

ALNAWRAS
in English language

النورس

في اللغة الانجليزية

High Note

Grade 12
Semester 1

المنهاج الجديد

الفروع
الأكاديمية

الانجليزي
المتقدم

"The future belongs
to those who believe
in the beauty of
their dreams."

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ALNAWRAS

ابدأ بجد، ولا تستسلم مهما حصل؛ لأنك تستحق الأفضل

Don't look down on success; aim higher than it.

!لا تتنقد الناجحون، فكر كيف تكون أفضل منهم

Vocabulary Bank (Unit One)

Words	Meaning	Words	Meaning	Words	Meaning
relationship	العلاقة	colleague	زميل	good-natured	طيب القلب
identity	الهوية	neighbor	جار	absent-minded	مشتت الذهن
self	الذات	relative	قريب	self-confident	واثق بنفسه
personality	الشخصية	family	عائلة	self-centered	اناني
individuality	فردية	parents	الابوين	open-hearted	كريم
character	الشخصية	siblings	اشقاء/اخوة	hard-working	مثابر
background	الخلفية	partner	شريك	make friends	يكون اصدقاء
upbringing	التربية	happiness	سعادة	keep in touch	يبقى على تواصل
heritage	التراث	sadness	حزن	lose contact	يفقد الاتصال
culture	الثقافة	anger	غضب	break the ice	يكسر الجمود
tradition	التقاليد	fear	الخوف	have in common	يشارك بشئ ما
custom	العادات	pride	الفخر	get along with	يتفاهم مع
belief	المعتقدات	shame	الخجل	stand by someone	يدعم شخص
religion	الدين	guilt	الندم	trust someone	يتقن بشخص
generation	الاجيال	love	الحب	respect others	يحترم الاخرين
society	المجتمع	hate	يكره	share experiences	يشارك التجارب
community	المجتمع	surprise	مفاجاه	identity	هوية
belonging	الانتماء	hobby	هواية	self	الذات
diversity	التنوع	interest	اهتمام	personality	الشخصية
equality	المساواة	passion	شغف	individuality	فردية
freedom	الحرية	activity	نشاط	character	شخصية
confident	الثقة	sport	رياضة	background	خلفية
shy	الخجل	music	موسيقى	upbringing	تنشئة
independent	الاستقلال	art	فن	heritage	ميراث
responsible	المسؤولية	literature	ادب	plump for	قرر/اختار
reliable	الثقة	travel	سفر	culture	ثقافة
creative	الابداع	fashion	موضة	tradition	تقليد
ambitious	الطمح	education	تعليم	custom	عادة
honest	الصدق	knowledge	معرفة	belief	ايمان/معتقد
loyal	الولاء	skill	مهارة	religion	دين
respectful	الاحترام	talent	موهبة	generation	جيل
open-minded	منفتح	career	مهنة	society	مجتمع
narrow-minded	ضيق الافق	profession	حرفة	community	مجتمع
generous	الكرم	occupation	وظيفة	belonging	انتماء
selfish	الانانية	achievement	انجاز	diversity	تنوع
kind	اللطف	success	نجاح	equality	مساواة
helpful	المساعدة	failure	فشل	freedom	حرية
lazy	الكسل	easy-going	متسامح	confident	واثق
hardworking	مجتهد	well-behaved	مؤدب	shy	خجل
serious	جدي	bad-tempered	سيئ المزاج	independent	مستقل
humorous	مضحك	broad-minded	متفتح الذهن	responsible	مسؤول
friendship	صداقة	wild about	مهوروس ب	reliable	يعتمد عليه
acquaintance	المعرفة	Kick out	طرد	creative	مبدع
interests	اهتمامات	serious	جاد	pride	فخر
values	قيم	humorous	مرح	shame	خجل

Vocabulary Bank (Unit Two)

Words	Meaning	Words	Meaning	Words	Meaning
travel	سفر	security check	فحص امني	local cuisine	مأكولات محلية
journey	رحلة	boarding pass	بطاقة صمود	hospitality	ضيافة
trip	رحلة	delay	تأخير	tradition	تقاليد
tour	جولة	cancelled	الغاء	festival	مهرجانات
voyage	رحلة	highway	طريق سريع	admission fees	رسوم الدخول
flight	طيران	railway	سكة حديدية	guide	دليل سياحي
commute	تنقل	platform	رصيف	expedition	رحلات استكشافية
destination	الوجهة	carriage	عربة	seasonal	موسمي
departure	مغادرة	station	محطة	peak season	موسم الذروة
arrival	وصول	harbor	ميناء	off-season	خارج الموسم
passport	جواز سفر	ferry	عبارة	booking	حجز
visa	تأشيرة	cruise	رحلة بحرية	check-in	تسجيل الوصول
ticket	تذكرة	pilot	طيار	check-out	تسجيل المغادرة
luggage	امتعة	cabin crew	طاقم الطائرة	boarding gate	بوابة الصعود
suitcase	حقية سفر	passenger	راكب	runway	مدرج الطائرات
backpack	حقية ظهر	driver	سائق	travel insurance	تأمين السفر
map	خريطة	traffic jam	ازدحام مروري	adrenaline	الادرينالين
guidebook	دليل سياحي	public transport	مواصلات عامة	risk	مخاطر
reservation	حجز	underground	مترو الانفاق	safety	السلامة
accommodation	اقامة	bus stop	موقف حافلات	exploration	استكشاف
hotel	فندق	ticket office	مكتب تذاكر	travel	سفر
hostel	نزل	fare	اجرة	journey	رحلة
guesthouse	بيت ضيافة	route	مسار	trip	رحلة
camping	حجر	journey time	مدة الرحلة	tour	جولة
adventure	اقامة	long-haul	مدة الرحلة	voyage	رحلة
explore	يستكشف	short-haul	رحلة قصيرة	flight	طيران
discover	يستكشف	adventurous	مغامر	commute	تنقلات
globalization	العولمة	lost	ضائع	destination	وجهة
migration	هجرة	explorer	مستكشف	departure	مغادرة
immigration	هجرة	nomad	بدوي	arrival	وصول
emigration	الهجرة	backpacker	رحلة	passport	جواز سفر
refugee	لاجئ	jet lag	ارهاق السفر	visa	تأشيرة
tourist	سائح	customs officer	موظف جمارك	ticket	تذكرة
traveler	مسافر	immigration officer	موظف هجرة	luggage	امتعة
local	محلي	currency exchange	صرافة عملات	suitcase	حقية سفر
foreigner	اجنبي	souvenir	تذكار	backpack	حقية ظهر
cultural exchange	تبادل ثقافي	itinerary	مسار الرحلة	map	خريطة
border	حدود	landscape	مناظر طبيعية	guidebook	دليل سياحي
customs	جمارك	mountain	جبل	reservation	حجز
travel	سفر	valley	وادي	accommodation	اقامة
journey	رحلة	desert	صحراء	hotel	فندق
trip	رحلة	island	جزيرة	hostel	نزل
tour	جولة	coast	ساحل	guesthouse	بيت ضيافة
voyage	رحلة	beach	شاطئ	camping	تخييم

Vocabulary Bank (Unit Three)

Words	Meaning	Words	Meaning	Words	Meaning
lawn mowing	جز العشب	set up	اعداد	give up	استسلام
get rid	التخلص من	sign up	التسجيل	persevere	مثابرة
large area	مساحة كبيرة	involved with	متورط مع	complain	شكوى
hire	استئجار	building up	بناء	damaging	ضار
goats	ماعز	knock off	الغاء	positive	ايجابي
rent	ايجار	opportunity	فرصة	detrimental	مضر
provide	تقديم	advantage	ميزة	lucky	محظوظ
service	خدمة	to commit	الالتزام	supportive	داعم
mowers	الات جز العشب	gradually	تدرجيا	concept	مفهوم
Pesticides	مبيدات حشرية	loyalty	ولاء	economics	اقتصاد
relish	استمتاع	Eventually	في النهاية	broader	اوسع
cost-effective	فعال من حيث التكلفة	persuade them	اقناعهم	decisions	قرارات
grass	عشب	considerably	بشكل كبير	principles	مبادئ
Furniture	اثاث	the price	السعر	ineffective	غير فعال
eyesore	منظر قبيح	feature	ميزة	altogether	كلها
marbles	كرات زجاجية	project	مشروع	sophisticated	متطور
skilful	ماهر	bespoke	مصمم حسب الطلب	account	حساب
butter	زبدة	cheap	رخيص	such as	مثل
Confident	واثق	horrified	مرعوب	arrival	وصول
nevertheless	ومع ذلك	admiring	معجب	environmental	بيئي
weird	غريب	ethical	اخلاقي	potential	محتمل
turnover	دوران	effortless	بلا جهد	choice	خيار
obviously	من الواضح	devious	ماكر	biases	تحيزات
gimmick	حيله	envious	حسود	ought	ينبغي
impulse	دافع	bewildered	مرتبك	rewards	مكافآت
investment	استثمار	interviewer's	محاو	receiving	استلام
ugly	قبيح	reaction	رد فعل	reason	سبب
accessories	ملحقات	livid	غاضب	procrastinate	تأجيل
Incredible	مذهل	unsurprised	غير متفاجئ	avoid	يتجنب
Unimpressed	غير معجب	imply	يلمح	straightaway	على الفور
expensive	مكلف	cons	سلبية	sunk-cost	تكلفة غارقة
decided	يقرر	outweigh	يفوق	demonstrated	تم اثباته
design	تصميم	cancel out	الغاء	celebration	احتفال
concept	مفهوم	benefit	فائدة	researchers	باحثون
reputation	سمعة	analysis	تحليل	handmade	مصنوع يدويا
trade	تجارة	dispassionate	موضوعي	notwithstanding	على الرغم من
budgets	ميزانيات	careless	مهمل	constructive	بناء
bargain	صفقة	doubtful	مشكوك فيه	anticipated	متوقع
bespoke	مصمم حسب الطلب	strong	قوي	expression	تعبير
creations	ابداعات	tendency	ميل	pushing	دفع
couple	زوج	overvalue	مبالغ فيه	slices	شرائح
attention	انتباه	habit	عادة	palatable	لذيذ
ensure	ضمان	propensity	ميل	nauseous	مثير للغثيان
break into	اقتحام	fallacy	مغالطة	reminder	تذكير
pass up	تفويت	invested	مستثمر	seems	يبدو

Vocabulary Bank (Unit Four)

Words	Meaning	Words	Meaning	Words	Meaning
rating	تقييم	vinegar	خل	scalding	ساخن جدا
options	خيارات	sizzling	يفرقع	slurp	شرب بصوت
recommendations	توصيات	fryer	مقلاه	lost	ضائع
parsnip	جزر ابيض	kitchen	مطبخ	diet	حمية
temperature	درجة الحرارة	awful	مروع	unhealthy	غير صحي
cheese	جبنة	afterwards	بعد ذلك	soup	مرقة/حساء
afterwards	بعد ذلك	resist	يقاوم	sounds terrible	يبدو فظيحا
brownie	كعكة الشوكولاتة	foodie	محب للطعام	dessert	حلوى
restaurant	مطعم	delights	متع/لذائذ	spoonful	ملعقة
stomach	معدة	saltiness	ملوحة	pinch	رشة
sugar	سكر	greasy	دهني	slab	قطعه كبيرة
biscuits	بسكويت	fingers	اصابع	fiery	ناري
disappointing	مخيب للامال	Irresistible	لا يقاوم	surface	سطح
tasteless	بلا طعم	magazine	مجلة	daughter	ابنة
refused	رفض	moving	مؤثر	eggs	بيض
ambivalent	متردد/متناقض	visuals	مرئيات	mushrooms	فطر
cabbage	كرنب	careful	حذر	toast	خبز محمص
boiled	مسلوقة	snacking	تناول وجبات خفيفة	breakfast	افطار
vegetables	خضراوات	unfortunately	للأسف	baking	خبز
delicious	لذيذ	boredom	ممل	mixture	خليط
homemade	مصنوع في المنزل	healthy	صحي	street	شارع
decorated	مزين	straight	مستقيم	freshly	طازج
delightful	مبهج	packet	عبوة	wafts	يتصاعد
velvety	مخمل	comfort	راحة	baker's	مخبز
scalding	ساخن	eating	تناول	tracks	مسارات
gooey	لزج	whatever	اي شئ	uncanny	غير عادي
dusting	رشة خفيفة	situation	وضع/حالة	ability	قدرة
segments	قطع/شرايح	facing	مواجهة	completely	تماما
sprinkle	رشة	excuses	اذار	guilty	مذنب
dab	لمسة	hunger	جائع	trigger	محفز
chewy	مطاطي/يحتاج للمضغ	strike	اضراب	responses	استجابات
routine	روتين	activities	انشطة	purposely	عن عمد
meals	وجبات	meeting	اجتماع	encourage	يشجع
ignore	تجاهل	trawling	البحث	powerful	قوي
pangs	الام / نوبات	kicks	ركلات	straight	مستقيم
temptation	اغراء	Remember	يتذكر	sinking	غارق
indulge	يندل	birthday	عيد ميلاد	slurping	شرب بصوت
appetites	شهية	empty	فارغ	becomes	يصبح
succumb	يستسلم	unlike	على عكس	documentary	وثائقي
dumplings	كرات العجين	afterwards	بعد ذلك	humankind	البشرية
casserole	طاجن	continually	استمرار	improve	يحسن
mindless	بلا تفكير	bombarded	موجه	manners	اداب
issues	قضايا/مشاكل	information	معلومات	bread	خبز
chip shop	محل بطاطس مقليه	warnings	تحذيرات	powerful	قوي
suddenly	فجأة	threats	تهديدات	bypassing	تجاوز

Vocabulary Bank (Unit Five)

Words	Meaning	Words	Meaning	Words	Meaning
exhausted	متعب جدا	relieved	مرتاح	believing	مؤمن
go blank	يفرغ عقله من الافكار	escaped	هروب	praying	يصلي
breezed through	اجتاز بسهولة	luck	حظ	remaining	متبقي
go blank		exciting	مثير	occasions	مناسبات
head	رأس	project	مشروع	attention	انتباه
repeating	تكرار	lose sight of	يفقد التركيز على	judged	محكم /محكوم عليه
drummed	دق او ضرب	embark upon	يبدأ ب	supporters	مؤيدين
concentrate	يركز	liaising with	التواصل مع	unthinkable	غير قابل للتفكير
mess about	يتلاعب او يعيبث	plagued by	معذب ب	qualifies	يوهل
focused	يركز	original plan	الخطة الاصلية	qualifications	مؤهلات
productively	بشكل فعال	objectives	اهداف	degree	شهادة / درجة
multitask	يقوم بعدة مهام	team	فريق	universities	جامعات
efficient	فعال	energy	طاقه	Alternatively	بدلا من ذلك
backfires	ينعكس سلبا	community	مجتمع	undergraduate	بكالوريوس
cram	يدررس	singled out	مختار	pursuing	يسعى وراء
cluttered	مزدحم	weather	طقس	specialist	متخصص
cramming	الدراسة المكثفة	praised	مشاد به	postgraduate	دراسات عليا
important	مهم	artwork	عمل فني	medicine	طب
sofa	اريكة	painting	رسومات	discipline	تخصص
associates	يتشارك	psychology	علم نفس	typically	عادة
a lost cause	قضية ميئوس منها	examines	يفحص	combines	يجمع
blankly	بلا تعبير	processes	عمليات	theory	نظرية
notifications	اشعارات	perspective	منظور	practice	يمارس/ممارسة
designed	مصمم	peak	ذروة	performance	اداء
distract	متشتت الانتباه	outstanding	بارد	visualisation	تصور
Pomodoro	تقنية ادارة الوقت	physically	جسديا	techniques	تقنيات
a longer break	استراحة اطول	broadly	بشكل عام	require	يتطلب
fruit	فاكهة . احمد	exceptional	استثنائي	extensive	واسع
amazed	مذهش	perform	يؤدي	strategies	استراتيجيات
honest	صالح	tournament	بطولة	moments	لحظات
fiddling	التلاعب	high-stakes	ذات مخاطر عالية	dealing	التعامل
actually	بالواقع	enormous	هائل	anxiety	قلق
strange	غريب	pressure	ضغط	relaxation	استرخاء
cooing	صوت الحمام	scrutiny	تدقيق	breathing	تنفس
pigeon	حمامة	professional	محترف	terrifying	مخيف
deflect	يبعد	athletes	رياضيين	exhilaration	اندعاش
attention	انتباه	dedication	تثاني	formula	الصيغة
climbing	تسلق	sportspeople	رياضيون	outcomes	النتائج
ladder	سلم	skill	مهارة	penalty	ركلات ترجيح
pigeon	حمامة	mindset	عقلية	shoot-outs	ركلات ترجيح
agitated	مضطرب	unhindered	بلا عوائق	motivation	تحفيز
noise	فوضىاء/ازعاج	relatively	نسبيا	methodology	منهجية
expected	متوقع	psychologist	عالم نفس	sequence	تسلسل
towards	نحو	rapidly	بسرعة	tactical analysis	تحليل تكتيكي
doubt	شك	mainstream	سائد	celebrities	مشاهير

LESSON 1A VOCABULARY AND SPEAKING

الشخص الذي أعرفه أفضل THE PERSON I KNOW BEST

ملاحظة: افتح كتاب الطالب صفحة ٤؛ ومن ثم اقرأ المقال الآتي واجب عن الأسئلة التي تليها...

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

إلى أي مدى نعرف أنفسنا؟ هل نفهم ما الذي يجعلنا نتحفز ونتصرف كما نفضل؟ خذ لحظة للتوقف والتفكير في الأشياء التي تُعرّف شخصيتك.

INTERESTS

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

الاهتمامات: بعض الناس يتبعون شغفهم بسهولة. لقد كانوا دائماً مولعين بالقراءة أو كرة القدم. ولكن ماذا لو لم تكن متأكدين مما تحب فعلاً؟ ربما يمكننا التفكير في الأوقات خلال الأسابيع القليلة الماضية التي شعرنا فيها بانغماس حقيقي في شيء ما، أو نتذكر الأشياء التي كنا نستمتع بها كثيراً عندما كنا أطفالاً. قد تتحول هذه الأمور إلى هواية تدوم مدى الحياة أو حتى إلى مهنة مستقبلية.

VALUES

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

القيم: ما القيم التي تليها أهمية كبيرة؟ هل نفضل العفوية أم الاستقرار؟ هل نحن أشخاص هادئون أم أصحاب إرادة قوية؟ ما مدى أهمية التزام بالنسبة لنا؟ إلى أي مدى نفضل اللباقة على الصراحة؟ عندما نعرف إجابات هذه الأسئلة، يمكننا أن نقرر فيما إذا كانت اختياراتنا في الحياة تتماشى مع قيمنا هذه.

POSSESSIONS

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

الممتلكات: ما نوع السيارة التي تفضلها في أحلامنا؟ ربما نشترى دائماً نفس نوع السيارة؟ مثل هذه القرارات يمكن أن تقول الكثير عنا. أو ربما لن نهتم كثيراً بالممتلكات بحد ذاتها، لكن نمتلك مجموعة صغيرة من الأشياء التي لها قيمة حقيقية. الأشياء التي نحيط أنفسنا بها يمكن أن تعرّفنا أيضاً، ولهذا السبب قد نجد أصدقاء جدد يتفحصون كتبنا أو مجموعة صورنا.

CIRCLE

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

الدائرة الاجتماعية: من نختار أن نقضي وقتنا معهم؟ "دائرتنا" الاجتماعية جزء أساسي من هويتنا. نحن نحب التواجد مع أشخاص يشاركوننا نفس التفكير. وإذا لم تكن قد وجدت دائرتك بعد، فكن أكثر انفتاحاً — اخرج، جرب أشياء جديدة، وتعرّف على أشخاص جدد. عندما نعرف هذه الأمور، يصبح من الأسهل أن نكون على طبيعتنا، وأن نجد الوظائف والدائرة التي نشعر بانسجام حقيقي معها.

عزيزي الطالب...

تستقبل ملاحظتكم حول الدورية عبر رقم الهاتف أو البريد الإلكتروني.

أذهب إلى صفحة ١٥٨

Q1, SB, P5: Which aspects of identity are shown in photos A–D? Listen to three people being asked to describe themselves. What aspects of their identity does each person mention?

Answers

Carrie: where she comes from and where her family originally came from

Majeda: her job

Asma: being a student, her siblings and her identify as a fan of Nadia Alkanafani

Q2, SB, P5: THINK BACK In pairs, decide which adjectives in the box describe each speaker from Exercise 1.

The adjectives الصفة ومعناها	The adjectives الصفة ومعناها
Capable قادر	Resilient صامد
Compassionate رحيم	self-aware واع
Dedicated مخلص / متفان	Tough قوي
Defensive دفاعي	Trustworthy جدير بالثقة
Enthusiastic متحمس	Underconfident غير واثق من نفسه
Passionate شغوف	

Compound adjectives (personality) الصفات المركبة

Q3, SB, P5: Match the words from box A with the words from box B to make compound adjectives. Listen to the recording again and decide which adjectives you would use to describe the speakers.

A	Absent - forward - high - highly - kind - laid - like - narrow - strong - thin - tight
B	back - fist - hearted - looking - minded (x3) - skinned - spirited - strung - willed

Adjective	المعنى	Adjective	المعنى
absent-minded	كثير الهمس	like-minded	نفس التفكير
forward-looking	منطلع المستقبل	narrow-minded	محدود تفكير
high-spirited	مفعم بالحماسة / نشيط	strong-willed	قوي الارادة
highly strung	عصبي	thin-skinned	حساس
kind-hearted	طيب القلب	tight-fisted	بخيل
laid-back	هادئ		

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A compound adjective is made up of more than one word, but describes a single idea. There are many possible ways of forming compound adjectives:	الصفة المركبة تتكون من أكثر من كلمة، لكنها تصف فكرة واحدة. هناك عدة طرق ممكنة لتكوين الصفات المركبة:
adjective + adjective, e.g., red-hot	1. صفة + صفة
adverb + adjective, e.g., hard-working, forward-looking	2. ظرف + صفة
noun + adjective, e.g., lifelong, world-famous	3. اسم + صفة
adjective + noun, e.g., full-time, cutting-edge	4. صفة + اسم
adjective + gerund, e.g., good-looking	5. صفة + ing
adverb + past participle, e.g., highly strung	6. ظرف + v3
noun + gerund, e.g., eye-catching	7. اسم + ing
noun + past participle, e.g., olive oil-based	8. اسم + v3
prefix + adjective, e.g., underconfident, overcooked	9. بادئة + صفة

Q4, SB, P5: SPEAKING Would you use the adjectives from Exercises 2 and 3 to describe yourself? Why/Why not? (OPEN ANSWER)

Q5, SB, P5: Read the article about identity on page 4. In pairs, discuss the questions. (OPEN ANSWER)

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

Q6, SB, P5: Find five nouns in the text that describe different values and form adjectives from them.

passion – passionate

Answers: spontaneity – spontaneous عفوي, stability – stable مستقر, commitment – committed التزام, tactfulness – tactful لبق, frankness – frank صراحة

Q7, SB, P5: Make nouns from the adjectives in the box. Use a dictionary if necessary.

Adjectives	Noun
Assertive → اثبات الذات	Assertiveness
Discreet → تكتم	Discretion
Humble → تواضع	Humility
Inclusive → شمولية	Inclusivity
Merciful → رحمة	Mercy
Sincere → صدق	Sincerity

Q8, SB, P5: Match the highlighted expressions from the text with the definitions.

	The expression	The definition	Meaning
1	Feel excitement and enjoyment	get a kick out of	يستمتع ب
2	Not be very keen on something	be not that into	غير مهتم كثير
3	Match with	be in line with	يتماشى مع
4	Makes us behave in a certain way	makes us tick	ما يحفزنا
5	Hit it off with someone	click with	يتفهم مع شخص/محمد الشطي
6	Reveal our traits	say a lot about us	يكشف الكثير
7	Be crazy about something	be wild about	مغرم ب
8	Choose	plump for	يختار
9	Consider something to be important	set great store by	يقدر

Q9, SB, P5: Look at the highlighted expressions again and complete the questions with no more than four words in each gap. Then discuss them in pairs.

1. Would you _____ a day out or a day in bed? Say why.
A. be not that into B. wild about C. say a lot about D. plump for
2. Can your clothes _____ you? Why/Why not?
A. be not that into B. wild about C. say a lot about D. plump for
3. What cartoon characters were you _____ as a kid?
A. be not that into B. wild about C. say a lot about D. plump for

Answers: 1 plump for 2 say a lot about 3 wild about

تذكر عزيزي الطالب ان التحضير قبل المعلم احد اسباب التفوق والنجاح



LESSON 1B VOCABULARY AND SPEAKING

Q1, WB, P4: Complete the fixed expressions in bold with the prepositions from the box. Some prepositions can be used more than once.

1. I really get a kick _____ of mystery stories.

- A) out B) by C) with D) into

2. She sets great store _____ good table manners.

- A) into B) with C) by D) about

3. Their salaries should be increased in line _____ inflation.

- A) into B) with C) by D) about

4. Your results say a lot _____ how hard you must have worked.

- A) about B) into C) with D) out

5. I'm just not that _____ cooking, it's too much effort.

- A) with B) out C) into D) about

6. I clicked _____ her straightaway and we've been friends ever since.

- A) with B) out C) about D) by

Answers: 1 out 2 by 3 with 4 about 5 into 6 with

Q2, WB, P4: Complete the sentences with compound adjectives.

