (**bound/succeed**)

## SB 16 Vocabular Threats to the environment - التهديدات التي تواجه البيئة

الرقم	الكلمة	المعنى بالعربية	الرقم	الكلمة	المعنى بالعربية
1	acid rain	المطر الحمضي	8	habitat loss	فقدان الموطن
2	endangered species	أنواع المهددة بالانقراض	9	ozone layer	طبقة الأوزون
3	exhaust fumes	أبخرة العادم	10	soil erosion	تآكل التربة
4	vehicle emissions	انبعاثات المركبات	11	toxic waste	النفايات السامة
5	global warming	الاحتباس الحراري	12	fossil fuels	الوقود الأحفوري
6	greenhouse effect	الغازات الدفيئة	13	water scarcity	ندرة المياه
7	renewable energy	الطاقة المتجددة	14	wind turbine	التوربينات الهوائية

- 1- 80 percent of the energy we consume is provided by ----- which pollute the atmosphere.
- 2- Deforestation causes ----- because tree roots are no longer in place to bind the earth together.
- 3- It is claimed that ----- from cars kill twice as many people as accidents caused by vehicles.
- 4- Up to 300 homes can be powered by one ----- , using ----- .
- 5- ----- is the greatest threat to ----- which are close to extinction.
- 6- For safety reasons ----- must be stored in sealed containers underground.
- 7- ----- damages buildings, forests, and kills fish.

**acid rain - fossil fuels - global warming - emissions - soil erosion - habitat loss**

- 1- rain that contains a lot of pollutants.-----
- 2- examples of this are coal, oil and gas.-----
- 3- gradual increase in the Earth's temperature.-----
- 4- disappearance of areas that are home to plants and animals.-----
- 5- Poisonous gases produced by transport engines are called vehicle.-----

acid - scarcity - emissions - endangered - loss - layer - toxic

- 1- SAVE OUR TREES. STOP----- rain.
- 2- Burning fossil fuels = a hole in the ozone----- Stop the cycle of destruction!
- 3- Make public transport free to reduce vehicle ----- .
- 4- CLOSE FACTORIES THAT PRODUCE----- WASTE
- 5- The planet belongs to all living things: protect-----  
species and stop habitat -----.
- 6- WATER----- WILL LEAD TO WAR!

renewable energy - toxic waste - greenhouse effect - wind turbine –  
endangered species - vehicle emissions - water scarcity - ozone layer

- 1 types of animals in danger of extinction -----
- 2 process by which gases trapped in the atmosphere cause the planet to heat up.---
- 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 lack of water.-----

stressed word compound nouns.

adj + N      V + N      N + N

- 1 climate change      2 industrial waste      3 wind turbine      4 endangered species

## SB 17 Weather collocations تراكييب الطقس

الرقم	الكلمة	المعنى بالعربية	الرقم	الكلمة	المعنى بالعربية
1	blistering 1	لاذعة	6	Scorching 1 6 2	حارق
2	Freak 6 2 3	غريب الأطوار	7	soaring 6	ارتفاع
3	gale-force 3	قوة العاصفة	8	sub-zero 6	تحت الصفر
4	Heavy 6 5	ثقيل	9	torrential 4	غزير

الرقم	الكلمة	المعنى بالعربية	الرقم	الكلمة	المعنى بالعربية
1	heat	حرارة	5	humidity	رطوبة
2	weather	طقس	6	temperatures	درجات حرارة
3	winds	رياح	7	snow	ثلوج
4	rain	أمطار	8	floods	فيضان
5	high	عالي			

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.

1	I'm going to be talking about ...	sequencing an argument
2	In other words, ...	indicating that the speaker is going to paraphrase what they just said
3	The second thing is ...	introducing the topic
4	... whereas ...	concluding
5	So, to sum up, ...	indicating another example

/i: / (long) ( ee - ea - ei - ie ) seen please piece

/i / (short) ( e - a - i ) big window

## SB 18: They need saving too

## إنهم بحاجة إلى حماية أيضاً

4

الرقم	الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1	poacher	someone who illegally catches animals	صياد غير قانوني

ليس من قبيل الصدفة أن رمز التمويل العالمي للطبيعة هو الباندا العملاقة.

**A** It's no accident that the symbol of the World Wide Fund for Nature is a giant panda.

هذه الحيوانات لطيفة أو جميلة، أو كليهما، وبالطبع نحن جميعاً نريد إنقاذها.

These animals are cute or beautiful, or both, and of course we all want to save them.

تتيح هذه الشعبية لمنظمات مثل التمويل العالمي للطبيعة جمع الأموال لدعمها

This popularity enables organisations such as the WWF to raise money to support

مجموعة من الأنواع المهددة بالانقراض. ومع ذلك، فهي أقل شهرة أو "إثارة"

a range of critically endangered species. However, less well-known or 'exciting'

من المرجح أن تنقرض المخلوقات لأنها لا تحظى بالاهتمام الكافي

creatures are far more likely to become extinct because they don't get enough attention

من الباحثين. تشكل اللافقاريات (الحيوانات التي ليس لها عمود فقري) أكثر من 90% منها

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

المخلوقات الموجودة على الأرض، لكن لا تحصل إلا على نسبة ضئيلة من الأموال المتاحة لحمايتها

our wildlife.. الحياة البرية لدينا.

وماذا عن تلك المخلوقات التي قد يجدها الكثير من الناس قبيحة بشكل إيجابي؟ مع ل

**B** And what about those creatures that many people would find positively ugly? With its

عيون صغيرة، وفم كبير، وجسم غروي وردي، السمكة الفقاعة بعيدة كل البعد عن الجاذبية. هذا

tiny eyes, big mouth and **slimy** pink body, the blobfish is far from attractive. This

يعيش هذا المخلوق البحري في أعماق المحيط، حيث يكون الضغط مرتفعاً جداً. ونتيجة لذلك، فقد صغيرة

**Marine** creature lives deep in the ocean, where the pressure is very high. As a result, it has tiny

ولا يوجد بها زعانف وهيكل عظمي، مما يمنعها من السحق بفعل ضغط الماء.

**fins** and no **skeleton**, which keeps it from being crushed by the water pressure.

ولسوء الحظ، عندما تجتاح قوارب الصيد قاع المحيط، بحثاً عن أسماك أخرى و

Unfortunately, when fishing boats sweep the ocean floor, looking for other fish and

القشريات، يمكن لهذه الأسماك أن تصطدم بالشباك عن طريق الخطأ.

**crustaceans**, these fish can get swept into the nets accidentally.

ومع ذلك، فإن التهديد الذي يواجهه البنغولين ليس عرضياً على الإطلاق. هم في كثير من الأحيان

**C** The threat faced by the pangolin, however, is far from accidental. They are more often

يستهدفها الصيادون أكثر من أي حيوان آخر في العالم. إنها فريدة من نوعها بين الثدييات

targeted by poachers than any other animal in the world. Unique among **mammals**, it is

مغطاة بالموازين، مثل الزواحف. قد لا تبدو محبوبة أو لطيفة جداً، ولكن هذه المقاييس

covered in **scales**, like a **reptile**. They may not look very **cuddly** or cute, but these scales

تحظى بتقدير كبير في الطب الصيني التقليدي، الأمر الذي تسبب في تعداد السكان

are highly prized in traditional Chinese medicine, which has caused the population of

البنغولين في الصين سينخفض بنسبة 90% تقريباً منذ ستينيات القرن العشرين. موازينهم تحميهم

pangolins in China to fall by around 90% since the 1960s. Their scales protect them

من الحيوانات المفترسة الطبيعية، ولكن من السهل على الصياد أن يلتقطها.

from their natural predators, but it's simple for a poacher to just pick them up.

وتصبح الكائنات الأخرى مهددة بالانقراض على وجه التحديد لأن الناس يجدونها قبيحة. خذ

**D** Other creatures become endangered precisely because people find them ugly. Take the  
اي اي على سبيل المثال. توجد فقط في جزيرة مدغشقر، الأي

aye aye for example. Found only on the island of Madagascar, the aye

أي هو أكبر الرئيسيات الليلية في العالم. خلال النهار ينامون في أعشاش في

aye is the world's largest **nocturnal primate**. During the day they sleep in nests in the

الأشجار، تخرج للصيد ليلاً. إنهم مخلوقات انفرادية، فروي، و غير مؤذية،

trees, coming out to hunt at night. They are **solitary** creatures, **furry**, and harmless,  
ولكن، غالباً ما يُقتلون..

**In which paragraph does the author ...**

1: أخبرنا ما هو نوع المخلوقات التي تحصل على تمويل الشرق من حيث البحث والحفظ؟

**1** - tell us what kind of creatures get the east funding in terms of research and  
2 حدثنا عن مخلوق يعتبر جسمه مفيداً عند بعض البشر؟

**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  
3 اشرح كيف تحميه السمات الجسدية للمخلوق من البيئة القاسية؟

**4** explain why wildlife conservation institutions often choose certain animals to  
4 اشرح لماذا تختار مؤسسات الحفاظ على الحياة البرية في كثير من الأحيان حيوانات معينة لتمثيلها؟

5- وصف حيوان يختلف كثيراً عن الآخرين في فنته؟

**5** describe an animal that is very different from others in its class?

**Find two things the creatures have in common.**

**Endangerment - Lack of Popularity or Negative Perception**

**Animals: -----**

**Parts of the body: -----**

**Adjectives to describe a creature: -----**

**1**- There are many reasons why wildlife conservation institutions often choose certain  
animals to represent them.

**2**- Mention three physical appearance of the blobfish.

**3**- Write down the sentence which shows why blobfish extinct.



- 4- Why are pangolins heavily targeted by poachers?
- 5- Quote the sentence which shows why aye aye extinct.
- 6- What percentage of animals on Earth are invertebrates?
- 7- The aye aye has many characters. Write three of them.
- 8- Organizations try to raise awareness about less attractive or unknown endangered animals. Suggest three ways to raise this awareness.

**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.

**endangered - predators – solitary – extinct - cuddly**

- 1- The blue whale is critically ----- . Blue whales are----- animals, preferring to travel alone or in small groups. They have few natural ----- other than man.
- 2- Until 2008, the tiny pygmy tarsier was assumed to be -----The animals look very cute and -----, with what looks like a permanent smile.

**solitary , marine , invertebrates , furry , slimy , nocturnal**

- 1- covered in liquid and **not nice** to **touch** -----.
- 2- covered in **thick, soft hair** -----.
- 3- related to the **sea** -----.
- 4- Insects are ----- because they do **not** have a **backbone**.
- 5- **Gold fish** are ----- creatures that many people keep as pets.
- 6- I don't like **holding** fish because they are **cold** and -----.
- 7- **Children love small** ----- **animals** like **rabbits** and guinea pigs.
- 8- **Owls** are ----- animals that can see very well at **night**.



## SB 20 Speaking

5

## 1- EXPRESSING INDECISION التعبير عن التردد

I'm torn between ..... and..... محتار بين

I'm on the fence about..... أنا على الحياد بشأنI'm having second thoughts. لدي أفكار ثانية.I can't make up my mind. لا أستطيع اتخاذ قرار.

On the one hand.... , but on the other hand..... من ناحية. ، لكن على الصعيد الآخر،

I can't put my finger on it, but ..... ولكن، ولا أستطيع أن أضع إصبعي على ذلك،

## 2- EXPRESSING AGREEMENT التعبير عن الموافقة

You're spot on!/ Absolutely! أنت على حق!/ بالتأكيدThat's what I was going to say! هذا ما كنت سأقوله!

## 3- EXPRESSING DISAGREEMENT التعبير عن عدم الموافقة

It doesn't grab me. إنها لا تناسبنيI think we're on the wrong track. أعتقد أننا نسير على الطريق الخطأ.

OK, but another option might be حسناً، ولكن قد يكون هناك خيار آخر

That's a good point, but هذه نقطة جيدة لكن

## 4- REACHING A DECISION التوصل إلى قرار

So, let's make a decision on this. لذلك، دعونا نتخذ قراراً بشأن هذا.

OK, so will we go with the first one؟؟ حسناً، هل سنذهب مع الأول؟

It looks as if we agree that ويبدو كما لو أننا نتفق على ذلك

**Aisha:** Which poster do you prefer?**Faten :** I don't know. I'm 1-----this one with the water bottle.**Eman :** I can't put 2-----, but the one with the water bottle doesn't 3-----.**Faten :** Maybe it's just not original?**Aisha:** I don't think this idea will really inspire people to take part**Faten :** That's a 4-----, but maybe that depends on how we present the concept.**Eman :** Yes, you're 5-----, 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-----, the one with the bright colours?**Eman :** Yes, it looks 7-----, that one is the best idea.

## SB 21 Grammar - Future forms for plans and hopes

6

### plans be planning /hoping to + v1 be thinking of + ing

- planning/ we/ go/ on holiday/ this summer/to/are

- hoping/ turtles and dolphins/ to/ we're/ see

- of/ my summer job/ thinking/ quitting/I'm

### happening very soon be about to + v1

- the winners/ announce/ they/ to/ are/ about

### timetabled – schedule be due to + v1

- begin/ is/ the concert/ due/ at 8 p.m. /to

### formal or official arrangements, instructions or commands be to

- are/ you/ apologise/ at once/ to/ !

- the cafe /shutdown/ is/ on Friday /to

1 So, I-----set up a small business recycling and customising denim.

2 I -----start working on a project to design a shop window display.

3 I -----selling them online once I have enough items to sell.

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.

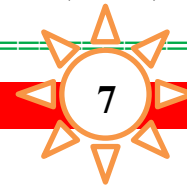
6 Students-----arrive at 7 p.m. at the auditorium

1	I'm <b>going to turn</b> them into shorts.	an action that <b>is expected to happen</b> in the <b>normal</b> course of events
2	Send me the details ... I <b>ll take</b> a look.	a <b>timetabled</b> or <b>scheduled</b> future event
3	She <b>ll be explaining</b> how to understand the labels on clothes.	something that has <b>already</b> been <b>decided</b>
4	I <b>m meeting</b> her next week to finalise the plans.	a future arrangement with another person
5	It <b>starts</b> at 7 p.m. in the auditorium.	a future action <b>decided now</b>

- 1 The monthly sale **starts / is starting** at 10 a.m.
- 2 I'm going to **try / trying** 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.

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

## SB 22 A formal letter



yesterday at 8.13 p.m

From: Farid Asmar بواسطة: فريد أسمر

To: Customer Service Subject: Reduce plastic! إلى: خدمة العملاء الموضوع: تقليل البلاستيك

Dear Sir or Madam, سيدي العزيز او سيدتي،

أكتب إليكم لألفت انتباهكم إلى مشكلة ملحة تعاني منها متاجركم

**A I am writing to draw your attention to** a pressing problem to which your stores are

المساهمة بشكل كبير من خلال استخدامهم للتغليف البلاستيكي غير القابل للتحلل  
contributing significantly by their use of non-biodegradable plastic packaging.

مثل كثيرين آخرين، أشعر بقلق عميق إزاء الكمية الهائلة من البلاستيك التي اعتدت عليها

Like many others, **B I am deeply concerned** by the huge quantity of plastic used to  
عناصر الحزمة التي ببساطة لا تتطلب ذلك. لقد قيل لنا أنه منذ الخمسينيات من القرن العشرين، حدث هذا في العالم  
package items which simply do not require it. We are told that since the 1950s the world has  
أنتجت أكثر من ثمانية مليارات طن من البلاستيك، منها حوالي 80 بالمائة  
produced more than eight billion tonnes of plastic, of which around 80 percent has been  
يتم إلقاؤها في مكب النفايات أو تركها كنفيلت في البيئة العادمة. ومن الضروري أن نكون جميعاً

thrown into a landfill or left as waste in the general environment. **C It is essential that** we all  
take immediate action to prevent this. اتخاذ إجراءات فورية لمنع ذلك.

الكثير من هذا البلاستيك هو نتيجة للتغليف غير الضروري. ومن المهم أن يتم تقليل هذا القدر

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much  
بقدر الإمكان. تمكنت بعض محلات السوبر ماركت من تقليل كمية العبوات البلاستيكية

as possible. Some supermarkets have managed to cut the amount of plastic packaging by

باستخدام الورق المقوى المستدام بدلاً من البلاستيك، أو ببساطة عن طريق إزالة البلاستيك غير الضروري

using sustainable cardboard instead of plastic, or simply by removing unnecessary plastic

من علب المناديل وعلب البييترا وغيرها من العناصر. أود أن أطلب منك التحقيق في نماذج بديلة

from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms  
التعبئة والتغليف لمنتجاتك على سبيل الاستعجال

of packaging for your products as a matter of urgency.

وفي غضون ذلك، ربما تكون أسرع طريقة للبدء في معالجة هذه المشكلة هي البيع

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell

الفواكه والخضروات دون أي عبوات إضافية، مما يخلق ممراً خالياً من البلاستيك حيث يمكن للعملاء

fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers

يمكنهم استخدام الأكياس الورقية أو الحاويات الخاصة بهم القابلة لإعادة الاستخدام. حوالي ثلث المستهلكين يقولون ذلك

could use paper bags or their own reusable containers. Around a third of consumers say that

إنهم يبنون قرارات الشراء الخاصة بهم على الممارسات الأخلاقية، وبالتالي توفير فرصة لشراء الفاكهة

they base their buying decisions on ethical practices, so providing an opportunity to buy fruit

والخضروات الخالية من البلاستيك يمكن أن تساعدك على كسب عدد كبير من العملاء الجدد

and vegetables plastic-free could help you to win over a large number of new customers.

إنني أحتك على النظر في هذه الحلول الممكنة على محمل الجد، والقيام بكل ما في وسعك

**D I urge you to** consider these possible solutions very seriously, and do everything in your

القدرة على تقليل كمية البلاستيك التي تستخدمها في التغليف لحماية الكوكب

power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.، وإنني أتطلع إلى ردكم.

Yours faithfully, فائق الاحترام،

Farid Asmar فريد أسمر

Match the underlined phrases A–D to the categories.

- 1- Making a point forcefully
- 2 Call to action/asking for action
- 3 Giving your reasons for writing
- 4 Explaining why the issue is important

### Greeting and signing off

- |   |   |
|---|---|
| 1 If you know the name of the person,   | a end the letter Yours sincerely.         |
| 2 If you don't know the person's name,  | b start the letter Dear Sir or Madam.     |
| 3 If you start a letter Dear Sir/Madam, | c start the letter Dear Mr/Mrs/Ms Haddad. |
| 4 If you start a letter with a name,    | d end the letter Yours faithfully.        |

### Structure of the email (or letter)

- |                           |  |
|---------------------------|--|
| 5 In the introduction,    | e ask the recipient of the email/letter to take some action. |
| 6 In the main paragraphs, | f state the problem(s) and offer solutions.                  |
| 7 In the final paragraph, | g mention that you expect a reply.                           |
| 8 Before you sign off,    | h state your reasons for writing.                            |

### Formal writing conventions

- |  |   |
|--|---|
| 1- Don't use contractions, e.g.  | e use reduce rather than cut down on.               |
| 2-Avoid using phrasal verbs, e.g.                                      | f use We are told that rather than Some people say. |
| 3-Make points less personal/direct by using passives, e.g.             | g use I would ask you to rather than Please ....    |
| 4-Make your tone less direct by using hypothetical constructions, e.g. | h use I am writing not I'm writing.                 |

### Rewrite the sentences in a more formal

- 1 I heard that sea plastic is harming over 600 species. (**estimated**)
- 2 It's important to look after nature. (**vital**)
- 3 You've got to stop using plastic! (**urge**)
- 4 All the best, Ibrahim. (**faithfully**)
- 5 I'm really bothered by the amount of plastic we use. (**concerned**)
- 6 Get rid of plastic packaging! (**banned**)
- 7 I'm writing to tell you how bothered I am about ... (**express**)
- 8 You should look into other options. (**ask/ investigate**)
- 9 It's important to do this right away. (**essential/action**)
- 10 You must do it now. (**done/urgency**)

# Revision

## المراجعة

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

acid - blistering - boiling - erosion - freak - freezing - fumes  
greenhouse - layer - ozone - scarcity - torrential - turbines - vehicle

- 1 The weather is really weird. It's-----cold one minute and then-----hot the next.
- 2 Pollution in the atmosphere results in ----- rain.
- 3 Soil-----happens when the plants and trees that keep it in place are destroyed by the elements or man.
- 4 The-----heat caused the pavement to melt!
- 5 Powerful wind-----use wind power to create energy.
- 6 A good way of reducing-----emissions is to promote the production of electric cars, which don't produce harmful exhaust-----.
- 7 Because of global warming, -----weather conditions are more common with periods of drought followed by----- rain.
- 8 Below average rainfall can result in water-----

- 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-----freak weather in many parts of the world.

**Complete the dialogues with the correct future forms of the verbs in brackets.**

**1 A** What are you up to later?

**B** Well, I----- (hope) to finish my school project.

After that, I ----- (go) to the 'Save the Planet' lecture. I've arranged to meet everyone at 5 p.m.



**2 A** Are you ready yet? The guests----- (arrive) soon. It's almost seven o'clock!

**B** They ----- (come) 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----- (give) it a try later on.

Then I----- (let) you know.

**4 A** I----- (plan) to go to the lecture on the blobfish. What time----- it----- (start)? **B** At 2 p.m. So hurry up!

# Unit 3 Influences تأثيرات



## SB 26 Vocabulary and grammar

	الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1	wind somebody up	to say things in order to <b>annoy</b> somebody قول أشياء بهدف <b>إزعاج</b> شخص ما	يضيق شخصاً
2	blow things out of proportion	to react as if what has happened is <b>much worse</b> than it is التفاعل كما لو أن ما حدث <b>أسوأ بكثير</b> مما هو عليه	يضخم الأمور
3	show off	to <b>try and impress</b> somebody <b>محاولة إبهار</b> شخص ما	يتباهى
4	burst into tears	to suddenly start <b>crying</b> <b>البكاء فجأة</b>	ينفجر بالبكاء
5	mess about	to behave in a <b>silly</b> way التصرف بطريقة <b>سخيفة</b>	يعبث
6	have a go at somebody	to <b>criticise</b> someone <b>انتقاد</b> شخص ما	ينتقد شخصاً
7	make a fuss of somebody	to give someone a lot of <b>attention</b> إعطاء شخص ما الكثير من <b>الاهتمام</b>	يدلل شخصاً
8	be the peacemaker	to help other people <b>resolve</b> an argument مساعدة الآخرين في <b>حل</b> نزاع	يكون صانع السلام
9	tell somebody off	to speak to somebody <b>angrily</b> about something wrong that they have done التحدث مع شخص ما بغضب عن شيء خاطئ قام به	يوبخ شخصاً



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-----.

	الكلمة	المعنى بالعربية
1	empathise with somebody	التعاطف مع شخص ما
2	fall out with somebody	الشجار مع شخص ما
3	give somebody a compliment	إطراء شخص ما
4	let somebody down	خذلان شخص ما
5	lose your temper	فقدان أعصابك
6	make fun of somebody/something	السخرية من شخص ما / شيء ما
7	make up with somebody	التصالح مع شخص ما
8	put up with somebody/something	تحمل شخص ما / شيء ما
9	talk behind somebody's back	التحدث من وراء ظهر شخص ما

### Which one describes an oldest child, a middle child and a youngest child?

When I was little, my parents were forever telling me off about the things I'd

done. عندما كنت صغيراً، كان والديّ دائماً يوبخاني على الأشياء التي فعلتها.

I was quite naughty and I used to mess about from time to time, sure.

كنت شقيّاً إلى حد ما وكنت أعبت من وقت لآخر، بالطبع

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!

أعني، في أحد المرات ارتديت ملابس والدي وذهبت إلى الشارع الرئيسي متظاهراً بأنني هو

It was hilarious, but my parents didn't get the joke.

كان الأمر مضحكاً للغاية، لكن والديّ لم يفهما المزحة

They took it way too seriously and blew it completely out of proportion.

لقد أخذوا الأمر بجدية زائدة وخرجوا به عن حدوده تماماً

I really wasn't that bad as a child! حقاً لم أكن بهذا السوء عندما كنت طفلاً

My brother is always showing off. أخي دائماً يتفاخر.  
 I'm not sure he even realises he's doing it. لست متأكدًا حتى إذا كان يدرك أنه يفعل ذلك.  
 He'll go on and on about how great he's doing at school, and everyone always  
 makes a big fuss of him. سيستمر بالحديث عن مدى نجاحه في المدرسة، والجميع دائماً ما يهتمون به كثيرًا.  
 It really winds me up, but if I say anything, my parents tell me I'm being jealous.  
 هذا يزعجني حقًا، لكن إذا قلت أي شيء، يخبرني والدي بأنني أغار منه.  
 It's not fair. هذا ليس عدلاً.

My brother gets attention for being great at school,  
 أخي يحصل على الاهتمام لكونه متفوقًا في المدرسة  
 and my sister is the clown of the family. وأختي هي المهرجة في العائلة.  
 Me? I'm not really sure what my role is. أنا؟ لست متأكدًا حقًا ما هو دوري.  
 I'm certainly the peacemaker when my brother and sister fight.  
 أنا بالتأكيد صانع السلام عندما يتشاجر أخي وأختي  
 They're really loud and emotional, whereas I tend to keep my emotions to myself,  
 إنهم صاخبون وعاطفيون للغاية، بينما أميل إلى الاحتفاظ بمشاعري لنفسِي، حقًا.  
 I don't burst into tears easily or start shouting. لا أبكي بسهولة ولا أبدأ في الصراخ.

## Past and present habits عادات الماضي والحاضر

1- **am -is – are always / constantly / forever + v-ing** دليل أو فعل مضارع  
**was – were always / constantly / forever + v-ing** دليل أو فعل ماضي  
**a habit repeated - unexpected or annoying (past - present)**

2- **will + V1** دليل أو فعل مضارع **- would + V1** دليل أو فعل ماضي  
**Behaviour - typical -pleasant and annoying habits**

3- use **used to + v1** didn't **use to + v1**  
**past state**  
 ----- but now دليل أو فعل ماضي  
**used to + V1 . would + V1**

He **would** come home **at six in the morning** .

**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 **1** \_\_\_\_\_ to set the scene, and then, when the time reference is clear, we can use **2** \_\_\_\_\_ for other examples of past habitual behaviour.

**2** We DON'T use **3** \_\_\_\_\_ to describe a past state.

**3** We use **4** --- to talk about a past state or a situation that doesn't happen any longer.

**1**-As a child, I ----- my weekends playing with my friends.

**A)** would use      **B)** used to spending      **C)** use to spend      **D)** used to spend

**2**- We ----- all day together.

**A)** would play      **B)** used to playing      **C)** use to play      **D)** used to spend

**3**- I was an only child and I ----- bored at home on my own.

**A)** would feel      **B)** used to feeling      **C)** use to feel      **D)** used to feel

**4**- On Saturdays, I ----- swimming with my dad.

**A)** would go      **B)** used to going      **C)** use to go      **D)** used to go

**5**- I ----- early when I was younger, but I nearly always have a lie-in now.

**A)** would get      **B)** used to getting up      **C)** use to get up      **D)** used to get up

**6**- When he was younger, Hamzah ----- play basketball.

**A)** would      **B)** used to      **C)** use to      **D)** will

**7**- He ----- be quite tall for his age, but then all the other boys caught up.

**A)** would      **B)** used to      **C)** use to      **D)** will

**8**- In fact, his younger brother, who-----be tiny, is now quite a bit taller than him.

**A)** would      **B)** used to      **C)** use to      **D)** will

**9**- Hamzah-----be the best player in the basketball team, but now he prefers football!

**A)** would      **B)** used to      **C)** use to      **D)** will

## Match sentences with meaning

1- Imad <b>was</b> forever <b>bursting</b> into tears.	1 an annoying repeated habit in the past
2- Asma <b>is</b> constantly <b>showing</b> off.	2 an annoying repeated habit in the present
3- Lubna <b>will</b> forget to take her contact lenses out.	3 a typical characteristic of a person
4- My uncle <b>would</b> always take me swimming	4 a habit or repeated action in the past, but not a state
5- I <b>used to</b> love winding my brother up	5 a past state or action which no longer exists
6- We <b>watched</b> that show <b>every week</b> .	6 repeated past action or state; it might still happen in the present
7- You <b>always mess</b> about in class.	7: a repeated action in the present

- 1- My sister and I ----- always ----- out and it really upsets me. (**fall**)
- 2- She -----late and didn't seem interested in her work. (**constantly/be**)
- 3- Why don't you like the twins?  
They -----behind people's backs. (**forever/talk**)
- 4- Why did they stop playing rugby?  
Because they ----- ( **constantly / injure**) themselves.

- 1 When we were younger, my sister and I----- a bedroom.  
A) would share      B) used to share      C) use to share      D) will share
- 2 How did you -----in touch with your friends before you got your first phone?  
A) would stay      B) used to stay      C) use to stay      D) will stay
- 3 My brother was the baby of the family and everybody ----- a big fuss of him.  
A) would make      B) used to make      C) use to make      D) will make
- 4 When I was young, I ----- think I would ever become an adult.  
A) didn't use to      B) didn't used to      C) wouldn't      D) won't
- 5 When Rola was younger, she -----suddenly start crying for no reason.  
A) use to      B) used to      C) would      D) will

**will/won't or would/wouldn't.**

1- 'My parents don't let my brother use their car .

2- 'Jameel is thinking of travelling again.'

3- I never really believed anything he said

4- 'Lama's hearing is getting really bad.'

a 'Yes, well, he ----- in one place for more than a few months.'

b 'Well, she ----- keep listening to loud music.'

c: 'That's not surprising. He----- tell the most ridiculous stories.'

d 'Well, he ----- go too fast whenever he drives.'

1- Did you----- to walk to school when you were little?

A) use to      B) used to      C) would      D) will

2- My mum ----- always give me a lift.

A) use to      B) used to      C) would      D) will

3-My sisters ----- use to argue, but these days they are-----falling out.

A) won't / forever      B) didn't / forever      C) wouldn't / forever

4- Why -----you always shouting at me?

A) are      B) were      C) would      D) will

5 you didn't ----- to lose your temper so often.

A) use to      B) used to      C) would      D) will

6- That was because you ----- constantly winding me up!

A) aren't      B) weren't      C) wouldn't      D) won't

I didn't do well at school. My concentration span1-----very short, and I was constantly getting into trouble for not listening. I often 2-----bored in class.

I3-----out of the window all the time and daydream. I4-----listen to what the teacher was saying and found it hard to focus. One time15-----asleep in a test!

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

## SB 28 Vocabulary

2

	الكلمة	المعنى بالعربية
1	a clash between you and a sibling	صدام بينك وبين أحد الأخوة
2	a newborn baby in the family	طفل حديث الولادة في الأسرة
3	a row with your best friend	شجار مع أفضل صديق لك
4	flunking an important exam	الرسوب في امتحان مهم
5	relocating to a different town or country	الانتقال إلى مدينة أو بلد مختلف

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. -----

**Complete the sentences with the correct form**

- 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.

**an opinion**

feel, believe , think , If you ask me ... / I have the impression that ... ,  
to my mind,

**A fact**

The data shows ... / The research indicates ...

## Weak vowel forms - sound 'weaker' /ə/

- determiners (e.g. some, this)
- conjunctions (e.g. than, and)
- pronouns (e.g. he, them)
- auxiliary verbs (e.g. can, have)
- prepositions (e.g. at, of)

end of the sentence, they can be pronounced strong / full vowels.

### Strong or weak

- 1 At the time, I didn't know him at all.
- 2 Maher's charming and trustworthy, and he's very hard-working.
- 3 I have checked that we have all the documents.
- 4 She's thinking of taking some time off.

### SB 29 Vocabulary

3

#### positive or negative

1	bigoted	متعصب	10	immature	غير ناضج
2	tough	قاسي	11	idealistic	مثالي
3	trustworthy	جدير بالثقة	12	hypocritical	منافق
4	pushy	انتهازي / لحوح	13	defensive	دفاعي
5	sincere	مخلص	14	dedicated	مكرس
6	passionate	شغوف	15	decent	مقبول
7	modest	متواضع	16	conceited	مغرور
8	inspirational	ملهـم	17	compassionate	رحيم
9	capable	قادر	18	charming	أخاذ

- 1 My Aunt Abeer! She is a hard-working and -----nurse .
- 2 She helps children and she is a really -----person.
- 3 She is ----- about the environment .
- 4 Aunt Abeer has proved that she is-----of making a real change to young
- 5 she is now an -----figure for everyone in my family.

- 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-----

- 
- 1 Mrs Baqer is a very **capable / conceited** teacher and I'm sure you'll benefit from her lessons.
  - 2 She's such a(n) **inspirational/ tough** teacher .
  - 3 The doctor was always very **bigoted / charming** and knew what to say to help
  - 4 It's fine to be **hypocritical / idealistic**, but sometimes you have to be practical
  - 5 Truly **dedicated / pushy** musicians are constantly practising.
  - 6 Why can't you act your age and stop being so **dedicated / immature**?
  - 7 She was **compassionate / charming** by volunteering to help out at an animal shelter.
  - 8 He's a very **inspirational / decent** person and will always act in the proper way.
  - 9 He would always get **defensive / trustworthy** if a teacher criticised his written work.
  - 10 Was the politician being **sincere / modest** when he said the government would tackle climate change?



**Bigoted - conceited - hypocritical - modest - passionate - pushy - tough - trustworthy - defensive**

- 1 constantly telling people how great you are -----
- 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-----

**Bigoted - conceited - hypocritical - modest - passionate - tough - trustworthy - pushy**

- 1 Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's -----.
- 2 Laith is a highly skilled pianist, but he doesn't show off about it. He's -----
- 3 Suha hates anyone who is different from her. She's really-----
- 4 Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself. She's-----
- 5 Jameela believes she's a better person than all her friends. She's so -----
- 6 If you want to be sure a secret is kept, tell Randa. She's -----
- 7 Khalil's life is completely dedicated to tackling pollution. He's-----about it.
- 8 Sawsan won't take 'no' for an answer. She'll keep asking until she gets what she wants. She's-----.

1	a bad <b>influence</b> (on somebody)	تأثير سيء (على شخص ما)
2	set a good example	كن قدوة حسنة
3	put somebody on a <b>pedestal</b>	وضع شخص ما على قاعدة التمثال
4	<b>look up to</b>	اتطلع الى
5	look down on	يحتقر
6	loathe	أكره
7	<b>idolise</b>	يعبد
8	follow in somebody's footsteps	اتبع خطى شخص ما
9	find somebody <b>inspirational</b>	العثور على شخص ملهم
10	despise	يحتقر
11	<b>admire</b>	يُعجب
12	a good/shining example of	مثال جيد / مشرق

Don't you just 1----- it when someone you 2----- proves to be a **bad** 3-----on others? It seems to happen all the time these days. Athletes who we, 4-----singers whose music we find 5-----actors who we **put on a'** 6-----because of their talents and abilities, activists that we admire as 7----- examples for hope and change. But instead of being figures that we can **look up** 8-----they turn out to be totally 9-----! They **say one thing and then do.**



### SB 30 Oliver Twist - By Charles Dickens

الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1 housekeeper	a person whose job is to look after a house	مدبر المنزل
2 orphan	a child whose parents have died	يتيم

في إنجلترا خلال القرن التاسع عشر، جاء الكثير من الناس إلى المدن للعمل. كانت هناك

In England during the 1800s, many people came to the cities to work. There were أماكن تسمى دور العمل حيث يمكن لأفقر الناس أن يعيشوا ويعملوا ويأكلوا

places called workhouses where the poorest people could live, work and eat to

لئلا ينجس حياته. لكن الحياة في دور العمل لم تكن سهلة، حيث كان الناس بطريقة أو بأخرى

**make ends meet.** But life in the workhouses was not easy, where people somehow

تمكنوا من الحصول على الكفاف، والعيش يوماً بعد يوم، متجمعين معاً للتدفئة

managed a **subsistence, living day-to-day, huddled together** to keep warm.

في إحدى الليالي، وصلت امرأة إلى ورشة عمل. أنجبت طفلاً ولكن بعد ذلك

One night, a woman arrived at a workhouse. She gave birth to a baby but then

ماتت للأسف. دعت ممرضة الطفل أوليفر تويست وتم إرساله إلى منزل من أجله

sadly died. A nurse called the baby Oliver Twist and he was sent to a house for

يتيمًا حتى بلغ التاسعة من عمره. ثم تم إرساله إلى ورشة العمل للعمل

orphans until he was nine. Then he was sent to a workhouse to work.

كان أوليفر حزينًا لترك أيتام الآخرين. على الرغم من أن المجتمع التقليدي يعيش جنبًا إلى جنب .

Oliver was sad to leave the other orphans. Although the boys lived **hand-to-**

كان لديهم شعور بالانتماء إلى المنزل ويعتنون ببعضهم البعض

**mouth,** they had a **sense of belonging** at the house and looked after each other.

في ورشة العمل، كان جميع الأولاد الآخرين يعانون من سوء التغذية مثل أوليفر. في أحد الأيام،

At the workhouse, all the other boys were as **malnourished** as Oliver. One day,

لقد شجعوا أوليفر على التوصل للحصول على المزيد من الطعام، لكن هذا جعل مدير

they encouraged Oliver to **beg** for more food, but this made the managers of the

ورشة العمل غاضبة. قرر أوليفر الهروب إلى لندن ولكن لم يكن لديه طعام وذهب

workhouse angry. Oliver decided to escape to London but had no food and went

جانح لعدة أيام، قبل أن يقابل صبيًا آخر يدعى جاك دوكينز. أظهر

hungry for days, before he met another boy called Jack Dawkins. He showed

أوليفر الطريق إلى المدينة. قدم جاك أوليفر لرجل عجوز يدعى فاجن،

Oliver the way to the city. Jack introduced Oliver to an old man called Fagin,

الذي أعطى أوليفر بعض الطعام والسرير لينام عليه. وفي اليوم التالي، رأى أوليفر

who gave Oliver some food and a bed to sleep on. The next day, Oliver saw

يأتي العديد من الأولاد الآخرين إلى منزل فاجن. اجتمع الأولاد معًا لإعطاء

many other boys come to Fagin's house. The boys **gathered together** to give the

الساعات والمجوهرات الرجل العجوز. ثم طلب فاجن من أوليفر أن يخرج إلى الشوارع معه

old man watches and jewellery. Fagin then told Oliver to go into the streets with

الأولاد الآخرين والتعلم منهم. صدم أوليفر عندما رأى الأولاد

the other boys and learn from them. Oliver was shocked when he saw the boys

!أخذ الأشياء من جيوب الناس. لقد فهم أنهم كانوا لصوص

take things from people's pockets. He understood that they were thieves!

وفجأة رأى رجل الأولاد يأخذون منديلًا من جيبه. صرخ في

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at

الأولاد وأثناء هروبهم حاول ضابط شرطة القبض على أوليفر. لكن رجلًا

the boys, and as they ran away, a police officer tried to arrest Oliver. But a man,

أخبر السيد براونلو ضابط الشرطة أن أوليفر لم يأخذ أي شيء. السيد

Mr Brownlow, told the police officer that Oliver had not taken anything. Mr

كان براونلو قلقًا بشأن الصبي النحيل وأعادته إلى منزله،

Brownlow was worried about the **skinny** boy and took him back to his house,

حيث تعتني مدبرة المنزل بأوليفر. عندما كان أوليفر أفضل، كان كذلك

where the housekeeper looked after Oliver. When Oliver was better, he was

كان يسير في الشوارع عندما أمسكت به امرأة. أعادته إلى

walking along the streets when a woman grabbed him. She took him back to

فاجن. ثم طلب فاجن من أوليفر مساعدة السيد سايكس في وظيفة في قرية. هم

Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country. They

طلب من أوليفر أن يتسلق عبر نافذة صغيرة للمنزل. وعندما فعل ذلك كان كذلك

told Oliver to climb through a small window of a house. When he did so, he was

طلقة. ولحسن الحظ، نجا. وعندما تحسن، تم نقله إلى السيد براونلو،

shot. Luckily, he survived. When he was better, he was taken to Mr Brownlow,

وجعل يشعر وكأنه في المنزل. وأوضح السيد براونلو أن والدته أوليفر كانت كذلك

and was made to **feel at home**. Mr Brownlow explained that Oliver's mother was

امرأة غنية. لكن شقيقه، وهو رجل يدعى مونكس، كان يعلم أن أوليفر لن يفعل ذلك إلا

a rich woman. But his brother, a man called Monks, knew that Oliver would only

حصل على المال إذا كان أوليفر شخصًا نزيهًا. فشاهد أوليفر

get the money if Oliver was an honest person. So he watched Oliver and made

من المؤكد أنه التقى جاك دوكينز، ثم فاجن. بهذه الطريقة، لن يفعل أوليفر ذلك أبدًا

sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never

لم يكن صادقًا ويمكن للرهبان الاحتفاظ بكل الأموال. وفي نهاية القصة أيها الرهبان

be honest and Monks could keep all the money. At the end of the story, Monks

يعطي أوليفر المال المستحق له ويغادر البلاد. أوليفر هو

gives Oliver the money that is owed to him and leaves the country. Oliver is

تبناه السيد براونلو، مما يدل على مدى لطفه

adopted by Mr Brownlow, which shows what a kind man he is.

**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?

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 **make ends meet- a subsistence - hand-to-mouth** = to have just enough money to buy what you need

2 **living day-to-day** - dealing with things without thinking about the future

3 **went hungry** = didn't have enough food

4 **huddled together- gathered together** = sat or stood very close to other people

5 **beg** = asked for money or food from strangers

6 **skinny – malnourished** = very thin

7 **sense of belonging - feel at home** = be comfortable in a particular place

1- Why was Oliver sad to leave the house for orphans?

2- Why did Fagin give Oliver food and a bed to sleep on?

3- Why did Oliver's brother Monks want Oliver to be a thief ?

4- Who represent kindness and who represent not honest?

5- Suggest three ways to help poor and orphan children .

## SB 32 Relative Clauses الاسماء الموصولة

اسم **Where** مكان اسم **Whom** عاقل مفعول به اسم **Whose** عاقل فعل **who** عاقل  
**which** غير عاقل **When** زمن فعل **which** مكان

1- He is the man ----- daughter I met in Jordan.

a- whose b- who c- which d- where

2- Qasr Bashir is an extremely well-preserved Roman castle ----- is situated in the Jordanian desert.

a- whose b- who c- which d- when

3- Sara is the only person ----- me very well.

a- which understands b- who she understands  
c- who understands d- whose understands

4- The man , ----- son works as a teacher , is my friend.

a- whose b- who c- his d- whom

5- I would like to take you to a café ----- serves excellent coffee.

A) which B) when C) who D) where

6- The year ----- the great mosque in Cordoba was built was 784 CE.

a) which b) when c) who d) where

7) It was Jabir ibn Hayyan ----- invented ink that can be read in the dark.

a) who b) which c) when d) where

8) The person ..... my brother bought a new mobile from was his friend.

A) where B) when C) whose D) who

9. The person won the prize for Art last year was Sara.

a) which b) where c) who d) when

10- The country ----- the scientists did their research was Jordan.

a) whose b) where c) who d) when

11- It was the month of Ramadan ----- Ibn Sina died.

a) which b) who c) where d) when

- 12- The Aqaba beach is the place-----I enjoy watching the sunset.  
a) who      B) when      C) whose      D) where
- 13- The year when Petra was made a World Heritage Site----- 1985 CE.  
A) was      B) be      C) are      D) been
- 14) All is the person ---- is believed to be responsible for the design of the tower.  
A) whose      B) who      C) when      D) where
- 15) I saw the shoes-----you bought last week on sale for less this week.  
A) whose      B) when      C) which      D) where
- 16) Ibn Sina-----is also known as Avicenna was a polymath.  
a) which      b) where      c) who      d) when
- 17) Thank you very much for your e-mail-----was interesting.  
a) where      b) who      c) when      d) which
- 18) Ali,-----mother is a professor, forgot his umbrella.  
a) whose      b) when      c) where      d) who
- 19) The old hotel-----we stayed last week was really big.  
a) when      b) where      c) who      d) whose
- 20) It was at night-----the rescue team arrived at the scene of the accident.  
a) where      b) when      c) which      d) who

### Defining relative clause      Giving essential information

He's the man **whose** daughter I met in Jordan

**that = who/which in defining clauses**

**omit who /which / that object**

The house (which / that) the family has built is unique.