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

- A) tight-fisted B) like-minded C) strong-willed D) thin-skinned

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

- A) forward-looking B) like-minded C) absent-minded D) kind-hearted

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

- A) strong-willed B) highly strung C) kind-hearted D) tight-fisted

4. He's so _____ that some people take advantage of it.

- A) like-minded B) kind-hearted C) absent-minded D) thin-skinned

5. The stress from moving house has left Mum feeling quite _____, so be careful around her.

- A) highly strung B) tight-fisted C) forward-looking D) strong-willed

6. I'm so _____ I can't find my glasses even when they're on top of my head!

- A) kind-hearted B) absent-minded C) like-minded D) tight-fisted

7. Be careful what you say to her. She's really _____ and can't take criticism at all.

- A) thin-skinned B) strong-willed C) highly strung D) absent-minded

8. This business is stuck in the past. They need a more _____ approach.

- A) forward-looking B) like-minded C) strong-willed D) tight-fisted

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

Q3, WB, P4: Read the definitions and complete the words with one letter in each gap.

1 **Spontaneity:** is the quality of living in the moment and not planning. العفوية: هي عيش اللحظة دون تخطيط.

2 **Commitment:** is devoting time and energy to something. الالتزام: هو تكريس الوقت والجهد لشيء ما.

3 **Frankness:** is a kind of honesty and straightforwardness. الصراحة: هي نوع من الصدق والصرامة.

4 **Stability:** is a situation which you can trust will not change. الاستقرار: هو وضع يمكنك الوثوق بأنه لن يتغير.

5 **Tactfulness:** is the ability to give feedback without upsetting anyone. اللباقة: هي القدرة على تقديم الملاحظات دون إزعاج أي شخص.

Q4, WB, P5: Complete the sentences with the correct adjectives formed from the nouns in Exercise 3.

1. I'm sorry, but we need to have a _____ discussion about your negative attitude.

- A) frank B) tactful C) spontaneous D) stable

2. It wasn't very _____ to comment on the size of her feet.

- A) committed B) spontaneous C) tactful D) frank

3. I don't feel that you are sufficiently _____ to this job. You turn up late almost every day.

- A) frank B) committed C) stable D) tactful

4. Do you have to plan everything in such detail? What's wrong with being _____?

- A) stable B) frank C) spontaneous D) committed

5. The government advises against travel until the political situation is more _____

- A) committed B) stable C) tactful D) spontaneous

Answers: 1 frank 2 tactful 3 committed 4 spontaneous 5 stable

Q5, WB, P5: USE OF ENGLISH Complete the text with the correct words formed from the words in bold.

PEOPLE DON'T CHANGE – OR DO THEY?

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

Of course, we change physically as we grow up, and as we grow older, but it seems that our personalities may also go through a **2** (**TRANSFORM**). It's not just that we're no longer wild about collecting toy cars, or that we are perhaps a bit more **3** (**TACT**) as we grow more aware of other people's feelings, but that, over time, we become completely different people.

Psychologists call this process 'personality maturation' and it appears to begin in our teenage years and continues until we are in our seventies. By the time we retire, not only are we perhaps a bit more **4** (**ABSENT**) and forgetful, but, somewhat more surprisingly, we are also likely to have become more **5** (**HEART**) and generous. It seems that, on average, negative personality

traits are diminished and we will probably be less **6** (**HIGH**) and more **7** (**LAID**) than in our younger years.

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

Despite the tendency to become more agreeable with age, how our personalities develop will, of course, be moulded by our upbringing and later life experiences. There is also some evidence that as we go into very old age, our personalities may undergo something of a reversal, and we may become more **9** (**THIN**) and quick to take offence as well as less tolerant and **10** (**INCLUDE**), as we face the greater challenges of this particular stage of life.

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

LESSON 2A SPEAKING AND VOCABULARY

NOTE: Open your book SB page 6 and answer the following question:

ملحوظة: افتح كتابك (كتاب الطالب) صفحة ٦ وأجب عن السؤال التالي:

SB, Q1, P 6: Complete the personality quiz above. What do you think a social butterfly and keep yourself to yourself mean?

أكمل اختبار الشخصية أعلاه. ما رأيك في معنى شخصية اجتماعية ومنعزلة؟

Answers:

A social butterfly is someone who likes to attend social events.

Keeping yourself to yourself means to avoid meeting people socially.

الشخص الاجتماعي هو من يحب حضور المناسبات الاجتماعية. أما الانعزال عن الآخرين فيعني تجنب لقاء الناس اجتماعياً.

SB, Q2, P 6: What do you think these idioms mean?

ما رأيك في معنى هذه المصطلحات؟

idioms	means	AR
a cold fish	a person who doesn't show their feelings.	من لا يظهر مشاعره / اعصابه باردة
a dark horse	a person who keeps their abilities secret.	شخص غامض
a go-getter	a person who is determined to be successful.	شخص طموح
a mover and shaker	a person with a lot of power and influence.	شخص مؤثر وله نفوذ قوي
a smart alec	a person who tries to look clever in an annoying way.	شخص يتذاكى بطريقة مزعجة
a smart cookie	a clever person.	شخص ذكي ونهيكلة
a soft touch	a person you can easily deceive or persuade to do what you want.	شخص سهل الإغواء أو التأثير عليه

SB, Q3, P 6: 1.3 Listen to a careers advisor and decide if statements 1-6 are true (T) or false (F).

استمع إلى المستشار المهني وقرر ما إذا كانت العبارات من ١ إلى ٦ صحيحة (T) أو خاطئة (F).

A statement	T OR F
It is usual for someone to leave school without a clear idea of their future career.	T
Lubna believes you need to be self-aware in order to find the right career.	T
Psychometric tests are usually quick and easy to do.	F
Lubna thinks it is more important to get the right qualifications for a job than to have the right personality.	F
Lubna thinks the presenter should change the job she's doing at the moment.	F
The presenter agrees with Lubna's assessment of her personality.	T

SB, Q4, P 6: **Tick** the phrases from the Speaking box which are used in the interview.

قم بوضع علامة على العبارات الموجودة في مربع التحدث والتي يتم استخدامها في المقابلة.

SPEAKING Paraphrasing what you hear	
التحقق من الفهم / Checking understanding	
To put it another way ...	دعني اشرحها بطريقة اخرى
In other words ...	بمعنى اخر
If I'm hearing you correctly ...	اذا كنت فهمتك بشكل صحيح
So you're saying (that) ...	اذا كنت تقول ان
Let me get this straight ...	خليني اتأكد اني فاهمك صح
التلخيص / Summarising	
Essentially, ...	باختصار
Simply put, ...	ببساطة
In a nutshell, ...	باختصار شديد
So, what it boils down to is that ...	خلاصة الموضوع هي

SB, Q5, P 6: Are the following statements in favour of (F) or against (A) using psychometric tests as part of a job interview?

هل العبارات التالية تؤيد (F) أو تعارض (A) استخدام الاختبارات النفسية كجزء من مقابلة العمل؟

A statement	AR	Answers
If a candidate is nervous, they may not perform well in an interview.	إذا كنت الشخص متوتر قد لا يتجح بالمقابلة	F
The candidate may know what the interviewer wants to hear.	المتقدم قد يقول ما يريد المحاور سماعه فقط	A
It can be expensive to administer and mark the tests.	الاختبار انه مكلفه ومعقد	A
It's better to know as much about a candidate as possible.	من الافضل معرفة كل شيء عن المتقدم	F
People may do badly in psychometric tests.	البعض يفشل في اختبارات القياس النفسي	A

SB, Q6, P 6: In pairs, follow the instructions.

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

في مجموعات، اتبعوا التعليمات.

- الطالب أ، استخدم المعلومات الواردة في التمرين ٥ لصالح الاختبارات النفسية لشرح سبب كونها فكرة جيدة.
- الطالب ب، استمع واستخدم العبارات من مربع التحدث للتحقق من فهمهم.
- ثم بدّل الأدوار.

Suggested Answer:

Student A:

I believe psychometric testing is a good idea when hiring people.

In a nutshell, it gives employers a better understanding of the candidate's personality and abilities, not just their interview performance. Some people may get nervous in interviews, so tests help show their true potential.

So, what it boils down to is that psychometric tests can provide more accurate and fair results.

Student B:

Let me get this straight - you mean psychometric tests help show the real abilities of the candidate, even if they don't perform well in interviews?

If I'm hearing you correctly, you think it's a fairer way to judge people.

الطالب A يقول:

إن اختبارات القياس النفسي (psychometric tests) فكرة جيدة عند التوظيف.

وباختصار، هذه الاختبارات تساعد أصحاب العمل على فهم شخصية المتقدم وقدراته الحقيقية، وليس فقط أدائه في المقابلة. بعض الناس يتوترون أثناء

المقابلات، لذلك تعطي الاختبارات فرصة لإظهار إمكانياتهم الحقيقية.

وخلاصة القول: إن اختبارات القياس النفسي تقدم نتائج أدق وأكثر عدلاً.

الطالب B يرد عليه:

دعني أتأكد أنني فهمتك جيداً - أنت تقصد أن هذه الاختبارات تُظهر القدرات الحقيقية للمتقدم حتى لو ما كان أداءه جيداً في المقابلة؟

إذا كنت فهمتك صح، فأنت ترى أنها وسيلة أكثر عدلاً لتقييم الناس.



النور
رأس

ALNAWRAS

الأستاذ . أحمد الشطي

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النور

رأس

ALNAWRAS

الأستاذ . أحمد الشطي

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LESSON 3A LISTENING AND VOCABULARY

SB P.7 EX.1 Match the words from the box with definitions 1–11. Use a dictionary if necessary.

WORD	DEFINITION
destiny القدر / المصير	1 Character or personality
disposition مزاج / طبع	2 Influenced or changed
hereditary وراثي	3 People who publicly support an idea
Imply يلمح	4 The quality of being easily hurt
moulded مُشكّل / مُقوّلِب	5 A particular characteristic or way of behaving
nurture تربية / رعاية	6 Helping something or somebody to develop
offspring نسل / ذرية	7 Passed from parent to child
oversimplification تبسيط مفرط	8 Children
proponents المؤيدون / الداعمون	9 Making something so easy to understand that it is no longer true
trait سمة / صفة	10 What will happen in the future
vulnerability قابلية للتأثر / ضعف / هشاشة	11 Suggest

Answers

1 disposition 2 moulded 3 proponents 4 vulnerability 5 trait 6 destiny
 nurture 7 hereditary 8 offspring 9 oversimplification 10 destiny 11
 imply

Extra exercise: Choose the correct word for each definition:

1. Character or personality

A) trait B) disposition C) nurture D) vulnerability

2. Influenced or changed

A) hereditary B) imply C) moulded D) destiny

3. People who publicly support an idea

A) proponents B) offspring C) traits D) nurturers

4. The quality of being easily hurt

A) disposition B) vulnerability C) implication D) oversimplification

5. A particular characteristic or way of behaving

A) trait B) nurture C) destiny D) offspring

6. Helping something or somebody to develop

A) vulnerability B) trait C) nurture D) moulded

7. Passed from parent to child

A) moulded B) hereditary C) destiny D) proponents

8. Children

A) offspring B) nurture C) traits D) vulnerability

9. Making something so easy to understand that it is no longer true

A) vulnerability B) trait C) oversimplification D) implication

10. What will happen in the future

A) moulded B) destiny C) hereditary D) offspring

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

SB P.7 EX.2. PRONUNCIATION Look at the words in the box in Exercise 1 again and underline the syllables with the main stress. Listen and check.



Answers

destiny disposition hereditary imply moulded nurture offspring
oversimplification proponents trait vulnerability

SB P.7 EX.3 Study Active Listening. Then listen and note down examples.



ACTIVE LISTENING |

Understanding the main points of complex talks

فهم النقاط الرئيسية في الأحاديث المعقدة

When speakers want to highlight the main points they are making, they often :
 عندما يرغب المتحدثون في إبراز النقاط الرئيسية :

التي يطرحونها، فإنهم غالبًا ما

- use a phrase that indicates something important. يستخدمون عبارة تشير إلى شيء مهم.
- use a rhetorical question. يستخدمون سؤالًا بلاغيًا.
- repeat key words. يكررون الكلمات المفتاحية.
- paraphrase to emphasise a point. يعيدون صياغة الكلام لتأكيد النقطة.
- slow down the pace to emphasise a key point. يبطئون وتيرة الحديث لتأكيد نقطة مهمة.

Answers

use a phrase that indicates something important – Examples: This type of question would reveal the reason for the criticism of personality tests... What personality tests can tell us

use a rhetorical question – Examples: So, who is right? But is this likely in reality?

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

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

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

SB P.7 EX.4 Listen again and complete the sentences with 1–3 words in each gap.



Choose the correct answer for each sentence:

1. The presenter believes that personality testing can be used as a way to help all employees feel _____ towards their work.

A) bored B) distant C) passionate D) anxious

2. Personality tests usually involve statements that test takers have to agree or disagree with, with an option to stay neutral if they feel the situation could change depending on _____.

A) the weather B) the mood C) the context D) their emotions

3. In addition to people close to us, having good healthcare, drinkable water and other _____ can affect our personalities.
A) habits B) resources C) emotions D) cultures
4. The presenter says that some people are against using personality tests as it could indicate that some personality traits _____.
A) are not welcome B) are useful C) are common D) are impressive
5. The presenter points out that we all have the ability to take control of our personalities and try not to have _____ in social situations.
A) strong opinions B) negative reactions C) high expectations D) personal goals
6. Companies use a _____ in the hiring process, so nobody is going to be hired just on the basis of their personality.
A) fixed rule B) random test C) single method D) variety of factors
7. The presenter argues that when employees are able to express themselves naturally, it will ultimately _____.
A) lead to conflicts B) reduce productivity C) reduce company costs D) increase staff turnover
8. Although she doesn't think that personality tests help in the hiring process, she does credit them with helping managers to match employees with their specific skills and creating a/an _____ work environment.
A) competitive B) stressful C) inclusive D) temporary

Answers

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

SB P.7 EX.5 REFLECT | Values How has your environment helped you to develop as a person? What factors have been most important? Say why. **Suggested answer**

My environment has helped me develop by giving me support from my family, good education, and positive role models. The most important factors were my parents' encouragement, access to learning, and friends who influenced me in a good way. These things helped shape my personality and confidence.

SB P.7 EX.6 PEAKING In pairs or small groups, discuss the questions. **Suggested answer**

1 In what ways do you think that your disposition can affect your destiny? Give examples.

If you are confident and outgoing, you may find it easier to make friends or do well in job interviews. For example, someone who is friendly and open might become a good team leader. On the other hand, if you are shy or nervous, you might avoid opportunities, which can limit your progress.

2 In what ways have your parents moulded your personality? Give examples.

My parents taught me to be responsible and respectful. For example, they always encouraged me to work hard and finish what I start. They also showed kindness to others, so I learned to be patient and helpful from them.

LESSON 3B LISTENING AND VOCABULARY

WB P.6 EX.1 Vocabulary practice

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

1. Muneer studies hard and always has a quiet _____ in class.
A) destiny B) vulnerability C) disposition D) trait
2. My brother, his wife and their _____ are all coming over for dinner this evening.
A) offspring B) traits C) resources D) proponents

3. Some people think that kindness is a _____, but I see it as a strength.
 A) heredity B) mould C) disposition D) vulnerability
4. My family, community and beliefs have very much _____ the person I am today.
 A) implied B) moulded C) inherited D) simplified
5. Suha's intelligence is _____, she gets it from her parents who are both teachers.
 A) hereditary B) introverted C) inclusive D) oversimplified

Answers

1 disposition 2 offspring 3 vulnerability 4 moulded 5 hereditary

WB P.6 EX.2 Complete the sentences with an adjective that describes personality.

1 Hamza is very capable and t _____ he always knows what to do and he keeps his promises.

- A. defensive B. tough C. passionate D. trustworthy

2 Reem is so positive about learning and particularly loves Science. She's very e _____ and p _____.

- A. underconfident / defensive B. enthusiastic / passionate C. tough / resilient D. compassionate / dedicated

3 She's had a very difficult year, but she's t _____ and r _____, so she has what it takes to get through it.

- A. compassionate / dedicated B. enthusiastic / passionate
 C. tough / resilient D. funny / defensive

4 Be careful what you say to Habib. He's u _____ so he gets quite d _____ if he's criticised.

- A. underconfident / defensive B. enthusiastic / passionate
 C. tough / resilient D. compassionate / dedicated

5 Jameela is so caring and c _____ and very d _____ when it comes to helping other people.

- A. underconfident / defensive B. enthusiastic / passionate
 C. tough / resilient D. compassionate / dedicated

Answers

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

WB P.6 EX.3 Pronunciation ACTIVE PRONUNCIATION

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

تأكيد النبرة في الصفات المركبة: (Word stress in compound adjectives) (التشديد)

في الصفات المركبة، تكون التشديد في العادة على الكلمة الثانية. ومع ذلك، فإن الصفات المركبة التي لا تحتوي على شرطة وصل (hyphen)

، أو تلك التي تتكون من اسم + اسم فاعل (gerund) أو اسم + اسم مفعول (past participle)، فعادة ما تكون النبرة على الكلمة الأولى (مثل - carefree: خالي الهم، - eye-catching: ملفت للنظر، - tongue tied: عاجز عن الكلام).

Read Active Pronunciation. Then decide which word is stressed in the following compound adjectives. Choose 1 for the first word or 2 for the second word. Listen, check and repeat.

a quick-witted / b streetwise / c absent-minded / d thought-provoking / e tight-fisted / f time-saving / g mouth-watering / h record-breaking / i thin-skinned / j world-famous

Answers

a2 b1 c2 d1 e2 f1 g1 h1 i2 j2

LESSON 4A GRAMMAR

(1) Present Continuous

positive	negative	question
I + am v-ing+com..s he, she, it + is v-ing+com..s we, you, they + are v-ing+com..s	I + am (not) v-ing+com..s he, she, it + is(not) v-ing+com..s we, you, they + are(not) v-ing+com..s	Is + he, she, it + v-ing+com..s? Are + we, you, they + v-ing+com..s? Wh + S + is/are v-ing+com..s?

Functions

- actions in progress at the time of speaking: Ali is having a shower right now.
- temporary situations in progress now: I'm playing a lot of football.
- changes and developments: We're becoming tired of the boy's lies.
- We also use the Present Continuous with **always or continually** when something unexpected happens very often. This sometimes, but not always, indicates annoyance: She's always disturbing me when I'm on the phone.

(2) Past Continuous

positive	negative	question
he, she, it, I + was v-ing+com..s we, you, they + were v-ing+com..s	he, she, it, I + was (not) v-ing+com..s we, you, they + were(not) v-ing+com..s	S+was+were v-ing+com..s ? Wh+S+was+were v-ing+cm..s ?

Functions

- Actions or activities in progress at a specific time in the past: This time last year I was painting my bedroom.
- longer actions interrupted by a shorter past action: She was doing an online personality quiz when her boss walked into the room.

(3) Future Continuous

positive	negative	question
Subject + will be v-ing+com..s	Subject + will (not) be v-ing+com..s Subject + won't be v-ing+com..s	Will+Subject+ be v-ing+ com..s? Wh+will+ S+ be v-ing+ com..s?
Functions		
1	to predict something in progress at a point in the future: Six months from now <u>we'll be studying</u> in different cities.	
2	to talk about something that is expected to happen: <u>You'll all be coming</u> back here in one year's time.	
3	to ask politely about someone's plans: <u>Will you be coming</u> to the meeting after the show?	

(4) Present Perfect Simple

positive	negative	question
he,she, it+ has+V-3 +com..s we,you,they,I+ have V-3 +com..s	he,she, it+ has (not)+V-3 +com..s we,you,they,I+ have (not) V-3 +com..s	has/have + S+ V3 + com..s? wh + has/have + S+ V3 + com..s?
Functions		
1	completed past actions that happened at an unspecified time: <u>I've visited</u> many European cities in my life	
2	recent actions with a present relevance/ result: <u>We've recently discovered</u> a fabulous new restaurant. Let's go there tomorrow	
3	states or actions that began in the past and continue up to now: <u>She's been</u> a translator for a few years.	
4	recent actions where we focus on the result, not the activity: <u>Adnan's published</u> a book about horses.	

(5) Past Perfect Simple

positive	negative	question
S+ had +V-3+ com..s	S+ had (not) +V-3+ com..s S+ hadn't +V-3+ com..s	had + S+ V3 + com..s? wh + had + S+ V3 + com..s?
Functions		
1	actions or states that happened before a specific past time: It was strange because <u>she'd bought</u> lots of apples the night before and when she entered the kitchen there was only one.	
2	a clear sequence of events. We use the Past Perfect for the earlier action: As soon as <u>I'd heard</u> the news, I went round to their house	

(6) Future Perfect Simple

positive	negative	question
S+ will have +v-3+ com..s	S+ will have (not) +v-3+ com..s	Will+ S + have +v-3+ com..s? Wh + will+ S + have +v-3+ com..s?
Functions		
1	an action that will be completed before a particular time in the future: Next time I see you, you <u>will have completely changed</u> your eating habits!	

(7) Present Perfect Continuous

positive	negative	question
S+have/has been V-ing	S+have/has + (not) been Ving	Have /has+ S+ been v-ing +com..s? Wh+have /has+ S+ been v-ing +com..s?
Functions		
1	actions that began in the past and continue to the present: <u>They've been running</u> for more than an hour.	
2	recent actions where we focus on the activity, not the result: <u>I've been sending off</u> job applications.	

(8) Past Perfect Continuous

positive	negative	question
S+ will have been + V-ing + com..s	S+ won't have been + V-ing + com..s	(wh) will+s+have been+v-ing...?
Functions		
1	to talk about something continuing up to a certain point in the future: By the end of this month we'll <u>have been writing</u> this book for two years.	
Notes		
<p>Will can be used like must to make deductions.</p> <p>A: Why isn't she back yet? B: Don't worry. She'll <u>have been working</u> late. She'll <u>have got</u> stuck in traffic. She'll <u>be sitting</u> in a traffic jam.</p>		

Q1, SB, P8: In pairs or small groups, discuss the questions. Students' own answers

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

Q2, SB, P8: Listen and write down four pieces of advice Khalil gives Issa about how to develop better habits.

Answers

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

Q3, SB, P8: THINK BACK Look at the extracts from the recording. What tenses are used in the underlined parts? Explain why.

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

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

Issa 5 Had you done much running before?

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

Answers

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

Q4, SB, P8: Match the sentences with meanings a or b.

- 1
 - I've been reading a book about habits. (b)
 - I've read a book about habits. (a)

a I've finished the book.

b I'm still reading the book.

- 2
 - I will be working. (a)
 - I will have been working. (b)

a I will be in the middle of my work.

b I will have finished my work.

- 3
 - I had been eating all day. (b)
 - I had eaten that day. (a)

a I ate.

b I was eating continuously or very often.

- 4
 - I've come up with a great idea. (a)
 - I had a great idea. (b)

a I have a great idea now.

b I came up with a great idea at some point in the past.

- 5
 - I'm playing a lot of football. (b)
 - I play a lot of football. (a)

a This is something I always do.

b This is something I've been doing recently or temporarily.

Q5, SB, P9: Complete the sentences with the correct continuous or perfect forms of the verbs in bold. Use a different form in each sentence.

RUN

1. Recently, I _____ five kilometres every day.

2. When I finish the marathon, I _____ 42 kilometres.

3. I _____ for the bus when I tripped and fell flat on my face.

4. Before I trained for the marathon, I _____ (never) in a race before.

READ

5. I'm a real bookworm. So far this month I _____ six books.

6. I _____ a fantastic book before I went to sleep last night.

7. I _____ my book all evening.

8. I _____ for two hours now.

LIVE

9. While I _____ here, I want to go for a walk every day.

10. By the time you come and visit, I _____ here for six months.

11. I _____ in several different countries.

12. I ate too much fast food when I _____ in Dubai.

Answers:

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

Q6, SB, P9: Complete the texts with the correct continuous or perfect forms of the verbs from the box.

find	get	go off	leave
I was almost late for school, and I 1 _____ up later and later. I would set my alarm, but fall asleep again straight after it 2 _____. I'm not exactly strongwilled. But now I 3 _____ it much easier to get up. Want to know my secret? The only way to turn off my alarm is to scan a QR code I keep in the bathroom. Next week I 4 _____ my house on time every day for a month! My mother can't believe it. Such a good idea – I'm a smart cookie, that's for sure!			

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

Answers:

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

Q7, SB, P9: SPEAKING Read the question and make a few notes. Then, in pairs, discuss the question and practise giving each other some useful advice. Students' own answers

What can you do to help yourself give up a habit or start a new habit? How will things be different in six months' time?