**cannot omit who / which / that subject**

It was the woman who / that had arrived earlier that day.

## Non- defining relative clause Giving extra, non-essential information

People from all over the world visit the museum, which shows how deeply they are interested in learning about science.

We never use **that** in non-defining clauses.

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.

- 1- The I-talk ----- has been completely redesigned .
- 2- The I-talk 6, is Produced in South Korea-----, l-talk has its headquarters.
- 3- For those of you ----- budget won't stretch to more expensive brands.
- 4- the quality issues ----- affected the company's earlier models.
- 5- Users ----- care about the quality of their photographs will be happy.
- 6- The only complaint ----- is the range of colours is limited .

**Match - ( D ) defining or ( ND ) for non-defining - replace which with that.**

1- Bluetooth, -----, is actually a kind of wireless connection.	a which often look rather strange
2- The headset----- is really uncomfortable to wear.	b <u>which</u> sounds like a dental problem
3- Ergonomic keyboards,-----, make typing more comfortable.	c: which can play records at different speeds
4- This record player,-----, was made in Italy.	d <u>which</u> my mum used to play her music on when she was a teenager
5- This is the Walkman---	e which came with my phone

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.

4 I was talking about an app. It's really cool.

5 Sami lives round the corner. I play football with him.

6 These headphones stopped working after two days. I paid a fortune for them.

7 I bought my computer at a shop. It has closed down.

### present / past participle to replace a relative clause

1 There was a wire attaching the phone to the wall.

2 The copy made by the carbon paper was called the carbon copy.

### a relative clause to replace present / past participle

1 What's the name of that website that sells 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.

### Speaking

### Generalising تعميم

6

### A - WHAT YOU THINK IS GENERALLY TRUE ما تعتقده صحيح بشكل عام

1- **On the whole**, I don't like taking risks. على العموم أنا لا أحب المخاطرة.

2- **In general**, I'm a very calm person. بشكل عام، أنا شخص هادئ جداً.  
في بعض/كثير/معظم الحالات، يكون إرسال بريد إلكتروني أسرع من التحدث عبر الهاتف

3- **In some/many/most cases**, it's quicker to send an email than to talk on the phone.

بروح المبادرة Z بشكل عام، يتمتع الجيل

4- **Broadly speaking**, Gen Z have an entrepreneurial spirit.

5- **By and large**, young people do more sport. **بشكل عام**، يمارس الشباب المزيد من الرياضة.

في أغلب الأحيان، يتواصل الشباب باستخدام تطبيقات المراسلة

6- **More often than not**, young people communicate using messaging apps.

تسع مرات من أصل عشرة، أتفق معها، لكن هذه المرة أعتقد أنها مخطئة

7- **Nine times out of ten**, I agree with her, but this time I think she's wrong.

في 90 بالمائة من الوقت، أقوم بتضمين الرموز التعبيرية. تعتبر الأجهزة الإلكترونية، إلى حد ما/إلى حد

كبير، مصدر إلهاء في الفصل الدراسي

8- **90 percent of the time**, I include emojis. To some/a great extent, electronic devices are a distraction in the classroom.

يميل كبار السن إلى التفكير/القول/الاعتقاد بأن المراهقين يقضون الكثير من الوقت في الاسترخاء

9- Older people **tend to think/say/believe** that teenagers spend too much time

relaxing. **هناك ميل لدى** كبار السن إلى الشك في الإنترنت.

10- **There's a tendency for** elderly people **to** be suspicious of the Internet.

11- **To some / a great extent** **إلى حد ما / إلى حد كبير**

## 2- ACKNOWLEDGING THAT YOU ARE GENERALISING

بناءً على معرفته تقوم بالتعميم

1- **This is a bit of a sweeping statement, but** **هذا قليل من البيان الشامل، ولكن**

younger people often take offence easily. **غالبًا ما يتعرض الشباب للإهانة بسهولة.**

ربما أكون مبالغًا في التعميم، لكنني أعتقد أن الشباب يفقدون فن المحادثة

2- **I may be overgeneralising**, but I think young people are losing the art of conversation.

قد تعتقد أن هذا تعميم مبالغ فيه، لكن كبار السن لا يستطيعون التعامل مع التكنولوجيا

3- **You might think this is an overgeneralisation, but** old people can't handle technology.

Rewrite the sentences as generalisations using the words in brackets.

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**)

5 ----- and large 6 in -----,

### SB 34 An opinion essay مقال للرأي



#### 1- personal opinion رأي شخصي

Personally, ... / In my opinion, ... / My personal conviction is that  
I believe that / I would say that / I would argue that

#### 2- impersonal opinion وجهات نظر غير شخصية

It is often argued that ... / It is often held that ... / It is widely believed that ...

Many people today feel that / It is commonly accepted that / can be seen as

linkers: Nevertheless, مع ذلك, ..., In addition بالاضافه, ..., Therefore, ... لذلك

### SB 38 ARE FAMILIES AS CLOSE AS THEY USED TO BE?

هل العائلات متقاربة كما كانت في السابق؟

يشعر الكثير من الناس اليوم أن العلاقات بين أفراد

**Many people today feel that** relationships between members of the same

الأسرة الواحدة ليست بنفس القرب كما كانت قبل بضعة أجيال

family are not as close as they were a few generations ago.

لقد غيرت التغيرات في حياتنا العملية وظهور التكنولوجيا بالتأكيد

Changes in our working lives and the advent of technology have certainly

من طريقة تفاعل الأسر، لكنني أعتقد أن العائلات بشكل عام لا تزال

altered how families interact, but I would argue that families generally remain as

close as they ever were. متقاربة كما كانت دائماً

يسعى الوالدان بشكل متزايد لتحقيق توازن أفضل بين العمل والحياة

Increasingly, parents are seeking a greater work-life balance.

هذا يعني أنه حتى في الأسرة التي يعمل فيها كلا الوالدين، غالباً

This means that even in a family where both parents work, they are often

ما يتمكنون من ضمان أن يكون أحد الوالدين على الأقل متاحاً لأخذ الأطفال إلى الأنشطة بعد

able to ensure that at least one parent is available to take their children to

المدرسة أو حضور العروض والحفلات في المدرسة

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. يمكن للتوازن الأفضل بين العمل والحياة أن يتيح للعائلات قضاء وقت أكثر جودة معاً. من المقبول عمومًا أن الوقت اللازم لإدارة المنزل قد

**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. انخفض أيضًا خلال العقود القليلة الماضية مع اختراع المزيد من الأجهزة التي توفر العمل. مثال بارز على ذلك هو الغسالة البسيطة، التي وصفها هانز

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. قبل اختراعها، كان من المعتاد قضاء يوم كامل في غسل الملابس

Prior to its invention, it was usual to spend an entire day doing laundry. يمكن النظر إلى الإنترنت كوسيلة لجمع العائلات معًا وكذلك كتشيتت للالتباه

Going online **can be seen as** a way of bringing families together as well as a distraction. بينما كان على أفراد الأسرة الذين يعيشون بعيدًا في الماضي كتابة رسائل

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. وانتظار وقت طويل للحصول على الرد، هناك الآن العديد من الطرق للبقاء على اتصال، مثل وسائل التواصل الاجتماعي والمكالمات المرئية

Overall, **I believe that** family members do communicate with each other more than in the past, whether through technology or face-to-face. بشكل عام، أعتقد أن أفراد الأسرة يتواصلون مع بعضهم البعض أكثر من الماضي، سواء من خلال التكنولوجيا أو وجهًا لوجه

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. في الختام، أود أن أقول إنه على الرغم من تغير المجتمع، تظل العائلات متقاربة كما كانت، بمساعدة التكنولوجيا والمرونة الأكبر في أنماط العمل.

- 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?

# Revision

المراجعة

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!

- 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.

## Present Continuous - Past Continuous – will - used to - would

- 1 My sister----- forever ----- (**borrow**) my clothes without asking me. It's very irritating!
- 2 When I was a child, ----- (**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.

### use 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** \_\_\_\_\_

### 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?

up - the - set - would

قد تظن أن هذا تعميم مبالغ فيه، لكن بشكل عام

You might think this is an overgeneralisation but **on** ----- **whole**

أعتقد أن الناس لا يتغيرون كثيرًا. خذ على سبيل المثال صديقتي القديمة في المدرسة مريم

I believe that people don't change much. Take my old school friend,

صباح. كانت مريم فتاة هادئة يتطلع إليها

Mariam Sabah. Mariam was a quiet girl who everyone **looked** -----

تفعل الشيء الصحيح دائمًا. لقد كانت طالبة متفانية ----- تأتي

to because she always did the right thing. She **was** a dedicated student

دائمًا على رأس الفصل في كل شيء. عندما كانت

who ----- **always** come top of the class in everything. When she

في الرابعة عشرة من عمرها، بدت وكأنها ناضجة جدًا بالنسبة لبقيتنا. لم

was 14, she seemed to be very grown up in relation to the rest of us. She

تتصرف بشكل سيئ أبدًا ودائمًا ----- مثال جيد. لم تخرج مريم

**never** behaved badly and **always** ----- a good example. Mariam  
 كثيرًا ولكنها كانت فتاة تحظى بشعبية كبيرة. never went out much but was a very popular girl.

### Reading : HOW SMARTPHONES AFFECT FRIENDSHIPS كيف تؤثر الهواتف الذكية على الصداقات

الهواتف الذكية هي أداة سحرية عندما يتعلق الأمر بالصداقة! إحدى

Smartphones are a magic tool when it comes to friendship! One of the most

الفوائد الأكثر وضوحًا هي مدى سهولة البقاء على اتصال مع أصدقائك بغض النظر

obvious benefits is how easy it is to keep in touch with your friends no matter

عن مكان وجودهم. إنه مثل وجود أصدقائك في جيبك

where they are. It's like having your friends right in your pocket!

الأمر الرائع حقًا هو كل الأشياء الرائعة التي يمكنك القيام بها مع أصدقائك على

What's really awesome is all the amazing stuff you can do with your friends on

الهواتف الذكية. هذه التجارب المشتركة لا تجعل الصداقات الحالية

smartphones. These shared experiences not only make existing friendships

أقوى فحسب، بل تخلق لك أيضًا فرصًا لتكوين اتصالات جديدة

stronger but also create opportunities for you to make new connections.

وعندما تحتاج إلى بعض النصائح، فإن أصدقائك ليسوا سوى رسالة واحدة. سواء

And when you need some advice, your friends are just a message away. Whether

أكان ذلك مشاركة نكتة لجعل يوم شخص ما أفضل أو الاستماع عندما يحتاج

it's sharing a joke to make someone's day better or listening when they need

إلى شخص ما للتحدث معه، فإن الهواتف الذكية تجعل من السهل دعم بعضنا البعض

someone to talk to, smartphones make it easy to support each other.

لذا، في حين أن بعض الناس يشعرون بالقلق من أن التكنولوجيا قد تفرقنا، فإن الهواتف الذكية

So, while some people worry that technology might pull us apart, smartphones

في الواقع تقربنا من بعضنا البعض. إنها تساعدنا على البقاء على اتصال، والاستمتاع، والتواجد

actually bring us closer together. They help us stay connected, have fun, and be

بجانب بعضنا البعض، مما يجعل صداقاتنا أقوى وأكثر أهمية

there for each other, making our friendships even stronger and more meaningful.

- 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.





had been shot = completed action. - earlier than another

had been copying = progress in the past - continued up

Complete the rules by writing Past Perfect Simple, Past Perfect Continuous or both.

1 We use ----- to make clear that a past action happened earlier than another past action.

2 We use ----- to talk about an earlier completed action.

3 We use ----- to talk about a situation or action which continued up to a certain time in the past.

Which past tense is used in each of the underlined parts?

1 published ----- 2 was studying -----

3 found ----- 4 had increased -----

1- Before they visited the desert, nobody ----- this area. (explore)

2- When the archaeologists started work, stones ----- under the ground for more than 8,000 years. (lie)

3- The people who built these houses also ----- long walls. (build)

4- Animals that ----- away all times in the past. (run)

5- Nobody ----- anything like this before. (made)

6- people who lived in the Black Desert ----- together several years. (work)

**order to make a story.**

[4] I stopped my car, got out and stood in the road to see what it was.

**actions which follow other**

[1] Last night, I was driving back home. - **progress**

[2] I felt tired as I had been driving all day. **continued**

[6] By the time I got to the field, the object had disappeared.

**took place before another**

[3] Suddenly, I saw an object in the sky.- **started/finished in the past**

[5] While I was watching the object, it fell into a field. **interrupted**

- 1- Ali was very tired because he ----- for his English exam all night.  
A) studied      B) had studied      C) had been studying
- 2- It ----- dark for ten hours and now it was getting light.  
A) is being      B) had been      C) has been
- 3- For many weeks, he ----- about this exam.  
A) had been worrying      B) had worried      C) worried
- 4- He ----- never ----- an English exam before.  
A) had / been failing      B) had / failed      C) did / revise
- 5- ----- he ----- the wrong things all the night yesterday?  
A) had / been revising      B) has / been revising      C) did / revise
- 6- ----- he ----- everything he looked at the night before?  
A) had / been forgetting      B) has / been forgetting      C) had / forgotten
- 7- The football team ----- for an hour before they scored a goal.  
A) had been playing      B) had played      C) played
- 8- The football team ----- three matches without scoring a goal.  
A) had been playing      B) had played      C) played
- 9- The police officer ----- all the other suspects when he arrested the criminal.  
A) has been eliminating      B) had eliminated      C) eliminated
- 10- The police officer ----- suspects at an impressive rate.  
A) had been eliminating      B) had eliminated      C) eliminated
- 11- Until that night, Raed ----- never ----- snow.  
A) had / been seeing      B) has / seen      C) was / seeing      D) had / seen
- 12- By the time we opened the door, the noises ----- already -----.  
A) had / been stopping      B) has / stopped      C) was / stopping      D) had / stopped
- 13- Suddenly, I ---- a noise, so I ----- upstairs and opening the door to the attic.  
A) had heard / went      B) heard / went      C) heard / had gone
- 14- While he was performing, the actor ----- what to say.  
A) forgot      B) forget      C) had forgotten
- 15- While I ----- a boat across the sea, a large dolphin suddenly appeared.  
A) rowed      B) was rowing      C) have rowed      D) had rowed

- 1 When Nasser arrived at the party, the other boys ----- already ----- the food. (**eat**)
- 2 There was a strong smell because someone-----fish. (**cook**)
- 3 The guests ----- to each other. (**chat**)
- 4 Rakan -----all week for the chance to play football with his friends. (**wait**)
- 5 While they -----there was a power cut and the music stopped. (**dance**),
- 6 They lit some candles and then everyone----- in a circle and told stories. (**sit**)

Use the prompts to write sentences in the Past Perfect Continuous.

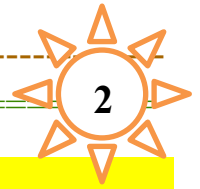
- 1 Reem got into trouble at school for using her phone. She/ **text**/ during lessons
- 2 Nader had ink all round his mouth. He/ **chew**/ his pen/ during the exam
- 3 The central square was underwater. It/**rain**/ for five days
- 4 The gang was convicted of fraud. They/**print**/ fake money
- 5 The man became ill while giving a speech. He/**speak**/ at a business meeting

- 1- I was reading a newspaper the other day when -----across a story.  
A) had been coming      B) was coming      C) came
- 2- It was about a cleaner who ----- in mysterious circumstances.  
A) had been disappearing      B) is disappearing      C) disappeared
- 3- Abbas Akel ----- at the East Hotel for exactly 25 years.  
A) had been working      B) had worked      C) worked
- 4- He was a popular with everyone and he always -----his job well.  
A) had been doing      B) had done      C) did
- 5- The staff ----- a surprise party to celebrate Abbas's work anniversary.  
A) had been organisng      B) had organised      C) organises

- 6- Everyone -----far him in the dining room when the hotelmanager stood up and ----- that Abbas couldn't be found anywhere.  
**A) was waiting / announced    B) were waiting / announced    C) waited / announced**
- 7- While everyone ----- the dining room, the rumours began.  
**A) had left    B) was leaving    C) left    D) had been leaving**
- 8- Some said he ----- a lot of money in a hotel room.  
**A) had been finding    B) was finding    C) had found**
- 9- Someone said he ----- a job at a bigger hotel.  
**A) had been taking    B) was taking    C) had taken**

### Past perfect or Past perfect continues

- 1 How long / Abbas / work / at the hotel / when / disappear?  
 -----
- 2 How / the staff / plan / to celebrate ?  
 -----
- 3 What / happen / Abbas ?  
 -----
- 4 go / the Caribbean?  
 -----
- 5 get job / a bigger hotel?  
 -----



### SB 38 Vocabulary مفردات

1	go viral	أصبح فيروسيًا	6	Shed light	سلط الضوء
2	Expose corruption	فضح الفساد	7	Public interest	اهتمام عام
3	Present both sides	تقديم كلا الجانبين	8	Generates revenue	يولّد إيرادات
4	hit a nerve	أصاب أحد الأعصاب	9	Verify my sources	التحقق من مصادري
5	clickbait headline	عنوان استفزازي	10	Attention Span	فترة الانتباه

- 1 I'm responsible for creating all those----- headlines that attract attention.
- 2 If the posts I write-----viral, that could mean hundreds of thousands of page views, which-----more advertising revenue for the news site.
- 3 Articles published online need to be very brief because everyone has such a short ----- span these days.
- 4 The articles I write rarely shed much-----on the key issues that have-----the headlines.
- 5 I'd love to cover traditional news stories which are in the----- interest, where I could expose-----.
- 6 I'd also prefer to have the time to----- my sources or the space to -----both sides of the story.

	الكلمة	المعنى بالإنجليزية	المعنى بالعربية
1	balanced	Considering all sides equally بالنظر إلى جميع الجوانب بالمساواة	متوازن
2	hard-hitting	Includes strong criticism يتضمن انتقادات قوية	مؤثر
3	Heart breaking	Very sad حزين جداً	مؤلم جداً
4	heartwarming	Causing feelings of happiness يُسبب مشاعر السعادة	مليء بالحنان
5	off the record	Not meant to be publicly reported ليس المقصود أن يُبلَّغ علناً	سري
6	sensational	shocking and exciting, not serious مثير ومشوق، ليس جاداً	إثاري
7	exclusive	(a news story) published only in one <b>place</b> <b>exclusive</b> (أخبار قصة) نشرت فقط في مكان واحد	حصري
8	newsworthy	interesting enough to be reported مثير للاهتمام بما يكفي ليتم التقرير عنه	جدير بالنشر
9	quirky	<b>unusual</b> in an interesting way غير عادي بطريقة مثيرة للاهتمام	غريب
10	topical	related to things that are happening عائد لشيء يحدث	موضعي

- أنا لا أنقر على الإغراءات
- 1 I never click on **clickbait**  
كان فيديو الفرقة المذهل قد
- 2 The amazing video had **gone**
- 3 Their app is great, but it will never **generate** أبداً
- 4 Scientists have suggested that humans have **shorter** البشر اقترح العلماء أن لدى البشر
- 5 A new experiment could finally **shed** يمكن أن يسقط التجربة الجديدة أخيراً الضوء
- 6 A Singaporean couple have **hit** ضرب زوج سنغافوري
- 7 A judge has ruled it is not in the **hit** قضى القاضي بأنه ليس في ال
- 8 A serious newspaper we always attempt to **present** جريدة جادة نحاول دائماً تقديم
- 9 I rarely trust a sensational report unless I can **verify** نادراً ما أثق في تقرير إثارة ما لم أتمكن من التحقق منه
- 10 The journalist had tried to **expose** حاول الصحفي الكشف عن

- انتباه أقصر من السمكة الذهبية
- a **attention** spans than goldfish. اهتمام الجمهور للكشف عن تفاصيل الجريمة الأخيرة
- b **public interest** to reveal the details of the recent crime. عناوين الأخبار، على الرغم من أنني في بعض الأحيان أغتر
- c **headlines**, though sometimes I'm tempted. إيرادات كافية للحفاظ على استمرارية عملهم التجاري
- d enough **revenue** to keep their business alive. أنظر إلى كلا الجانبين للقصة وأعطي الصورة الكاملة
- e **both sides of** a story and give the full picture. الفساد في شركة دولية كبيرة
- f **corruption** in a large international business. على العناوين بعد ولادتها لخمس توأم
- g the headlines after giving birth to quintuplets. انتشار فيروس قبل أن تصبح الأغنية ضربة
- h **viral** before the song had even become a hit. المصادر متعددة مرات على الإنترنت
- i **sources** multiple times on the Internet. إلقاء الضوء على أسرار المادة المظلمة
- j **light** on the mysteries of dark matter.

### ... وفي صحف اليوم... AND IN TODAY'S PAPERS

يتصدر "ذا كورير" بمقال متوازن / سري عن تغير المناخ

The Courier leads with a **balanced / off-the-record** article about climate change.

يقدم علماء مرموقون من جميع أنحاء العالم حقائق مفصلة حول ما

Leading scientists from around the world give detailed **facts** about what is

يحدث للكوكب، وعلى الرغم من أنها تقارير الأحداث الجوية الدرامية التي

happening to the planet, and though it reports the dramatic weather events that

قد تحدث، إلا أن التقرير لا يحاول أبداً أن يكون مثيراً للاهتمام / موضوعي

might happen, the report **never** tries to be **sensational / topical**.