LESSON 4B GRAMMAR

1 Match sentences 1–10 with their meanings a–j.

1	<u>I've been trying</u> to work for hours now.	c an action in progress up to the present moment
2	<u>He'd been sitting</u> there for hours. It was time to go.	d an action in progress before a certain point in the past
3	I'm <u>learning</u> to ski.	a temporary situation in progress now
4	By August, <u>I'll have been living</u> here for two years.	g an action in progress up to a certain time in the future
5	Next time I see you, I <u>will have had</u> my hair cut short.	h an action that will be completed before a certain point in the future
6	<u>I've built</u> up a lot of muscle.	e an action completed at a non-specified time before now
7	The water <u>was pouring</u> down the side of the bath.	i an action in progress at a certain time in the past
8	This time tomorrow, <u>I'll be flying</u> over the Atlantic.	b an action that will be in progress at a specific time in the future
9	I can't exercise because <u>I've broken</u> my leg.	f a recent action with a result in the present
10	I <u>had been</u> there before.	j a completed action which happened before a certain point in the past

2 Choose the correct options to complete the sentences.

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

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

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

Answers

've/have had / haven't have not been waiting / haven't have not waited
 have, been / have, been feeling / 's/has been eating / 's/has eaten / 's/has been chatting

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

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

Answers

'll/will have been / was / 'll/will be / 've/have been / 'm/am / haven't/have not / 'd/had never been

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

- We intended to get fit this spring, but life got in the way. **DECIDED**
 - We had decided to get fit this spring, but life got in the way.
- You are a smart cookie. This is your best work to date. **EVER**
 - You are a smart cookie. This is the best work _____.
- There is no decision from the government yet. **HAS**
 - The government _____.
- I don't expect to finish until tomorrow. **FINISHED**
 - I probably _____ tomorrow.

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

Answers

1 you've/you have ever done 2 hasn't/has not yet decided/made a decision (yet)
 3 won't/will not have finished until/before 4 have been having/taking

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

come do live notice prioritise

One of the key reasons why people fail to change their bad habits is quite simply a lack of patience. They usually try to start a new habit, but give up when, after a few days or weeks, they **haven't noticed** any dramatic changes. Since the days when we 2 _____ in caves, the brain 3 _____ survival. From a biological perspective, if we are still alive, what we 4 _____ must be working for us, so there is no need to change it. For this reason, the brain naturally resists change. It rarely works to try and change everything overnight. Therefore, we should make incremental changes, until one day we look back and see how far we 5 _____ .

Answers

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

7 Write a paragraph about a habit you would like to give up. Students' own answers

- 1 What impact is it having on your life?
 2 How will your life be different in six months' time if you succeed?

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LESSON 5A READING AND VOCABULARY**ST BOOK P. 10 Q1:****SPEAKING** Look at the photos on pages 10–11 and discuss the questions.**1. What adjectives would you use to describe the bridge in picture A?**

The bridge in picture A can be described as iconic, large, and majestic. Its bright red color stands out against the backdrop of the blue sky and water. The bridge is also impressive in its structure, with towers and suspension cables that give it a sense of strength and elegance.

يمكن وصف الجسر في الصورة A بأنه أيقوني، كبير، وجليل. لونه الأحمر الزاهي يبرز خلفية السماء الزرقاء والماء. كما أن الجسر مثير للإعجاب في هيكله، مع الأبراج وكابلات التعليق التي تعطيه إحساساً بالقوة والأناقة.

2. How many birds are there in picture B? How do you know?

The image clearly shows seven birds on the power line, each perched separately. They are spaced evenly along the line, and their unique shapes make it simple to count them individually.

**SUGGESTED ANSWER**

تظهر الصورة بوضوح سبعة طيور على سلك الكهرباء، كل طائر جالس بشكل منفصل. يتم توزيعهم بشكل متساوٍ على السلك، وأشكالهم الفريدة تجعل من السهل عددهم بشكل فردي.

3. How would you describe the position of the woman in picture C?

In picture C, the woman is positioned near the entrance of a yurt. She is standing with her back facing the open door, suggesting she is either entering or exiting. The image shows her in profile, emphasizing her interaction with the structure and the environment around her.

في الصورة C، المرأة موجودة بالقرب من مدخل الخيمة. هي واقفة مع ظهرها لمدخل الباب المفتوح، مما يشير إلى أنها إما تدخل أو تخرج. الصورة تظهرها من الجانب، مما يبرز تفاعلها مع الهيكل والبيئة المحيطة بها.

4. How would you describe the snow in picture D?

The snow in picture D is sparse and light, coating the branches of the tree in a delicate, almost artistic way. It gives the tree a frosty, bare look, with the snow not being thick but rather scattered, adding a tranquil and wintry atmosphere to the scene.

الثلج في الصورة D نادر وخفيف، يغطي فروع الشجرة بطريقة رقيقة، تكاد تكون شبيهة بالرسومات الفنية. يعطي الشجرة مظهراً متجمداً وبارياً، حيث أن الثلج ليس كثيفاً بل متناثراً، مما يضيف جواً هادئاً وشتوياً للمشهد.

الاستاذ أحمد الشطي

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DOES LANGUAGE CHANGE HOW YOU SEE THE WORLD?



Have you heard that the

Inuit have hundreds of different words for snow? The theory goes that because snow is so much more present in their lives, and often of vital importance, they actually perceive it differently, and recognise more subtle distinctions between different types of snow and ice than those of us living in warmer climes. In fact, this theory is something of a myth, not least because there isn't a single Inuit language, but a variety of dialects. However, recent research has shown that there is at least some truth in the idea that these dialects have more ways of distinguishing different types of snow than many other languages do. The key question though, isn't really whether there are more words to describe frozen water so much as whether this implies that the languages spoken by the Inuit mould the way they conceive of the world. This concept is referred to as linguistic relativity or, more famously, the Sapir-Whorf hypothesis, after two scientists who both wrote, separately, about this idea.

هل سمعت أن الإنويت لديهم مئات الكلمات المختلفة للثلج؟ النظرية تقول إنه بما أن الثلج أكثر حضورًا في حياتهم وغالبًا ما يكون ذو أهمية حيوية، فإنهم يدركونه بشكل مختلف ويعرفون التمييزات الأكثر دقة بين أنواع الثلج والحديد المختلفة مقارنة بنا نحن الذين نعيش في مناخات أكثر دفئًا. في الواقع، هذه النظرية تعتبر نوعًا من الأسطورة، ليس أقلها لأن هناك العديد من اللهجات للإنويت، وليس لغة واحدة. ومع ذلك، أظهرت الأبحاث الحديثة أن هناك بعض الحقيقة في فكرة أن هذه اللهجات تحتوي على طرق أكثر لتمييز أنواع الثلج مقارنة بالعديد من اللغات الأخرى. السؤال الرئيسي هنا، ليس بالضرورة هل هناك المزيد من الكلمات لوصف الماء المتجمد، بل ما إذا كان هذا يعني أن اللغات التي يتحدث بها الإنويت تشكل الطريقة التي يفهمون بها العالم. يشير إلى هذا المفهوم بالنسبية اللغوية أو، كما هو أكثر شهرة، فرضية سابير-وورف، نسبة إلى العالمين اللذين كتبا بشكل منفصل عن هذه الفكرة.

There is certainly plenty of evidence that different languages (and cultures) appear to see the world through different filters. For example, speakers of Guugu Yimithirr, a language used in North Queensland, Australia, would always refer to someone's position using the words for the directions: north, south, east and west. They wouldn't say 'that woman is standing in front of her house', but something like 'that woman is standing west of her house'. As a result, speakers of Guugu Yimithirr will naturally be far better than most of us at instantly knowing which direction they are facing. To give another example, you may assume that counting is a universal human trait, but in fact, not all languages have numbers. Some indigenous people of the Amazon rainforest in Brazil simply distinguish between a smaller amount and a larger amount. We can probably deduce from this that they don't feel the need to quantify precisely in the way that many of us do.

هناك بالتأكيد الكثير من الأدلة على أن اللغات المختلفة (والثقافات) تظهر أنها ترى العالم من خلال فلاتر مختلفة. على سبيل المثال، يتحدث المتحدثون بلغة "غوغو ييميثير"، وهي لغة مستخدمة في شمال كوينزلاند، أستراليا، دائماً عن موقع شخص باستخدام كلمات للاتجاهات: الشمال، الجنوب، الشرق، والغرب. لن يقولوا "تلك المرأة تقف أمام منزلها"، بل شيئاً مثل "تلك المرأة تقف غرب منزلها". ونتيجة لذلك، سيكون المتحدثون بلغة غوغو ييميثير أفضل بكثير من معظمنا في معرفة الاتجاه الذي يواجهونه على الفور. لإعطاء مثال آخر، قد تفترض أن العد هو سمة إنسانية عالمية، ولكن في الواقع، ليست كل اللغات تحتوي على أرقام. بعض الشعوب الأصلية في غابات الأمازون المطيرة في البرازيل تميز ببساطة بين كمية أصغر وكمية أكبر. ومن المحتمل أن نستنتج من ذلك أنهم لا يشعرون بالحاجة إلى تحديد الكمية بدقة بالطريقة التي نفعلها نحن.

So, should we conclude that speakers of different languages do indeed see the world from a different perspective? Perhaps, frustratingly, the answer is likely to be yes and no. To begin with, it is possible to comprehend something even if you don't have a specific word for it. If you're adding a drop of blue to a pot of red paint, you may not have a word for every color you make, but you will obviously grasp that these colors are different from each other. Similarly, while blue and green are clearly different colors, many languages don't recognize this difference and have a word which describes both colors. They can be perceived as similar across cultures, too. For example, in Arabic 'blue-eyed' is connected to being jealous or deceitful, whereas in English, it's 'green-eyed'. Ultimately, someone's culture may say a lot about how they see the world, and their culture is likely to be reflected in their language. Whether that means that their language affects their thinking is yet to be conclusively proven.

هل يجب علينا أن نستنتج أن متحدثي اللغات المختلفة يرون العالم من منظور مختلف؟ ربما، الإجابة المحبطة هي نعم ولا. بدايةً، من الممكن فهم شيء حتى لو لم يكن لديك كلمة محددة له. إذا كنت تضيف قطرة من اللون الأزرق إلى وعاء من الطلاء الأحمر، قد لا يكون لديك كلمة لكل لون تصنعه،

ولكنك ستفهم بوضوح أن هذه الألوان مختلفة عن بعضها البعض. بالمثل، في حين أن الأزرق والأخضر هما لوان مختلفان بوضوح، لا تعترف العديد من اللغات بهذا الفرق ولديها كلمة واحدة تصف كلا اللونين. يمكن أيضًا أن يُنظر إليهما على أنهما مشابهيان عبر الثقافات. على سبيل المثال، في اللغة العربية، يرتبط "العين الزرقاء" بالغيرة أو الخداع، بينما في اللغة الإنجليزية، هي "العين الخضراء". في النهاية، قد يقول ثقافة الشخص الكثير عن كيفية رؤيته للعالم، ومن المحتمل أن تنعكس ثقافته في لغته. ومع ذلك، ما إذا كانت لغته تؤثر على تفكيره لم يتم إثباته بشكل قاطع بعد.

That said, many people do feel they take on a new identity when using another language. A 2006 study of bilingual Mexican-Americans asked them to take a personality test in both English and Spanish. Amazingly, the results varied, depending on which language each individual was using. Undoubtedly, how much you pick up a culture alongside a language will depend on how and why you are learning it, and whether you wish to become part of the second language culture, but it's fascinating to consider that you might actually be a (slightly) different person when speaking a second language.

ومع ذلك، يشعر العديد من الناس أنهم يتبنون هوية جديدة عند استخدامهم لغة أخرى. في دراسة أجريت في ٢٠٠٦ على المكسيكيين الأمريكيين الذين يتحدثون لغتين، طُلب منهم إجراء اختبار شخصية باللغتين الإنجليزية والإسبانية. ومن المدهش أن النتائج اختلفت، اعتمادًا على اللغة التي كان يستخدمها كل شخص. لا شك أن مقدار الثقافة التي تكتسبها جنبًا إلى جنب مع اللغة سيعتمد على كيفية ولماذا تتعلمها، وما إذا كنت ترغب في أن تصبح جزءًا من ثقافة اللغة الثانية، ولكن من المثير للاهتمام أن نعتبر أنك قد تكون شخصًا (مختلفًا قليلاً) عند التحدث بلغة ثانية.



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VOCABULARY LIST

Word	Meaning	Word	Meaning
Inuit	شعوب من القطب الشمالي	Language	لغة
Linguistic relativity	تأثير اللغة على التفكير	Context	سياق
Dialect	نوع من اللغة	Knowledge	معرفة
Myth	فكرة خاطئة	Structure	هيكل
Sapir-Whorf hypothesis	تأثير اللغة على التصور	Concept	مفهوم
Frozen	مغطى بالثلج	Communication	تواصل
Perceive	فهم الشيء	Variation	تباين
Subtle	غير واضح فوراً	Filter	تغيير المعلومات
Distinctions	الفروق	Conceive	تخيل فكرة
Climes	مناطق مختلفة	Quantify	تحديد الكمية
Filter	تغيير المعلومات	Bilingual	يتحدث بلغتين
Conceive	تخيل فكرة	Frustratingly	بسبب الانزعاج
Guugu Yimithirr	لغة أستراليا أصلية	Perspective	رؤية الشيء
Indigenous	ينتمي إلى مكان معين	Cultural	متعلق بالثقافة
Quantify	تحديد الكمية	Precisely	بطريقة دقيقة
Bilingual	يتحدث لغتين	Conclusive	ينهي الشك
Frustratingly	بسبب الانزعاج	Identity	شخصية فردية
Perspective	رؤية شيء	Deceitful	غير صادق
Cultural	متعلق بالثقافة	Fascinating	جذاب
Precisely	بطريقة دقيقة	Perception	إدراك
Conclusive	ينهي الشك	Culture	ثقافة
Identity	شخصية فردية	Cognition	الإدراك العقلي
Deceitful	غير صادق	Behavior	سلوك
Fascinating	جذاب	Influence	تأثير
Perception	إدراك	Theory	نظرية
Culture	ثقافة	Expression	تعبير
Cognition	الإدراك العقلي	Clarity	وضوح
Behavior	سلوك	Relate	يرتبط
Influence	تأثير	Subconscious	اللاوعي
Theory	نظرية	Language	لغة

COMPREHENSION QUESTIONS

1. What is the main argument of the theory about Inuit languages and snow?
ما هو الحجة الرئيسية في النظرية المتعلقة بلغات الإنويت والثلج؟
2. Why is the theory that Inuit people have many words for snow considered a myth?
لماذا تُعتبر النظرية التي تقول إن الإنويت لديهم العديد من الكلمات للثلج أسطورة؟
3. How does the concept of linguistic relativity relate to the Inuit language and their perception of the world?
كيف يرتبط مفهوم النسبية اللغوية بلغة الإنويت وإدراكهم للعالم؟
4. What evidence supports the idea that different languages see the world through different filters?
ما هي الأدلة التي تدعم فكرة أن اللغات المختلفة ترى العالم من خلال فلاتر مختلفة؟
5. How do speakers of Guugu Yimithirr refer to direction when talking about location?
كيف يشير متحدثو لغة غوغو ييميثير إلى الاتجاهات عندما يتحدثون عن المواقع؟
6. What is the advantage of using directional words for location, as seen in the Guugu Yimithirr language?
ما هي الفائدة من استخدام كلمات الاتجاهات لتحديد المواقع كما هو الحال في لغة غوغو ييميثير؟
7. How do speakers of Guugu Yimithirr differ from others in determining which direction they are facing?
كيف يختلف متحدثو غوغو ييميثير عن الآخرين في تحديد الاتجاه الذي يواجهونه؟
8. What is the key difference between the way speakers of Guugu Yimithirr and speakers of other languages describe locations?
ما هو الفرق الرئيسي بين الطريقة التي يصف بها متحدثو غوغو ييميثير المواقع ومتحدثو اللغات الأخرى؟
9. How do indigenous people of the Amazon rainforest in Brazil count, and how does it differ from languages with numbers?
كيف يعد السكان الأصليون في غابات الأمازون المطيرة في البرازيل، وكيف يختلف ذلك عن اللغات التي تحتوي على أرقام؟
10. Why might indigenous people in the Amazon rainforest not need specific numbers in their language?
لماذا قد لا يحتاج السكان الأصليون في غابات الأمازون المطيرة إلى أرقام محددة في لغتهم؟
11. What does the example of Guugu Yimithirr illustrate about language and spatial awareness?
ماذا يوضح مثال لغة غوغو ييميثير عن اللغة والوعي المكاني؟
12. How does the lack of specific numbers in some languages challenge the assumption that counting is a universal trait?
كيف يواجه نقص الأرقام المحددة في بعض اللغات الافتراض بأن العد هو سمة إنسانية عالمية؟
13. How does the concept of linguistic relativity apply to different cultures and their languages?
كيف ينطبق مفهوم النسبية اللغوية على الثقافات المختلفة ولغاتها؟
14. What does the text suggest about the relationship between language and the way people perceive colors?
ماذا يقترح النص عن العلاقة بين اللغة والطريقة التي يدرك بها الناس الألوان؟
15. How do Arabic and English differ in their expressions related to eye color and emotions?
كيف يختلف التعبير عن لون العين والمشاعر بين العربية والإنجليزية؟
16. What is the significance of the cultural differences in the perception of color between Arabic and English speakers?
ما هو أهمية الفروق الثقافية في إدراك الألوان بين متحدثي العربية والإنجليزية؟
17. Does the text support the idea that language always determines how people think? Explain.
هل يدعم النص فكرة أن اللغة تحدد دائمًا كيفية تفكير الناس؟ اشرح.
18. How does the text suggest language might influence people's understanding of the world?
كيف يقترح النص أن اللغة قد تؤثر في فهم الناس للعالم؟
19. What conclusions can be drawn about the influence of language on thinking, based on the examples given in the text?
ما هي الاستنتاجات التي يمكن استخلاصها عن تأثير اللغة على التفكير، بناءً على الأمثلة الواردة في النص؟
20. What is the ultimate conclusion about whether language affects thinking, according to the text?
ما هو الاستنتاج النهائي حول ما إذا كانت اللغة تؤثر على التفكير، وفقًا للنص؟



1. The main argument of the theory is that Inuit languages have many words for snow, allowing them to perceive and recognize different types of snow and ice based on their environment and needs.
2. The theory is considered a myth because there isn't a single Inuit language but several dialects, and the idea of having hundreds of words for snow is exaggerated.
3. Linguistic relativity suggests that the language spoken by the Inuit shapes their perception of the world, specifically how they perceive and categorize snow and ice.
4. There is evidence from languages like Guugu Yimithirr that supports the idea that languages shape perception, with speakers using different filters, such as directions, to describe locations.
5. Speakers of Guugu Yimithirr always refer to direction (north, south, east, west) when describing a location, rather than using relative terms like "in front of" or "behind."
6. The advantage is that using directional words allows speakers to have a better natural understanding of their location and spatial orientation at all times.
7. Guugu Yimithirr speakers are naturally better at determining the direction they are facing, as their language constantly encourages awareness of cardinal directions.
8. The key difference is that Guugu Yimithirr speakers use absolute directions (north, south, etc.), while other languages use relative terms based on the observer's position.
9. Indigenous people in the Amazon rainforest often don't use numbers; instead, they distinguish between smaller and larger quantities.
10. These people might not need specific numbers because their culture and lifestyle may not require precise quantification of items.
11. The example of Guugu Yimithirr illustrates that language can enhance spatial awareness and direction-finding abilities, as their language constantly reinforces these concepts.
12. The lack of specific numbers challenges the assumption that all languages require precise counting, showing that some cultures may prioritize other aspects of experience.
13. Linguistic relativity applies to cultures by showing how their languages influence how they understand and experience the world, including their perception of direction and quantity.
14. The text suggests that language influences color perception, with some languages distinguishing between colors in ways others do not, affecting how speakers categorize and understand color.
15. In Arabic, "blue-eyed" is associated with jealousy, while in English, "green-eyed" signifies jealousy. This shows cultural differences in how eye color correlates with emotion.
16. The significance lies in how different cultures link certain traits (like eye color) with emotions, reflecting cultural values and beliefs in their languages.
17. The text suggests that while language may influence thinking, it does not always determine it entirely. People can still comprehend things without specific words for them.
18. The text suggests that language influences people's understanding of the world by shaping how they categorize and interpret their experiences, like direction or color.

19. The conclusion is that language can influence thinking, but not deterministically. It helps shape perception but does not entirely dictate how one thinks.
20. The ultimate conclusion is that while language can influence thinking, it does not completely define or control it, and there is no conclusive proof that language fully determines perception.



ST BOOK P. 10 Q2:

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

In which paragraph does the author ..

- Describe research into the impact of a grammatical feature on the speaker's perception? **B**
- Point out shortcomings in a specific piece of research? **A**
- Suggest an alternative explanation for linguistic relativity? **C**
- Outline a well-known theory about the effect of language on how we see the world? **A**
- Comment on the personal impact of speaking another language? **D**
- Mention a benefit to perceiving the world differently? **B**
- Refer to research into the effect of language on character? **D**



ST BOOK P. 11 Q3:

Study Watch Out! Then look at the highlighted verbs for thinking and understanding in the article. Then, for each sentence, choose one word that does NOT complete it correctly.



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

كلمة "conclude" لها معنى مشابه لكلمة "deduce"، ولكنها تحمل أيضاً معنى الوصول إلى حكم بعد بعض التفكير، بينما "deduce" تعني حكماً فورياً.

Word	Meaning (Arabic)	Word	Meaning (Arabic)
grasped	فهم، استيعاب	assumed	افتراض
concluded	استنتج، استخلص	comprehend	استوعب، فهم
conceive	تصوّر، تخيل	reflect	تأمل، فكر
recognize	يتعرف، يميز	grasp	فهم، استيعاب
gather	جمع، استنتج	deduce	استنتج، استخلص



- Because you had lived in Brazil, I _____ you spoke Portuguese.
a) grasped b) assumed c) concluded
- It's hard to _____ how much the world is likely to change in the next 50 years.
a) comprehend b) conceive c) reflect
- They failed to _____ just how important the decision was.
a) recognize b) assume c) grasp
- With difficulty, he managed to _____ what she was trying to explain.
a) assume b) comprehend c) grasp
- From what I can _____, she's actually been fired, rather than resigning.
a) gather b) conceive c) deduce

Same words but different meaning

نفس الكلمة لكن المعنى مختلف



1.a	2.c	3.b	4.a	5.b
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LESSON 6A / WRITING AND VOCABULARY | A BLOG POST ABOUT THE PAST

STUDENT BOOK PAGE 12/ QUESTION 1: Read a blog about a childhood memory and discuss the questions.



WORD	DEFINITION
Memory ذكرى	A specific recollection of something from the past.
Flooding back تدفقت الذكريات فجأة	to suddenly remember something very clearly and strongly, often with emotions.

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The memories came flooding back = عادت الذكريات فجأة وبقوة، كأنها تغمرني

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

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

and old he was. Oscar was my constant companion and we did everything together.

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

The next day she presented Oscar to me. She had decided she might as well

sew on two new buttons, rather than just one. I clearly recall how much his new appearance came as a shock. I've never forgotten how upset I was to see him looking so different! Oscar was not

meant to have two eyes! He looked all wrong! I started crying (I was very young, remember). My mother was really worried. She didn't have a clue what was wrong with me. Eventually, I made her understand

and she had no choice but to cut off one of the buttons so that, once again, he was my familiar one-eyed bear.

I don't know how I failed to realise he had gone missing down the back of the

35 wardrobe, but I've already decided he'll be coming with me to university, where I can keep an eye on him. I may not want to play with him anymore, but looking at him still evokes so many precious memories.

لقد قمت مؤخرًا بحملة تنظيف كبيرة في غرفة نومي، وخلف خزانة الملابس وجدت دميتي القديمة "أوسكار". رؤيته من جديد أعادت إلي كل الذكريات دفعة واحدة.

كنت أملك "أوسكار" منذ أن كنت صغيرة جدًا، وطالما أنكره، ولم يكن لديه سوى عين واحدة. لكن هذا لم يكن مهمًا بالنسبة لي، فقد كنت أحبه مهما كان يبدو باليًا أو قديمًا. كان "أوسكار" رفيقي الدائم، كنا نفعل كل شيء معًا.

وفي أحد الأيام، اكتشفت أن "أوسكار" قد فقد عينه الوحيدة المتبقية. فأخذته إلى والدتي، ولدهشتي وسعادتي، وعدتني بأنها قادرة على إعادة البصر إليه.

في اليوم التالي، قدمت لي والدتي "أوسكار" من جديد. لقد قررت أن تخيط له زرين جديدين بدلاً من زر واحد فقط. ما زلت أتذكر بوضوح كم صدمت من مظهره الجديد. لم أكن أبدًا كم كنت حزينة لرؤيته يبدو مختلفًا تمامًا! لم يكن من المفترض أن يكون له "أوسكار" عينان! بدا شكله غريبًا تمامًا! بدأت في البكاء (تذكروا أنني كنت صغيرة جدًا آنذاك). شعرت والدتي بقلق شديد، ولم يكن لديها أدنى فكرة عما أصابني. وفي النهاية، جعلتها تفهم مشاعري، ولم يكن أمامها خيار سوى أن تقطع أحد الزرين، حتى يعود "أوسكار" إلى هيئته المألوفة كالدب ذو العين الواحدة.

لا أعلم كيف فشلت في ملاحظة اختفائه خلف خزانة الملابس، لكنني قررت بالفعل أن يصحبنى إلى الجامعة، حيث يمكنني أن أراقبه عن قرب. قد لا أرغب في اللعب به بعد الآن، لكن مجرد النظر إليه يثير في نفسي الكثير من الذكريات الثمينة.

Central Idea: Finding Oscar (the teddy bear) brought back strong childhood memories

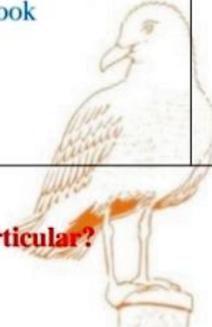
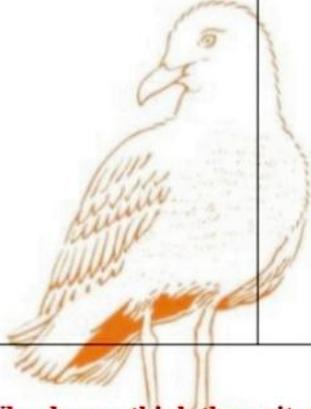
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1. Rediscovery	2. Oscar's Importance	3. The Eye Incident	4. Emotional Attachment
<input type="checkbox"/> Big bedroom clear-out <input type="checkbox"/> Found Oscar behind wardrobe <input type="checkbox"/> memories came flooding back	<input type="checkbox"/> Owned since childhood <input type="checkbox"/> Had only one eye <input type="checkbox"/> Loved despite being shabby <input type="checkbox"/> Constant companion	<input type="checkbox"/> Oscar lost his last eye <input type="checkbox"/> Took him to mother for help <input type="checkbox"/> Mother sewed on two button eyes <input type="checkbox"/> Child was shocked and upset <input type="checkbox"/> Didn't recognize Oscar <input type="checkbox"/> Started crying <input type="checkbox"/> Mother removed one button <input type="checkbox"/> Oscar restored to familiar look	<input type="checkbox"/> Didn't notice he was missing <input type="checkbox"/> Decided to take Oscar to university <input type="checkbox"/> Doesn't play with him anymore <input type="checkbox"/> But he still evokes precious memories evokes = reminds



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

Because it had a big emotional impact.

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

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

STUDENT BOOK PAGE 12/ QUESTION 2: Put the paragraphs of the blog post in the correct order.

- A Describe the main events of the memory.
 B Explain why the memory is still significant for you.
 C Give the background to the memory (how old you were, where it took place, etc.)
 D Introduce the memory by explaining why you are talking about it.
 E Relate the past events to the present day.

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

EXTRA EXPLANATION

Summary of Connections:

Writing Prompt	Related Mind Map Area	Purpose
A. Main events	Rediscovery, Eye Incident	Tells the story in sequence
B. Significance	Emotional Attachment	Shows why the memory still matters
C. Background	Oscar's Importance	Sets the stage for the memory
D. Introduction	Rediscovery	Explains what triggered the memory
E. Present day	Emotional Attachment	Links past emotions to current life

STUDENT BOOK PAGE 12/ QUESTION 3: Study the Writing box. Then find examples of each section in the blog post.

WRITING | A blog post about the past

INTRODUCTION

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

I was reminded of...

ANSWER: ... brought all the memories flooding back.

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

STYLE

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

at that time

during these years

ANSWER: One day

the next day

CONCLUSION

EXPLAIN WHY THE MEMORY WAS SIGNIFICANT:

THIS EXPERIENCE CONVINCED ME THAT...

ANSWERS:

Conclusion

I clearly recall...

I've never forgotten ...

I don't know how I failed to realise

STUDENT BOOK PAGE 12/ QUESTION 4: Complete the second sentence using the word in bold so that it means the same as the first one. Use phrases from the text to help you.

1 I didn't realize what a bad idea it was. فشلت في إدراك مدى سوء هذه الفكرة.

FAILED

I _____.

2 I took him with me everywhere I went. بغض النظر عن المكان الذي ذهبت إليه، كنت أخذه معي.

MATTER

No _____.

3 I had to wait for him. لم يكن لدي خيار سوى أن أنتظره.

I had _____.

4 I was delighted when he agreed to come to the picnic. لدهشتي الكبيرة، وافق علي المجيء إلى النزهة.

TO

Much

5 I have no reason not to work today. من الأفضل أن أعمل اليوم بما أنه لا يوجد سبب يعترضني.

I _____.

6 I was really shocked by what you said. ما قلته صدمني حقاً.

CAME

What you said _____.

7 I had no idea what was happening. لم تكن لدي أدنى فكرة عما كان يحدث.

I _____.

8 I had to watch my little brother carefully. كان علي أن أراقب أخي الصغير عن كثب.

EYE

I had to _____.

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ألنو

ALNAWRAS

رلس

الاستاذ . أحمد الشطي

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ANSWERS:

- 1 I failed to realize what a bad idea it was
- 2 No matter where I went, I took him with me
- 3 I had no choice but to wait for him
- 4 Much to my delight, he agreed to come to the picnic
- 5 I might as well work today
- 6 What you said came as a shock to me
- 7 I had no clue /I didn't have a clue what was happening
- 8 I had to keep my eye /I had to keep an eye on my little brother

WHICH SENTENCE HAS A SIMILAR MEANING TO THESE SENTENCES?

1. I didn't realize what a bad idea it was.

- A. I failed to realizing what a bad idea it was
- B. I failed to realize what a bad idea it was
- C. I fail to realize what a bad idea it was
- D. I fail to realizing what a bad idea it was

2. I took him with me everywhere I went.

- A. Matter no where I go, I took him with me
 B. Matter where I go, I took him with me
 C. No matter where I went, I took him with me
 D. No matter where I went, I took him with me

3. I had to wait for him.

- A. I had choice to wait for him,no.
 B. I had choice no, but to wait for him
 C. I have no choice to wait for him
 D. I had no choice but to wait for him

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

- A. Much to be delighted, he agreed to come to the picnic
 B. Delighted to much, he came to the picnic
 C. Much to my delight, he agreed to come to the picnic
 D. Much to delighted , he agreed to came to the picnic

5. I have no reason not to work today.

- A. I might not work today
 B. I might have no work today
 C. I might as well work today
 D. Might I not as well work today

6. I was really shocked by what you said.

- A. What you say ,I was shocked
 B. What you said came as a shock to me
 C. What you said , shocked me
 D. What you said came to my shock

7. I had no idea what was happening.

- A. I didn't have a clue what was happening
 B. I had no clue what was happening
 C. I had clue about everything
 D. A+B

8. I had to watch my little brother carefully

- A. I had to eye on my brother
 B. I had to keep an eye on my little brother.
 C. I had to keep my eye on my little brother
 D. B+C

ANSWERS:

B 2. C 3.D 4.C 5. C 6. B 7. D 8. D



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STUDENT BOOK PAGE 12 QUESTION 5: Choose one of your childhood memories that you are happy to write about. Read the questions and make notes.

- 1 How old were you? What was the occasion?
- 2 What happened exactly?
- 3 What emotions do you associate with this memory?
- 4 Why is the memory significant to you?
- 5 What does the memory say about you, e.g., your background, personality, values or life experiences?

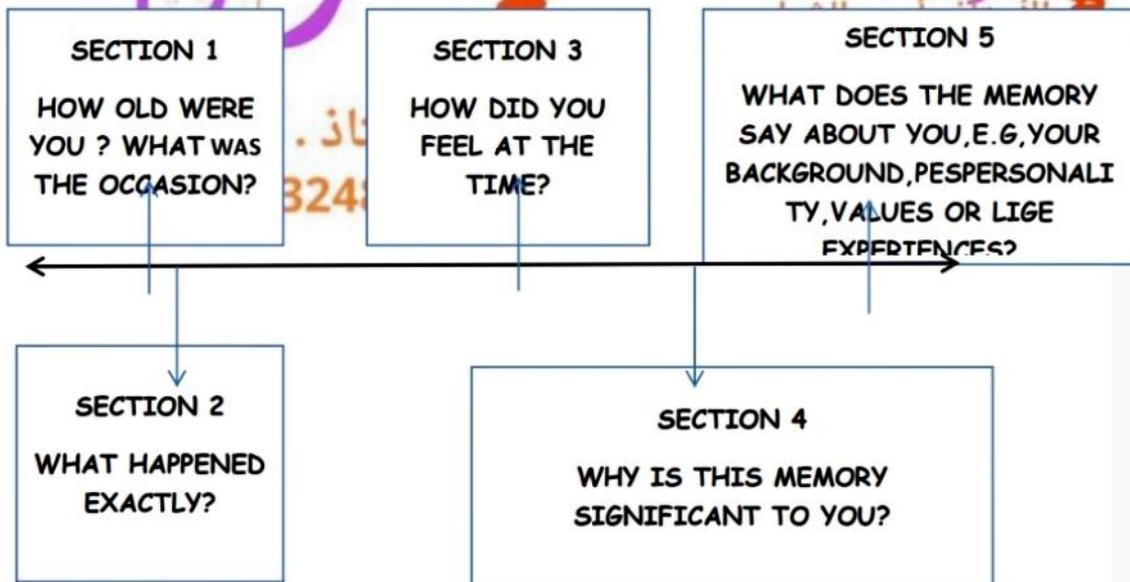
SUGGESTED ANSWER

I still remember the first day at Kindergarten; I was four, when I walked into the school wearing my new uniform, holding my mother's hand tightly. Everything looked strange but when I heard the cheerful sounds of the children, I began to feel more excited and curious. That day marked the beginning of an unforgettable journey. This memory is significant to me because it represents a major step in my life—my first experience of independence and learning outside the home. It shows that although I was a quiet and lonely child, I was also open to new experiences and willing to grow. It reflects my values of education and my ability to adapt to change, even from a young age.

NOW IT IS YOUR TURN

GRAPHIC ORGANIZER 1

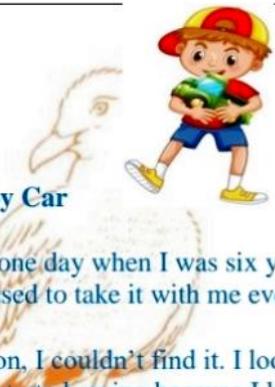
A BLOG POST



STUDENT BOOK PAGE 12 QUESTION 6 | WRITING TASK:

WRITE A BLOG ABOUT YOUR CHILDHOOD MEMORY. USE THE ADVICE AND SOME OF THE PHRASRS FROM THE WRITING BOX, PLUS A RANGE OF TENSES.

SUGGESTED ANSWER:



My Lost Toy Car

I remember one day when I was six years old. I was playing with my favorite toy car. It was red, small, and very fast. I used to take it with me everywhere I went. I even slept with it next to my pillow!

One afternoon, I couldn't find it. I looked under the bed, in my school bag, and all around the house, but it was gone. I started crying because I loved that toy so much. My mother helped me search for it, but we couldn't find it that day.

Two weeks later, I was cleaning under the sofa with my dad, and suddenly, I saw the red car. I shouted with happiness and picked it up quickly. It was a little dusty, but I didn't care. I was just so happy to see it again. That day, I learned to take better care of my things.

Even now, when I see that car in my drawer, it brings back so many good memories from my childhood.

Template for Weaker Students

My Childhood Memory: The Lost _____ (toy/object)

I remember one day when I was _____ years old. I was playing with my favorite _____. It was _____, _____, and _____. I used to take it with me _____.

One day, I couldn't find it. I looked _____, _____, and _____, but I couldn't find it. I felt _____ because I really loved it. My _____ tried to help me, but it was still missing.

_____ days later, I was _____, and I saw my _____ again! I felt so _____ and picked it up. It was a bit _____, but I was very happy.

Now, when I look at it, it reminds me of my childhood and makes me feel _____.

STUDENT BOOK PAGE 13

The memories came flooding back=عادت الذكريات فجأة وبقوة، كأنها تغمرني

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

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

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

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

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

CHOOSE THE CORRECT ANSWER.

1. Where did the writer find Oscar during the clear-out?

- A. In a box under the bed B. Inside a drawer
C. Tucked behind the wardrobe D. On a shelf near the door

2. How many eyes did Oscar have when the writer first remembered him?

- A. None B. Two C. One D. Three

3. What did the writer's mother do when Oscar lost his remaining eye?

- A. Bought a new teddy bear B. Promised to give him his sight back
C. Told the writer to throw him away D. Gave him glasses

4. How did the writer feel when Oscar got two new eyes?

- A. Surprised and happy B. Excited and playful
C. Upset and started crying D. Angry with her mother

5. Why did the writer's mother cut off one of Oscar's new eyes?

- A. To teach the writer a lesson B. Because the button fell off
C. Because the writer asked her to D. To make Oscar look funny

6. What is the writer's plan for Oscar now?

- A. Donate him to charity B. Leave him at home
C. Throw him away D. Take him to university

7. Why is Oscar important to the writer?

- A. He is brand new B. He is a gift from a friend
C. He brings back many precious memories D. He is expensive

ANSWERS:

C 2. C 3. B 4. C 5. C 6. D 7. C

WORKBOOK PAGE 5/QUESTION 6: WRITE A PARAGRAPH ABOUT YOUR PERSONALITY AS A CHILD. THEN DISCUSS HOW YOU HAVE CHANGED WITH A PARTNER.**SUGGESTED ANSWER****My Personality as a Child**

When I was a child, I was very shy and quiet. I didn't talk much, especially around new people. I liked to stay at home and play with my toys or read books. I didn't like big crowds or noisy places. I was also kind and always helped my friends and family.

How I Have Changed

Now, I am more confident. I can talk to new people and make friends easily. I enjoy going out and trying new things. I am still kind, but I am also more open and brave than before.

YOUR TURN**WORKBOOK PAGE 8|QUESTION 7****WRITE A PARAGRAPH ABOUT A HABIT YOU WOULD LIKE TO GIVE UP.**

1. What impact is it having on your life?
2. How will your life be difficult in 6 months' time if you succeed?

SUGGESTED ANSWER**A Habit I Would Like to Give Up**

One habit I would like to give up is staying up late at night. It makes me feel tired and lazy in the morning, and I often find it hard to concentrate at school. This habit is affecting my health and my school work. If I succeed in giving it up, my life might be a little difficult at first because I will have to sleep early and stop using my phone late at night. But in six months' time, I will feel more rested and focused, and my grades will probably improve.

NOW IT IS YOUR TURN

Revision: VOCABULARY AND GRAMMAR

Q1, WB, P10: Choose the correct words to complete the sentences.

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

Answers: 1 B / 2 B / 3 B / 4 C / 5 C / 6 B

Q2, WB, P10: Find one mistake in every sentence and correct it.

1. She thinks she's a real **clever Alec**, but she actually got the answer wrong.
2. The story is about the life of an old man who was so **close-fisted** he rarely bought any presents.
3. In my opinion, Heba is a **black horse** and I'm sure she knows much more about the situation than she's letting on.
4. You must not be **thin-minded** when entering into discussions on this topic as our own views are not always that well-informed.
5. My new neighbour is a **talking butterfly** and always wants to chat with me.
6. My grandma always gives us money for things we want - she's such a **gentle touch**.

Answers

1 clever - smart/ 2 close - tight/ 3 black - dark/ 4 thin - narrow/ 5 talking - social/ 6 gentle - soft

Q3, WB, P10: Complete the conversation with the continuous, perfect or perfect continuous form of the verbs in brackets.

- A: Hi. I haven't heard from you for a while, what I _____ with yourself?
A) have you done B) are you doing C) have you been doing D) did you do
- B: Good to see you! Sorry, I 2 _____ to call you last night, but never got round to it.
A) was planning B) am planning C) planned D) have planned
- B: I 3 _____ a highly interesting TV series on and off for a while now - it's about researching your ancestry.
A) watched B) am watching C) have watched D) have been watching
- B: So, I decided to have a go and I 4 _____ several really useful websites.
A) have found B) am finding C) found D) was finding
- B: I 5 _____ before that it could be so fascinating.
A) never realise B) never realized C) had never realised D) have never realised
- A: Yeah - I 6 _____ to catch that series too.
A) have meant B) meant C) have been meaning D) was meaning
- A: I 7 _____ college work a bit heavy at the moment.
A) am finding B) have found C) find D) have been finding

A: How 8 _____ with the research?

A) do you get on B) are you getting on C) have you got on D) will you get on

B: I know what you mean about the assignments! I've missed a couple, so no doubt I 9 _____ next week catching up!

A) spend B) have spent C) will be spending D) am spending

B: But, by the end of the month, I 10 _____ my family history for a good three weeks, so I should have some results!

A) will research B) will have researched C) will have been researching D) have been researching

Answers

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

Q4, WB, P10: Complete the text with the correct form of the words in capitals.

ARE YOU THE RIGHT PERSON?

We are looking for volunteers to staff our hostels and help older people during the winter months.

It would be a(n) 1 _____ to say that the ideal volunteer is kind-hearted and of a friendly ... (SIMPLIFY)

A) simplifier B) simplifying C) oversimplification D) simplification

... and of a friendly 2 _____ (DISPOSE)

A) disposure B) disposition C) dispoisement D) disposable

Our people need to be able to deal with many issues so we would hope to attract people who are 3 _____, but, also tactful and able to use their ... (COMPASSION)

A) compassionately B) compassionate C) compassion D) compassionate

... able to use their _____ (DISCREET)

A) discrete B) discretion C) discreteness D) discreetness

The 5 _____ of some older people cannot be overstated as they have little ... (VULNERABLE)

A) vulnerableness B) vulnerability C) vulnerable D) vulnerably

... as they have little 6 _____ in their legs. (STABLE)

A) stabilize B) stabilization C) stability D) stable

Our volunteers need to be 7 _____ individuals with a high sense of ... (DEDICATE)

A) dedicating B) dedicated C) dedication D) dedicate

... with a high sense of 8 _____ so please apply if you are willing to devote significant amounts of your time. (COMMIT)

A) commitment B) committing C) committal D) committal

Answer: 1 C / 2 B / 3 B / 4 B / 5 B / 6 C / 7 B / 8 A

Q5, WB, P11: Read three texts about the significance of first impressions. For questions 1–6, choose from the texts A–C. Each text may be chosen more than once.

A First impressions are important in our personal and professional lives, which is why we need to be aware of the signals we are sending out and, if necessary, change them. Most people understand that a smile and eye contact are generally perceived positively so they make use of these strategically. On the other hand, they may be completely oblivious to the fact that their crossed arms can make them look closed or even hostile. Occasionally, even the most amiable person can have something on their mind which can affect how they feel. Rather than letting this show, they can use a technique such as thinking of something amusing that will put a smile on their face as they enter the room to meet and greet the people there.

B So, you've conquered your nerves and turned up at the dinner party. You stride into the room, smile at everyone and greet them with a firm handshake. But what now? After all, first impressions are not just about physical appearance. We also make judgements about people when we start to talk to them. Introverted people seem to be at a disadvantage, but all is not lost. There are tried and tested topics, such as the weather, for example, or you can use visual or oral clues to stimulate the conversation: an interesting accent – 'Where are you from?' A band T-shirt – 'Oh are you a fan?' If you are lucky, the person you ask will be a chatty extrovert happy to be in the company of someone who doesn't interrupt their well-practised anecdotes.

C Whenever the topic of first impressions is raised, job interviews are sure to be mentioned. Many of them start off with a few introductory questions aimed at settling the interviewee's nerves, as if this was a friendly encounter rather than a serious assessment of suitability. In an interesting study, objective outsiders were split into two groups to watch a video of the interview. One group watched the entire thing, the other missed out the initial, informal chat. The first group's judgement of the candidate's performance was, to a large extent, dependent on the impression they made at the start. So, it turns out that a talented candidate may be rejected for a position simply because they find social chit-chat difficult.

Which person makes the following statements?

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

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

02

On the move

LESSON 1A VOCABULARY AND SPEAKING

Q1, SB, P14: Listen to three people talking about unusual things they have seen on journeys and answer the questions.

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

Answers

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

2 S1: two exceptional-looking people: the old-fashioned British man, the man with the gold suit; S2: a pair of women's shoes in decent condition; S3: a mass of brightly coloured balloons, fastened to a bike

3 S1 likes to watch people when travelling. S2 avoids rush hour - runs up to last train carriage. S3 checks out car/ motorbike makes on long car journeys.

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

Q2, SB, P14: For each sentence, choose the correct form of the verb of movement from the recording to complete it.

1. After hurting his ankle, the footballer _____ off the pitch to get some help.
a hobbled b strode c surged
2. As soon as the train arrived, the crowd _____ forward to try and get on it as quickly as possible.
a wobbled b shuffled c lurched
3. My brother and I lifted up the sofa with some difficulty and _____ across the room with it. It was far heavier than we expected.
a strode b staggered c surged
4. I woke my sister up when I came home and, while still half asleep, she _____ out of her bedroom and asked me where I had been.
a shuffled b strode c lurched
5. Angry at having to wait for so long, my father _____ up to the manager and demanded an explanation.
a shuffled b hobbled c strode
6. Mariam _____ into the room with a tray of tea and cake, terrified of dropping it on the expensive carpet.
a strode b wobbled c surged
7. Shortly after the fire alarm went off, the workers _____ out of the office looking very worried.
a surged b shuffled c wobbled

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

Q3, SB, P15: Study Active Vocabulary. Then complete the sentences with the words from the box.

1. There are new roadworks in the town centre, and it is driving motorists up the _____. So you'd better _____ clear of the main junction for at least a week.
A) wall, steer B) road, drive C) street, turn D) fence, keep
2. He encountered some obstacles while training to become a pilot. It wasn't all _____ sailing.
A) smooth B) easy C) plain D) soft

3. It was because of Suha's commitment that the new rail project was successful. She was the driving _____ behind it.
A) energy B) force C) idea D) push
4. The airline used to have an excellent reputation, but in recent months, it's been going _____ quickly.
A) upward B) across C) downhill D) aside
5. Everyone's furious about the increase in car parking fees. We're all in the same _____ – we have no other option. We know the city needs money, but no one likes to be taken for a _____
A) bus, game B) car, chance C) boat, ride D) train, joke

Answer: 1 A/ 2 C/ 3 B/ 4 C/ 5 C

ACTIVE VOCABULARY | Idioms

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

- Idioms are used mainly in informal or colloquial language.
- It is important not to change any word in an idiom or the meaning is lost.
- It is better not to overuse idioms, as this can sound unnatural.

WATCH OUT!

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

المفردات النشطة | التعبيرات الاصطلاحية
للتعبيرات الاصطلاحية معنى مجازي. على سبيل المثال، "أنا في حيرة تامة مع نظام الكمبيوتر الجديد" تعني أنني مرتبك تمامًا أو غير متأكد مما يجب فعله به.
تُستخدم التعبيرات الاصطلاحية بشكل رئيسي في اللغة العامية أو غير الرسمية.
من المهم عدم تغيير أي كلمة في التعبيرات الاصطلاحية وإلا سيضيع معناها.
من الأفضل عدم الإفراط في استخدام التعبيرات الاصطلاحية، فقد يبدو ذلك غير طبيعي.

انتبه! بعض الأفعال، بالإضافة إلى معناها الحرفي، لها معنى مجازي أيضًا. على سبيل المثال، المعنى الحرفي لكلمة "تطير" هو التحرك في الهواء، ومعناها المجازي هو التحرك بسرعة وفجأة، على سبيل المثال: رأيت فتحة في الحشد، وطرت على المنصة.

Q4, SB, P15: Study Watch Out! and give both a literal and figurative meaning of the verbs in the box. Then complete the sentences with the correct forms of these verbs. Use a dictionary if necessary.

1. Reem _____ through her interview to become a tour guide.
A) sailed B) stumbled C) jumped D) drove
2. My cousin _____ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
A) parked B) drove C) backed D) staggered
3. I was so stressed while reading the speech that I _____ over some of the words.
A) stumbled B) jumped C) sailed D) flew
4. We were _____ by the amount of work the children did for their exam.
A) staggered B) sailed C) jumped D) parked
5. I was late this morning and I _____ down the road to catch the bus with a few seconds to spare.
A) drove B) parked C) flew D) backpedaled
6. No one can agree about whether or not to install speed bumps, so let's just _____ that idea for now.
A) park B) jump C) stumble D) drive
7. He was in such a hurry that he _____ the lights and nearly had a crash.
A) staggered B) jumped C) stumbled D) flew
8. The man was about to tell us not to park outside his house when he realised we were police officers. He very _____ quickly!
A) backpedaled B) parked C) jumped D) sailed

Q5, SB, P15: SPEAKING In pairs, choose one of the photos on page 14 not referred to in the recording and invent a story about a traveller seeing these events. Use the verbs from Exercise 4. Tell your story to the class. Students' own answers

LESSON 1B VOCABULARY AND SPEAKING

Q1, WB, P12: Choose the correct words to complete the sentences.

- The famous author confidently _____ into the room to meet the children waiting for her to sign their books.
A) wobbled B) strode
- When the Prime Minister got out of the car, the reporters suddenly _____ forward and nearly knocked over the security guards.
A) surged B) shuffled
- It's a wonderful moment when a young child takes its first steps and _____ precariously across the room.
A) hobbles B) wobbles
- As the wind became stronger, the boat started to _____ from side to side and we nearly capsized.
A) lurch B) stride
- The train guard _____ over a bag in the aisle and nearly fell.
A) stumbled B) surged
- When the hockey ball hit her on the leg, she had to _____ off the pitch to sit down for a while.
A) shuffle B) stagger
- Since the operation on my knee, I find it much easier to drive my car to the shops rather than _____ down the road.
A) lurch B) hobble
- I remember my mother telling my brother, when he was very young, not to _____ but to pick his feet up properly when he was walking.
A) stride B) shuffle

Q2, WB, P12: Choose the correct words to complete the idioms in bold.