تقدم "ذا غازيت" تقريراً مؤثراً / مفاجئاً عن آلاف الضحايا لإعصار إيفونا وتتصدر "ذا ريكورد" بنفس الشأن

The Gazette has a **heartwarming / heartbreaking** report on the thousands of

كما يحتوي "ذا ريكورد" على مقابلة

**victims** of Hurricane Ivona and The Record leads with the same.

ذات صلة / حصرية مع مدير فريق يوناييتد،

The Record also has a **topical / an exclusive** interview with United **manager**,

سيرياك جونز، حول أخبار مثيرة / شائعات المشاهير.

Cyriac Jones, about **sensational / viral** celebrity **nonsense**.

سلوى عادت إليكم..... Salwa back to you

awareness - balanced - corruption - light - newsworthy  
public - revenue - sensational - sides - verify

### الهدف اليومي: قيمنا الأساسية THE DAILY TARGET: OUR CORE VALUES

نحن نؤمن بأن دور وسائل الإعلام هو العمل في مصلحة الجمهور

We believe it is the media's role to act in the ----- **interest** and to

تقديم مجموعة من القصص المتنوعة والآراء ذات الصلة التي توفر المعلومات

report a range of -----stories and relevant opinions which inform

القراء وتمكينهم من اتخاذ قراراتهم الخاصة بشأن الأحداث الراهنة

readers and allow them to make up their own minds about current events.

لن تنتج "الهدف اليومي" أبداً قصص متحيزة واحادية الجانب، ولكن

The Daily Target will never produce -----, one-sided stories, but

بدلاً من ذلك ستسعى لرفع الوعي بالقضايا الهامة وتقديم تقارير فقط

instead will seek to **raise** ----- of important issues and only report

المعلومات من المصادر التي تمكنا من التحقق منها

information from **sources** we have been able to -----.

نحن نؤمن بمقالات الأخبار الموضوعية التي تقدم جميع

We believe in----- news articles that present all -----

في تقاريرنا، نهدف إلى إلقاء الضوء

of a story. In our reporting, we aim to **shed**----- on the way in

كيف يدير بلدنا ولكشف الفساد أينما وجدناه

which our country is run and to **expose** ----- wherever we find it.

نحن نولد الإيرادات من خلال الإعلانات، ولكن أيضاً من خلال النوع

We **generate** ----- through advertising , but also through the kind

contributions of our of our readers. مساهمات قرائنا.

### SB 39 Negative inversion to emphasis

3

#### Never

- hardly/barely/scarcely ... when ... عندما ... بالكاد
- never/at no time أبداً/في أي وقت من الأوقات
- under no circumstances/in no way تحت أي ظرف من الظروف/بأي شكل من الأشكال
- no sooner ..... than ما أن
- not only ... but also ... بل أيضاً ... ليس فقط ...
- little (كنت/كانوا يعلمون/يتصورون ...) قليل ما
- seldom / rarely



1 They had only just left when the house exploded.

**Scarcely** -----.

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

**Under no circumstances** -----.

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

**Little**-----.

4 Ibrahim arrives at work than people start knocking on his office door.

**No sooner** -----

5 students are allowed to take exam papers out of the room.

**Under no circumstances**-----

6 This article represents my views.

**In no way** -----

7 The film had started when members of the audience began to walk out of the cinema. **Scarcely** -----

8 She won the race and she broke a world record.

**Not only**-----

**Choose the correct forms to complete the sentences.**

1 **At no time is / it is** the use of such language acceptable.

2 **Not only** **did I feel / felt** I relaxed, but also happy and safe.

3 **Under no circumstances** **I will ever / will I ever** do that again.

4 **Seldom** **I had seen / had I seen** such a lucky escape.

5 **Little** **did they know / they did know** that I had more money in my back pocket.

6 **Scarcely** **the tickets had gone / had the tickets gone** on sale when they were sold out

1 (**we/arrived/barely**) when dinner was served.

2 (**left/no/they/sooner**) the hostel than it started to rain.

3 (**only/it/not**) the worst holiday we'd ever had, but also the most expensive!

4 (**in/way/saying/I/no**) it is your fault, but we do need to find a solution.



5 (rarely/felt/I) so unwelcome at some one's house.

6 (imagine/Tareq/little) that Samer was actually working for the police.

### A lucky Escape هروب محظوظ

أثناء السفر في تايلاند في عام 2001، كان لدى والدي وأصدقاؤه هروباً محظوظاً للغاية

While travelling in Thailand in 2001, my dad and his friends had a very lucky escape.

كان في محطة يأمل في الوصول إلى قطار إلى بانكوك انضم إلى طابور

He was at a station hoping to catch a train to Bangkok. He joined the queue

لشراء التذاكر، لكنه بمجرد وصوله إلى نافذة البيع تلقى النبا

for tickets, but no sooner (he arrived / did he arrive / had he arrived) at the ticket window than he was told that the train was full. بأن القطار مكتمل العدد.

وفقاً للموظف، لن يكون هو ورفاق سفره قادرين على السفر إلى بانكوك في ذلك اليوم كما كان مخططاً، حيث إن

According to the clerk, under no circumstances (would he / he would / were he) and his travelling companions be able to travel to Bangkok that day as planned, as the next available seats were not until the following day. المقاعد المتاحة التالية لم تكن حتى يوم الغد.

لم يكونوا يعرفون كم كانوا محظوظين خيبة أمل، غادرت المجموعة المحطة

( Little they did know / Little did they know / Little they were known )

how lucky they were. Disappointed, the group left the station

وذهبت لتناول بعض الطعام ثم وجدت لاحقاً فندقاً رخيصاً لقضاء الليل

, went for some food and then later found a cheap hotel for the night.

بمجرد دخولهم إلى غرفتهم في الفندق، شغلوا الأخبار التلفزيونية وبالكاد بدأوا

Once in their hotel room, they switched on the TV news, and hardly

(they'd begun / had they begun / they began )

في المشاهدة عندما أدركوا مدى الهروب المحظوظ الذي كانوا قد شهدوه

begun to watch when they realised what a lucky escape they had had.

ذلك الظهيرة، حدثت عاصفة فظيعة وسقطت بعض الصخور على

That afternoon, there had been a terrible storm and some rocks had fallen onto the railway line. خط السكك الحديدية.

The train hit the rocks and crashed. اصطدم القطار بالصخور وتحطم.

والدي ليس محظوظاً بأنه على قيد الحياة فقط، بل كما لو لم أكن على قيد الحياة اليوم من دونه

(Not only my father is / My father is not only / Not only is my father) lucky

فأنا أيضاً. to be alive, but, as I wouldn't be living today without him, so am I.

تعرف على قارئین مروا بتجارب مع الطقس القاسي

Meet two readers who have had experiences with extreme weather

خذ على سبيل المثال شيلي، التي كانت تعيش في جزيرة فانواتو كان الناس في قريتها

Take Shelley, who lived on the island of Vanuatu. The people in her village knew

يعرفون أن إعصارًا كبيرًا كان يتجه نحوهم وقرر القرويون الاحتماء في إحداها

a large cyclone was heading their way. The villagers decided to take shelter in one

المنزل، ولكنهم لم يستطيعوا بأي حال من الأحوال أن يتخيلوا مدى قوة الإعصار. متى

house, but in no way could they imagine how strong the cyclone would be. When

اشتدت الرياح وطلبوا من الأطفال الاختباء تحت الأسرة وتحت

the wind got stronger, they told the children to hide under the beds and under no

الظروف ينبغي أن لا يخرجوا. ولكن مع مرور العاصفة فوقهم

circumstances should they come out. But as the storm was passing over their

المنزل، فخلع السقف وسرعان ما امتلأت غرفتهم بالأجسام الطائرة. لا

house, it took the roof off and soon their room was full of flying objects. No

تعرف على قارئین مروا بتجارب مع الطقس القاسي

sooner had they huddled together in the basement than the wind blew a hole into

القبو. ولحسن الحظ، تمكنوا من البقاء على قيد الحياة حتى مرت العاصفة.

the basement. Luckily, they were able to survive until the storm passed.

كانت عائلة نورا محظوظة بالفوز بعطلة في وادي رم، حيث كانوا يدرسون

Noura's family were lucky to win a holiday in Wadi Rum, where they were taught

التقنيات التقليدية للبقاء على قيد الحياة في الصحراء من دليل بدوي محلي.

traditional techniques to survive in the desert from a local Bedouin guide. The

أظهر الدليل لنورا كيفية العثور على طريقها باستخدام الشمس أو النجوم. لقد اكتشفت ذلك

guide showed Noura how to find her way using the sun or the stars. She found out

أن ارتداء ملابس سوداء طويلة يمكن أن يساعد الناس على البقاء باردين في الحرارة الشديدة.

that wearing long black clothes can help people stay cool in extreme heat. The

اكتشفت العائلة مكان العثور على الماء في الصحراء. لم يتخيلوا إلا القليل

family found out about where to find water in the desert. Little did they imagine

كم كان ينمو هناك. لقد أدركوا مدى امتلاء الصحراء بالنباتات كان.

how much was growing there. They realised how full of plants the desert really was.

## SB 40 READING AND VOCABULARY

4

## NEW HOTEL IS JUST WHAT THE AREA NEEDS

الفندق الجديد هو بالضبط ما تحتاجه المنطقة

When developers released a statement that they were going to build a luxury new hotel at the local beach,

عندما أصدر المطورون بياناً بأنهم سيقومون ببناء فندق فاخر جديد على الشاطئ المحلي،  
everyone in the town was very excited **1 C**.

كان الجميع في المدينة متحمسين للغاية

We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach.

علينا جميعاً أن نغتزم الفرصة ندرك أن الفندق لن يوفر لنا العمل فقط، بل سيقدم تحسينات للمنطقة بأكملها حول الشاطئ  
The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years.

وقد وعد المطورون بطريق جديد مع أرصفة واسعة إلى ومن الشاطئ واستبدال المطاعم القديمة الكئيبة التي كانت هناك لسنوات  
We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people **2 F**

لقد طلبنا مثل هذا التطوير لسنوات وأنا سعيد جداً بأن المطورين قد توصلوا إلى حل لمساعدة السكان المحليين  
I was very surprised to hear that there are protesters who are against the plan.  
لقد فوجئت جداً بسماع أن هناك محتجين ضد الخطة

Just last week, some activists tried to stop lorries from entering the beach to start building work, and I reported the incident to the police **3 B**.

في الأسبوع الماضي فقط، حاول بعض النشطاء منع الشاحنات من دخول الشاطئ لبدء أعمال البناء، وقمت بالإبلاغ عن الحادث للشرطة

There has even been an accusation that I 'am working to promote the hotel company,' but this is not true. لكن هذا غير صحيح.  
لقد كان هناك حتى اتهام بأنني "أعمل على الترويج لشركة الفندق"،  
We must remember that the hotel will solve many of the problems in our area, and I support it one 100%. يجب أن نتذكر أن الفندق سيحل العديد من المشاكل في منطقتنا، وأنا أؤيده بنسبة 100%.

- 1-** The new hotel will offer many development to the area . Write three of them
- 2-** The new hotel will offer two kinds of jobs . Write them down.
- 3-** What do the protesters do against The new hotel?
- 5-** What was the writer reaction towards protesters

## NEW HOTEL, BUT NO NEW HOPE FOR LOCALS

فندق جديد، لكن لا أمل جديد للسكان المحليين

When we first received information about a new hotel at our local beach, many local people were pleased and thought that the development could give us job security

G

عندما تلقينا لأول مرة معلومات عن فندق جديد على شاطئنا المحلي، كان العديد من السكان المحليين سعداء واعتقدوا أن التطوير يمكن أن يوفر لنا الأمان الوظيفي

It is very clear that the hotel is an international company and in all its branches, it employs an international staff. من الواضح جداً أن الفندق هو شركة دولية وفي جميع فروعها، يوظف موظفين دوليين. It also uses the same building contractors for all its hotels, and none of them are from our area. كما أنه يستخدم نفس المقاولين لبناء جميع فنادقه، ولا أحد منهم من منطقتنا.

In addition, the developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants.

بالإضافة إلى ذلك، يخطط المطورون لاستبدال المطاعم التقليدية التي كانت على الشاطئ لسنوات بمطاعم جديدة راقية

also with their own staff. وأيضاً مع طاقمهم الخاص.

These restaurants will be too expensive for most people in our neighbourhood

E

ستكون هذه المطاعم باهظة الثمن بالنسبة لمعظم الناس في حيناً

My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area.

كما كشفت تحقيقي عن خطة لبناء عدة طرق جديدة إلى الشاطئ مما سيؤثر على حياة الطيور والحيوانات في منطقة طبيعية حساسة

I am not an activist and I refute the allegation that I tried to obstruct building work last week

A

أنا لست ناشطاً وأنفي الادعاء بأنني حاولت عرقلة أعمال البناء الأسبوع الماضي

I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people.

أخطط للانضمام إلى المحتجين الآخرين الذين يريدون تعليق أعمال البناء حتى نعرف بالضبط عدد الوظائف التي ستذهب إلى السكان المحليين

Tension will also continue until the plans for new roads are moved away from the sensitive nature areas. سوف يستمر التوتر أيضاً حتى يتم نقل خطط الطرق الجديدة بعيداً عن المناطق الطبيعية الحساسة.

Match sentences A–H with gaps 1–6 in the texts. There are two extra sentences.

A However, people should have the freedom to protest about things they do not agree with. ومع ذلك، يجب أن يكون للناس الحرية في الاحتجاج على الأشياء التي لا يتفقون معها.

B Everyone has the right to protest, but such obstruction is illegal. لكل شخص الحق في الاحتجاج، لكن مثل هذه العرقلة غير قانونية

C There have been talks for years about opportunities for new developments, but they never seem to happen.

كانت هناك محادثات لسنوات حول فرص التطوير الجديد، لكنها لم تبدو تحدث أبداً

**D** People were furious and took to the streets in protest.

كان الناس غاضبين ونزلوا إلى الشوارع احتجاجاً

**E** I am also sure that locals who work at the old restaurants will probably

lose their jobs. أنا متأكد أيضاً أن السكان المحليين الذين يعملون في المطاعم القديمة سيفقدون وظائفهم على الأرجح.

**F** Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.

لن يحتاج الفندق فقط إلى عمال محليين، بل سيكون هناك بالتأكيد وظائف أخرى في السياحة عندما يبدأ ضيوف الفندق في الوصول.

**G** But when I put in a request to find out more about the developers on the internet, I quickly changed my mind.

ولكن عندما قدمت طلباً لمعرفة المزيد عن المطورين على الإنترنت، غيرت رأيي بسرعة

**H** She stressed it was ridiculous to believe the residents could be guilty

of harming the workers. أكدت أنه من السخيف الاعتقاد بأن السكان يمكن أن يكونوا مذنبين بإيذاء العمال.

- 1- The hotel doesn't offer jobs for local people for three reasons . Write them down
- 2- The new restaurants have many disadvantages. Write three of them.
- 3- The new roads have many two negative impacts. Write them down.
- 4- protesters wants to change the plans of the new hotel. Write these changes.
- 5- Suggest three behaviours we should follow if there is something we want to change.

**1** What opportunities does the development bring according to the first report? ما هي الفرص التي يجلبها التطوير وفقاً للتقرير الأول؟

**2** What other things will be built as well as the hotel?

ما هي الأشياء الأخرى التي ستبنى بالإضافة إلى الفندق؟

**3** Why does the second report think the development won't be good?

لماذا يعتقد التقرير الثاني أن التطوير لن يكون جيداً؟

**4** What do the protesters want to happen? ماذا يريد المحتجون أن يحدث؟

## allegation- improvement - replacement solution

- 1 The two sides need to sit down and find a(n) ----- .  
يجب على الجانبين الجلوس وإيجاد (حل)
- 2 It will be difficult to find a suitable for Laila when she leaves her post ----- .  
سيكون من الصعب إيجاد (بديل) مناسب لليلي عندما تترك منصبها
- 3 The ----- against him are shocking, but he denies all of them.  
(الادعاءات) ضده صادمة، لكنه ينكرها جميعاً
- 4 There has been a(n) ----- in the standard of living in my country.  
لقد كان هناك (تحسن) في مستوى المعيشة في بلدي

## come up with - refuted - released - report

- 1 The accident was bad enough for them to ----- **the incident** to the police  
كان الحادث سيئاً بما يكفي لهم لكي (يبلغوا) الحادث إلى الشرطة
- 2 Locals living on the street ----- **the allegation** that they did anything illegal.  
السكان المحليون الذين يعيشون في الشارع (يدحضون) أنهم فعلوا أي شيء غير قانوني
- 3 Perhaps they can try to ----- **a solution**.  
ربما يمكنهم محاولة (اقتراح) حل.
- 4 developers ----- **a statement** their 'improvement' scheme about their 'improvement' scheme.  
المطورون (أصدروا) بياناً عن خطتهم لـ "التحسين حول" خطتهم "للتحسين"

## SB 42 LISTENING AND VOCABULARY

5

- 1 The shot looks like he is moving forward, but is not **cropped** very well because the background is actually a photo  
الصورة **تلتقط** حقاً العلاقة القريبة التي وضعتها مع جميع الحيوانات التي عملت معها على مدى حياتها المهنية الطويلة كما أنها تظهر التشابه بين البشر والشمبانزي
- 2 The image really **captures** the close relationship she developed with all the animals she worked with over her long career. It also shows a likeness between people and chimpanzees.  
يظهر الرجال أثناء استراحتهم لتناول الغداء؛ يبدوون طبيعيين جداً، وليس كما لو كانوا يتصنعون.
- 3 The men are shown having their lunch break; they look very natural, not as if they were **posing**.  
هذه الصورة **المؤثرة** **مركبة** **بعناية**؛ تبدو وكأنه **يقف** وحيداً.
- 4 This **poignant** photo is carefully **composed**; it looks like he is standing alone

capture - crop - evoke - landscape - poignant - pose - subject matter

- 1 what people are talking or writing about in art, pictures, etc. -----
- 2 causing a feeling of sadness -----
- 3 succeed in showing something using pictures -----
- 4 a view of the land or countryside -----
- 5 remove parts of a picture, leaving the most important parts -----
- 6 stay in a particular position for a photo or painting -----
- 7 make someone remember or feel an emotion -----

- 1 Fadi's grandparents died last year, so this photo of them is very-----.
- 2 The photographer asked the children to-----in front of the beach.
- 3 The----- of today's lesson is photographers.
- 4 The photographer wanted to-----the light on the lake, and does it well.
- 5 The pictures -----a feeling of relaxation and calm.
- 6 You'll need to -----the passport photo so you can only see your head and shoulders.
- 7 We took a----- photo so that you can see how large the desert is.

unstressed syllables / ə / sound in

ous / əs / at / ət / able / əbl / ful / fəl / less / ləs /

stressed syllables in the underline words. What happens to the unstressed syllables?

- 1 You're **listening** to your teacher.
- 2 Today, we can all be great **photographers**.
- 3 But it is easy to forget that before the invention of the **digital camera**, photography was a real art.
- 4 I've seen **children** posing for many school photos, but this one is very different to the usual ones, isn't it?





## SB 43 SPEAKING

## 1- SAYING THAT AN ANECDOTE IS ABOUT TO START

تقول أن قصة قصيرة على وشك البدء

**"You'll never believe what happened to me the other day."**

"اسمع هذا! لن تصدق أبدًا ما حدث لي اليوم الآخر"

**That reminds me of** the pop star I met in my local supermarket.

هذا يذكرني بنجم البوب الذي قابلته في السوبرماركت المحلي

**Have I ever told you about** the time we went to England?

هل سبق لي أن حدثتك عن الوقت الذي ذهبنا فيه إلى إنجلترا؟

**A friend of a friend told me this story.** صديق لصديق حدثني بهذه القصة.

## 2 - GIVING BACKGROUND INFORMATION تقديم معلومات خلفية

**I was travelling on the bus.** "لذا، كنت أسافر إلى عمان بالحافلة"

**"Well, I'm not sure if you know** my colleague, Sameer, **but** he's actually related to a famous actor!" "حسنًا، لست متأكدًا مما إذا كنت تعرف زميلي، سمير، ولكنه في الحقيقة مرتبط بممثل مشهور"

**There was this guy who ...** كان هناك هذا الرجل الذي ...

## 3- INTRODUCING A TURNING POINT تقديم نقطة تحول

**"Suddenly,** فجأة،

**"No sooner had** I got on the bus **than** I noticed it was going in the wrong direction." "لم يمض وقت طويل بعدما صعدت إلى الحافلة حتى لاحظت أنها تسير في الاتجاه الخطأ"

**"It turned out that** the bus was the express service to Aqaba."

"اتضح أن الحافلة كانت خدمة سريعة إلى العقبة"

**"Before we knew what was happening,** the train pulled out of the station."

"قبل أن نعرف ماذا يحدث، انطلق القطار من المحطة"

**"Guess what?"** "تخمين ماذا؟"

**Anyway, to cut a long story short,** على أي حال، لإختصار القصة،

**Hardly had we ... when ...** بالكاد حينما ... عندما ...

## 4- SHOWING THE SPEAKER'S ATTITUDE عرض موقف المتحدث

**"I couldn't believe what was happening. Obviously,** he was trying to travel without a ticket." "لم أستطع أن أصدق ما كان يحدث. من الواضح أنه كان يحاول السفر بدون تذكرة"

**"Presumably,** he had left his wallet in the taxi. من المفترض أنه كان قد ترك محفظته في سيارة الأجرة.

**Unbelievably,** he had spent the whole journey sleeping."

"بشكل لا يصدق، قضى الرحلة كلها نائمًا"

**Obviously/Presumably/Unbelievably, etc.** بوضوح - من المفترض - بشكل لا يصدق



"**And then, to top it all**, I had lost my wallet!" "وبعد ذلك، لكي يكون الأمر أسوأ، فقدت محفظتي"

"**I mean - I've done it, haven't you?**" "أعني - لقد فعلت ذلك، أليس كذلك؟"

"**Would you believe it?**" "هل تصدق؟"

**No word of a lie!** لا كلمة من الكذب!

## 5- ROUNDING OFF THE ANECDOTE القصة القصيرة

**moment of my life!** ! كانت لحظة في حياتي

"**I'll never** do that **again.**" "لن أفعل ذلك مرة أخرى أبدًا"

**I'll never forget** لن أنسى أبدًا

**1 Obviously, / Theoretically**, you don't need any help with this – you're doing brilliantly! بوضوح، / نظريًا، ليس لديك حاجة لأي مساعدة في هذا – أنت تفعل رائعًا!

**2 Disappointingly, / Foolishly**, I forgot to take an umbrella. I should have known it would rain محبطًا، / بغباء، نسيت أن أخذ مظلة. كنت يجب أن أعرف أنه سيمطر

**3 Presumably, / Apparently**, attention spans are getting shorter – I read that somewhere. بالاحتمال، / على ما يبدو، فإن فترات الانتباه تتجزأ – قرأت ذلك في مكان ما.

**4 Surely, / Fortunately**, you don't expect me to believe that. بالتأكيد، / لحسن الحظ، أنت لا تتوقع مني أن أصدق ذلك

**5 Presumably, / Unbelievably**, he doesn't like vegetables; I've never seen him eating any. بالاحتمال، / لا يصدق، انه لا يحب الخضار؛ لم أره يأكلها أبدًا.

**6 Personally, / Surely**, I like him, but a lot of people can't stand him. شخصيًا، / بالتأكيد، أنا أحبه، لكن الكثير من الناس لا يستطيعون تحمله

**7 Theoretically, / Clearly**, your job is not important to you, or you wouldn't keep turning up late. نظريًا، / بوضوح، عملك ليس مهمًا بالنسبة لك، أو لماذا كنت تستمر في الوصول متأخرًا

**8 Unbelievably, / Surely**, she was rude to a customer not just once, but four times! لا يصدق، / بالتأكيد، كانت وقحة تجاه العميل ليس مرة واحدة فقط، ولكن أربع مرات

## SB 44 WRITING | A story

7

## The man in black الرجل الذي يرتدي الأسود

Hey, stop!' he **yelled**. "صرخ، قف!"

**a I turned round and saw the man in black.** استدرت ورأيت الرجل الذي يرتدي الأسود.

I could see that he was running towards an old lady. رأيته يركض نحو سيدة مسنة.

She was probably about 75, walking slowly with a leather handbag.

كانت على الأرجح تبلغ حوالي 75 عامًا، تسير ببطء وهي تحمل حقيبة جلدية.

He probably thought it would be very easy to take something from a person like that.

ربما ظن أنه سيكون من السهل جدًا أن يأخذ شيئًا من شخص كهذا.

**b My heart was pounding furiously in my chest as the man **raced** towards her.**

كان قلبي ينبض بقوة في صدري بينما كان الرجل يركض نحوها.

I thought I knew what he planned to do. ظننت أنني أعرف ما الذي يخطط للقيام به.

**c The day had started so well.** لقد بدأ اليوم بشكل جيد جدًا.

**d I had been **wandering** aimlessly around the city,** taking photographs, stopping

كنت أتجول بلا هدف في المدينة، ألتقط الصور، وأتوقف

occasionally for an ice cream or a coffee, without a care in the world.

بين الحين والآخر لتناول الآيس كريم أو القهوة، دون أي هموم.

I first **spotted** him walking along the beach. رأيته لأول مرة يسير على طول الشاطئ.

He looked out of place among the families and young couples.

بدأ غريبًا بين العائلات والأزواج الشباب.

**e He was wearing a black suit and tie with dark glasses,** and

كان يرتدي بدلة سوداء وربطة عنق ونظارات داكنة،

looked typical of a bad guy in films. بدا مثل الشرير النموذجي في الأفلام.

He was **muttering** into a phone. كان يتمتم في هاتف.

I watched him as he sat down on a bench. راقبته وهو يجلس على مقعد.

He **peered** curiously at me as I walked past him, but his attention was soon

نظر إلي بفضول بينما كنت أمشي بجانبه، لكن انتباهه تحول بسرعة

إلى مكالمة أخرى على هاتفه.

**f The old woman **glanced** at the man and stopped as she was walking past.**

نظرت السيدة العجوز إلى الرجل وتوقفت أثناء مرورها.

'Stop!' He **bellowed** again. "قف! صرخ مرة أخرى."

Then, he grabbed her by the arm. ثم أمسكها بذراعه.

At that moment, I saw something falling from the sky.

في تلك اللحظة، رأيت شيئًا يسقط من السماء.

A crane from a building site across the road was toppling over some bricks.

كانت رافعة من موقع بناء عبر الطريق تسقط فوق بعض الطوب.

No sooner had the man pulled the woman away than crane crashed on the ground where she had been standing! ما إن سحب الرجل المرأة حتى تحطمت الرافعة على الأرض حيث كانت تقف! Shame flooded through me. غمرتني مشاعر الخجل  
I had thought he was a criminal, but in fact he was a hero who had saved her! كنت أظن أنه مجرم، لكنه في الحقيقة كان بطلاً أنقذها

**match sentences a–f in the story with functions 1–5 below.**

- 1 Describing an ongoing action that forms the background to a story.  
وصف فعل مستمر يشكل خلفية للقصة
- 2 Contrasting an event in progress with a single action that interrupts it.  
مغايرة حدث مستمر بفعل مفرد يقاطعه
- 3 Describing an action which was completed before a time in the past.  
وصف فعل تم إنجازه قبل وقت محدد في الماضي
- 4 Describing a single completed action in the past. وصف فعل مفرد مكتمل في الماضي
- 5 Describing a situation or action which was in progress at or up to a time in the past.  
وصف حالة أو فعل كان مستمراً أو حتى وقت محدد في الماضي

yell - race - wander - spot - mutter  
peer - glance - bellow

- 1 to **look** at something **closely** and **carefully** النظر إلى شيء عن كثب وبغاية
- 2 to take a **quick look** at something إلقاء نظرة سريعة على شيء
- 3 to **notice** something or someone ملاحظة شيء أو شخص ما
- 4 to **shout** angrily in a **low** deep voice الصراخ بغضب بصوت منخفض وعميق
- 5 to **shout loudly**, because you are excited or angry الصراخ بصوت عالٍ بسبب الحماس أو الغضب
- 6 to speak so quietly that you **cannot be heard easily** التحدث بهدوء بحيث لا يمكن سماعك بسهولة
- 7 to **go** somewhere as quickly as **possible** الذهاب إلى مكان ما بأسرع ما يمكن
- 8 to **walk** in a casual way, often in no particular direction المشي بطريقة عفوية، غالباً دون اتجاه معين

## Positions for adverbs within a clause: مواضع الظرف داخل الجملة:

**1** At the end of a clause (for adverbs of manner, place and time),  
في نهاية الجملة (للظروف التي تعبر عن الكيفية، المكان، والزمن)

I ran away **quickly**. ركضت بسرعة.

I'm sitting **here**. أنا جالس هنا.

I've been waiting for **ages**. لقد كنت أنتظر منذ فترة طويلة.

**2** Before the main verb قبل الفعل الرئيسي

I **quickly** ran away. ركضت بسرعة.

**3** At the beginning of a clause to add emphasis (adverbs of place and time can go in this position) في بداية الجملة لإضافة تأكيد (يمكن أن تأتي الظروف التي تعبر عن المكان والزمن في هذا الموضع)

With my back to the wall, I waited. بظهري إلى الحائط، انتظرت.

**• If all three types of adverb are used in the same clause, the order is:**

إذا تم استخدام الأنواع الثلاثة من الظروف في نفس الجملة، فإن الترتيب يكون •

manner → place → time

الكيفية → المكان → الزمن

I drove aimlessly around the city for hours. قدت السيارة بلا هدف حول المدينة لساعات.

**put the words in the correct order to make sentences.**

**1** he / in my ear / yelled loudly

**2** she / blankly / at him / for several seconds / stared

**3** they / worked / all day / very hard / in the factory

**4** I / on the bench / sat / for over two hours / patiently

### Writing A story

**1- title :** العنوان

أعط قصتك عنوانًا جذابًا/مثيرًا للاهتمام : Give your story a catchy/ interesting title.

**2- structure** بنية

You could try starting the story in the middle of the action for dramatic effect.

### 3- Language

- Use a variety of language/tenses.
- Use time expressions to sequence events, e.g. **before, after, first**.
- Use direct speech to make your story more interesting, e.g. **'Hey! Stop!'** he yelled.
- Use negative inversion to add emphasis, e.g. **No sooner had ...**

# Revision

المراجعة

- 1 The journalist **exposed / claimed** his story was true, although it is difficult to believe him.
- 2 Tourists love **posing / peering** for photos in front of famous buildings.
- 3 She spent four years in prison for **hoax / fraud**.
- 4 No one will ever know what really happened. It remains **a clue / an enigma**.
- 5 The men refuted the **expression / allegation** that they had committed the crime.
- 6 I love taking **landscape / composed** photos of the countryside.
- 7 This photo **captures / evokes** a feeling of nostalgia.

sensational - expose – heartbreaking - heartwarming - newsworthy - balanced - public – headlines – light - sides

A: I'd like to work in journalism. I think it would be very rewarding to help

1----- corruption.

B: I agree, although it depends what type of a journalist you are! Some don't work in the 2----- interest. They love exaggerating

and write 3s----- stories about

things that aren't really very important at all, just to get people to read their reports. People seem to love clicking on their **clickbait** 4-----, whatever the story.

**A:** True. What makes a story worth publishing depends on the newspaper or site. Some of them seem to think that stories about absolute rubbish are 5-----

I'd like to write 6-----articles **presenting both** 7-----of a story. I'd really like to **shed** 8-----on issues of real importance that people should know about.

**B:** What if you had to write a really **sad**, 9-----story? Could you do it?

**A:** I guess so, but I'd like to work on **happy**,

10-----ones too which help readers feel good.

**Circle the odd one out.**

1 glance / race / spot / peer

2 shuffle / snap / wander / tiptoe

3 bellow / yell / shriek / whisper

**Complete the sentences with the correct form of the verbs in brackets.**

1 They were delighted as they -----(**just / solve**) the puzzle.

2 Mustafa -----(**break**) his leg last week. Before he -----(**fall**), he -----(**try**) to climb to the top of the mountain.

3 The project was great, but when we -----(**write**) the results on the computer, the electricity -----(**go**) off and we couldn't finish it.

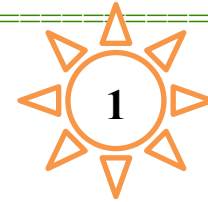
4 The tourists -----(**stand**) at the bus stop for an hour before the bus -----(**arrive**).

5 The airport -----(**close**) two days ago because someone -----(**phone**) to say there -----(**be**) a bad storm coming. Luckily, it -----(**be**) only a hoax.

Little did - Never have I heard - No sooner had -  
Not only did - Scarcely had - Under no circumstances

- 1 ----- such a weird story!
- 2 ----- should you leave the building.
- 3 ----- he run a marathon, but he did it alone!
- 4 ----- she made the statement than she realised she had made a big mistake.
- 5 ----- he know what a lucky escape he had had.
- 6 ----- she started reading when she realised it was a hoax.

# Unit 5



## إدراك الحواس Making sense of the senses

1	taste buds	براعم التذوق	4	perceive	يدرك / يلاحظ / يشعر بـ
2	eyesight	البصر / حدة البصر	5	make out	يميز / يدرك بصعوبة
3	hearing loss	فقدان السمع	6	colour-blind	مصاب بعمى الألوان

## VOCABULARY AND GRAMMAR

What are the names of the five senses? ما هي أسماء الحواس الخمس؟

Sight (البصر) Hearing (السمع) Taste (التذوق) Smell (الشم) Touch (اللمس)

Read the fact sheet. In pairs, identify two facts which are not true.

اقرأ ورقة الحقائق حدد حقيقتين غير صحيحتين

## Fascinating facts about the 5 SENSES حقائق مثيرة عن الحواس الخمس

- 1 The human finger is so sensitive that it is capable of detecting a surface bump only 0.0001 mm high. الإصبع البشري حساس جداً لدرجة أنه قادر على اكتشاف نتوء على السطح بارتفاع 0.0001 مم فقط.
- 2 Men have a keener sense of smell than women. الرجال لديهم حاسة شم أقوى من النساء.

3 Around 25% of people are ‘supertasters’. Supertasters have more taste buds than the average person, and they **tend to dislike** bitter foods.

حوالي 25% من الناس يُعتبرون "ذواقين مفرطين". الذواقون المفرطون لديهم براعم تذوق أكثر من الشخص العادي، ويميلون إلى عدم الإعجاب بالأطعمة المرة

4 For the Ongee people of the Andaman Islands, smell is the most important sense. **When greeting** an Ongee, **instead of asking**, ‘How are you?’ it is **usual to ask**, ‘How is your nose?’

بالنسبة لشعب الأونجي في جزر الأندمان، تُعتبر حاسة الشم هي الحاسة الأكثر أهمية. عند تحية شخص من الأونجي، بدلاً من السؤال "كيف حالك؟" من المعتاد أن تسأل "كيف حال أنفك؟"

5 Touch is the first sense to develop in babies and the last to fade at the end of our lives. **اللمس هو أول حاسة تتطور عند الأطفال وآخر حاسة تتلاشى في نهاية حياتنا.**

6 If you sit too close to a television screen, you **risk damaging** your eyesight.

إذا جلست قريباً جداً من شاشة التلفزيون، فإنك تخاطر بإلحاق ضرر ببصرك

7 Standing close to loudspeakers at concerts can cause hearing loss in 7.5 minutes.

الوقوف بالقرب من مكبرات الصوت في الحفلات يمكن أن يتسبب في فقدان السمع خلال 7.5 دقائق

8 It is not possible to perceive smells while you are asleep. **لا يمكن إدراك الروائح أثناء النوم.**

9 Elephants use infrasonic sound **to communicate**. These low-frequency sounds enable elephants to make out sounds 285 km away.

تستخدم الأفيال الصوت تحت الصوتي للتواصل. هذه الأصوات منخفضة التردد تمكن الأفيال من تمييز الأصوات على بعد 285 كم

10 Males are much more likely to be colour-blind than females.

الذكور أكثر عرضة للإصابة بعمى الألوان مقارنة بالإناث

taste buds - eyesight - hearing loss -  
perceive - make out - colour-blind

1 Your----- is your ability to see.

2 If you are-----, you can't tell the difference between some colours.

3 If you-----something -----, you can see, hear, or understand someone or something with difficulty.

4 -----is another word for ‘notice’.

5-----are the tiny bumps on your tongue that allow you to recognise flavours.

6 ----- is another way of saying ‘deafness’.



## Gerunds and infinitives

### Infinitives to + v1

#### 1 to explain the purpose of an action:

You should eat them **to reduce** your risk of heart failure.

Sugar is added **to make** the bread rise.

#### 2 after certain verbs:

**agree, allow, appear, attempt, able, expect, surprise, persuade, plan, promise, refuse, need, fail, happen, seemed, afford**

**Help** without to:

**encourage – force -enable - wear - unlikely = object + to + v1**

They may help your brain (to) grow.

#### 3 after certain adjectives:

**difficult, easy, helpful, likely, quick, important, unusual**

#### 4 after **first, second, third, last**, etc.:

Infinitive without to **let, make = object + v1**

## Gerunds v-ing

We use a gerund (-ing form) in the same way as a noun:

#### 1 as the subject of the sentence:

Jogging is good for you.      Making bread involves ...

#### 2 after certain verbs:

**can't stand, consider, don't mind, enjoy, fancy, imagine, risk, suggest, avoid, involves difficulty - can't help - feel like - spend time – brilliant (adj)**

#### 3 after prepositions: ( of – from - for - without )

... your risk **of having** a heart attack.

... to prevent it **from rising** too much.

#### 4 after conjunctions like **when, before, after, while**

## after be used to and get used to

I'm not **used to pushing** my body to the limit.

(The situation is **unfamiliar** to me and I am **not comfortable** with it.)

I'm **getting used to doing** more exercise.

(The situation is **becoming more familiar**, but I am **not comfortable** with it yet.)

## Infinitive or gerund

### 1 no difference in meaning:

**begin, continue, hate, love, start.**

### 2 We use prefer + infinitive with to for a **specific situation**:

I'd prefer to stay in tonight.

### 3 We use prefer + gerund to talk about **general preferences**:

I prefer staying in to going out

tend to dislike - When greeting - instead of asking - usual to ask  
first sense to develop - risk damaging - Standing - to communicate

### We use the infinitive:

1 after certain verbs, e.g. ----- 2 after many adjectives, e.g. -----

3 to express purpose----- 4 after first, second, third, last, etc., e.g.-----

### We use the gerund:

5 after certain verbs, e.g. ----- 6 after prepositions, e.g. -----

7 as the subject of a sentence, e.g. -----

8 after conjunctions like when, before, after, while, e.g.-----

can't help - encourage - fail - feel like - force - happen  
have difficulty - let - make

+ gerund	risk,
+ infinitive	tend,
+ object + infinitive with to	enable,
+ object + infinitive without to	help,

### Complete the text with the correct forms of the verbs

It was Aristotle who was responsible for----- (**encourage**)  
us ----- (**believe**) that we have five senses, but common sense  
suggests we possess more than that number. In fact, the current scientific  
consensus is that we have five more. One of these is 'proprioception' – the sense  
of ----- (**know**) which parts of our body are where. This  
enables us ----- (**type**) without ----- (**look**) at the  
keyboard or walk around without having to watch our feet. Try this experiment  
----- (**test**) your proprioception: close your eyes and slowly move  
your finger ----- (**touch**) your nose. If you have difficulty  
----- (**do**) this, then your proprioception is unlikely  
----- (**be**) as good as it could be.

- I'm **used to wearing** glasses. (= This is **normal for me**.)
- I'm **getting used to wearing** glasses. (= This is slowly **becoming normal for me**.)
- I **used to wear** glasses. (= I **don't wear them now**.)

complete the sentences with the correct forms of used to, be used to or get used to.

1 My contact lenses felt weird at first, but I-----  
(**wear**) them eventually.

2 I -----(**not like**) eating fish, but I love it now.

3 He ----- (**sleep**) on a hard mattress – it doesn't bother him.

4 How-----people----- (**deal**) with poor eyesight before the invention of glasses?

5 I'm full – I----- (**not eat**) so much food.

<p>أنا أعلم أنه يجب علي أن أقاوم، لكن</p> <p>1 I know I should resist, but I can't help</p> <p>يفشل العديد من الناس</p> <p>2 Many people fail</p> <p>يشجع الخبراء</p> <p>3 Experts encourage</p> <p>دع النكهات اللذيذة</p> <p>4 Let the delicious flavours</p> <p>الكاري حار جدًا لدرجة أنني أجد صعوبة</p> <p>5 The curry is so spicy I have difficulty</p> <p>هل تعرف بالصدفة</p> <p>6 Do you happen to know</p>	<p>تغري براعم التذوق لديك</p> <p>a tempt your taste buds</p> <p>أين يمكنني فحص سمعي؟</p> <p>b to know where I can get my hearing tested?</p> <p>لا أستطيع المساعدة في الحك عندما أتعرض للدغ من حشرة</p> <p>c scratching when I've got an insect bite</p> <p>في فهم الرابط القوي بين الشم والتذوق</p> <p>d to understand the strong link between smell and taste.</p> <p>في تذوق أي شيء سوى الفلفل الحار</p> <p>e tasting anything except the chilli.</p> <p>على أخذ فترات راحة منتظمة من التحديق في شاشات الكمبيوتر</p> <p>f us to take regular breaks from staring at our computer screens</p>
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1 Is it **usual** for under-eighteens to **pay / paying** for eye tests?

2 I'm short-sighted, so I wear glasses **helping / to help** me see objects in the distance.

3 You're the **second** person to **ask / asking** me if my hearing is OK today.

4 You **risk to damage/ damaging** your eyesight if you stare at the sun.

5 This camera is brilliant **to take/ taking** photos in very low light.

6 **To tell / Telling** these smells apart can be very difficult for some people.

7 **While working / to work** as a chef, I developed a keen sense of smell.

8 We **encourage you having / to have** your glasses cleaned and checked regularly.

I held a snake for the first time at a small zoo. I was **surprised** -----  
(**find**) that it was dry and not wet. **While** ----- (**hold**) the snake, I  
felt it **begin**----- (**wrap**) itself round my arm, but I didn't feel  
threatened. I don't think it **intended**,----- (**do**) me any harm. In  
fact, it **seemed** ----- (**want**) to show me affection. Nothing about  
the snake was what I'd expected. I felt lucky that it had **let me**----- (**touch**) it.

## READ

Adnan **tries** 1----- for at least an hour every day. He **enjoys**  
2----- while he's travelling to school. His mum won't **let**  
3----- at the dinner table though.

## DO

Abeer's parents **make**1----- her homework as soon as she gets  
home. They **encourage** 2----- it before anything else. The only way  
she can **avoid** 3----- it is if she has after-school activities.

## WATCH

Maha **can't stand** 1----- violent films or TV series. She **refuses**  
2----- anything where violence is shown as entertainment.  
3----- comedies on the other hand, she finds a great pleasure

approach - attack - be - have - hunt - know - smell  
steal - take

## كن حذرا الدببة Be ware the bears

تخيل حاسة شم أقوى بـ 700 مرة

**Imagine** 1----- a sense of smell 700 times more powerful than a

من الإنسان أنوف الدببة الرمادية جيدة جدًا لدرجة أنها تستطيع اكتشاف

human. Grizzly Bears' noses are so good that they are **able** 2-----

وجبة محتملة من مسافة تصل إلى 18 ميلًا لهذا السبب من المهم جدًا

a potential meal from up to 18 miles away. This is why it is so **important**

أن تكون حذرًا عندما تخيم في مناطق

3----- careful when you are camping in areas where there

توجد فيها الدببة ستكون الدببة أول من يعلم إذا تركت الطعام في الخارج

are bears. The bears will be the **first** 4----- if you leave food out,

ولن تتمكن من منعها من الوصول إلى موقع التخييم

and you won't be able to prevent them **from** 5 ----- your campsite

الخاص بك إذا كانت جائعة تأمين طعامك أسهل بكثير من قضاء الوقت

if they are hungry. 6 ----- your food is much easier than **spending**

في القلق، وعلى الرغم من أن الدببة ليست من المحتمل

**time** 7 ----- and while bears are not **likely** 8 -----

أن تهاجم البشر، هل تستطيع حقًا تحمل المخاطرة

humans, can you really **afford** 9 ----- the risk?