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

Answers; 1 b 2 c 3 a 4 c 5 b 6 c 7 b

Q3, WB, P13: Complete the posts on a website with one word in each gap.

Aviator321

I recently went on a trip to France by ferry and that was an interesting experience! The weather was really windy, and the ferry 1 **lurched** from side to side. Apart from feeling sick, I 2 _____s over someone's bag which had slid across the floor and spent the rest of the trip 3 _____h around with a bad ankle!

Digedd01

My family went to London for the day last month and the train service is definitely going 4 _____d . To start with, we were completely 5 _____s by the cost of the return tickets, and then the train was delayed by 45 minutes. If you are planning to travel by train these days, you're going to get taken for a 6 _____r .

Answers: 2 stumbled 3 hobbling 4 downhill 5 staggered 6 ride

Q4, WB, P13: Complete the sentences with the correct forms of the verbs from the box. Then identify one sentence in which the verb is NOT used figuratively.

1. Eman _____ through all the questions in the test and finished at least ten minutes before anyone else.

- A) sailed B) jumped C) drove D) staggered

2. After the interview, Tareq was _____ when the manager asked him if he could start immediately.

- A) staggered B) sailed C) backpedaled D) riding

3. When Professor Hassan had lost one page of his notes, he panicked and started _____ over his words.

- A) jumping B) stumbling C) driving D) flew

4. I'm terrible when I'm reading – I often _____ to the end of a chapter to see what happens.

- A) jump B) stumble C) sail D) ride

5. The football coach has been _____ the team hard recently, so they can start to win again.

- A) driving B) sailing C) staggering D) jumping

6. Her fingers _____ across the keyboard as she hurried to finish her essay.

- A) flew B) rode C) jumped D) drove

7. When Khalid realised he was wrong, he tried to _____ very quickly.

- A) backpedal B) sail C) fly D) drive

8. The government's plans to reform the public sector have been _____ until after the general election.

- A) parked B) sailed C) ridden D) staggered

9. He arrived _____ on a black horse.

- A) sailing B) riding C) flying D) jumping

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

Q5, WB, P13: Read the conversation and tick the blog post in Exercise 3 that it refers to. Then complete the conversation with a word from the box.

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

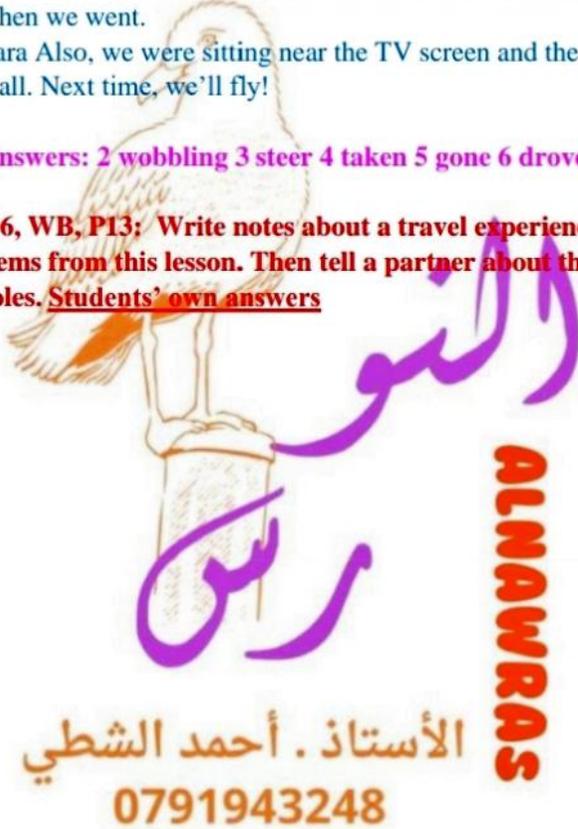
Sara You were lucky. It was a nightmare. So rough that everything on the tables was 2 _____ and nearly falling off! Apart from the weather and a sore ankle, the snack counter on board was terrible. If you go again, 3 _____ clear of the sandwiches – the bread was really stale. And I couldn't believe the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

Alia I have to admit, it sounds like the snack counter has 5 _____ downhill. The sandwiches were great when we went.

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

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

Q6, WB, P13: Write notes about a travel experience (real or imagined) using ten of the new vocabulary items from this lesson. Then tell a partner about the travel experience. When you have finished, swap roles. Students' own answers



LESSON 2A READING AND VOCABULARY

Q1, SB, P16: Study Active Reading. Then, look at the underlined words A–G in the text and decide what type of reference devices they are. Read Q3...

ACTIVE READING |

Understanding reference devices

Reference devices are often used to avoid repetition. They can refer **back** to earlier information or **forward** to information that will come up later.

The most common reference devices are:

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

Referring back

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

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

Referring forward

Although **she** hated travelling by tube, **Huda** decided that it would be the fastest way home. Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s), e.g., The atmosphere inside the tube **was terrible. There seemed to be no air at all.**

Answers

- A pronoun referring forward (visiting the football stadium, Camp Nou.)
 B pronoun referring back (express train)
 C possessive pronoun referring back (the next train)
 D indefinite pronoun referring back (the fact)
 E demonstrative pronoun referring back (people)
 F object pronoun referring back (stops)
 G determiner referring back (station)

Q2, SB, P16: Match the highlighted words from the text with their synonyms.

words	synonyms	words	synonyms
1 pulled انسحب	Dragged جر	2 spreading out انتشر	Dispersing تشتت
3 went down سقط	Descended نزل	4 getting off هبط	Alighting هبط
5 crashing into اصطدم	Colliding اصطدم	6 went slowly سار ببطء	Rumbled هدير
7 rushing اندفع	Bolting انطلق	8 slipped انزلق	Faltered تردد



<p>Malek crossed the Plaça de Catalunya in the intense heat of the afternoon. The city square was teeming with tourists and locals and he found the noise startling. Back home in the countryside, life moved at a gentle pace. 1-F On any given day, he never saw more than a handful of people. When Malek had announced his intention to leave his home state for the first time and travel alone to Barcelona, everyone tried to talk him out of it, but he was determined. It was a <i>dream</i> since childhood to visit the great football stadium, Camp Nou. And now, in his early 20s, he was making it happen.</p>	<p>عبر مالك ساحة كاتالونيا في حرّ الظهيرة الشديد. كانت ساحة المدينة تجمّع بالسياح والسكان المحليين، فوجد الموضوع مفرّعة. في الريف، كانت الحياة تسيّر بوتيرة هادئة. F-1 في أي يوم عادي، لم يَر سوى حفنة من الناس. عندما أعلن مالك عن نيته مغادرة بلدته الأم لأول مرة والسفر بمفرده إلى برشلونة، حاول الجميع إقناعه بالعدول عن ذلك، لكنه كان مُصمّمًا. كان حلمًا منذ الصغر أن يزور ملعب كرة القدم العظيم، كامب نو. والآن، وهو في أوائل العشرينيات من عمره، يُحقّق ذلك.</p>
<p>Malek slowly made his way across to the underground station and checked to find the platform for the Green Line. 2-C He checked his phone for the eighth time to confirm the route: northbound to a stop called Les Corts, then walk about ten minutes to the stadium. Amplified by the enclosed space, the commotion of Plaça de Catalunya was nothing compared to the clamour in the underground. Malek was swept along with the crowds and eventually fell into step with those heading in the same direction. As they descended the stairs to the tunnel, their footsteps echoed. Malek was relieved to reach the platform at last.</p>	<p>شقّ مالك طريقه ببطء إلى محطة المترو، وتحقّق من رصيف الخط الأخضر. 2-C. تحقّق من هاتفه للمرة الثامنة للتأكد من المسار: شمالًا إلى محطة تُدعى ليس كورتس، ثم مشى حوالي عشر دقائق إلى الملعب. في ظلّ ضخامة المكان المغلق، لم يكن صخب ساحة كاتالونيا يُقارن بصخب المترو. الجراف مالك مع الحشود، وفي النهاية انضم إلى المتجهين في نفس اتجاه. وبينما كانوا ينزلون الدرج إلى النفق، تردد صدى خطواتهم. سلك مالك بالارتياح لوصوله إلى الرصيف أخيرًا.</p>
<p>In the interest of safety, he stood back from the track, but it was a poor choice of spot. Inadvertently, he was blocking the path of commuters milling around the platform, bolting this way and that, colliding, heads down, wordless. With some effort, Malek dragged himself towards the wall, and waited there. 3-E He watched the hordes and wondered about their lives. Did they always dash everywhere? Suddenly, an express train thundered past and Malek felt its wind in his eyes. Just as quickly, Bit was gone. The next train would be c his.</p>	<p>حرصًا على سلامته، ابتعد عن المسار ولكن المكان كان خاطئًا. دون قصد، كان يسد طريق الركاب المتجمعين حول الرصيف، يندفعون هنا وهناك، متصادمين، رؤوسهم منخفضة، بلا كلام. ببعض الجهد، جرّ مالك نفسه نحو الجدار، وانتظر هناك. 3-E. راقب الحشود وتساءل عن حياتهم. هل كانوا دائمًا يندفعون في كل مكان؟ فجأة، دوى قطار سريع وشعر مالك بهبوب الرياح في عينيه. وبنفس السرعة، اختفى بيت. القطار التالي سيكون قريبًا منه.</p>
<p>More people crammed onto the platform. The crowd inched closer to the yellow line as the train appeared and gradually rumbled to a stop. When the doors slid open, the <i>passengers</i> alighting had to elbow their way through the sea of people entering the carriages. <i>The fact that</i> there wasn't a better system was Dsomething that surprised Malek. 4-B He assumed he'd be unable to board this train and would have to wait for the next one, but somehow he managed to squeeze on at the last minute. The doors slammed shut and the train lurched forward.</p>	<p>تزامم المزيد من الناس على الرصيف. اقترب الحشد تدريجيًا من الخط الأصفر مع ظهور القطار، ثم توقف تدريجيًا. عندما انفتحت الأبواب، اضطر الركاب النازلون إلى شق طريقهم بصعوبة وسط حشود الركاب الداخلين إلى العربات. كان عدم وجود نظام أفضل أمرًا أدهش مالك. 4-B. ظن أنه لن يتمكن من ركوب هذا القطار، وأنه سيضطر إلى انتظار القطار التالي، لكنه تمكن بطريقة ما من اللحاق به في اللحظة الأخيرة. أغلقت الأبواب بقوة، وانطلق القطار إلى الأمام.</p>
<p>If Malek thought the platform was cramped, the carriage seemed worse. Every seat was taken, as well as every</p>	<p>إذا كان مالك يعتقد أن الرصيف ضيق، فإن العربة بدت أسوأ. كانت جميع المقاعد مشغولة، وكذلك كل سنتيمتر مربع من مساحة الوقوف.</p>

square inch of standing room. EThose who could reach overhead and grasp the handrail to steady themselves were lucky. 5-G Many, including Malek, struggled to keep their balance with nothing at all to hold onto. Unaccustomed to the motion, Malek **faltered** once or twice, then stood firm and stabilized himself. As the train approached the next station, those leaving began to shift in preparation for their exit. Malek wondered how they might navigate their way to the doors, but astonishingly they forged ahead and the carriage emptied slightly before filling up with new passengers.

Malek looked across at the Metro map above a window and counted the stops until Les Corts, even though he had already counted Fthem umpteen times. The train chugged along and he was pleased to find his footing and feel anchored. He began to relax into the journey, giving himself licence to look around and take in his surroundings. Most people were scrolling up and down their phone screens, many wearing headphones or ear buds. Malek noticed an older couple who were sitting down facing him. 6-A They reminded him of his grandparents back on the farm. The old man was reading a novel while his wife sat serenely, a soft expression on her face. Unexpectedly, the man glanced up at Malek and caught his eye. Malek was embarrassed, worried it might seem as if he had been staring. But the man nodded politely and Malek nodded back, blushing a little.

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

أولئك الذين استطاعوا مد أيديهم فوق رؤوسهم والتشبث بالدرابزين لتثبيت أنفسهم كانوا محظوظين. G-٥ كافح الكثيرون، بمن فيهم مالك، للحفاظ على توازنهم لعدم وجود أي شيء يتمسكون به على الإطلاق. غير معتاد على الحركة، تعثر مالك مرة أو مرتين، ثم وقف بثبات واستقر. مع اقتراب القطار من المحطة التالية، بدأ المغادرون في تغيير أماكنهم استعداداً للخروج. تساءل مالك كيف يمكنهم شق طريقهم إلى الأبواب، ولكن من المدهش أنهم تقدموا للأمام وفرغت العربة قليلاً قبل أن تمتلئ بركاب جدد.

نظر مالك إلى خريطة المترو فوق النافذة وعدّ المحطات حتى وصل إلى ليس كورتس، على الرغم من أنه قد عدّها بالفعل مرات لا تحصى. انطلق القطار ببطء وكان سعيداً لأنه وجد موطناً قدمه وشعر بالاستقرار. بدأ يسترخي في الرحلة، وسمح لنفسه بالنظر حوله والاستمتاع بالمحيط المحيط به. كان معظم الناس يتصفحون شاشات هواتفهم لأعلى ولأسفل، وكان العديد منهم يرتدون سماعات الرأس أو سماعات الأذن. لاحظ مالك زوجين مسنين يجلسان في مواجهته. ٦- أ ذكره بجذبه وجدته في المزرعة. كان الرجل العجوز يقرأ رواية بينما جلست زوجته بهدوء، وعلى وجهها تعبير ناعم. وبشكل غير متوقع، نظر الرجل إلى مالك ولفت انتباهه. شعر مالك بالحرج، وقلق من أن يبدو الأمر كما لو كان يحدق. لكن الرجل وما برسه بابتسامة وأوماً مالك بابتسامة في المقابل، واحمر وجهه قليلاً.

استمرت الرحلة. استمر مالك الآن على نفس الإيقاع، نفس الروتين في محطة ثم أخرى، ثم يصعد الناس وينزلون من القطار، ويتصرفون على الرصيف أو يستقروا في زاوية من العربة. بعد ثلاث محطات من لي كورت، وقف الرجل العجوز والمرأة للمغادرة في ٧. وبينما مرا بمالك، ابتسما له. كان يرغب بشدة في قول شيء ما، أو التعليق بلطف، لكنه ضاع منه الكلام بشكل غريب. ثم أغلقت الأبواب واختفوا. استدار مالك فرأى أن الرجل العجوز قد نسي كتابه. كان لا يزال على المقعد.

COMPREHENSION QUESTIONS

1. Mention two things Malek noticed in Plaça de Catalunya.
اذكر شيئين لاحظهما مالك في ساحة كاتالونيا.
2. Write down the name of the stadium Malek wanted to visit.
اكتب اسم الملعب الذي أراد مالك زيارته.
3. Quote the sentence showing that Malek's childhood dream was to see Camp Nou.
اقتبس الجملة التي تبين أن حلم مالك في طفولته كان رؤية الكامب نو.
4. Find a word in the text which means "crowd".
"ابحث عن كلمة في النص معناها "حشد".
5. What does the underlined pronoun "them" in (Write them down) refer to?
المذكور في النص؟ "them" إلى ماذا يعود الضمير
6. Who tried to stop Malek from traveling?

7. Where did Malek cross in the afternoon heat?
أين عبر مالك في حرارة بعد الظهر؟
8. When did Malek decide to visit Barcelona?
متى قرر مالك زيارة برشلونة؟
9. Why was Malek relieved when he reached the platform?
لماذا شعر مالك بالارتياح عندما وصل إلى الرصيف؟
10. What did Malek check on his phone several times?
ماذا راجع مالك في هاتفه عدة مرات؟
11. Mention two difficulties Malek faced on the platform.
اذكر صعوبتين واجهه مالك على الرصيف.
12. Write them down: two ways Malek described the underground.
اكتب طريقتين وصف بهما مالك المترو.
13. Quote the sentence indicating that Malek compared city life with the countryside.
اقتبس الجملة التي تبين أن مالك قارن حياة المدينة بالريف.
14. Find a word in the text which means "calm and peaceful".
"ابحث عن كلمة في النص معناها "هادئ ومسالم".
15. What does the pronoun "they" in "they smiled at him" refer to?
في جملة "ابتسموا له"؟ "they" إلى ماذا يعود الضمير.
16. Who did Malek see sitting opposite him on the train?
من الذي رآه مالك جالساَ مقابله في القطار؟
17. What happened when the old man looked at Malek?
ماذا حدث عندما نظر الرجل العجوز إلى مالك؟
18. Where was Malek going when he took the Green Line?
إلى أين كان مالك ذاهبًا عندما ركب الخط الأخضر؟
19. When did the old couple leave the train?
متى غادر الزوجان العجوزان القطار؟
20. Why was Malek embarrassed when the old man looked at him?
لماذا شعر مالك بالإحراج عندما نظر إليه الرجل العجوز؟
21. What did the old man forget on the seat?
ماذا نسي الرجل العجوز على المقعد؟
22. Mention two feelings Malek experienced during the journey.
اذكر شعورين مرَّ بهما مالك خلال الرحلة.
23. Write down the name of the Metro station Malek was heading to.
اكتب اسم محطة المترو التي كان مالك متجهاً إليها.
24. Quote the sentence showing Malek struggled to keep his balance.
اقتبس الجملة التي تبين أن مالك عانى ليحافظ على توازنه.
25. Find a word in the text which means "astounding".
"ابحث عن كلمة في النص معناها "مذهل".
26. What does the pronoun "it" in "it was a dream since childhood" refer to?
في جملة "كان حلمًا منذ الطفولة"؟ "it" إلى ماذا يعود الضمير.
27. Who was Malek reminded of when he saw the old couple?
بمن تذكَّر مالك عندما رأى الزوجين العجوزين؟
28. How did Malek feel once he found his footing on the train?
كيف شعر مالك عندما وجد توازنه في القطار؟
29. What surprised Malek about the boarding system?
ما الذي أدهش مالك بخصوص نظام الصعود إلى القطار؟
30. What was different between Malek's countryside life and the busy city?

النو
ALNAWRAS
رلس

الإستاذ . أحمد الشطي
0791943248

ANSWERS

1. The city square was teeming with tourists and locals. / He found the noise startling.
2. Camp Nou.
3. "It was a dream since childhood to visit the great football stadium, Camp Nou."
4. Hordes.
5. To the stops on the Metro map.
6. Everyone back home.
7. Plaça de Catalunya.
8. In his early 20s.
9. Because the underground was crowded and noisy, and he finally found space to wait.
10. The route to Les Corts.
11. He was blocking the commuters' path. / The platform was too crowded.
12. "The commotion of Plaça de Catalunya was nothing compared to the clamour in the underground." / "Their footsteps echoed."
13. "Back home in the countryside, life moved at a gentle pace."
14. Serenely.
15. The old couple.
16. An older couple.
17. The man nodded politely and Malek nodded back, blushing.
18. To Les Corts.
19. Three stops before Les Corts.
20. He thought it might seem as if he had been standing.
21. His book.
22. Embarrassment / Relief.
23. Les Corts.
24. "Many, including Malek, struggled to keep their balance with nothing at all to hold onto."
25. Astonishingly.
26. Visiting Camp Nou.
27. His grandparents.
28. He began to relax into the journey.
29. That passengers had to elbow their way through.
30. Countryside life was gentle and slow, but city life was noisy and crowded.

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Q4, SB, P17: Look at the words in bold and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1-8.

words	literal meaning	المعنى الحرفي
1 made his way	normally associated with producing something,	يرتبط عادة بإنتاج شيء ما على سبيل المثال، من المواد؛ هنا: يتم إنشاء شيء غير ملموس (طريقه إلى باطن الأرض)
2 swept along with the crowds	usually means using a broom to collect dirt or dust from the floor; here: implies someone being pulled along amidst a group, typically a lack of control over this	عادة ما يعني استخدام مكنسة لجمع الأوساخ أو الغبار من الأرض؛ هنا: يعني سحب شخص ما وسط مجموعة، وعادة ما يكون ذلك بسبب عدم القدرة على التحكم في هذا.
3 fell into step	normally means suddenly landing on the ground by accident; here: changing your way of walking so that you start walking at the same pace as those around you	يعني عادة الهبوط المفاجئ على الأرض عن طريق الخطأ؛ هنا: تغيير طريقة مشيتك بحيث تبدأ في المشي بنفس سرعة من حولك
4 milling around	usually means grinding something	عادة ما يعني طحن شيء ما على سبيل المثال، القمح؛ هنا: يعني مجموعة من الأشخاص يتحركون بطريقة تبدو بلا اتجاه
5 thundered past	normally means a loud noise from the sky during a big storm; here: means going by very noisily	تعني عادة صوتاً عالياً من السماء أثناء عاصفة كبيرة؛ هنا: تعني المرور بصخب شديد
6 forged ahead	typically means illegally copying something; here: means moving forward with some difficulty	يعني عادةً نسخ شيء ما بشكل غير قانوني؛ هنا: يعني المضي قدماً ببعض الصعوبة
7 find his footing	usually means recovering something that was lost; here: means beginning to feel confident in a new situation	عادة ما يعني استعادة شيء فقدناه؛ هنا: يعني البدء في الشعور بالثقة في موقف جديد
8 caught his eye	normally means physically taking hold of something that moved through the air; here: means making eye-contact with someone	يعني عادة الإمساك جسدياً بشيء يتحرك في الهواء؛ هنا: يعني إتمام اتصال بصري مع شخص ما

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Q5, SB, P17: REFLECT | Society In pairs, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about: Students' own answers

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

Q6, SB, P17: SPEAKING In pairs, discuss the questions. Students' own answers

1 What do you think happens next in the story?

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

LESSON 3A GRAMMAR

Negative Inversion	Cleft sentences
<ul style="list-style-type: none"> • طلابي الاعزاء نتذكر معا ان قاعدة الجمل المعكوسة درسناها في الاول ثانوي ولا يوجد فرق هنا. • شكل الجملة... 	<ul style="list-style-type: none"> • من خلال اضافة هذه التراكيب what be / it be يمكننا التأكيد على معلومات معينة في الجمل لجعلها أكثر وضوحًا أو إثارة (أو لمقارنتها بعبارة سابقة).
<p>بقاى الجملة+ فاعل+فعل مساعد+ ظرف النفي</p> <p>افعال النفي هي ...</p>	<ul style="list-style-type: none"> • نستخدم what be للتأكيد على subjects and objects (المواضيع العلمية او الاكاديمية) والاشياء (جماد او غ عاقل)
<p>No sooner/ not until/ only when / under no circumstances / neverso/ such/etc.</p>	<ul style="list-style-type: none"> • Being away from home annoys me when I'm travelling. (being away from home = subject)
<ul style="list-style-type: none"> • نتذكر ايضا في حال عدم وجود فعل مساعد في الجملة يجب استخراج فعل مساعد كالآتي... 	<p>→ What annoys me about travelling is being away from home.</p>
<p>V1 → do // V1 s/es → does // V2 → did</p>	<ul style="list-style-type: none"> • I didn't enjoy the journey on the crowded train. (the journey on the crowded train - object)
<p>تذكر ايضا ان النفي يصبح مثبت</p>	<p>→ What I didn't enjoy yesterday was the journey on the crowded train.</p>
<p>Examples:</p>	<ul style="list-style-type: none"> • I didn't enjoy the journey on the crowded train. (the journey on the crowded train - object)
<ul style="list-style-type: none"> • I had written the essay.. (no sooner) 	<p>→ What I didn't enjoy yesterday was the journey on the crowded train.</p>
<p>→ No sooner had I written the essay..</p>	<p>I saw Ali at the station. NOT What/Who I saw was Ali at the station.</p>
<ul style="list-style-type: none"> • I noticed the price did I regret my decision. (never) 	<ul style="list-style-type: none"> • ايضا what be تأكد على الافعال من خلال اضافة الفعل المساعد ↓. do
<p>→ Never did I notice the price did I regret my decision.</p>	<p>What+ be can also emphasise verbs by adding the auxiliary do.</p>
<p>1. he finished the project, he went on holiday. (No sooner)</p>	<p>People began to scream.</p>
<p>.....</p>	<p>What people did was (to) begin to scream.</p>
<p>2. she understood the rules, she joined the game. (Only when)</p>	<ul style="list-style-type: none"> • Ali arrived at the station at 7 p.m.
<p>.....</p>	<p>→ It was Ali who arrived at the station at 7 p.m.</p>
<p>3. I arrived at the airport, the plane had already left. (not until)</p>	<p>ما الفرق بين التركيبان what is/was – it is/was في الجمل التوكيدية يُستخدم لعرض عنصر محدد وإبرازه، وغالبًا يتبعها جمل تبدأ بكلمة "be" أو فعل .</p>
<p>.....</p>	<p>it يُستخدم بشكل عام ليؤكد أو يوضح معلومة، وغالبًا يُصاحب جملاً اسمية أو جملاً فيها فعل.</p>
<p>4. I had never experienced such intense heat before. Seldom.....</p>	<p>Examples:</p>
<p>5. He never felt sorry for himself. NOT ONCE Not once.....</p>	<ul style="list-style-type: none"> - What I need is a rest
<p>6. he'd won the race until he'd got out of the car. Only after.....</p>	<ul style="list-style-type: none"> - What she said was quite
<p>7. No sooner had I written the essay..</p>	<ul style="list-style-type: none"> - It was John who called yesterday.
<p>.....</p>	<ul style="list-style-type: none"> - It is important to study hard..
<p>8. Never did I notice the price did I regret my decision.</p>	<p>معلومة عايطاير → .. نستطيع استخدام ضمائر الوصل في هذه القاعدة وهي...</p> <p>→ who عاقل / when للزمن / where للمكان / which عاقل / that</p>

Q1, SB, P18: Read the text and answer the questions.