**N** = This is normal. **B** = This is slowly becoming normal.

**P** = This was true in the past, but is no longer true now.

1 I'm getting used to wearing a hearing aid.

2 Lama is used to people asking her for advice.

3 We're already used to the Irish accent.

4 They're getting used to living here now.

5 Visitors used to be able to make out the sea from here

**Complete the sentences with the correct forms of (be / get) used to and the verbs in brackets.**

1 Although it's still a bit strange, Kamal ----- (**live**) in the student halls instead of at home with his parents.

2 I couldn't concentrate on audiobooks at first, but now I ----- (**listen**) to them and prefer them to print books.

3 When my sister was a child, she ----- (**play**) with dolls.

**Rewrite the sentences using the correct forms of used to, be used to or get used to.**

1 It's normal for me to find cat hairs on my clothes.

2 Life on the island is slowly becoming normal for the family.

3 Asma didn't like the smell of fish in the past.

4 Waking up early was slowly becoming normal for Malak.

5 Maher played guitar in a jazz band in the past.

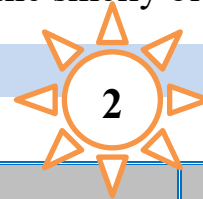
6 It was normal for Dana to speak to large groups of people.

1 Using this switch, you can turn off all the lights in the house. **ENABLES**  
This switch ----- off all the lights in the house.

2 It's my job to test people for colour- blindness. **RESPONSIBLE**  
I ----- people for colour-blindness.

3 Would you like to try the smelly blue cheese? **FANCY**  
Do you ----- the smelly blue cheese?

## SB 50 VOCABULARY - The senses



الکلمه	المعنى بالإنجليزي	المعنى
1 aroma	the smell of something delicious cooking	رائحة شيء لذيذ يطبخ
2 subtle	something difficult to detect	شيء يصعب اكتشافه
3 overpowering	something which is too strong	شيء قوي جدًا
4 stench / stink / smelly	really bad smells	روائح كريهة جدًا
5 mouth-watering	delicious-tasting food	طعام لذيذ الطعم
6 scent	a pleasant smell of flowers	رائحة زهور عطرة

the crunching of snow	قرمشة الثلج	a washing machine humming	همهمة غسالة
a balloon popping	فرقة بالون	the thud of something falling	صوت ارتطام شيء بالسقوط
the rustling of paper	حفيف الورق	a parrot screeching	صراخ الببغاء
meat sizzling	أزيز اللحم	the roar of an engine	هدير المحرك
birds chirping	زقزقة الطيور	a bee buzzing	طنين النحلة

	الكلمة	المعنى		الكلمة	المعنى
1	coarse	خشن / غليظ	5	smooth	أملس / ناعم
2	fluffy	رقيق / ناعم وكثيف	6	spiky	شوكي
3	prickly	شائك	7	squishy	طري / لين
4	silky	حرير / ناعم جداً	8	sticky	لزج / دبق

Join the discussion انضم إلى المناقشة

**dalia\_loves\_rain\_2009 says:**

What sounds and smells do you love and hate? ما الأصوات والروائح التي تحبها وتكرهها؟

**love my\_life says:**

Sounds I love: waves crashing on the seashore, the crunching of snow, bubble wrap popping, leaves rustling in the wind.

الأصوات التي أحبها: تحطم الأمواج على الشاطئ، تكسير الثلج، فرقة غلاف الفقاعات، حفيف الأوراق في الرياح

**hani\_against\_noise says:**

Sounds I hate: the high-pitched noise of a dentist's drill.

الأصوات التي أكرهها: الضجيج العالي لمنقاب طبيب الأسنان

**busy\_bee says:**

Smells I love: the scent of roses, the delicious aroma of bread baking in the oven, الروائح التي أحبها: رائحة الورد، الرائحة اللذيذة لخبز الخبز في الفرن،

... mmm ... totally mouth-watering , after shave or perfume (as long as it's subtle and not overpowering).

ممم ... تمامًا يسيل اللعاب، بعد الحلاقة أو العطر (طالما أنه دقيق و ليس قوياً جداً)...

**nosy\_neighbour\_101 says:**

Smells I hate: the smell of stench drains and bins on a hot day, smelly socks, public toilets – they stink! Yuck! الروائح التي أكرهها: رائحة كريهة المصارف وصناديق القمامة في يوم حار، رائحة الجوارب الكريهة، المراحيض العامة - إنها كريهة! مقرف

Many words for sounds, e.g. **crunch, crash, pop, buzz** are both verbs and nouns / gerunds العديد من الكلمات للأصوات، مثل تكسير، تحطم، فرقة، طنين، هي أفعال وأسماء/مصادر

I can hear the hum/humming of a machine. أستطيع أن أسمع همهمة/همهمة آلة.

The fans were humming softly. كانت المراوح تهمهم بهدوء.

غير سار or pleasant ممتع

1 aroma----- 2 mouth-watering----- 3 overpowering ----- 4 scent-----  
5 smelly----- 6 stench----- 7 stink----- 8 subtle-----



When I walked into the cafe near the river, I smelled

عندما كنت امشي الى مقهى بالقرب من النهر، شممت

The **stink / aroma** of fresh coffee as soon as I opened the door.

رائحة القهوة الطازجة فور فتحي للباب

I ordered a coffee cup and sat down by the window. طلبت فنجاناً وجلست بجانب النافذة

The seat was comfortable and whatever they were preparing in the kitchen smelled **mouth-watering / Overpowering**. You can probably smell our fresh

المقعد كان مريحاً وما كانوا يحضرونه في المطبخ كان رائحته..... ربما رائحة الطازج

'Croissants, 'said' the owner with considerable pride. "الكرواسون" قال المالك بفخر

So I ordered two croissants with honey . The honey was delicious; it was very

**Smooth / spiky** with a **subtle / smelly** hint of lavender.

طلبت اثنين مع عسل . كان العسل لذيذاً؛ كان جداً..... مع "تلميح دقيق" من الخزامى

The lovely **stench / scent** of the flower garden at the rear of the cafe came

تواجد رائحة رائعه..... من حديقة الزهور في الجزء الخلفي من المقهى

in through the pleasant sense of relaxation. مما زاد من الشعور اللطيف بالاسترخاء.

	الكلمه	المعنى		الكلمه	المعنى
1	chirp	زقزقة	5	rustle	حفيف
2	crunch	صوت القرمشة	6	screech	صراخ
3	hum	طنين	7	sizzle	صوت الشواء
4	pop	فرقة	8	thud	دوي

1 ----- steaks under the grill شرائح اللحم تحت الشواية

2 ----- room full of switched on computers غرفة مليئة بالحواسيب المشغلة

3 ----- biting into a slice of well-toasted bread عندما تقضم شريحة خبز محمص جيداً

4 ----- a person putting a pin in a balloon عندما يدخل الشخص دبوساً في بالون

5 ----- a heavy book dropped on a wooden floor كتاب ثقيل يسقط على الأرض الخشبية

6 ----- a car's tyres as the driver takes a corner too fast إطارات السيارة عندما يأخذ السائق المنعطف بسرعة كبيرة

7 ----- hungry baby birds فراخ الطيور الجائعة

8 ----- a bag of sweets in the cinema كيس حلوى في السينما

smooth - sticky - fluffy - spiky - coarse - silky - squishy

- 1 The jar's paper label came off in the dishwasher, but the ----- glue remained on the glass. المصق الورقي على الجرة انفصل في غسالة الصحون، لكن الصمغ اللزج بقي على الزجاج.
- 2 The children decided the hedgehog was simply too----- to pick up and left it alone. قرر الأطفال أن القنفذ كان ببساطة شوكيًا جدًا بحيث لا يمكن التقاطه وتركوه وحده.
- 3 The ----- cloth hurt the little girl's face as her mother wiped her clean. القماش الخشن آذى وجه الفتاة الصغيرة عندما قامت والدتها بمسحها لتنظيفها.
- 4 The----- material of Amina's new dress felt wonderful. المادة الحريريّة لفستان أمينة الجديد كانت تشعر بالروعة.
- 5 The ----- young chick weighed almost nothing in her hand. الصوص الصغير الزغبى كان وزنه شبه معدوم في يدها.
- 6 Manal didn't believe that the miracle cream would make her skin look young and----- . لم تصدق منال أن الكريم المعجزة سيجعل بشرتها تبدو شابة وناعمة.

### Overheard at the campsite. سمعت في المخيم.

Sarni: What's that awful sound -----? الرهيب؟ سارني: ما هذا ؟

a aroma                      b scent                      c stench

Rakan: I don't know, but it really ----- حقًا رakan: لا أعرف، لكنه

a stinks                      b chirps                      c thuds

Sarni: We can't camp here. We'll have to move the tent.

سارني: لا يمكننا التخييم هنا. سنضطر إلى نقل الخيمة

Rakan: But it's already dark, Sarni! رakan: لكن الظلام قد حل بالفعل، سارني!

Nada: Samia! Wake up! Can you hear the -----of the meat I'm frying for our breakfast? ندى: سامية! استيقظي! هل يمكنك سماع صوت قلي اللحم لوجبة الإفطار؟

a sizzle                      b crunch                      c hum

Samia: Yes, I can. Plus the whole campsite can probably smell that-----smell.

سامية: نعم، أستطيع. بالإضافة إلى أن جميع المخيم ربما يستطيعون شم هذه الرائحة اللذيذة

a overpowering                      b fluffy                      c mouth- watering

Nada: Ha! Am I a good friend, or what? ندى: ها! هل أنا صديقة جيدة أم ماذا؟

**SB 51 GRAMMAR gerunds and infinitives**

Verbs followed by an infinitive or a gerund, with a change in meaning:

**remember + infinitive** (to remember something, then do it)

I always **remember to take** a sandwich with me.

**remember + gerund** (to do something and remember it later)

I **remember thinking** that I needed to find a system.

**forget + infinitive** (to forget about something, so you don't do it):

I **forgot to mention** that ...

**forget + gerund** (to do something and (not) forget it later):

I'll **never forget failing** that exam.

forget + gerund is usually used in the **negative**.

**try + infinitive** (to make an effort to do something difficult):

I always **try to plan** it so that ...

**try + gerund** (to do something and see what happens):

You **should try working** in the library.

try + gerund is often used for giving **advice**.

**stop + infinitive** (to stop something in order to do something else):

I keep **stopping to make** a cup of tea.

**stop + gerund** (to no longer do something):

I don't **stop studying** till I've finished.

**like + infinitive** (to do something because it is a good idea):

I **like to spend** at least three hours a day in the library.

**like + gerund** (to enjoy something)

I **like working** at home.

- To talk about a completed action after the verbs:

**feel, hear, listen to, see and watch,**

**object + infinitive without to:**

I saw somebody fall in the water.

- To talk about an action in progress after those verbs,

**object + gerund:**

I saw him talking to the lifeguard.

- **need, deserve and require**

**the gerund has a passive sense:**

needs cleaning = needs to be cleaned.

**Use a gerund or an infinitive (with or without to)**

**1** Obviously, the animal would need------(**have**) an X-ray for confirmation.

**2** You need good hearing too because if someone is trapped in a building, you need to be able to hear them------(**shout**).

**3** In an emergency, you can't stop------(**ask**) questions.

**4** Or worse – they'll stop------(**come**) here to eat!

**complete rules a–d with infinitive and gerund or choose the correct word.**

**a** Some verbs like forget, go on, mean, regret, remember, stop and try can be followed by 1----- or 2-----, but the meaning changes depending on which form we use.

**b** To talk about a completed action after the verbs feel, hear, listen to, see and watch, we use object + 3-----

**c** To talk about an action in progress after those verbs, we use object + 4-----

**d** After the verbs need, deserve and require the gerund has **a passive / an active** sense.

- 1 **a** Remember----- (take) your swimming kit.
- b** I remember----- (bring) my swimming kit, but now I can't find it.
- 2 **a** Becoming a perfumer means----- (give) up spicy food.
- b** Oops! I didn't mean----- (put) so much chilli sauce on my chips!
- 3 **a** I'll never forget----- (taste) ice cream for the first time.
- b** Don't forget----- (put) the ice cream in the freezer.
- 4 **a** We regret----- (inform) you that the restaurant has closed down.
- b** I regret----- (not study) harder last year.

Complete the sentences with the correct forms of the verbs from the box

land - practice - score - sign - wash

- 1 I can hear my neighbor ----- his violin. أستطيع سماع جاري يمارس الكمان.
- 2 Hanan felt the mosquito ----- on her leg. شعرت حنان بالبعوض يهبط على ساقها.
- 3 Did you see him ----- the winning goal? هل رأيته يسجل الهدف الفانز؟
- 4 Do these grapes need -----? هل نحتاج هذه العنب إلى غسل؟
- 5 These documents require ----- هذه الوثائق تتطلب التوقيع.

deserved discussing - heard the bottle smash - needs paying -  
regretted drinking - remember dreaming - see Jamal fall  
stop looking - watched the children playing

- 1 Fawzi ----- a second can of energy drink.
- 2 Did you ----- off his bike yesterday?
- 3 The water bill ----- this week.
- 4 I ----- I could fly last night.

- 5 Khawla ----- as it hit the floor.  
 6 Mariam----- together.  
 7 Khalil thought the idea-----  
 8 Please ----- at your phone

Match each pair of sentences with their meanings a-b.

- 1 Why don't you try using a different app to see if it's any better?  
 2 Huda tried to sing the highest note, but she couldn't quite manage it.

a make an effort to do something difficult

b do something as an experiment to see what happens

- 3 Lubna remembered to add salt to the soup she was making.  
 4 Farid remembered meeting Habib for the first time.

a remember something, then do it      b remember that you did something earlier

- 1 Always remember ----- (wash) your hands before you start cooking.  
 2 Getting the grades I need for university means -----  
 (study) hard for the next six months.  
 3 Once your child can walk, he or she needs----- (watch) all the time.  
 4 Can we stop at the service station----- (use) the bathroom?  
 5 I really regret ----- (go) out last night as I'm exhausted this morning.

Choose the correct forms to complete the sentences. Then write C for a complete action or I for an incomplete action.

- 1 We listened to Sana sing / singing the song from beginning to end. -----  
 2 Reem stood in the garden and felt the rain fall / falling on her face. -----  
 3 Did you see the racing cars touch / touching just then on the corner? -----  
 4 He heard the baby next door cry/ crying every night through the thin walls. -----

Complete the text with the correct forms of the verbs from the box.

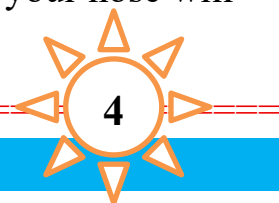
go on / develop - need / clean - remember / smell - smell / food / cook  
stop / breathe in - try / pay - try / repeat - would like / improve -

### HOW TO IMPROVE YOUR SENSE OF SMELL

How well-developed is your sense of smell? Can you 1-----  
in the neighbours' kitchen, or tell when the bathroom 2-----  
before anyone else? If you 3----- your sense of smell, read on!

**Step 1** 4----- more attention to familiar smells. For example,  
before you drink your coffee, 5----- the delicious  
aroma. If you 6----- your food and drink regularly, your  
sense of smell will start to improve.

**Step 2** 7----- your sense of smell by training your nose.  
Choose a few familiar, pleasant scents and take a minute to really smell  
them 8----- this several times a day and your nose will  
become more sensitive.



### SB 52 READING AND VOCABULARY

#### SABRIYE TENBERKEN سَابِرِيَّة تِينْبَرْكِين An amazing woman امرأة مذهلة

German-born Sabriye Tenberken became **blind** at the age of 12.

ولدت الألمانية سَابِرِيَّة تِينْبَرْكِين وأصبحت أعمى في سن الثانية عشرة

Life was not easy for her at her first school. لم تكن الحياة سهلة بالنسبة لها في مدرستها الأولى.

She was desperate to fit in, but other children were often cruel to her

كانت تحاول جاهدة أن تندمج، لكن الأطفال الآخرين كانوا في كثير من الأحيان قاسين معها

and her teachers did not understand her needs. ومعلموها لم يفهموا احتياجاتها.

**She often tried to hide her blindness** until she went to a special boarding school

كانت تحاول كثيرًا إخفاء عمايتها حتى ذهبت إلى مدرسة داخلية خاصة للمكفوفين.

Here she realized that blind people were capable of doing the same things as

everyone else. هنا أدركت أن المكفوفين قادرون على فعل نفس الأشياء كباقي الناس.

**The school taught her to come to terms with being blind.**

علمتها المدرسة كيف تتقبل وضعها كمكفوفة

She learned various sports including horse riding and she also learned how to read Braille. تعلمت العديد من الرياضات بما في ذلك ركوب الخيل وتعلمت أيضاً كيفية قراءة البرايل.

She quickly grew in confidence. تحسنت ثقتها بسرعة.

She later studied Tibetan at Bonn University. درست اللغة التبتية في جامعة بون.

She learned that many Tibetan people had problems with their eyesight, partly علمت أن العديد من الشعب التبتيين يعانون من مشاكل في البصر، جزئياً

because of their diet but mainly because of the damaging sun at high altitudes.

بسبب نظامهم الغذائي ولكن بشكل رئيسي بسبب الشمس الضارة في الارتفاعات العالية

**There was no Braille in Tibetan**, so she decided to write a Tibetan Braille

system. لم يكن هناك برايل باللغة التبتية، لذلك قررت كتابة نظام برايل تبتية.

At first, she did this to help her with her own studies, but then she realized its

في البداية، فعلت ذلك لمساعدتها في دراستها الخاصة، ولكن بعد ذلك أدركت

potential to help people in the mountainous region of China.

إمكانية مساعدة الناس في المنطقة الجبلية في الصين

She had always wanted to go to Tibet and when she was 26 she decided to **pursue**

كانت ترغب دائماً في الذهاب إلى التبت وعندما بلغت السادسة والعشرين قررت متابعة

her dream and visit the country to introduce her Braille system to local people.

حلمها وزيارة البلاد لتقديم نظام البرايل الخاص بها للسكان المحليين

Although she traveled with two Tibetans, it was **tough** for Sabriye to travel around

على الرغم من أنها سافرت مع اثنين من التبتيين، كان من الصعب على سابريه السفر في

rural parts of Tibet, but that did not put **her off**. أجزاء الريفية من التبت، لكن ذلك لم يثنيها.

Many people did not believe she was blind because she traveled by horse, and she

لم يصدق العديد من الناس أنها كانت مكفوفة لأنها سافرت عن طريق الحصان

was shocked to find how blind children were treated.

وصُدمت عندما اكتشفت كيف كان يتم معاملة الأطفال المكفوفين

Some were never allowed outside because their parents believed they would hurt

themselves. لم يُسمح لبعضهم أبداً بالخروج لأن آباءهم يعتقدون أنهم سيؤذون أنفسهم.

So, she became determined to help them and word was quickly spread about the

لذلك، أصبحت مصممة على مساعدتهم وانتشرت الكلمة بسرعة حول

blind woman who also wanted to set up a school for the blind.

المرأة المكفوفة التي أرادت أيضاً إنشاء مدرسة للمكفوفين

Sabriye later met Paul Kronenberg, who became her business partner.

التقت سابريه لاحقاً ببول كرونينبيرج، الذي أصبح شريك عملها

**Together they set up a school**, called Braille Without Borders.

معاً أسسوا مدرسة تسمى "البرايل بدون حدود"

It has a **vision** to help blind children to adjust to their blindness and to learn many



لديها رؤية لمساعدة الأطفال المكفوفين على التكيف مع عمايتهم وتعلم العديد من المهارات نفسها التي تعلمتها كفتاة. Sabriye **realised** that blindness has given her the opportunity to help people like herself. أدركت سابريه أن العمى أتاح لها الفرصة لمساعدة الناس مثلها. Her work has become famous and **she was even nominated for the Nobel Peace Prize in 2005.** أصبحت أعمالها مشهورة وتم ترشيحها لجائزة نوبل للسلام في عام 2005. She has also won awards for her work and has also written a book called **كما فازت بجوائز لعملها وكتبت كتابًا** My Path Leads to Tibet about her life and work. يسمى "طريقي يقودني إلى التبت" عن حياتها وعملها.

- 1 How did her classmates treat her before she changed schools?  
كيف كانت معاملة زملائها لها قبل أن تغير مدرستها؟
- 2 Why was it difficult for Sabriye to read Tibetan texts when she first went to university?  
لماذا كان من الصعب على سابريه قراءة النصوص التبتية عندما ذهبت إلى الجامعة للمرة الأولى؟
- 3 What is the main reason for the high incidence of blindness in Tibet?  
ما هو السبب الرئيسي وراء ارتفاع معدل العمى في التبت؟
- 4 Why did some Tibetans keep blind children inside?  
لماذا أبقى بعض التبتيين الأطفال المكفوفين داخل المنزل؟
- 5 How does the school founded by Sabriye and Paul help children?  
كيف تساعد المدرسة التي أسسها سابريه وبول الأطفال؟

decide if they are true or false. Find the matching underlined sections in the text (1–5) and explain why you think the information is implied.

- 1 Sabriye used to feel ashamed of being blind.
- 2 She felt better when she changed schools because she no longer felt isolated.

3 While at university, Sabriye wanted to study the Tibetan language but wasn't able to.

4 Sabriye founded 'Braille without Borders' on her own.

5 Sabriye won the Nobel Peace Prize.

blind - pursue - tough - put off - vision - realised

1 a He did it in a moment of-----panic.

b She trains guide dogs for the-----

2 a I would like to-----a career in journalism.

b The police didn't-----the speeding car as it was going too fast.

3 a The new head teacher explained her -----for the future of the school.

b Cats have very good night-----

4 a Her accident-----her-----riding horses.

b He-----his degree for a year.

5 a She-----her ambition of becoming a pilot.

b She -----no one was listening.

6 a He found the exam very-----

b She's a very-----person. She isn't easily defeated.

about - of - to (x2) - with

- 1 It wasn't until she went to boarding school for the blind that she finally **came to terms** ----- her blindness.
- 2 She decided to travel to rural Tibet, **to spread the word** ----- her Braille system.
- 3 Sabriye wanted to prove the world that she was as **capable** ----- doing things as anyone else.
- 4 Sabriye explains that to **adjust** ----- her blindness, she had to make herself focus on what she could rather than couldn't do.
- 5 **Desperate** ----- fit in, she did all she could to hide her blindness.

5

## SB 52 VOCABULARY

	الكلمه	المعنى		الكلمه	المعنى
1	boil	يغلي	6	puree	يهرس
2	chill	يبرد	7	simmer	يطبخ على نار هادئة
3	food processor	معالج الطعام	8	slice	يقطع إلى شرائح
4	pan	مقلاة	9	stir	يحرك
5	peel	يقشر	10	whizz	يخلط بسرعه

Complete the recipe for tomato ketchup.

Take 2 kg of tomatoes and 1----- them in half (no need to 2----- them). Place in a large 3-----, then 4 ----- in 500 ml of vinegar, 300 g of sugar and some salt and pepper. Bring to the 5-----, then reduce the heat and 6----- gently for about 20 mins. Transfer to a blender or 7----- and 8----- until you have a smooth 9----- . 10----- before serving .

## Match opposites

	الكلمه	المعنى		الكلمه	المعنى
1	thick	سميك	a	runny / watery	مائل / مائي
2	crunchy	مقرمش	b	smooth	ناعم
3	savoury	مالح	c	sweet	حلو
4	bland	فادح	d	tasty	لذيذ
5	spicy	حار	e	mild	خفيف

	الكلمه		الكلمه
1	yoghurt		runny
2	chilli sauce		smooth
3	nuts		sweet
4	soup		spicy
5	chocolate		spicy

Which food words can you describe as the following?

- 1 thick -----  
 2 watery-----  
 3 savoury-----  
 4 tasty-----  
 5 bland-----

boiled - food - processor - pan - peel - simmer - slice whiz

Today we're going to make a cabbage soup. First, 1----- one garlic and an onion. Chop them finely and cook them in a 2-----until they are soft. 3-----some cabbage into small pieces and add it to the garlic and onions. 4----- some water and add it to the mixture. 5----- the mixture for a few minutes. Then pour the mixture into a 6----- . 7----- the mixture until you have a nice, smooth soup.

## Suffixes that move word stress

The stress in some words changes position when a suffix is added to the word,

- ity (e.g. **a**ctive - act**i**ty)
- ic (e.g. **e**conomy - econ**o**mic)
- ble/-bly (e.g. **pre**fer - **pre**ferable/ **pre**ferably)
- ion (e.g. in**for**m - in**for**mation)
- al (e.g. **sub**stance - sub**stan**tial)

Not all suffixes cause this change:

- ment (e.g. devel**o**p - devel**o**pment)
- ly (e.g. econ**o**mical - econ**o**mically)
- ance (e.g. in**sur**e - in**sur**ance)

Find the stressed syllable in the second word in each pair.

1 generous - genero**u**sity

2 **ph**otograph - photo**g**raphic

3 **s**peculate – speculation

4 **j**udgement - judg**me**ntal

5 **a**ccess - acc**es**sible

## SB 54 SPEAKING

6

Asking and answering about preferences طرح الأسئلة والإجابة عنها بخصوص التفضيلات

### 1 ASKING ABOUT PREFERENCES طرح الأسئلة حول التفضيلات

a Which do/would you prefer? Tea or coffee? أيهما تفضل/ستفضل؟ الشاي أم القهوة؟

b What would you rather do? Eat out or stay in? ماذا تفضل أن تفعل؟ تناول الطعام خارجاً أم البقاء في المنزل؟

### 2 EXPRESSING GENERAL PREFERENCES التعبير عن التفضيلات العامة

a I prefer eating at home to going out to a restaurant. أفضّل تناول الطعام في المنزل على الخروج إلى مطعم.

b I don't like either of them. لا أحب أي منهما.

c I like them both equally. أحب كليهما بالتساوي.

d I generally favour savoury over sweet dishes. عموماً أفضّل الأطباق المالحة على الحلوة.

### 3 MAKING A CHOICE اتخاذ خيار

- a **I'd prefer to** have Chinese food **rather than** Indian. أفضل تناول الطعام الصيني على الهندي.
- b **I'd prefer** Chinese food **rather than** Indian. أفضل الطعام الصيني على الهندي.
- c **I'd rather have** Chinese food. أفضل تناول الطعام الصيني.
- d **I'd sooner have** Chinese food than Indian. أفضل تناول الطعام الصيني على الهندي.
- e **Given the choice**, I'd rather eat at home. إذا كان لدي الخيار، أفضل تناول الطعام في المنزل.
- f **I'd go for** fish and chips any day/every time. سأختار السمك والبطاطا في أي يوم/كل مرة.
- I **have a preference for** Italian food. لدي تفضيل للطعام الإيطالي.
- j **I have a slight preference for** eating Italian food. لدي تفضيل طفيف لتناول الطعام الإيطالي.

### 4 GIVING SOMEONE ELSE THE CHOICE إعطاء الخيار لشخص آخر

- a **It's up to you. / It's your call.** الأمر متروك لك. / القرار قرارك.
- b **Whatever/Wherever/Whichever you prefer.** أيًا كان/أيما كان/أيهما تفضل.
- c **I'm easy.** لا مانع لدي.

### Would rather, would sooner

- We use an infinitive without to after would rather and would sooner:

I'd rather go to the club.

We could eat later if you would rather do that.

My sister would rather not go to Italy. It's too hot there.

I'd rather dive than lie on the beach.

She said she'd sooner die than live in the countryside.

**Note: I'd sooner is more formal than I'd rather.**

- We use would rather + subject + past tense to say that we don't want somebody to do something:

I'd rather you cleaned the bathroom. I'd rather you didn't go there alone.

complete the second sentences.

1 I don't want to eat too late.

I'd rather-----

2 I like home-cooked meals more than takeaways.

I prefer-----

3 Would you rather eat inside or outside?

Which-----?

4 I really don't mind.

I'm-----

5 If I could choose, I'd prefer to go somewhere quiet.

Given-----

6 I don't like one more than the other.

I like -----

7 I don't mind where we go.

I'll go-----

whatever - call - equally - prefer

**Suha:** Which do you ----- , Nour? Tea or coffee?

سهى: أيهما تفضلين، نور؟ الشاي أم القهوة؟

**Nour:** Both, please! نور: كليهما، من فضلك

**Suha:** Oh, that's hilarious. Make a decision or make it yourself, funny girl.

سهى: أوه، هذا مضحك. اتخذي قرارًا أو اصنعيه بنفسك، يا فتاة مضحكة

**Nour:** ----- you prefer. I like them both----- .

نور: مهما تفضلين. أنا أحبهما على حد سواء

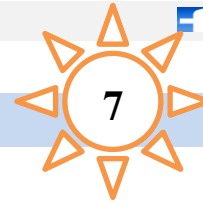
**Suha:** OK ... Here you go. سهى: حسناً... إليك

**Nour:** Thanks. Urgh! What's this? It tastes awful. نور: شكرًا. أوخ! ما هذا؟ إنه يذوق بشكل فظيع.

**Suha:** I call it 'cof-tea' - half coffee, half tea. You did say it was my -----

سهى: أسميه "كوف-تي" - نصف قهوة، نصف شاي. لقد قلت إنه من ابتكاري

**Nour:** I suppose I deserved that. نور: أعتقد أنني كنت أستحق ذلك.



## SB 56 WRITING | A review مراجعة

### The Jordan Museum متحف الأردن

review by Osama Jabari أسامة جباري بقلم

I happened to come across this gem of a museum last week on a family trip to

صادف أن أتيت عبر هذه الجوهرة من المتاحف الأسبوع الماضي في رحلة عائلية

Jordan, so we decided to check it out. فقررنا زيارته. إلى الأردن،

I'm so glad we did as it turned out to be a hugely enjoyable experience.

أنا سعيد جدًا لأننا فعلنا ذلك لأنه تبين أنها تجربة ممتعة للغاية

The museum opened recently in the Ras al-‘Ayn district of Amman, near the

افتتح المتحف مؤخرًا في منطقة رأس العين في عمان، بالقرب من

Citadel, and tells the story of Jordan through history.

القلعة، ويحكي قصة الأردن عبر التاريخ

It's in a very beautiful building too, a combination of stone (reflecting the past)

يقع أيضًا في مبنى جميل جدًا، يجمع بين الحجر (الذي يعكس الماضي)

and glass (reflecting Jordan's present and future).

والزجاج (الذي يعكس حاضر ومستقبل الأردن)

The large permanent collection starts off with a look at what the country was like

تبدأ المجموعة الدائمة الكبيرة بنظرة على كيف كان البلد

in the Stone Age, some 1.5 million years ago. في العصر الحجري، قبل حوالي 1.5 مليون سنة.

You can then move on to different galleries that take you through Jordan's

يمكنك بعد ذلك الانتقال إلى صالات عرض مختلفة تأخذك عبر

history in chronological order, with a look at more than 2,000 artifacts covering

تاريخ الأردن بترتيب زمني، مع نظرة على أكثر من 2000 قطعة أثرية تغطي

the Romans, Nabatean history and much more. الرومان، وتاريخ الأنباط وأكثر من ذلك بكثير.

What I really liked was the only copper Dead Sea scrolls, which is totally

mind-blowing. ما أحببته حقًا هو مخطوطات البحر الميت النحاسية الوحيدة، التي تذهل العقل تمامًا.

Another highlight is one of the world's oldest human statues, dating back

ميزة أخرى هي واحدة من أقدم التماثيل البشرية في العالم، والتي تعود إلى 7500 قبل الميلاد.

The extremely varied themes of the museum include food production, the

تشمل الموضوعات المتنوعة للغاية في المتحف إنتاج الغذاء

development of visual arts and architecture, international trade and

وتطور الفنون البصرية والعمارة، والتجارة الدولية

communication, and the growth of industry. والاتصالات، ونمو الصناعة.

These are explained using modern graphics and interactive displays which

يتم شرح هذه الموضوعات باستخدام الرسوم البيانية الحديثة والعروض التفاعلية

التي هي ساحرة تمامًا. are absolutely fascinating.



I was also impressed by the special children's area where children can take part  
لقد تأثرت أيضاً بمنطقة الأطفال الخاصة حيث يمكن للأطفال المشاركة في المعارض التفاعلية وحتى المشاركة  
in interactive exhibits and even take part in performing arts activities inspired  
في الأنشطة الفنية المستوحاة من معروضات المتحف.

My only criticism of the museum is that the experience just went by too fast.  
نقدي الوحيد للمتحف هو أن التجربة مرت بسرعة كبيرة

I really enjoyed all the exhibits, but would love to have been able to see  
لقد استمتعت حقاً بجميع المعارض، لكنني كنت أحب أن أتمكن من رؤية وتجربة المزيد.  
Despite that, I'd definitely recommend going to the museum if you are in  
على الرغم من ذلك، أوصي بشدة بزيارة المتحف إذا كنت في

Amman because not only is it informative and educational, but it's also a lot of fun.  
عمان لأنه ليس فقط مليئاً بالمعلومات والتعليم، ولكنه أيضاً ممتع للغاية  
And if this was not enough, there is also a pretty amazing gift shop and café!  
وإذا لم يكن هذا كافياً، فهناك أيضاً متجر هدايا رائع ومقهى

**1** Was the reviewer's overall impression positive or negative?

هل كان الانطباع العام للمراجع إيجابياً أم سلبياً؟ ما هي الكلمات التي تخبرك بذلك؟

**2** Would you describe the tone of the review as formal or informal? Say why.

هل تصف نبرة المراجعة بأنها رسمية أم غير رسمية؟ اشرح لماذا

**3** What was the reviewer most impressed by?

**4** Was there anything he didn't like about it?

Complete the gaps in the Writing box with examples from Osama's review.

### المقدمة Introduction

Give brief details of where and when you went, and your overall impression.

أعطِ تفاصيل موجزة عن المكان والزمان الذي ذهبت فيه، وانطباعك العام

### الفقرة الرئيسية الأولى First main paragraph

Describe the event/exhibition/museum/show, etc. in more detail (sight, sound,

etc.). صف الحدث/المعرض/المتحف/العرض، إلخ. بمزيد من التفاصيل (الرؤية، الصوت، إلخ).

## الفقره الرئيسية الثانية - الجوانب الإيجابية Second main paragraph - positive aspects

What I **particularly** liked was **the only copper Dead Sea scrolls, which is totally mind-blowing.** ما أحببته حقًا هو مخطوطات البحر الميت النحاسية الوحيدة، التي تذهل العقل تمامًا.

**The / A / One / Another highlight is one of the world's oldest human statues, dating back to 7500 BCE.** ميزة أخرى هي واحدة من أقدم التماثيل البشرية في العالم، والتي تعود إلى 7500 قبل الميلاد. **I was also impressed by the special children's area where children can take part in interactive exhibits and even take part in performing arts activities inspired by the museum's exhibits.**

لقد تأثرت أيضًا بمنطقة الأطفال الخاصة حيث يمكن للأطفال المشاركة في المعارض التفاعلية وحتى المشاركة في الأنشطة الفنية المستوحاة من معروضات المتحف

blown away by ... مندهش جدًا من ...

## الفقره الرئيسية الثالثة - الجوانب السلبية Third main paragraph - negative aspects

**My only criticism of the museum is that the experience just went by too fast.**

نقدي الوحيد للمتحف هو أن التجربة مرت بسرعة كبيرة

**If I have one criticism, it's that I would love to have been able to see and experience even more.** إذا كان لدي نقد واحد، فهو أنني كنت أحب أن أتمكن من رؤية وتجربة المزيد.

**It didn't live up to my expectations.** لم يرق إلى توقعاتي.

I was (also) disappointed by ... لقد شعرت (أيضًا) بخيبة أمل بسبب ...

## الخاتمة - التوصيات Conclusion - recommendations

**I'd definitely recommend going to the museum if you are in Amman because not only is it informative and educational, but it's also a lot of fun.**

أوصي بشدة بزيارة المتحف إذا كنت في عمان لأنه ليس فقط مليئًا بالمعلومات والتعليم، ولكنه أيضًا ممتع للغاية

**I don't recommend seeing ...** لا أوصي برؤية ...

**It's (not) worth visiting ... (if ...)** إنه (ليس) يستحق الزيارة ... (إذا ...)

## الأسلوب والسجل Style and register

**Use informal,** conversational vocabulary, e.g. lots of, mind-blowing, gross, etc.

استخدم مفردات غير رسمية ومحادثية، مثل: الكثير من، مذهل، مقزز، إلخ

**Use phrasal verbs,** e.g. check out, etc. إلخ. استخدم الأفعال المركبة، مثل: تحقق من، إلخ.

**Share your personal feelings,** e.g. What I liked was ..., I was disappointed by ...

... شارك مشاعرك الشخصية، مثل: ما أحببته هو ...، شعرت بخيبة أمل بسبب

Use **exclamation marks,** e.g. There was a great gift shop and café!

استخدم علامات التعجب، مثل: كان هناك متجر هدايا رائع ومقهى

يمكننا استخدام المكثفات (مثل: جداً، للغاية، تماماً) قبل الصفات لجعل معناها أقوى. استخدم مجموعة من المكثفات لجعل كتابتك أكثر إثارة للاهتمام

We can use an intensifier (e.g. very, extremely, absolutely) before an adjective to make its meaning stronger. Use a range of intensifiers to make your writing more interesting.

يمكننا استخدام المكثفات (مثل: جداً، للغاية، تماماً) قبل الصفات لجعل معناها أقوى. استخدم مجموعة من المكثفات لجعل كتابتك أكثر إثارة للاهتمام

Very, extremely, super, hugely, highly, incredibly can only be used with gradable adjectives, e.g. جداً، للغاية، جداً، بشدة، بشكل كبير، بشكل لا يصدق يمكن استخدامها فقط مع الصفات المتدرجة، مثل.

The sound effects were extremely loud. كانت المؤثرات الصوتية عالية للغاية.

Absolutely, completely, totally and utterly can only be used with non-gradable adjectives, e.g. تماماً، كلياً، بالكامل وبشدة يمكن استخدامها فقط مع الصفات غير المتدرجة، مثل.

The exhibition was absolutely fascinating. كان المعرض رائعاً تماماً.

إلى حد ما، حقاً، وبشكل جدي يمكن استخدامها مع كلا النوعين من الصفات

Pretty, really and seriously can be used with both types of adjectives.

المعنى	الكلمة	المعنى	الكلمة
مذهل	mind-blowing	صاحب للغاية	deafening
متحجر من الخوف	petrified	ساحر	fascinating
سخيف	ridiculous	مثير للإعجاب	impressive
خائف	scared	مثير للاهتمام	interesting
أحمق	silly	عالي الصوت	loud

1 a I was **seriously** ----- when we walked across the tight rope.

b I was **totally** -----.

2 a The sound effects were **incredibly**----- .

b Yes, they were **really** -----!

3 a I look **completely** ----- in this photo. How embarrassing!

b Yes, you do look **pretty**----- .

4 a The interactive displays were **utterly** -----

b Yes, I found them **very** ----- too.

5 a The Dead Sea scrolls were **extremely** -----

b I thought they were **totally**----- .

# Revision

المراجعة

I have a keen sense of **aroma / smell** and I could tell something was burning in the restaurant's kitchen. Added to that, my friend and I were seated at a table near to the rubbish bins. The **stench / scent** when someone opened the bins was so **subtle / overpowering** that we felt sick.

Then, my friend told me the colour scheme wasn't very attractive. I am **short-sighted / colour-blind**, so I couldn't **tell / see**. My friend said the colour green was putting her **off / away** from any food.

I don't like strong, **savoury / spicy** food so I ordered a mild curry. It looked **tasty / sweet** enough, but the reality was disappointing. It was **bland / mouth-watering** and had very little taste.

1 Don't touch that cactus. It's super **prickly / silky / squishy**.

2 The child's hands are very **sticky / coarse / spiky** because she has been sticking things with glue.

3 We could smell the subtle **scent / aroma / stink** of roses as we entered the room.

4 The Maths exam was really **smooth / tough / bland** but I managed to get a good grade.

5 There was no noise except for the **humming / buzzing / rustling** of paper as the students began the test.

## Infinitive / Gerund

- 1 Soon after the car stopped ----- (make) a funny noise, I stopped----- (buy) some petrol.
- 2 Look at that boy----- (leave) the shop! I saw him ----- (buy) a very expensive new laptop.
- 3 A This wardrobe needs----- (sort) out. It's full of old clothes!  
B Sorry. I meant----- (do) it last week!
- 4 A Did you remember----- (bring) the tickets?  
B Oh no! I remember ----- (put) them in my wallet but I can't find them now!

### pink noise

More people than we realise suffer from insomnia. They just can't get to sleep or stay asleep. Some insomniacs try to put 1----- going to bed and when they are eventually ready, they do the most bizzare things just to fall asleep, such as counting sheep. They think it's worth 2----- anything!

Well, help may be at hand! Scientists have found that 'pink noise' can improve deep sleep. Ocean waves, waterfalls, heart beats and even traffic are natural examples of this type of noise. Listening to pink noise is 3-----safe.

- 1 a on                      b up                      c off  
2 a making                b suggesting            c trying  
3 a finally                b absolutely            c utterly

## Reading FOOD AND SCIENCEالطعام والعلم

The art and science of choosing, preparing and appreciating food is known as 'gastronomy'. الفن والعلم في اختيار وتحضير و"الطعام يعرف ب"علم الطهو.

We tend to associate this concept with top chefs and food connoisseurs who spend نميل إلى ربط هذا المفهوم بأفضل الطهاة وعشاق الطعام الذين يقضون وقتهم their time fine dining and writing reviews of their eating experiences.

في تناول الطعام الفاخر وكتابة تقييمات تجاربهم الغذائية

In fact, it covers such diverse areas as food science, cultural food studies and food manufacturing.

في الواقع، يغطي هذا المجال مجموعة متنوعة من المجالات مثل علم الغذاء، ودراسات الطعام الثقافية، وتصنيع الطعام

Gastronomy itself has been around as long as food has.

علم الطهو نفسه موجود منذ ما يقرب من فترة الطعام

Cookery books from different periods in time reveal a lot not only about the food

كتب الطهي من فترات مختلفة الكثير تكشف ليس فقط عن الطعام

people liked to eat then, but also about society.

الذي كان يحبه الناس تناوله آنذاك، ولكن أيضاً عن المجتمع

The oldest 'cookery' books are in fact three tablets from Yale University Babylonian Collection dating back to 1700 BCE.

الكتب الطبخ الأقدم هي في الواقع ثلاثة ألواح من مجموعة ييل البابلية في جامعة ييل وتعود إلى 1700 قبل الميلاد

They show us the kinds of things the rich liked to eat: mainly meat-based stews and different kinds of breads.

تظهر لنا أنواع الأطعمة التي كان يحبها الأثرياء تناولها: الأطباق الرئيسية على أساس اللحوم وأنواع مختلفة من الخبز

Interestingly, only the ingredients are listed and there are no cooking instructions.

ومن المثير للاهتمام أنه يتم سرد المكونات فقط ولا توجد تعليمات للطهي

It was in the 1800s that gastronomy began to emerge as a field of study that went

كان في القرن التاسع عشر عندما بدأ علم الطهو في الظهور كمجال دراسي

beyond food preparation and simple enjoyment.

يتجاوز تحضير الطعام والاستمتاع البسيط بالطعام

Led by the French, gastronomists began to see dining as an experience in which

قاده الفرنسيون، بدأ الطهاة في رؤية تناول الطعام كتجربة

all of the senses interacted, enabling us to fully enjoy a meal.

يتفاعل فيها جميع الحواس، مما يمكننا من الاستمتاع بالوجبة بشكل كامل

From then on, our understanding of how our senses work and interact with our environment increased hugely.