1. What type of text is it? Where might you read it?

→ A personal account - a blog post or a diary entry

2. Would you want to have the same experience? Why/Why not? → Students' own answers

Speeding in the sand

The day when I finally got to go to the desert had finally arrived! My family had arrived in Dubai on holiday just two days before. Never before had I experienced such intense heat, as it was my first time in the Middle East. What I was really wild about though, was seeing the desert for the first time. I had only ever seen it on television and I was fascinated by it. Early on the morning of the third day, we set off with our guide, Saeed. It wasn't long until the buildings started to disappear and the desert laid out before us. Never had I imagined such beauty. It was the flowing golden dunes which really impressed me. Little did I realise how differently I would feel about them soon. We were there to try 'dune bashing' and Saeed took us to a car especially equipped for the sport. We quickly strapped ourselves in. What followed was the ride of a lifetime. We surged up the dunes at angles that made me think we were sure to roll over. Only when we reached the top did I realise how high the dunes were. It was Dad who said it was like a rollercoaster without the feeling of safety! I agreed with him. Mum just laughed in fear for the entire ride. Rarely have we had such a crazy experience as a family. Between the amazing scenery and the high speeds, we got a real kick out of it. It was a day we will never forget.

الانطلاق بسرعة في الرمال
أخيرًا، حلّ اليوم الذي سأذهب فيه إلى الصحراء! كانت عائلتي قد وصلت إلى دبي لقضاء عطلة قبل يومين فقط. لم يسبق لي أن شعرت بمثل هذه الحرارة الشديدة، فقد كانت هذه أول زيارة لي إلى الشرق الأوسط. لكن ما أسعدني حقًا هو رؤية الصحراء لأول مرة. لم أشاهدها إلا على التلفاز، وقد أبهرتني. في صباح اليوم الثالث، انطلقنا مع مرشدنا، سعيد. لم يمض وقت طويل حتى بدأت المباني بالاختفاء، وامتدت الصحراء أمامنا. لم أتخيل يومًا هذا الجمال. كانت الكثبان الرملية الذهبية المتدفقة هي ما أبهرني حقًا. لم أكن أعلم كم سيتغير شعوري بها قريبًا. كنا هناك لتجربة "القيادة على الكثبان الرملية"، فأخذنا سعيد إلى سيارة مجهزة خصيصًا لهذه الرياضة. ربطنا أحزمة الأمان بسرعة وما تلا ذلك كان رحلة العمر. صعدنا الكثبان الرملية بزوايا جعلتني أعتقد أننا ستدحرج بالتأكيد. فقط عندما وصلنا إلى القمة، أدركت مدى ارتفاع الكثبان الرملية. كان أبي هو من قال إنها أشبه بحروب الأفغانانية دون الشعور بالأمان! ما فاقته الرأي ضحككت أمي من شدة الخوف طوال الرحلة. نادرًا ما مررنا بتجربة عائلية كهذه. بين المناظر الخلابة والسرعات العالية، استمتعتنا بها كثيرًا. كان يومًا لننساها أبدًا.

Q2, SB, P18: Look at the sentence from the text and one which has a similar meaning.

1. Never before had I experienced such intense heat.

2. I had never experienced such intense heat before.

- Which is an example of negative inversion? Find another example in the text.

Q3, SB, P18: Compare sentences from the article (a) with sentences which mean the same (b). How are they different?

1 a Only when we reached the top did I realise how high the dunes were.

b I only realised how high the dunes were when we reached the top.

2 a It was the flowing golden dunes which really impressed me.

b I was really impressed by the flowing golden dunes.

Answers

• The word order is different. What is emphasised:

1. Only when we reached the top did I realise...

2. It was the flowing golden dunes which...

Q4, SB, P18: Match options a of sentences 1 and 2 from Exercise 3 with explanations a and b below.a- To add emphasis, we can begin sentences with negative adverbials, such as Seldom and Rarely or words like Only, So, and Such. We call this **inversion**. (.....)b- We can use **cleft sentences** to emphasise information in a sentence and make it sound more *memorable*. These often begin with What, It's, etc. (.....)**Answers: a 1 b 2**

WATCH OUT!

Cleft sentences start not only with **It's** and **What**, but can also start with The (only) thing that, The day when, The place where, The reason why or The person/people who, e.g., **The only thing** that unites the group is a passion for cars. **The person** I want to see is you. **The day when** I learnt how to use cleft sentences was the best day of my life!

انتبه!

لا تبدأ الجمل الجزئية بـ "It's" و "what" فحسب، بل يمكن أن تبدأ أيضاً بـ "the only thing that" أو "the day when" أو "the place where" أو "the reason why" أو "the person/people who" على سبيل المثال: "The person I want to see" . "that...is a passion for cars" "The day when ...! .is you"

Q5, SB, P19: Study Watch Out! Then read the text again and find:

- four more examples of cleft sentences.
- two more examples of inversion.

Possible answers

Cleft sentences: The day when I finally got to go to the desert had finally arrived!; What I was really wild about though, was seeing the desert for the first time.; What followed was the ride of a lifetime.; It was Dad who said...; It was a day we will never forget.

Inversion: Little did I realise how differently I would feel...; Rarely have we had such a crazy experience as a family.

Q6, SB, P19: Rewrite the sentences from Exercise 5 in normal word order.**Answers**

Cleft sentences: The day had arrived when I finally got to go to the desert.; I was really wild about seeing the desert for the first time.; The ride of a lifetime followed.; Dad said that ...; We will never forget that day.

Inversion: I didn't realise how differently I would feel.; We have rarely had such a crazy experience as a family.

Q7, SB, P19: Rewrite the sentences using inversion. Start with the words in bold.

1. He never felt sorry for himself. **NOT ONCE**
2. He didn't know what was going to happen. **LITTLE**
3. She was so happy that she thought she would never stop smiling. **SO**
4. The speed was so great that they started to feel scared. **SUCH**

Answers

- 1 Not once did he feel sorry for himself.
- 2 Little did he know what was going to happen.
- 3 So happy was she that she thought she would never stop smiling.
- 4 Such was the great speed that they started to feel scared.

Q8, SB, P19: Read the advert about the Jordan Rally. Students' own answers

- Have you heard of rallies like this? What might they involve?

**LOVE CARS AND THE THRILL OF SPEED?
WANT TO ENJOY A UNIQUE DRIVING
EXPERIENCE?**

Contact us to learn more about how YOU can take part in next year's annual Jordan Rally. What you can expect is good food, fast cars and great roads. What you'll find amazing is the camaraderie that makes this a once in a lifetime adventure.

هل تعشق السيارات وإثارة السرعة؟
هل ترغب في تجربة قيادة فريدة؟

تواصل معنا لمعرفة المزيد عن كيفية مشاركتك في رالي الأردن السنوي العام المقبل. ما يمكنك توقعه هو طعام شهي، وسيارات سريعة، وطرق رائعة. ما ستدهشك هو روح الزمالة التي تجعل هذه المغامرة فريدة من نوعها.

Q9, SB, P19: Look at cleft sentences 1a and 1b. Which information is emphasised? Rewrite sentences 2–4 in a similar way.

- The camaraderie is amazing.
 - It's the camaraderie that's amazing.
 - What you'll find amazing is the camaraderie.
- You can expect good food, fast cars and great roads.
 - It's _____.
 - What _____.
- A passion for cars unites the group.
 - It's _____.
 - What _____.
- Speed is the thing that makes me excited.
 - It's _____.
 - What _____.

Answers

- It's good food, fast cars and great roads that you can expect.
 - What you can expect is good food, fast cars and great roads.
- It's a passion for cars that unites the group.
 - What unites the group is a passion for cars.
- It's the speed that makes me excited.
 - What makes me excited is the speed.



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LESSON 3B GRAMMAR

Q1, WB, P14: What are these sentences example of? Choose I for inversion or C for cleft sentences.

1. It was the noise of the races and the smell of the food which really excited me. I / C
2. Not only did we get more comfortable seats in First Class, but we also had excellent food. I / C
3. Such was the anger, that the company had to reinstate the employees. I / C
4. What you'll love about it is being in a crowd. I / C
5. So amazing was the experience that we decided to go again the following year. I / C
6. What always surprises me is the speed he reaches. I / C

Answers: 1 C 2 I 3 I 4 C 5 I 6 C

Q2, WB, P14: Rewrite the sentences using inversion.

1. A passing driver waved at me to stop. Then I realised I had a flat tyre.
- Only when a passing driver waved at me to stop did I realise I had a flat tyre.
2. The driving examiner was extremely strict. Very few students passed first time.
- So strict
3. Ali was a very talented driver and won every race he entered for two years.
- Such a
4. The experience was very traumatic and he never forgot it.
- So traumatic
5. Saif didn't realise he'd won the race until he'd got out of the car.
- Only after
6. It was the first time I had ever seen such an exciting event.
- Never before

Answers

- 2 ... was the driving examiner that very few students passed first time.
- 3 ... talented driver was Ali that he won every race he entered for two years.
- 4 ... was the experience that he never forgot it.
- 5 ... he had got out of the car did Saif realise that he'd won the race.
- 6 ... had I seen such an exciting event.

Q3, WB, P15: Rewrite the sentences starting with the words given.

1. I wanted a mountain bike, not a road bike.
- It was a mountain bike I wanted, not a road bike.
- What _____ .
2. I only said that it was getting late.
- The _____ .
- All _____ .
3. I was thinking about driving over to visit my grandparents.
- What _____ .
- The thing _____ .
4. I first learnt to ride a bike in a car park.
- It _____ .
- The place _____ .
5. Miss Altabbakh was my favourite teacher at primary school.
- The person _____ .
- It _____ .
6. I know everything about the course apart from the start date.
- The only _____ .

- What _____

Answers

1 I wanted was a mountain bike, not a road bike

2 only thing I said was that it was getting late/I said was that it was getting late

3 I was thinking about was driving over to visit my grandparents/I was thinking about was driving over to visit my grandparents

4 was in a car park that I first learnt to ride a bike/where I first learnt to ride a bike was in a car park

5 who was my favourite teacher in primary school was Miss Altabbakh/was Miss Altabbakh who was my favourite teacher at primary school

6 thing I don't know about the course is the start date/I don't know about the course is the start date

Q4, WB, P15: USE OF ENGLISH Complete the text on the right with one word in each gap.**HAPPY DAYS!**

I did it! The day 1 when we take our driving test is usually an unforgettable one, and mine certainly was. Not only 2 _____ I pass, but I passed with flying colours! Well, 3 _____ my driving examiner actually said 4 _____ that I was his best driver of the day! OK, I was his FIRST driver of the day, but it felt good. Everything went really smoothly. The 5 _____ I'd been very worried about 6 _____ the reversing – but in fact 7 _____ was the reversing that I did really well on. 8 _____ I must admit is that I was petrified, and I hardly slept the night before.

9 _____ I managed to keep a clear head is beyond me. Afterwards 10 _____ I wanted to do was go home and sleep! 11 _____ when I woke up the next morning 12 _____ the full impact of what I'd achieved hit me. Now, I could drive completely alone! What an amazing feeling. I celebrated by driving my dad's car to the supermarket and back!

Answers

2 did 3 what 4 was 5 thing 6 was 7 it 8 What 9 How 10 all 11 Only 12 did

Q5, WB, P15: Write a short paragraph about whether or not you think it is important for young people to learn to drive and give your reasons. Students' own answers

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LESSON 4A LISTENING AND VOCABULARY

Q1, SB, P20: Listen to three conversations about space tourism. Tick the topic which is NOT mentioned.

1. costs of tickets to go into space
2. possible collisions of objects in space
3. life on the Space Station
4. **likelihood of future settlements on planets**
5. projects to clear space junk

Q2, SB, P20: Listen again to conversations 1, 2 and 3. In which conversation do you hear

- a- how an experience changed an attitude to life in general? (3)
- b- an explanation of a particular problem? (2)
- c- an assumption about the reasons for early space tourism? (1)
- d- an expression of surprise at the length of a period of time in space? (3)
- e- **the speed at which items in space are travelling?** (2)
- f- a desire for new physical experiences? (1)
- g- a new idea to take care of an issue? (2)
- h- a condition in which a speaker would travel into space? (1)

Q3, SB, P20: Complete the highlighted phrases from the recording with the words from the box. Then, in pairs, ask and answer the questions.

1. Do you think the employees **get their fair** _____ of the money?
A) speed B) hurdles C) share D) mark
2. What _____ might you have to **overcome** to be successful in your chosen career?
A) brag B) hurdles C) effect D) speed
3. Do you think you would enjoy travelling **at breakneck** _____?
A) speed B) share C) mark D) hurdles
4. Do you think there are any areas on Earth where humans have not **left their** _____?
A) effect B) share C) mark D) brag
5. Have you done anything recently that you might be tempted to _____ **about**?
A) brag B) effect C) hurdles D) speed
6. What might be **the knock-on** _____ of more spending on space research?
A) hurdles B) speed C) effect D) mark

Answers: 1. C / 2. B / 3. A / 4. C / 5. A / 6. C

Q4, SB, P20: Complete the sentences with the phrasal nouns made from the words in the box and the prepositions in brackets.

- We're going for a quick _____ (away) to Amman at the weekend.
A) breakthrough B) getaway C) setback D) outlook
- The _____ (out) of the investigation into the collision will not be known before March.
A) outcome B) outset C) outlook D) outcry
- They've recently made an amazing _____ (through) in developing driverless cars.
A) breakthrough B) outcry C) outlay D) getaway
- The weather _____ (out) for May sounds really good, so let's book a holiday for then.
A) outcry B) outset C) outlook D) outcome
- Our aim was to print the report on Thursday, but due to a _____ (back) it won't be finished until next week.
A) setback B) outlook C) cutback D) getaway
- From the _____ (out), scientists have warned of the potential dangers of space junk.
A) outset B) outcome C) outcry D) outlook
- The initial _____ (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
A) outlook B) outcry C) outlay D) cutback
- There would be an _____ (out) if the company made too many _____ (backs).
A) outlook, setbacks B) outcry, cutbacks C) outcome, setbacks D) outset, cutbacks

Answers: 1. B / 2. A / 3. A / 4. C / 5. A / 6. A / 7. C / 8. B

Q5, SB, P20: REFLECT | Society In pairs, discuss whether it is better for space research to be in the hands of commercial companies or governments. Students' own answers

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LESSON 4B LISTENING AND VOCABULARY

Q1, WB, P16: Complete the sentences with a phrasal noun made from the words in brackets and a preposition.

- There's been a _____ with the project and we're unlikely to finish before next week now. (set)
A) setback B) breakthrough C) outlay D) outcome
- The invention of the Internet was an incredible _____ for the advancement of humankind. (break)
A) setback B) breakthrough C) outlay D) cutbacks
- I'm not sure about buying a car now because I didn't realise how big the _____ would be. (lay)
A) outlay B) outcome C) setback D) cutbacks
- Due to _____ we're not going to be hiring any new staff this year. (cut)
A) setback B) cutbacks C) breakthrough D) outlay
- We're waiting to hear the _____ of the meeting when they finish at 2. (come)
A) outcome B) outlay C) setback D) cutbacks

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

Q2, WB, P16: Listen to some sentences. Pay attention to how the voice tone rises or falls at the end of each clause. Listen and repeat.

- What's also important $\uparrow\downarrow$ is being the right age and the right height. \downarrow
- I think it's something $\uparrow\downarrow$ that we'll see in our lifetime. \downarrow
- It's the long-term effects that they can't really assess properly yet. \downarrow

Q3, WB, P16: Listen to the mini conversations and repeat, paying attention to the fall-rise intonation pattern in the cleft sentences.

- Alia Would you like to have a holiday in space?
Sana What I'd really like is to have a holiday in Egypt!
Amer What do you see as a priority for the space industry?
Salah What I'm wondering is whether we'll colonise other planets.
Ali Are you going to get a long holiday this year?
Nasser All I'm hoping for is a short break in Paris.

ACTIVE PRONUNCIATION

Intonation in cleft sentences

it depends on what information we are focusing on.

- What clefts usually focus on information in the second clause.

What I need to do tonight. $\downarrow\uparrow$ is to finish my assignment \downarrow .

All it means $\downarrow\uparrow$ is that I must switch off my phone. \downarrow

- In cleft sentences starting with it, the tone depends on the context. If the second part of the sentence is new information, the tone usually falls. If the second part is not new information, there is a fall-rising tone.

They offered some funding ... and it was this money \downarrow . that allowed him to take on extra trainees \downarrow (new news)

He thought his application would fail because of his height ... but it was his age \downarrow . that stopped him joining $\downarrow\uparrow$.-. (not news)

Q4, WB, P16: Decide which cleft sentences in each pair are adding news in the second part, and which are not.

- I'm worried about several exam papers, but
a it's the History paper that really concerns me.
b it's the History paper that I need to pass to get to uni.
- Long periods of space travel will affect astronauts in many ways, but

a it's their physical health that has always worried scientists.

b it's humanity's need for progress that will ensure that the projects continue.

Answers: 1 b is adding new news, a is not

2 b is adding new news, a is not

Q5, WB, P16: Mark the intonation patterns on the sentences in Exercise 4. Listen and check. Then practise saying them.

Answers:

1a I'm worried about several exam papers, but it's the History paper (falling tone) that really concerns me. (fall-rising tone)

1b I'm worried about several exam papers, but it's the History paper (falling tone) that I need to pass to get to uni. (falling tone)

2a Long periods of space travel will affect astronauts in many ways, but it's their physical health (falling tone) that has always worried scientists. (fall-rising tone)

2b Long periods of space travel will affect astronauts in many ways, but it's humanity's need for progress (falling tone) that will ensure that the projects continue. (falling tone)

LESSON 5A SPEAKING

Q1, SB, P21: Listen to some students discussing a trip. Then answer the questions.

1 Where do they decide to go and why?

2 Which suggestion would you go for? Say why.

Answers

1 Either the seaside or the canal – they need to decide with the rest of the group. The city would be too hot in summer.

2 Students' own answers

Q2, SB, P21: Study the Speaking box. Then listen again and complete the phrases.

SPEAKING | Considering options

Considering alternatives

There's a lot to be 1 _____ for ...

But on the other hand...

There are a lot of points in 2 _____ of ...

You have to consider the fact that ... and

likewise with this option, there are some drawbacks too.

Alternatively, we could put 3 _____ the idea of ...

Well, you could 4 _____ that ...

Answers

1 said 2 favour 3 forward 4 argue

Giving preferences

I'd go for ... anytime!

Oh, a canal trip – no 5 _____ ! Definitely!

It's pretty clear cut to me that ...

On balance, I'd say ...

No two ways about it, my choice would be ...

I'm split between the ... and ...

I'm in two 6 _____ here.

There are pros and cons for each.

If you really wanted to 7 _____ me down,

I'd probably say ...

Answers

5 question 6 minds 7 pin

Q3, SB, P21: In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box. Students' own answers.

1 Tourists going on last chance holidays.

2 Holidaying in your own country instead of visiting other countries.

3 Holidaying in a large group or a small one.

Q4, SB, P21: Work in pairs. Choose a quotation to use in a talk about the benefits of travelling.

Prepare a short presentation. Students' own answers

Travelling leaves you speechless, then turns you into a storyteller.
Ibn Battuta

Fill your life with experiences, not things. Have stories to tell, not stuff to show.
Anonymous

LESSON 6A WRITING AND VOCABULARY | An email of complaint

Q1, SB, P22: In pairs, discuss how an email complaining about a bad holiday experience to a friend, and to the company responsible might differ in language. Then read emails A and B and check your ideas.

Hi Amer,

What a nightmare journey! As you know, we were getting a coach to the airport – save on some money – and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast – and guess what – while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes I'll never know! Then to top it all, there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.

M

Dear Sir,

I am writing to complain about a journey my family and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations. We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of 30 minutes late. The driver admitted to having first gone to a completely different pick-up point. The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey. Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed. I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address. While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.

Yours faithfully,

Malek Alhayek

Suggested short answer:

When writing to a friend, the email is informal, emotional, and chatty. It focuses on feelings, uses everyday expressions and exaggeration, and tells the story in a light way.

When writing to the company, the email is formal, polite but firm. It gives clear details, avoids slang, and focuses on facts. It also asks for action, such as compensation.

عند الكتابة لصديق، تكون الرسالة غير رسمية، مليئة بالمشاعر، وأسلوبها عفوي. تركز على المشاعر وتستخدم تعبيرات عامية ومبالغات، وكأنها قصة مسلية.
أما عند الكتابة للشركة، فالرسالة رسمية، مؤدبة لكنها حازمة. تركز على الحقائق والتفاصيل، وتبتعد عن العامية، وتهدف للحصول على نتيجة مثل التعويض.

Q2, SB, P23: Find formal equivalents for the following phrases in email B.

- 1 It didn't arrive on time. → It failed to arrive on time.
- 2 More than 30 minutes late ... → In excess of thirty minutes late ...
- 3 The next thing that went wrong was ... → Our second issue was ...
- 4 You know that ... → You may remember that ...
- 5 To top it all ... → Finally, to our utter disbelief ...
- 6 Not an apology from anyone. → At no time were we offered an apology.
- 7 Luckily ... → We were extremely fortunate ...
- 8 By the skin of our teeth ... → Just in time ...

Q3, SB, P23: Study the Writing box and add an example for each point from email B.**WRITING | An email of complaint**

<p>Use clauses of concession to give balance. Although a short delay might be acceptable, ... 1 <i>While we were extremely fortunate ... to catch our flight, we believe we should receive ...</i></p>	<p>استخدم بنود التنازل لتحقيق التوازن. مع أن التأخير القصير قد يكون مقبولاً، ... 1. مع أننا كنا محظوظين للغاية ... بالحاق برحلتنا، نعتقد أننا سنحصل على...</p>
<p>Use passives to be less direct and more formal. We were only informed of the timetable change ... 2 <i>The coach had not been properly serviced</i></p>	<p>استخدم صيغة المبني للمجهول لتكون أقل صراحة وأكثر رسمية. لم نُبغ إلا بتغيير الجدول الزمني... 2. لم نُصان الحافلة بشكل صحيح.</p>
<p>Remain polite and be assertive but not aggressive. I would like to emphasize that treatment such as this cannot be tolerated. 3 <i>would like to express in the strongest terms, how deeply disappointed we were.</i></p>	<p>التزموا بالادب وكونوا حازمين، ولكن دون عدوانية. أود التأكيد على أن مثل هذه المعاملة غير مقبولة. 3. أود أن أعبر لكم بأشد العبارات عن مدى خيبة أملنا العميقة.</p>
<p>Use emphasis to strengthen your position. Never have I experienced such discomfort. 4 <i>What was, in my view, completely inexcusable, was that at no time were we ...</i></p>	<p>استخدم التركيز لتقوية موقفك. لم أشعر قط بمثل هذا الانزعاج. 4. ما كان، في رأيي، غير مبرر على الإطلاق، هو أننا لم نكن في أي وقت... الاستاذ أحمد الشطي</p>
<p>Use initial comment adverbs: realistically, ultimately. Ultimately, the fault lies with the supplier. 5 <i>Obviously, we hope that ...</i></p>	<p>استخدم ظروف التعليق الأولية واقعية في البداية. في النهاية، يقع اللوم على المورد. 5. من الواضح أننا نأمل أن...</p>

Q4, SB, P23: Complete the adverb-adjective collocations from email B with the correct words. الاجابات بخط غامق

- 1 deeply **disappointed**
- 2 drastically **improved**
- 3 completely **inexcusable**

Q5, SB, P23: Complete the collocations in the sentences with words from the box. There may be more than one possibility.

1. If you think I'm not willing to take my complaint further, you are gravely _____.
A) obvious B) inaccurate C) mistaken D) flawed
2. The information I received about flight departure times was wildly _____, leading to me missing my plane.
A) overrated B) inaccurate C) unjustified D) mistaken
3. The whole process of delivery was fundamentally _____, resulting in my new phone taking two months to arrive.
A) flawed B) opposed C) obvious D) mistaken
4. I found the quality of the shoes I bought to be vastly _____, with them needing repairs after just one month.
A) unjustified B) inaccurate C) overrated D) mistaken

5. Please understand that I am vehemently _____ to travelling with your company again after the way I was treated.
A) opposed B) flawed C) inaccurate D) obvious
6. The way I was spoken to by the assistant was wholly _____ and I was treated as a problem rather than a customer.
A) obvious B) unjustified C) overrated D) flawed
7. I think it is blindingly _____ that there is a serious issue with your system.
A) obvious B) opposed C) inaccurate D) mistaken

Answers:

1 - C / 2 - B / 3 - A / 4 - C / 5 - A / 6 - B / 7 - A

Q6, SB, P23: You go on a trip organised by a ferry company. Read the notes about the experience. In pairs, discuss how you would plan your email of complaint. Students' own answers

- both crossings delayed with NO explanation or apology
- room - v. noisy, dirty; no wi-fi
- free hotel bus - every three hours!
- excursion - no translator; four hours and nowhere to have refreshments
- got ill after eating meal on return crossing
- request refund

Q7, SB, P23: WRITING TASK Use your notes from Exercise 6 to write your email of complaint. Use the Graphic Organiser to help you plan your writing. Students' own answers

LIFE SKILLS How to make a good decision (SB, P24)

ملاحظة: سيتم شرح هذه الجزئية من الكتاب أحمد الشطي

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Revision VOCABULARY AND GRAMMAR

Q1, WB, P18: Complete the sentences with the correct form of the words in brackets.