منذ ذلك الحين، زاد فهمنا لكيفية عمل حواسنا وتفاعلها مع بيئتنا بشكل كبير.

One interesting scientific development that made a big impact on the world of

واحدة من التطورات العلمية المثيرة التي أثرت بشكل كبير على عالم

restaurant and home cooking at the end of the 20th century was molecular

المطاعم والطهي المنزلي في نهاية القرن العشرين كانت علم الطهو الجزيئي.

This concerns the physical and chemical changes that occur during cooking.

يتعلق هذا بالتغيرات الفيزيائية والكيميائية التي تحدث أثناء الطهي

Chefs who understand this can create mouth-watering and unusual dishes.

الطهاة الذين يفهمون هذا يمكنهم إنشاء أطباق لذيذة وغير عادية

For instance, they can make fruit look and taste like meat!

على سبيل المثال، يمكنهم جعل الفاكهة تبدو وتذوق مثل اللحوم

However, restaurants that still serve well-known traditional dishes are also enjoyed by everyone. ومع ذلك، فإن المطاعم التي تقدم لا تزال الأطباق التقليدية المعروفة مستمتع بها الجميع. For example, Hashem Restaurant in Amman is famous for its food.

على سبيل المثال، مطعم هاشم في عمان مشهور بطعامه

It is the oldest restaurant in Amman and serves local food at cheap prices.

إنه أقدم مطعم في عمان ويقدم الطعام المحلي بأسعار معقولة

But despite that it hosts celebrities and even royalty!

ولكن على الرغم من ذلك يستضيف الشهرة وحتى العائلات الحاكمة

Traditional food can be special because it uses the senses to connect to memories too. يمكن أن يكون الطعام التقليدي خاص.

**1** The information on the Yale tablets tells us

**a** how to cook dishes. **b** what people ate every day.

**c** what dishes were popular with the wealthy.

**2** What happened in the 1800s?

**a** People started to enjoy food more. **b** Gastronomy began in France.

**c** People started to consider eating as a sensual experience.

**3** The author thinks restaurant owners and cooks should

**a** pay more attention to the chemical aspects of cooking.

**b** introduce molecular cuisine. **c** consider the diner's whole sensory experience.

**4** The writer's purpose is to

**a** show how gastronomy has changed over time.

**b** explain why our senses are important when we eat.

**c** teach us about molecular gastronomy.



# CULTURE SPOT

إيضاعات ثقافية

## SB 58 The influence of Shakespeare تأثير شكسبير

Shakespeare died over 400 years ago, but today his plays and sonnets are still  
توفي شكسبير منذ أكثر من 400 عام، لكن مسرحياته وسوناتاته لا تزال موجودة حتى اليوم  
studied by over half the pupils in the world. The writer's influence is everywhere.

يدرسها أكثر من نصف التلاميذ في العالم. تأثير الكاتب في كل مكان

Let's have a quick look at modern pop culture. A great number of musicians

دعونا نلقي نظرة سريعة على الثقافة الشعبية الحديثة. عدد كبير من الموسيقيين

featured the themes and quotes from Shakespeare's plays in a whole range of  
عرضت موضوعات واقتباسات من مسرحيات شكسبير في مجموعة كاملة من  
works: from The Beatles and Dire Straits to the Lumineers.

Lumineers. إلى Dire Straits الأعمال: من فرقة البيتلز و

**Hamlet's 'to be or not to be' is as valid today as it has ever been.**

إن مقولة هاملت "أكون أو لا أكون" صالحة اليوم كما كانت في أي وقت مضى

All of Shakespeare's works have led to a variety of interpretations and adaptations

أدت جميع أعمال شكسبير إلى مجموعة متنوعة من التفسيرات والتعديلات

which have impacted our lives in various ways. There is a magic about

والتي أثرت على حياتنا بطرق مختلفة. هناك سحر حول

Shakespeare's stories and characters that reach out across the centuries. And

قصص شكسبير وشخصياته التي تمتد عبر القرون. و

that's because he dealt with the issue: what it means to be human. His plays

ذلك لأنه تناول القضية: ماذا يعني أن تكون إنساناً. مسرحياته

feature universal themes and emotions, and the questions he poses engage people

تتميز بمواضيع وعواطف عالمية، والأسئلة التي يطرحها تجذب الناس

from century to century all over the world. Shakespeare's plays mirror

من قرن إلى قرن في جميع أنحاء العالم. مرآة مسرحيات شكسبير

our society today and the messages are still relevant. That is why they can be

مجتمعا اليوم والرسائل لا تزال ذات صلة. لهذا السبب يمكن أن يكونوا كذلك

performed in a multitude of different ways and places – Macbeth can be the

يتم أدائه بعدة طرق وأماكن مختلفة - يمكن أن يكون ماكبث هو

Scottish King, or he can be a police inspector. Romeo and Juliet can be children

الملك الاسكتلندي، أو يمكن أن يكون مفتش شرطة. يمكن أن يكون روميو وجولييت أطفالاً

of feuding families, or members of different groups in the streets of New York.

من العائلات المتناحرة، أو أعضاء مجموعات مختلفة في شوارع نيويورك



The questions Shakespeare asks in his plays are just that – questions. He leaves  
 الأسئلة التي يطرحها شكسبير في مسرحياته هي مجرد أسئلة. يغادر  
 it to us, his audiences, to discuss and find our own responses. This is another  
 لنا، لجماهيره، أن نناقش ونجد ردودنا الخاصة. هذا هو آخر  
 way Shakespeare has influenced education today. Looking at Shakespeare's plays  
 الطريقة التي أثر بها شكسبير على التعليم اليوم. النظر في مسرحيات شكسبير  
 and analysing the motivation of the protagonists can help students develop  
 وتحليل دوافع الأبطال يمكن أن يساعد الطلاب على التطور  
 critical thinking skills. By questioning our assumptions and beliefs we become  
 مهارات التفكير الناقد. من خلال التشكيك في افتراضاتنا ومعتقداتنا نصبح  
 better thinkers. Shakespeare also had other significant impacts on our culture. It  
 مفكرين أفضل. كان لشكسبير أيضاً تأثيرات مهمة أخرى على ثقافتنا. هو - هي  
 was his work that helped redefine modern theatre. He interacted with people from  
 كان عمله هو الذي ساعد في إعادة تعريف المسرح الحديث. كان يتفاعل مع الناس من  
 all backgrounds and classes and his staging of plays brought theatre to the general  
 جميع الخلفيات والفصول الدراسية وعرض مسرحياته جلبت المسرح لعامة الناس.  
 public. His plots also helped modern cinema techniques develop; familiarity with the  
 كما ساعدت مؤامراته أيضاً على تطوير تقنيات السينما الحديثة؛ الألفة مع  
 storylines of Shakespeare's plays allowed early cinema pioneers to experiment  
 سمحت الوقائع المنظورة لمسرحيات شكسبير لرواد السينما الأوائل بالتجربة  
 with silent movies. In addition to this, Shakespeare shaped what we know about  
 مع الأفلام الصامتة. بالإضافة إلى ذلك، ساهم شكسبير في تشكيل ما نعرفه عنه  
 history and historical figures. As well as this, questions he raised about people's  
 التاريخ والشخصيات التاريخية. فضلاً عن ذلك، فقد أثار أسئلة حول الناس  
 thought processes and behaviour, prompted early investigations in  
 عمليات التفكير والسلوك، دفعت إلى إجراء تحقيقات مبكرة في  
 psychoanalysis. Last but not least, of course, one of Shakespeare's major  
 التحليل النفسي. وأخيراً وليس آخراً، بالطبع، أحد أهم أعمال شكسبير  
 influences was on the English language itself. He added a huge amount of  
 وكان التأثير على اللغة الإنجليزية نفسها. وأضاف كمية كبيرة من  
 vocabulary to enrich the English language so every day English speakers  
 المفردات لإثراء اللغة الإنجليزية حتى المتحدثين باللغة الإنجليزية كل يوم  
 unthinkingly use Shakespearean words or phrases. He was also famous for his  
 استخدام كلمات أو عبارات شكسبيرية دون تفكير. وكان مشهوراً أيضاً به  
 sonnets, a type of poem with 14 lines, a rhythm called a metre and a specific  
 السوناتات، نوع من القصائد يتكون من 14 سطرًا، وإيقاع يسمى المتر، ومخطط قافية محدد

## some of Shakespeare's plays

Romeo and Juliet - Hamlet - Macbeth - King Lear

A Midsummer Night's Dream

1 Why does the writer mention The Beatles? لماذا يذكر الكاتب فرقة البيتلز؟

2 Why, according to the writer, are Shakespeare's plays still valid today?

لماذا، بحسب الكاتب، لا تزال مسرحيات شكسبير صالحة اليوم؟

3 How can studying Shakespeare help students today?

كيف يمكن لدراسة شكسبير مساعدة الطلاب اليوم؟

4 How did Shakespeare change the theatre in his lifetime?

كيف غير شكسبير المسرح في حياته؟

5 Why are Shakespeare's history plays important for us?

لماذا مسرحيات شكسبير التاريخية مهمة بالنسبة لنا؟

Complete sentences with nouns formed from the words in the box.

**assumption familiarity interpretation**

1 Students need to show-----with Shakespeare's Hamlet to answer the questions.

2 People often make-----about things without knowing all the facts.

3 Everybody tends to have a different ----- of the play.

1 a heart of gold قلب من ذهب **very kind and generous**

2 to be in a pickle أن تكون في ورطة **in a difficult or troublesome situation**

3 to come full circle أن تكتمل الدائرة **to return to the original position or situation**

4 to be on a wild goose chase أن تكون في مطاردة لا طائل منها **waste time**

5 to do something by the skin of your teeth أن تفعل شيئاً بشق الأنفس **succeed**

## Shakespeare's quotes

1 All's well that ends well. **كل شيء جيد إذا انتهى بشكل جيد. final result is good**

□ العبرة بالخواتيم

2 All that glistens is not gold. **ليس كل ما يلمع ذهبًا.**

**Not everything that looks attractive or valuable on the outside is truly good or valuable inside**

3 Brevity is the soul of wit. **الإيجاز روح الذكاء.**

**Being brief is intelligence and cleverness**

خير الكلام ما قل ودل

4 The robb'd that smiles, steals something from the thief

المسروق الذي يبتسم، يسرق شيئًا من اللص

**keeps smiling or stays calm, they take away the joy the wrongdoer would have felt.**

الصبر مفتاح الفرج

Not of an age, but for all time. – Ben Jonson

ليس من عصر معين، بل إلى الأبد. - بن جونسون

# LITERATURE SPOT

إيضاعات أدبية

مرتفعات ويذرينغ Wuthering Heights

by Emily Bronte

## Extract 1

While Catherine was out of the room, Ellen Dean spoke to Mr Edgar Linton.

بينما كانت كاثرين خارج الغرفة، تحدثت إلين دين مع السيد إدغار لينتون

She felt that she should warn her master that Heathcliff had returned.

شعرت بأنها يجب أن تحذر سيدها من أن هيثكليف قد عاد

‘What? That gypsy!’ he said. **قال: "ماذا؟ ذلك الغجري."**

‘Why didn’t you warn my wife Catherine?’ **"لماذا لم تحذري زوجتي كاثرين؟"**

‘Do not call Heathcliff names, sir,’ Ellen replied. **ردت إلين: "لا تنادي هيثكليف بأسماء يا سيدي،"**

‘Mrs Linton would be very upset to hear you. **ستنزعج السيدة لينتون جدًا إذا سمعتك.**

**لقد كسر قلبها تقريبًا عندما رحل."**

Just then Catherine came into the room. في تلك اللحظة دخلت كاثرين الغرفة.

'Edgar,' she cried, 'Edgar, my love, Heathcliff has come back.'

صرخت: "إدغار، يا حبيبي، لقد عاد هيثكليف"

Catherine was very excited. كانت كاثرين متحمسة جدًا.

'Where have you been, Heathcliff? What have you been doing?' she asked.

سألت: "أين كنت، هيثكليف؟ ماذا كنت تفعل؟"

'I have been in the army for three years and made some money,' he answered.

أجاب: "لقد كنت في الجيش لمدة ثلاث سنوات وكسبت بعض المال"

And Heathcliff certainly looked stronger than when he had left Wuthering

Heights. وبالتأكيد كان هيثكليف يبدو أقوى من ذي قبل عندما غادر مرتفعات ويذرينغ.

His speech, his manners and his clothes were also greatly improved.

لقد تحسنت حديثه وسلوكياته وملابسه بشكل كبير

He had spent his time well. لقد قضى وقته جيدًا.

## 1 What do you know about Emily Brontë? What did she write?

Emily Brontë was an English novelist and poet best known for her only novel,

"Wuthering Heights," which is now considered a classic of English literature

## 2 Read Extract 1. Describe the characters in the extract.

**Ellen Dean (Nelly):** the housekeeper and a loyal servant

**Mr. Edgar Linton:** Catherine's husband and the master of Thrushcross Grange.

surprise and displeasure at Heathcliff's return

**Catherine Linton (formerly Catherine Earnshaw):**

the wife of Edgar Linton and a central character in the novel.

passionate and excitable. Catherine shows great enthusiasm

**Heathcliff:** the central figure whose return .

explains that he has been in the army and made money,

**Overall, the characters providing a glimpse into their relationships and the tensions between them.**

## Extract 2

## Mr Lockwood's story

In November 1801 I decided to leave London and move to the country.

في نوفمبر 1801 قررت مغادرة لندن والانتقال إلى الريف

I went up to the north of England and visited a house on the Yorkshire moors.

ذهبت إلى شمال إنجلترا وزرت منزلًا في مرتفعات يوركشاير

I arranged to visit the owner of Thrushcross Grange, a man called Heathcliff.

رتبت لزيارة مالك ثروش كروس غرانج، رجل يدعى هيثكليف

Heathcliff and I had hardly spoken on my first visit.

نادراً ما تحدثت مع هيثكليف في زيارتي الأولى

I had not stayed long because he was rude.

لم أمكث طويلاً لأنه كان فظاً

But I was interested in getting to know the man, so I decided to go back to Wuthering Heights the next day.

لكنني كنت مهتماً بالتعرف على الرجل، لذا قررت العودة إلى مرتفعات ويذرينغ في اليوم التالي

I knocked on the front door but there was no answer.

طرقت الباب الأمامي لكن لم يجب أحد

Then a boy opened the door. ثم فتح صبي الباب.

The boy was almost as rude as his master was on my first visit.

كان الصبي فظاً تقريباً مثل سيده في زيارتي الأولى

‘This way,’ he said, without looking at me. قال: "من هنا"، دون أن ينظر إلي.

The boy led me to the living room, where a young woman was sitting in front of the fire. قادني الصبي إلى غرفة المعيشة، حيث كانت تجلس شابة أمام النار.

Heathcliff entered the room at that moment. دخل هيثكليف الغرفة في تلك اللحظة.

He was covered in snow. كان مغطى بالثلج.

‘I wonder if I may stay here for a short time, sir,’ I asked.

"سألت: "أتساءل إذا كان بإمكانني البقاء هنا لفترة قصيرة، يا سيدي؟"

‘I will leave when it stops snowing.’ "سأغادر عندما يتوقف الثلج عن السقوط."

‘It won’t stop,’ Heathcliff replied impatiently. "رد هيثكليف بنفاد صبر: "لن يتوقف."

‘The weather won’t change, and you’ll never find your way back across the moors in this snow.’ "لن يتغير الطقس، ولن تجد طريقك عبر المرتفعات في هذا الثلج."

Just then the boy came into the room again. في تلك اللحظة دخل الصبي الغرفة مرة أخرى.

He spoke to the young girl. تحدث إلى الفتاة الشابة.

‘Are you going to make the tea?’ he asked. "سأل: "هل ستعدين الشاي؟"

The girl pointed in my direction and said to Heathcliff,

أشارت الفتاة نحوي وقالت لهيثكليف،

'Is he going to have tea?' "هل سيتناول الشاي؟"

'Get it ready,' he said angrily. "أعد الشاي بغضب:"

I understood that I was not a welcome guest. فهمت أنني لست ضيفًا مرحبًا به.

### Read Extract 2. In what ways has Heathcliff changed?

In summary, Heathcliff has changed in several ways:

he looks physically stronger and healthier, his manners and speech have improved, and his social status has elevated due to his experiences in the army and the wealth he acquired.

### Read Extract 2 again and answer the questions.

- 1 Which character appears in both extracts?
- 2 In what ways are the people at Wuthering Heights rude to Mr. Lockwood?
- 3 Why can't Lockwood go back to Thrushcross Grange?

### discuss the meaning of the following phrases from the extracts.

- 1 Do not call Heathcliff names.
- 2 It nearly broke her heart when he went

true or false.

- 1 Wuthering Heights is the same as most other romantic books.
- 2 Catherine falls in love with a rich, kind man.
- 3 Catherine's father bullies Heathcliff.
- 4 Hindley and his wife Frances look after Heathcliff.
- 5 Catherine and Heathcliff spend a lot of their time together.
- 6 Catherine then marries Edgar because she loves him.
- 7 Farid tells Maher what happens at the end of the story.
- 8 Farid says that Heathcliff wants revenge because he had been badly treated.

## المفردات في أسئلة الوزارة على القطعة

1	Whom من المفعول به	20	القطعة text - article - passage
2	Who من الفاعل	21	اقتبس الجملة Quote the sentence - write down the sentence
3	Whose لمن للملكية	22	تشير الى which indicates- imply - shows that..
4	Which أي للخيار	23	جد الكلمة التي تعني Find a word which means.....
5	Where أين	24	ما معنى الكلمة التي تحتها خط what the underline word mean
6	what ما , ماذا	25	سمي: name - اذكر Mention
7	impacts – effects – influence أثار	26	حسناً advantages - benefits ( beneficial , useful ) – positive
8	results - consequences نتائج	27	سلبيات disadvantages – negatives – bad
9	reasons – causes أسباب:	28	هدف aim – goal – purpose –target - objective
10	factors عوامل:	29	خصائص distinguishes – characterizes - features
11	increase - raise يزيد:	30	طرق: methods – means – ways – procedures
12	decrease – reduce يقلل:	31	نوع: Type – kind – sort - branch
13	When متى	32	كم مره How often - كم الكمية How much - كم عدد How many
14	Why لماذا	33	كم عمر How old - كم المدة المستغرقة How long - كيف How
15	aspects: مجالات	34	رأي: point of view – attitude – opinion
16	face: يواجه	35	احتياجات need – require – requirement :
17	solve: يحل	36	يشرح: explain – justify
18	evidence – prove دليل:	37	حسب النص: According – regarding ( the text )
19	implement – apply تطبيق:		

## What does the underline pronoun refer to على ماذا يعود الضمير

1	he , him , his مذكر مفرد
2	she , her , hers مؤنث مفرد
3	it , its غير عاقل مفرد
4	they , them , theirs جمع عاقل
5	I , me , my , mine = the writer الكاتب
6	you , your , yours = the reader القارئ للقطعة
7	we , our , us = the writer and the readers
8	who , whose , which , where , when = الكلمة التي قبلها
9	this , these = الفكرة التي قبلها

الأفعال الغير المنتظمة

المجموعة الاولى : التصاريف كلها نفس الشيء

	V1	V2	V3		V1	V2	V3	V1
1	read	read	read		5	hurt	hurt	hurt
2	cut	cut	cut		6	let	let	let
3	put	put	put		7	shut	shut	shut
4	hit	hit	hit		8	cost	cost	cost

المجموعة الثانية : التصريف الثاني و الثالث نفس الشيء

	V1	V2	V3		V1	V2	V3
1	spend	spent	spent	23	find	found	found
2	keep	kept	kept	24	make	made	made
3	meet	met	met	25	has / have	had	had
4	leave	left	left	26	pay	paid	paid
5	get	got	got	27	say	said	said
6	spell	spelt	spelt	28	sell	sold	sold
7	sleep	slept	slept	29	tell	told	told
8	send	sent	sent	30	stick	stuck	stuck
9	dream	dreamt	dreamt	31	shine	shone	shone
10	learn	learnt	learnt	32	hear	heard	heard
11	build	built	built	33	stand	stood	stood
12	sit	sat	sat	34	understand	understood	understood
13	lose	lost	lost	35	lay	laid	laid
14	feel	felt	felt	36	bend	bent	bent
15	burn	burnt	burnt	37	hold	held	held
16	lend	lent	lent	38	lead	led	led
17	mean	meant	meant	39	feed	fed	fed
18	smell	smelt	smelt	40	think	thought	thought
19	spill	spilt	spilt	41	buy	bought	bought
20	win	won	won	42	bring	brought	brought
21	seek	sought	sought	43	catch	caught	caught
22	teach	taught	taught	44	deal	dealt	dealt



### المجموعة الثالثة : التصريف الاول والثاني و الثالث مختلف

	V1	V2	V3		V1	V2	V3
1	be / am / is / are	was / were	been	21	become	became	become
2	begin	began	begun	22	bite	bit	bitten
3	blow	blew	blown	23	break	broke	broken
4	choose	chose	chosen	24	come	came	come
5	do / does	did	done	25	draw	drew	drawn
6	drink	drank	drunk	26	fall	fell	fallen
7	drive	drove	driven	27	fly	flew	flown
8	eat	ate	eaten	28	give	gave	given
9	forget	forgot	forgotten	29	go	went	gone
10	forgive	forgave	forgiven	30	grow	grew	grown
11	hide	hid	hidden	31	know	knew	known
12	lie	lay	lain	32	ride	rode	ridden
13	ring	rang	rung	33	rise	rose	risen
14	run	ran	run	34	see	saw	seen
15	shake	shook	shaken	35	show	showed	shown
16	sing	sang	sung	36	speak	spoke	spoken
17	steal	stole	stolen	37	swim	swam	swum
18	take	took	taken	38	throw	threw	thrown
19	Wake up	Woke up	Woken up	39	wear	wore	worn
20	write	wrote	written	40	Munssif	0778127288	0778127288

الحمد لله  
مع تمنياتي للجميع بالنجاح  
و التفوق  
الأستاذ

منصف نعامنه  
أبومالك

0778127288