1 The punctuality of the train service has been going _____ (hill) since the beginning of this year.

A) uphill B) downhill C) overhill D) sidehill

2 The increase in airline taxes is _____ (just) and should definitely not be implemented.

justified B) unjustified C) justifiable D) justly

3 The design of the building was _____ (fundamental) flawed, which caused many problems during the building phase.

A) fundament B) fundamentally C) fundamentalism D) fundamentals

4 We had to _____ (come) a lot of hurdles when setting up our travel website, but now it's doing well.

A) income B) overcome C) outcome D) become

5 In my opinion, the new car model is _____ (rate) because it isn't as reliable as the previous one.

A) rated B) overrated C) under-rated D) rating

6 Surely, it's _____ (blind) obvious that we cannot reduce car emissions quickly.

A) blinded B) blindfolded C) blindingly D) blindness

Answers 1 - B/ 2 - B/ 3 - B/ 4 - B/ 5 - B/ 6 - C

Q2, WB, P18: Rewrite the sentences using the phrases in the box.

At no time / In no way / Little did he know / No sooner / Only when / Under no circumstances

1. I wouldn't lie to you whatever the situation.

2. I didn't change platforms until I saw the sign.

3. We had just set off for Dubai when the car broke down.

4. I have never had a problem with my passport.

5. He had no idea that the plane was already boarding.

6. The cyclist was definitely not to blame for the accident.

Answers

1 Under no circumstances would I lie to you.

2 Only when I saw the sign did I change platforms.

3 No sooner had we set off for Dubai than the car broke down.

4 At no time have I ever had a problem with my passport.

5 Little did he know that the plane was already boarding.

6 In no way was the cyclist to blame for the accident.

Q3, WB, P18: Rewrite the sentences in two ways starting with the words given.

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

What _____.

It _____.

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

The person _____.

It _____.

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

What _____.

It _____.

Answers

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

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

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

Q4, WB, P18: Choose the correct words a-c to complete the text.

Education for all

Recently, the rising cost of university education has caused an 1 _____ (a outcry b outlay c outlook) from students and parents. The high prices of entry are widely seen as a significant 2 _____ (a getaway b breakthrough c hurdle) for families to overcome, particularly for those from disadvantaged backgrounds which has a knock-on 3 _____ (a mark b door c effect) on the 4 _____ (a cutback b outlook c outlay) for their employment opportunities later in life. Fortunately, Chesterford college has made a 5 _____ (a breakthrough b downhill c setback) in providing affordable courses by mixing classroom teaching with home study online. The 6 _____ (a outcome b getaway c outcry) has been that enrolment has increased and the 7 _____ (a mark b outlay c outcome) for students has decreased. Now that is something for the college to really 8 _____ (a knock b share c brag) about!

Answers

1 a 2 c 3 c 4 b 5 a 6 a 7 b 8 c

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Q5, WB, P19: You are going to hear three short conversations. For questions 1–6, choose the answer A, B or C which fits best according to what you hear.

1 You hear a married couple talking about their son.

1 The man and woman have different opinions about:

- A the speed of cars at that time of day.
- B their son's cycling skills.
- C the poor air quality on the cycle paths.

2 When talking about dangers to cyclists, the man and woman disagree about:

- A the seriousness of the problem.
- B the best solution to the problem.
- C whose fault the problem is.

2 You hear a married couple at an airport security check.

3 According to the woman, the machine:

- A should have been installed in every airport by now.
- B won't cause any problems to their possessions.
- C will save time for travellers in the future.

4 The woman mentions her shoes:

- A as part of an explanation.
- B as a complaint about their quality.
- C as a criticism of the way the security personnel perceive them.

3 You overhear a married couple talking about a future holiday plan.

5 From what the woman says about flygskam (flight shame), we can understand that:

- A it was an idea invented by environmental campaigners.
- B although popular in theory, the idea hasn't led to any significant changes in behaviour yet.
- C it's an idea that has been around since before people began to be concerned about the environment.

6 The woman makes a promise about:

- A reducing the time spent travelling.
- B preparing food for the journey.
- C making sure the journey is not stressful.

Answers

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

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03

Hard sell

LESSON 1A VOCABULARY AND SPEAKING

Goat Rental Service

Do you need a lawn mowing or to get rid of a large area of weeds? Rather than considering what kind of machine to hire, why not rent some goats? This goat rental company will come and look at your land, provide a **quote** and then bring along an appropriate number of peckish goats. The **USP** of this kind of service is that it is very eco-friendly: no need for electric mowers or for pesticides. Not only do goats apparently particularly relish eating weeds, the service is also extremely **cost-effective**: just 38 goats can 'mow' 50,000 square feet of grass in a single day.

One-of-a-kind Furniture

When Saeed confided in his wife his dream of **launching** a business based on making furniture that many people would consider an eyesore, she thought he'd completely lost his marbles. How could that possibly be a profit-making **venture**? Saeed was skilful at making furniture – that was his bread and butter. But why tell people he was creating eyesores? Confident in his idea nevertheless, Saeed started promoting his ugly and weird furniture online and, believe it or not, within three months, his company had a **turnover** of more than \$10,000 a month! The 'eyesore' tag was obviously a bit of a sales gimmick, but it worked even though his furniture is not exactly priced as an impulse buy. Fortunately, there was not much upfront investment needed as Saeed already had all the equipment he needed. Now he's thinking about **branching out** into ugly accessories.

Incredible Cake

Unimpressed by the expensive **price tag** of cakes on offer for her own wedding, Nada decided to make her own. As she was working in Africa, her design was a delicious work of art complete with edible trees and waterfalls from across the continent. It was only when she returned that making cakes for a living became a **business concept**. Initially, she worked from home as she and her husband didn't have the capital for a **bricks-and-mortar** shop, relying instead on e-commerce for her start-up. However, through social media and word-of-mouth, her reputation grew and within a year she opened her first physical store with her new trade name: A piece and love. Her cakes cater to all budgets, from simple designs at **bargain basement** prices, to **bespoke** creations for the happy couple. Nada and her staff pride themselves on their customer service, working closely with each one and paying meticulous attention to detail to ensure each cake is as special as the day itself.

خدمة تأجير الماعز
هل تحتاج لجزء العشب أو للتخلص من مساحة كبيرة من الأعشاب الضارة؟ بدلاً من التفكير في نوع الآلة التي ستستأجرها، لم لا تستأجر بعض الماعز؟ ستقوم هذه الشركة بمعاينة أرضك، وتقديم عرض سعر، ثم إحضار عدد مناسب من الماعز الجائعة. ميزتها الفريدة هي أنها صديقة للبيئة للغاية: لا حاجة لجزازات كهربائية أو مبيدات حشرية. لا يقتصر الأمر على استمتاع الماعز بتناول الأعشاب الضارة فحسب، بل إن الخدمة أيضاً اقتصادية للغاية: ٣٨ ماعزًا فقط يمكنها "جزء" ٥٠,٠٠٠ قدم مربع من العشب في يوم واحد.

أثاث فريد من نوعه
عندما أفصح سعيد لزوجته عن حلمه ببدء مشروع قائم على صناعة أثاث قد يعتبره الكثيرون قبيح المنظر، ظنت أنه فقد كل ما يملكه. كيف يُمكن أن يكون هذا مشروعًا مربحًا؟ كان سعيد ماهرًا في صناعة الأثاث. كان ذلك مصدر رزقه. ولكن لماذا يخبر الناس أنه يصنع أشياء فيجحة المنظر؟

مع ذلك، وثقًا من زوجته، بدأ سعيد بالترويج لأثاثه القبيح والغريب عبر الإنترنت، وصدق أو لا تصدق، في غضون ثلاثة أشهر، تجاوزت مبيعات شركته ١٠,٠٠٠ دولار شهريًا! كان وصف "قبيح المنظر" خدعة تسويقية، لكنه نجح على الرغم من أن سعر أثاثه ليس مضبوط سعر الشراء الاندفاعي. لحسن الحظ، لم يكن هناك حاجة إلى الكثير من الاستثمار الأولي، حيث كان سعيد يمتلك بالفعل جميع المعدات التي يحتاجها. الآن يفكر في التوسع في مجال الإكسسوارات القبيحة.

كعكة رائعة
لم تُعجب ندى بغلاء أسعار كعكات زفافها، فقررت أن تصنعها بنفسها. ولأنها كانت تعمل في أفريقيا، كان تصميمها تحفة فنية رائعة، مزينة بأشجار صالحة للأكل وشلالات من جميع أنحاء القارة. ولم يتحول صنع الكعك إلى مشروع تجاري إلا بعد عودتها. في البداية، عملت من المنزل، إذ لم يكن لديها وزوجها رأس المال الكافي لمتجر تقليدي، فاعتمدتا على التجارة الإلكترونية لتأسيس مشروعهما. ومع ذلك، وبفضل وسائل التواصل الاجتماعي والترويج، نمت شهرتها، وفي غضون عام افتتحت أول متجر فعلي لها باسمها التجاري الجديد: "قطعة وحب".

تُلبّي كعكاتها جميع الميزانيات، من التصاميم البسيطة بأسعار زهيدة، إلى الإبداعات المُصممة خصيصًا للعروسين السعيدين.

تفخر ندى وفريق عملها بخدمة العملاء، حيث يعملون عن كثب مع كل فرد، ويُولون اهتمامًا دقيقًا بالتفاصيل لضمان أن تكون كل كعكة مميزة كيومها.

Q1, SB, P27: Read the texts and answer the questions about each business.

1. Why is there a need for this business?

→ There is a need because normal cakes are too expensive, and this offers creative cakes for all budgets.

2. Would you buy or use these goods or services? Say why.

→ Yes, I would buy because the cakes are special, personal, and affordable.

Q2, SB, P27: Match the highlighted words and phrases from the texts with definitions 1–12.

phrases	definitions	Meaning
1 Good value for money	cost-effective	فعال من حيث التكلفة
2 Extremely cheap	bargain basement	قيو بأسعار مميزة
3 Specially made for a particular person	bespoke	مُصمَّم حسب الطلب
4 The feature that makes a product different from and better than anything else	USP (Unique Selling Point)	نقطة بيع فريدة
5 The estimated price that will be charged for a service	quote	عرض أسعار
6 Buildings such as houses, offices, factories	bricks and mortar	مبنى تقليدي
7 A new business that is risky	venture	مغامرة
8 The amount of business a company does in a set period of time	turnover	دورة رأس المال
9 Making a new product available to be sold	launching	إطلاق المشروع
10 Extended or expanded on the work normally done	branching out	التوسع
11 The amount that something costs	price tag	سعر البيع
12 An idea for a business	business concept	مفهوم العمل

ACTIVE VOCABULARY | Compound nouns

A compound noun is created by joining two or more words together to create a single idea. Compound nouns can be spelled

- as separate words.
- with a hyphen.
- as one word.

المفردات النسبية | الأسماء المركبة
يُنشأ الاسم المركب بربط كلمتين أو أكثر لتكوين فكرة واحدة.
يمكن كتابة الأسماء المركبة:

- كلمات منفصلة.
- باستخدام واصلة: الأستاذ أحمد الشطي
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- بكلمة واحدة.

Q3, SB, P27: Read Active Vocabulary and find examples of each in the texts on page 26.

as separate words: (goat) rental company, electric mower, square feet, single day, business concept, bargain basement, upfront investment, bricks-and-mortar shop ("bricks-andmortar" is hyphenated when is used as an adjective, but not when it is a noun.)

with a hyphen: start-up, e-commerce, word-of-mouth

as one word: eyesore, turnover

كلمات منفصلة: شركة تأجير (ماعز)، جزازة كهربائية، قدم مربع، يوم واحد، فكرة عمل، قيو بسعر مخفض، استثمار مقدم، متجر تقليدي (تضاف واصلة عند استخدام كلمة "تقليدي" كصفة، ولكن ليس عند استخدامها كاسم).
بواصلة: شركة ناشئة، تجارة إلكترونية، سمعة طيبة
كلمة واحدة: منظر بشع، مبيعات

Q4, SB, P27: Complete the sentences with the words from the box to make compound nouns.1. They're giving away free toys with children's meals as a part of a **sales** _____.

- A) investment B) gimmick C) start D) buy

2. Planes are expensive to design and make, so require a lot of **upfront** _____.

- A) investment B) buy C) gimmick D) start

3. My friend has just established a new **start** _____ which uses AI to help businesses.

- A) buy B) gimmick C) up D) investment

4. I wasn't planning on getting a new shirt today, it was a bit of an **impulse** _____.

- A) gimmick B) up C) investment D) buy

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

Q6, SB, P27: Replace the underlined parts of the sentences with the correct forms of the phrasal verbs from the box. Then listen again and check.(Phrasal verbs)

1 So, what gave you the idea to "start" the business?

- A) break into B) pass up C) set up D) sign up

2 It seemed like it might be a good market to "get involved with".

- A) break into B) building up C) win over D) knock off

3 It was too good an opportunity to "fail to take advantage of".

- A) set up B) sign up C) break into D) pass up

4 We often "get" new customers "to commit" on the spot.

- A) sign ... up B) knock ... off C) win ... over D) break into

5 We'd been "gradually increasing" customer loyalty in that area.

- A) break into B) building up C) set up D) pass up

6 Eventually, we did manage to "persuade them".

- A) knock off B) sign up C) win them over D) building up

7 We had to "considerably reduce" the price.

- A) building up B) knock quite a lot off C) sign up D) break into

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

Q7, SB, P27: SPEAKING Think of successful small businesses in your area. Discuss the question. Students' own answers

- 1 What is their USP?
2 What makes their business concept successful?
3 How could they branch out?

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LESSON 1B VOCABULARY AND SPEAKING

Q1, WB, P20: Read the definitions and complete the words with one letter in each gap.

1 A feature of a product or service which makes it different from the rest — _____

- A) USP B) venture C) quote D) launch

2 A new business project that involves taking risks — v _____

- A) bespoke B) venture C) turnover D) cost-effective

3 The cost of a product — p _____ t _____

- A) price tag B) bargain basement C) launch D) quote

4 (Of a price) Extremely cheap — b _____ b _____

- A) USP B) bargain basement C) turnover D) venture

5 A product made specially for a particular customer — b _____

- A) bespoke B) quote C) cost-effective D) price tag

6 When you bring a product onto the market for the first time — l _____

- A) turnover B) launch C) bargain basement D) USP

7 The price a company says they will charge for a service — q _____

- A) quote B) venture C) cost-effective D) bespoke

8 Goods sold by a company over a period of time — t _____

- A) turnover B) USP C) launch D) venture

9 Brings the best possible profits for the lowest possible price — c _____ - e _____

- A) quote B) bespoke C) cost-effective D) bargain basement

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

Q2, WB, P20: Match the two parts of the sentences.

Part one	Part two
1 I asked several companies to give me	c a quote for remodelling the kitchen.
2 It isn't cost-effective to heat the whole house	d if you're only working in one room.
3 He has unusually large feet	b so he needs bespoke shoes.
4 After working for the company for a few years	f she decided to launch her own business.
5 The venture may be lucrative,	i but it's also risky.
6 Once we've worked out what our USP is,	h the rest will be plain sailing.
7 I was surprised by	a how high their turnover was.
8 You can't expect to get good quality	g at bargain-basement prices.
9 Everything is online now,	e so I think the days of bricks-and-mortar shops are over.

Q3, WB, P20: Choose the correct words to complete the sentences.

1 The price _____ is missing. How much is it?

- A) tag B) quote

2 Shops sometimes put sweets by the cash desk to encourage impulse _____

- A) goods B) buys

3 If you have positive word-of _____, you may not need to advertise.

- A) reputation B) -mouth

4 It was a _____, so we used the kitchen as an office at first.

- A) start-up B) concept

5 They're offering free cinema tickets as a sales _____.

- A) gimmick B) concept

6 He was wearing a _____ basement suit which clearly wasn't cheap.

- A) bespoke B) bargain

7 Sports cars are luxury _____.

- A) effective B) goods

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

Q4, WB, P21: Complete the sentences with the correct forms of the compound nouns.

1 They spend far too much on _____ such as perfume and jewellery.

- A) word-of-mouth B) impulse buys C) price tag D) luxury goods

2 I try to avoid _____ by taking a shopping list to the supermarket.

- A) word-of-mouth B) impulse buys C) price tag D) start-ups

3 Inevitably, most _____ will fail in their first year.

- A) USP B) start-ups C) sales gimmick D) price tag

4 Our _____ is the high quality of our materials and our bespoke customer service.

- A) USP B) impulse buys C) upfront investment D) word-of-mouth

5 There are little plastic toys in the cereal, given away as a _____.

- A) sales gimmick B) start-up C) price tag D) impulse buy

6 There will be a significant _____, but it will be well worth the money in the long run.

- A) impulse buy B) upfront investment C) USP D) price tag

7 We get most of our work through _____ referrals and recommendations.

- A) word-of-mouth B) price tag C) start-up D) sales gimmick

8 When I looked at the _____, I almost passed out. It was so expensive!

- A) start-up B) word-of-mouth C) price tag D) sales gimmick

Answers: 1 → D 2 → B 3 → B 4 → A 5 → A 6 → B 7 → A 8 → C

Q5, WB, P21: Complete the sentences with the correct forms of the verbs connected to money from the box.

There are two extra verbs.

1 Issa took out a loan to set up his business, so now he _____ the bank money every month.

- A) refunds B) values C) owes D) budgets

2 Suha made so much money in her business that she _____ her younger brother's new business at the beginning.

- A) discounted B) financed C) budgeted D) refunded

3 The shop has _____ all of its prices for the holidays, so you should go and look now.

- A) discounted B) refunded C) owed D) valued

4 Hamza has been _____ every month to make sure he can save enough money for university.

- A) budgeting B) financing C) valuing D) owing

5 After I complained about the quality of the shirt, the company will be _____ all of the full price back to me.

- A) valuing B) refunding C) discounting D) owing

6 The dealership has _____ my car at 10,000 dinars, but I think it's probably worth more than that.

- A) owed B) refunded C) valued D) financed

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

Q6, WB, P21: Complete the online article with one word in each gap.

How to start your own business and make a success of it

Got an idea for a new business **l**venture? Here's how to get started ... If you are entrepreneurial, you are probably juggling lots of ideas. But which business **2c**_____ is the best? Think about which one you have the most passion for, as a new **3s**_____ will require a great deal of time and energy. If you want to break into an already crowded market, you'll need a **4U**_____. However great you think your idea is, research it thoroughly. If no one else is doing it, does that mean you're a genius, or that everyone else knows that there's no profit in what you're considering? Finally, are you thinking of an online business, or a **5b**_____ -and-m one? If it's the latter, remember that hiring premises will involve a significant **6u**_____ i_____. Once you've decided on your idea, you need to think about how you're going to **7l**_____ the business. It probably isn't that **8c**_____ -e_____ to start by paying a lot for advertising. If you can provide really excellent customer service, and win over some loyal fans, you'll get more business through **9w**_____ -of-m_____, and can build your business up that way. You might not get rich quickly, but the freedom of being your own boss is hard to beat.

Answers 2 concept 3 start-up 4 USP 5 bricks, mortar 6 upfront investment 7 launch 8 cost-eff ective 9 word, mouth



LESSON 2A LISTENING AND VOCABULARY

Q1, SB, P28: Which of these words describe the man in the picture and his ideal customer?

Possible answers	
The man in the picture: ingenious (p), shrewd (p), crafty (n),	عبقري ، داهية ، مكر
The customer: gullible (n), naive (n), trusting (p), unsuspecting (n), credulous (n)	ساذج ، ساذج ، واثق غير متشكك، ساذج

Q2, SB, P28: Listen to some experts discussing techniques for persuading people. Make notes about what each involves.

1 'Yes questions' 2 The scarcity principle 3 Framing 4 Reciprocation 5 Social proof
<p>Answers</p> <p>'Yes questions' is asking a series of questions where the answer is intended to be 'Yes' to encourage the customer to agree with the salesperson. 'The scarcity principle' is a way of making the customer believe that there is not enough of a product allowing salespeople to sell it more quickly, for a higher price, or both. 'Framing' involves the sales person putting the customer in a particular context, such as imagining they are happy in a new home. Then they are selling both a home and happiness. 'Reciprocation' is when each side gives the other something, such as giving a potential customer a gift is more likely to make them want to buy as they feel they have something already. 'Social proof' is when a product seems more attractive because many other people are buying it, too.</p>

ACTIVE LISTENING	الاستماع النشط
<p>Inferring meaning, opinion and attitude</p> <p>An inference is an idea or a conclusion based on evidence. While listening, consider:</p> <ul style="list-style-type: none"> the words the speaker uses: do they have a positive or a negative connotation? what you already know about the topic and about the speaker's attitude. 	<p>استنتاج المعنى والرأي والموقف</p> <p>الاستنتاج فكرة أو استنتاج مهني على أدلة. أثناء الاستماع، فكر فيما يلي:</p> <ul style="list-style-type: none"> الكلمات التي يستخدمها المتحدث. هل تحمل دلالة إيجابية أم سلبية؟ ما تعرفه مسبقاً عن الموضوع وعن موقف المتحدث. <p>الأستاذ أحمد الشطي 0791943248</p>

Q3, SB, P28: Study Active Listening. Then listen again and choose the correct answers.

- 1 What is Lama's attitude towards the salesperson described by the interviewer?
a horrified b admiring c smart
- 2 How did Adnan describe the salesperson's techniques?
a ethical b effortless c devious
- 3 How did the interviewer feel about her brother when they were young?
a envious b bewildered c loving
- 4 What is the interviewer's reaction to learning about the impact of leaving sweets with the bill?
a livid b unsurprised c taken aback
- 5 What does Adnan imply about the interviewer and her orange coat?
a She made a mistake. b She was a bit naive. c She didn't want it.

Answers: 1 c 2 c 3 a 4 c 5 b

Q4, SB, P28: All the words and phrases in the box are synonyms for the verb persuade. Answer the questions below. Use a dictionary if necessary.

cajole /coax /coerce /convince /entice /incite /pressure /sway /urge

1 Divide the words into three categories:

a strong persuasion without much choice b persuading by being extra nice c neutral

2 Which word has the sense of tempting someone to do something?

3 Which word has the sense of persuading people to choose between two things?

4 Which word has the sense of persuading someone to do something violent or unpleasant?

5 Divide the words into three categories according to their possible verb patterns.

a _____ someone to do something and someone into doing something

b _____ someone to do something

c _____ someone into doing something

Answers

1

a strong persuasion without much choice: coerce, incite, pressure, urge

b persuading by being extra nice: cajole, coax, entice

c neutral: convince, sway

2 entice

3 sway

4 incite

5

a coax, entice, pressure, urge someone to do something / someone into doing something

b convince, entice, incite, urge someone to do something

c cajole, coerce, pressure, sway someone into doing something

Q1, SB, P28: Complete the second sentence using the word in bold so that it means the same as the first one. Then, in pairs, discuss any difference in meaning.

1 She convinced the child to clean her teeth. (COAX)

She _____.

2 The company encouraged her to leave her job with promises of a better salary. (ENTICE)

They _____.

3 She persuaded us to work late. (CAJOLE)

She _____.

4 She pressured the team into taking responsibility. (URGE)

She _____.

5 He tried to coerce his brother into doing it. (INCITE)

He _____.

Answers

1 She coaxed the child to clean/into cleaning her teeth.

2 They enticed her away from/to leave/into leaving her job with promises of a better salary.

3 She cajoled us into working late.

4 She urged the team to take/into taking responsibility.

5 He tried to incite his brother to do it.

LESSON 2B LISTENING AND VOCABULARY

Q1, WB, P22: Complete the sentences with the words from the box. Listen and check.

- 1 I'm not always very _____ when I meet new people. It takes me time to feel safe with them.
- 2 I was quite _____ about how much work I needed to do to pass my exams.
- 3 My cousin has always been a _____ businesswoman and runs several companies now.
- 4 In 1925, the Eiffel Tower in Paris was sold to a _____ businessman by Victor Lustig, an American conman.
- 5 I loved the film! I thought the story was _____ and I've never seen anything like it before.

Answers

- 1 trusting 2 naive 3 shrewd 4 gullible 5 ingenious

Q2, WB, P22: Count the number of syllables in each word. Listen and check. What do you notice?

1 different	2
2 interesting	3
3 family	2
4 necessary	3
5 happening	2
6 especially	3
7 complimentary	4
8 suppose	2

ACTIVE PRONUNCIATION

Words that drop a syllable

In British English, vowels tend to be left out in natural speech and the word loses an unstressed syllable. This usually happens before:

- /r/ (e.g., different, interesting, necessary, complimentary).
- /l/ (e.g., especially, dreadfully, family, marvellous).
- /n/ (e.g., happening, educational, definite, prisoner).

In a few words, the dropped syllable comes before a consonant (e.g., vegetable, medicine, suppose).

النطق النشط
الكلمات التي تُحذف منها مقاطع لفظية
في الإنجليزية البريطانية، غالبًا ما تُحذف حروف العلة في
الكلام الطبيعي. يفقد الكلمة مقطعًا لفظيًا غير مُشدد. يحدث
هذا عادةً قبل:
الأستاذ . أحمد الشطي
0791943248

Q4, WB, P22: Look at the texts and find four words in each text where vowels may be left out. Listen and check. Then practise reading the texts aloud.

The government plans to introduce a series of national measures to improve performance in secondary schools. The proposals were announced today by the Education Secretary.

The new health centre offers a specialist complementary therapy service, including a range of different treatments which can be safely used alongside traditional medicine.

Answers

Text 1: national, secondary, Secretary

Text 2: specialist, complementary, different, traditional

LESSON 3A SPEAKING

Q1, SB, P29: Look at the cartoon and discuss the questions. Students' own answers

- 1 Have you ever tried to negotiate with anyone?
- 2 What was the outcome? Say why.

Q2, SB, P29: Listen to two conversations which involve negotiation. For each conversation, answer the questions.

- 1 Who is negotiating? → 1 A customer and a shop assistant // 2 A landlord and a potential renter
- 2 What are they negotiating for?
 - 1 About the shop's policy on returning a present the customer got
 - 2 about the amount of rent
- 3 How successful is the negotiation? Say why.
 - 1 It was unsuccessful for the customer as the shop has a strict fourteen-day return policy and the customer didn't have the receipt.
 - 2 It was successful for the renter as they negotiated £40 off a month.

Q3, SB, P29: Study the Speaking box. Then listen again and write **A** for the phrases you hear in the first conversation or **B** for the phrases you hear in the second conversation. Not all the phrases are mentioned.

SPEAKING Negotiating	
Asking for what you want <input type="checkbox"/> This is a bit awkward, but ... (A-1) <input type="checkbox"/> Would you be prepared to ...? (A-3) <input type="checkbox"/> I'm wondering if there's any flexibility ...? (B-1) <input type="checkbox"/> How about if we were to ...?	طلب ما تريد قد يبدو هذا منجًا بعض الشيء، ولكن... هل أنت مستعد...? أتساءل إن كان هناك أي مرونة...? ماذا لو...?
Refusing an offer <input type="checkbox"/> I'd like to say yes, but ... (A-2) <input type="checkbox"/> I'm afraid that's a bit out of my price range / a bit less than I'd be willing to accept. <input type="checkbox"/> The bottom line is ... (B-2) <input type="checkbox"/> At the end of the day ... (A-5) <input type="checkbox"/> It has to be a 'no'. (A6)	رفض عرض أود أن أقول... ولكن... أخشى أن يكون هذا خارج نطاق سعري / أميز التبرع قليلاً مما أرتغب في قبوله. الخلاصة هي... في النهاية... يجب أن يكون الرفض.
Accepting an offer <input type="checkbox"/> Great, you've got yourself a deal. <input type="checkbox"/> Let's shake on that, then. <input type="checkbox"/> OK, I can live with that.	قبول عرض رائع، لقد حصلت على صفقة. لتتصافح إذن. حسنًا، أستطيع التعايش مع هذا.
Trying to get to a win-win situation <input type="checkbox"/> I can see what you're saying, but ... (A-4) <input type="checkbox"/> Is there any room for compromise? <input type="checkbox"/> Provided you ..., I see no reason why I couldn't ... <input type="checkbox"/> Can we try and meet halfway on this? (B-3) <input type="checkbox"/> How does that sound?	أحاول الوصول إلى وضع مربح للطرفين أفهم ما تقوله، ولكن... هل هناك مجال للتسوية؟ بشرط أن...، لا أرى سببًا يمنعني من... هل يمكننا محاولة الالتقاء في منتصف الطريق لحل هذه المشكلة؟ ما رأيك؟

Q4, SB, P29: Complete the conversation using phrases from the Speaking box. Listen and check.

Huda Sorry to bother you. Is this a good time? My mum told me you were looking for a babysitter.

Mrs Alra'i Yes, that's right. It'll be a Friday or Saturday night for about four hours, say eight 'til midnight. Would that suit you?

Huda Well, I _____ yes, but midnight is a bit late for me on a Friday night. I have climbing club at 9 a.m. on Saturday.

Mrs Alra'i 2 _____ say 11.30? Would that be OK?

Huda Yes, that should be fine. I usually charge 8 dinars an hour.

Mrs Alra'i Oh, I'm afraid 3 _____ budget. The children really won't be any bother, they're quite selfsufficient. You won't have to do anything except watch TV. Would you 4 _____ accept 7 dinars an hour?

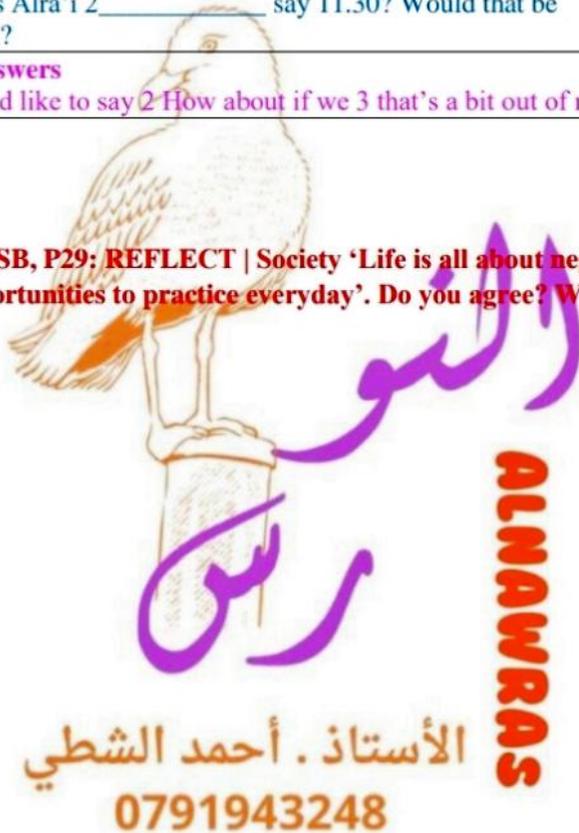
Huda Can we try and 5 _____? Would 7.50 dinars be OK?

Mrs Alra'i Yes, that works for me, thanks.

Answers

1 I'd like to say 2 How about if we 3 that's a bit out of my 4 be prepared to 5 meet halfway on this?

Q6, SB, P29: REFLECT | Society 'Life is all about negotiation. Even if you are not in business, you have opportunities to practice everyday'. Do you agree? Why/Why not? Students' own answers



LESSON 4A READING AND VOCABULARY

Q1, SB, P30: Read the first paragraph of an article about economics. What is 'economics'? Students' own answers

Q2, SB, P30: Read the article on page 31 and choose the correct answers.

1 Why does the author consider that a pros and cons list isn't very effective?

- a It doesn't take the relative importance into account.
b It gives a false illusion of control over the outcome.
c We only use it because we're used to doing it.
d A problem isn't always just about two alternatives.

2 The author implies that we put things off because:

- a we are naturally inclined to be lazy.
b we don't care enough about future benefits.
c we don't have enough willpower.
d we don't sufficiently analyse our motives.

3 What had the biggest impact on whether people ate the chocolate cake?

- a how full they were feeling at the time
b how difficult they thought it was to get
c how friendly the researchers were
d how fond they were of chocolate cake

4 Which phrase could correctly replace 'falling prey to' in line 70?

- a being left unaffected by
b being damaged by
c being influenced by
d being enhanced by

5 What lesson does the author think we should learn from the law of diminishing returns?

- a Don't expect too much.
b Don't make risky investments.
c Don't do anything too obvious.
d Don't overdo things.

Q3, SB, P30: Study the words in the box and discuss their meaning with a partner. Then replace the underlined parts of the sentences from the text with one or two synonyms from the box.

1 Just one of the cons might easily outweigh all of the pros.

- A) add up B) cancel out C) increase D) improve

2 A cost-benefit analysis allows you to be more objective.

- A) dispassionate B) careless C) doubtful D) strong

3 There are also other costs to take into account, such as the cost in your time.

- A) spend B) bear in mind C) let go D) control

4 People have a tendency to overvalue immediate rewards.

- A) habit B) way C) propensity D) choice

5 Another trap is the sunk-cost fallacy.

- A) pitfall B) way C) advantage D) tool

6 Because you have already invested, you should persist no matter what.

- A) give up B) persevere C) forget D) complain

7 After a certain point, investing more money does not lead to increased benefits, and may even have a damaging impact.

- A) positive B) detrimental C) lucky D) supportive

8 Nowadays, it's worth considering this concept when it comes to free social media sites.

- A) option B) notion C) activity D) plan

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

HOW TO APPLY BEHAVIOURAL ECONOMICS TO YOUR DAILY LIFE

Most people think that economics is all about money, but in fact, it's far broader than that. Economics is really all about making choices and decisions. These might indeed be related to money. For example, **is it more economical to go to a cheaper supermarket if a taxi there and back needs to be included in the cost?** However, economic principles, especially those of behavioural economics, can be usefully applied to all areas of our lives. A Possibly, the first thing we can take from economics is the importance of doing a cost-benefit analysis when making big decisions. Comfortable though we may be with making a list of pros and cons, we should recognise that it is actually a rather ineffective tool. Just one of the cons might easily outweigh all of the pros. A cost-benefit analysis is something altogether more sophisticated, which allows you to be more objective. For example, let's say that you have to decide whether to make a journey by train or aeroplane. The financial cost of each journey is obvious, but there are also other costs to take into account, such as the cost in your time, the cost in terms of how tired you'll be on arrival, the environmental cost and so on. Give each of these a score out of five, and then weigh them up against the potential benefits, scored in the same way, and the choice becomes much easier. B There are also certain in-built human biases we ought to bear in mind, for example, something known as 'present bias'. Behavioural economics teaches us that people have a tendency to overvalue immediate rewards over long-term payoffs. A famous study showed that given the choice between receiving less money now, or more money later, most people would choose the former, even though they'd end up less well-off. This is also the reason why people procrastinate, or why you should never go food shopping when you're hungry. Once aware of this propensity however, you can make sure you avoid it. For example, if you put your money in a savings account where you can't get at it easily, you'll overcome the tendency to want to spend it straightaway, rather than wait.

C Another trap many people fall into is the sunk-cost fallacy. **2A fallacy is an idea that is often believed to be true, but which is, in fact, false.** The sunk-cost fallacy is the idea that because you have already invested time or money in something, you should persist with it no matter what. One study which demonstrated this tendency asked people to imagine they were at a birthday celebration and that they were offered chocolate cake. The researchers told some people this was from a local supermarket, and others that it was an expensive handmade cake from a shop almost an hour away. **3Having been told the cake had required a significant investment of time and money seemed to make people much more likely to eat it all,** even though they felt uncomfortably full, or weren't that keen on

كيفية تطبيق الاقتصاد السلوكي في حياتك اليومية

يعتقد معظم الناس أن الاقتصاد يدور حول المال فقط، ولكنه في الواقع أوسع من ذلك بكثير. فالاقتصاد في الواقع يدور حول اتخاذ الخيارات والقرارات. وقد تكون هذه القرارات مرتبطة بالفعل بالمال. على سبيل المثال، هل من الأوفر الذهاب إلى سوبر ماركت أرخص إذا كانت تكلفة سيارة الأجرة ذهابًا وإيابًا شمولة في التكلفة؟ ومع ذلك، يمكن تطبيق المبادئ الاقتصادية، وخاصة مبادئ الاقتصاد السلوكي، بشكل مفيد في جميع مجالات حياتنا. ربما يكون أول ما نتعلمه من الاقتصاد هو أهمية إجراء تحليل التكلفة والعائد عند اتخاذ القرارات المهمة. فرغم أننا قد نميل إلى وضع قائمة بالإيجابيات والسلبيات، إلا أنه يجب أن ندرك أنها في الواقع أداة غير فعالة إلى حد ما. فقد تتفوق إحدى السلبيات بسهولة على جميع الإيجابيات.

يُعد تحليل التكلفة والعائد أمرًا أكثر تعقيدًا، مما يسمح لك بأن تكون أكثر موضوعية. على سبيل المثال، لنفترض أنك مضطر لاتخاذ قرار بشأن السفر بالقطار أو الطائرة. التكلفة المالية لكل رحلة واضحة، ولكن هناك أيضًا تكاليف أخرى يجب أخذها في الاعتبار، مثل تكلفة وقتك، وتكلفة التعب عند الوصول، والتكلفة البيئية، وما إلى ذلك. امنح كلًا من هذه التكاليف درجة من خمسة، ثم قارنها بالفوائد المحتملة، بفكر الطريقة، يصبح الاختيار أسهل بكثير. ب. هناك أيضًا بعض التحيزات البشرية المتأصلة التي يجب أن نضعها في الاعتبار، على سبيل المثال، ما يُعرف باسم "التحيز للحاضر". يُعلمنا الاقتصاد السلوكي أن الناس يميلون إلى المبالغة في تقدير المكافآت الفورية على حساب المكاسب طويلة الأجل. أظهرت دراسة شهيرة أنه من المُخزئ الناس بين تلمي أموال أقل الآن، أو المزيد من المال لاحقًا، فإن معظمهم سيختارون الخيار الأول، حتى لو انتهى بهم الأمر إلى وضع أقل ثروة. وهذا أيضًا هو سبب تسويق الناس، أو لماذا يجب ألا تذهب أبدًا إلى تسوق الطعام وأنت جائع. ومع ذلك، بمجرد إدراك هذا الميل، يمكنك تجنبه. على سبيل المثال، إذا وضعت أموالك في حساب توفير حيث لا يمكنك الوصول إليها بسهولة، فستتغلب على ميلك إلى الرغبة في إنفاقها على الفور، بدلاً من الانتظار.

ج- فخ آخر يقع فيه الكثيرون هو مغالطة التكلفة الغارقة. ٢- المغالطة هي فكرة يُعتقد غالبًا أنها صحيحة، لكنها في الواقع خاطئة. مغالطة التكلفة الغارقة هي فكرة أنه بما أنك استثمرت وقتًا أو مالًا في شيء ما، فيجب عليك الاستمرار فيه مهما كلف الأمر. إحدى الدراسات التي أظهرت هذا الاتجاه طلبت من المشاركين أن يتخيلوا أنهم في حفل عيد ميلاد وأن كعكة شوكولاتة عُرضت عليهم. أخبر الباحثون بعض الأشخاص أنها من سوبر ماركت محلي، بينما أخبر آخرون أنها كعكة باهظة الثمن مصنوعة يدويًا من متجر يبعد ساعة تقريبًا. ٣- يبدو أن إخبار الناس بأن الكعكة تطلبت استثمارًا كبيرًا من الوقت والمال جعلهم أكثر عرضة لتناولها بالكامل، حتى لو شعروا بالشبع بشكل غير مريح، أو لم يكونوا متحمسين لكعكة الشوكولاتة. غالبًا ما تدفعنا مغالطة التكلفة الغارقة إلى القيام بأشياء تتعارض حقًا مع مصالحنا الفضلى. على سبيل المثال، الحفاظ على صداقة مع شخص لم نعد نحبه حقًا، لأننا نعرفه منذ فترة طويلة،

chocolate cake. The sunk-cost fallacy often leads us to do things which are really against our best interests. For example, maintaining a friendship with someone we don't really like anymore, because we have known them a long time, and feel that **4 nothing can be done about it**. Or persisting with a business idea, even when it's clear that it isn't working and is actually losing us money. **5 Our decision-making ability can be dramatically improved by recognising when we may be falling prey to this fallacy.**

D Even when we've made a good decision, we should also be aware of the law of diminishing returns. This economic concept states that after a certain point, investing more money (or effort) does not lead to increased benefits, and, notwithstanding the objective risk, may even have an adverse impact. For example, if you get your friends round to help you decorate your room. To begin with, having more people to help seems constructive, but if you invite too many friends round, you'll end up with a problem: imagine 20 or 30 people all trying to paint the same room at the same time! This law can also be applied to eating pizza; the first few slices are great, but after that, it becomes less and less palatable, and if you kept going, you might even feel nauseous. This principle might seem obvious, but it is really a reminder that doing your best is good enough. If you keep pushing and trying to do even more, you'll end up subject to the law of diminishing returns. E Finally, be aware that, according to economists, there's no such thing as a free lunch. Apparently, this expression comes from a time when it was common to give away lunch when you bought a drink. **6 The lunch would be made as salty as possible**, so you'd end up spending far more than anticipated on (expensive) beverages. Nowadays, it's worth considering this concept when it comes to free social media sites: watch for the snare – if you aren't paying for a product, you ARE the product.

ونشعر أنه لا يمكن فعل أي شيء حيال ذلك. أو الاستمرار في فكرة عمل، حتى عندما يكون من الواضح أنها لا تنجح وأنها في الواقع تخسرنا المال. ٥ ويمكن تحسين قدرتنا على اتخاذ القرار بشكل كبير من خلال إدراك متى قد نقع فريسة لهذه المغالطة.

حتى عندما نتخذ قرارًا صائبًا، يجب أن ندرك أيضًا قانون تناقص الغلة. ينص هذا المفهوم الاقتصادي على أنه بعد نقطة معينة، فإن استثمار المزيد من المال (أو الجهد) لا يؤدي إلى زيادة الفوائد، بل قد يكون له تأثير سلبي، بغض النظر عن المخاطر الموضوعية. على سبيل المثال، إذا دعوت أصدقاءك لمساعدتك في ترتيب غرفتك، قد يبدو وجود المزيد من الأشخاص مفيدًا في البداية، ولكن إذا دعوت عددًا كبيرًا من الأصدقاء، فستواجه مشكلة: تخيل ٢٠ أو ٣٠ شخصًا يحاولون جميعًا طلاء نفس الغرفة في نفس الوقت! يمكن تطبيق هذا القانون أيضًا على تناول البيتزا؛ فالشرائح القليلة الأولى رائعة، ولكن بعد ذلك، يصبح أقل لذة، وإذا استمرت في تناولها، فقد تشعر بالغثيان. قد يبدو هذا المبدأ بديهياً، ولكنه في الحقيقة تذكر بان بدل قصارى جهدك كافٍ. إذا واصلت السعي لبذل المزيد، فستقع في فخ قانون تناقص الغلة. أخيراً، انتبه، وفقاً للاقتصاديين، لا وجود لمعنى غداءً مجانيًا. يبدو هذا التعبير يعود إلى زمن كان من الشائع فيه إهداء الغداء عند شراء مشروب.

6 كان الغداء يُحصى بأقصى قدر من الملوحة، لذا ستفق في النهاية أكثر بكثير مما هو متوقع على المشروبات (الباهظة الثمن). في الوقت الحاضر، ينهنا مراجعة هذا المفهوم عندما يتعلق الأمر بمواقع التواصل الاجتماعي المجانية: انتبه للفخ - إذا لم يكن تدفع ثمن منتج، فأنت المنتج.

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COMPREHENSION QUESTIONS

1. What is economics really about?
ما الذي تدور حوله حقيقةً مادة الاقتصاد؟
2. Give an example of an economic decision mentioned in the text.
أعط مثالاً على قرار اقتصادي ذُكر في النص.
3. Quote the sentence showing that one con might outweigh all pros.
اقتبس الجملة التي تبين أن سلبية واحدة قد تفوق جميع الإيجابيات.
4. Find a word in the text which means "advanced or complex".
"ابحث عن كلمة في النص تعني "متطور أو معقد".
5. What does the pronoun "they" in 'all of the pros and cons, they should be weighed' refer to?
"they" إلى ماذا يعود الضمير؟
6. What two travel options are compared in the text?
ما الخياران المتعلقان بالسفر اللذان تمت مقارنتهما في النص؟
7. How can you make a choice easier according to the text?
كيف يمكنك أن تجعل القرار أسهل حسب النص؟

8. What is the bias called when people prefer immediate rewards?
ما اسم الانحياز الذي يجعل الناس يفضلون المكافآت الفورية؟
9. Why do people procrastinate according to behavioural economics?
لماذا يَسْوَف الناس حسب الاقتصاد السلوكي؟
10. Give two examples of present bias from the text.
أعطِ مثالين على الانحياز للحاضر من النص.
11. How can you overcome the tendency to spend money straightaway?
كيف يمكنك التغلب على الميل لإنفاق المال فوراً؟
12. What is a fallacy according to the text?
ما هو "المغالطة" حسب النص؟
13. What is the sunk-cost fallacy?
ما هي مغالطة التكلفة الغارقة؟
14. Which example in the text demonstrates the sunk-cost fallacy?
ما المثال الذي يوضح مغالطة التكلفة الغارقة؟
15. What effect did knowing the cake was expensive have on people?
ما أثر معرفة أن الكعكة كانت غالية على الناس؟
16. Give an example of the sunk-cost fallacy in relationships.
أعطِ مثالاً على مغالطة التكلفة الغارقة في العلاقات.
17. Give an example of the sunk-cost fallacy in business.
أعطِ مثالاً على مغالطة التكلفة الغارقة في الأعمال.
18. Quote the phrase that shows hopelessness in a friendship.
اقتبس العبارة التي تظهر اليأس في علاقة صداقة.
19. How can decision-making be improved, according to the text?
كيف يمكن تحسين عملية اتخاذ القرار حسب النص؟
20. What economic principle says more effort doesn't always mean more benefit?
ما المبدأ الاقتصادي الذي يقول إن الجهد الأكثر لا يعني دائماً منفعة أكثر؟
21. What decorating example shows diminishing returns?
ما المثال الخاص بطلاء الغرفة الذي يوضح تناقص العوائد؟
22. What food example shows diminishing returns?
ما المثال المتعلق بالطعام الذي يوضح تناقص العوائد؟
23. What reminder does the law of diminishing returns give us?
ما التذكير الذي يعطينا إياه قانون تناقص العوائد؟
24. Quote the phrase showing that nothing is free.
اقتبس العبارة التي تبين أن لا شيء مجاني.
25. Where did the expression 'free lunch' come from?
من أين جاءت عبارة "الغداء المجاني"؟
26. Why was the lunch made salty in the past?
لماذا كان الغداء يُملح بكثرة في الماضي؟
27. What was the result of eating salty lunches?
ما نتيجة تناول غداء مالح بكثرة؟
28. What modern example is compared to the free lunch?
ما المثال الحديث الذي يشبهه بالغداء المجاني؟
29. What phrase shows the danger of free online services?
ما العبارة التي تظهر خطورة الخدمات المجانية على الإنترنت؟
30. What is the main idea of the whole text?
ما الفكرة الرئيسية للنص كله؟



النور

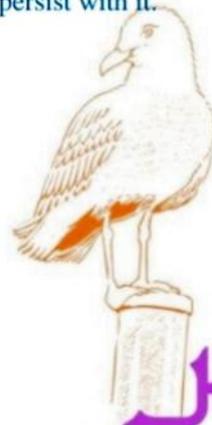
ALNAWRAS

الأستاذ . أحمد الشطي
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ANSWERS:

1. Economics is really all about making choices and decisions.
2. Going to a cheaper supermarket if a taxi cost is included.
3. "Just one of the cons might easily outweigh all of the pros."
4. Sophisticated.
5. The pros and cons.
6. A journey by train or aeroplane.
7. By giving each factor a score out of five.
8. Present bias.
9. Because people overvalue immediate rewards over long-term benefits.
10. Procrastination / shopping when hungry.
11. By putting money in a savings account.
12. An idea that is often believed to be true, but is false.
13. The idea that because you invested time or money, you should persist with it.
14. The chocolate cake experiment.
15. People ate more even when they were full.
16. Maintaining a friendship we don't like anymore.
17. Persisting with a business idea that is losing money.
18. "Nothing can be done about it."
19. By recognising when we fall into the sunk-cost fallacy.
20. The law of diminishing returns.
21. Having too many friends painting the same room.
22. Eating too much pizza.
23. Doing your best is good enough.
24. "There's no such thing as a free lunch."
25. From a time when lunch was free if you bought a drink.
26. So customers would buy more drinks.
27. Customers bought more drinks than expected.
28. Free social media sites.
29. "If you aren't paying for a product, you ARE the product."
30. Economics can be applied to all areas of life.

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LESSON 5A GRAMMAR

We use the Passive Voice when:

Notes	ملاحظات
<p>we emphasise the action more than the agent: Florida was destroyed. (We're only concerned with what happened to Florida, not the cause.)</p> <p>Florida was destroyed by Hurricane Irma. (We use by when we mention the agent in Passive sentences: when the action is old information and the agent is new information.)</p> <p>Hurricane Irma destroyed Florida. (In the active sentence, we're focusing on the agent, on what Hurricane Irma did.)</p>	<p>تُشدد على الفعل أكثر من الفاعل: دُمِّرَت فلوريدا. (نحن نُركز فقط على ما حدث لفلوريدا، وليس على السبب.)</p> <p>دُمِّرَت فلوريدا بسبب إعصار إيرما. (نستخدم "by" عند ذكر الفاعل في جمل المبني للمجهول: عندما يكون الفعل معلومة قديمة والفاعل معلومة جديدة.)</p> <p>دُمِّرَ إعصار إيرما فلوريدا. (في الجملة الفعلية، نُركز على الفاعل، على ما فعله إعصار إيرما.)</p>
<p>the agent is unknown or unimportant: A fully electric vehicle was developed. (We don't know or don't care who developed it, the important thing is the fact that it happened.)</p>	<p>الفاعل غير معروف أو غير مهم: طُوِّرت سيارة كهربائية بالكامل. (لا نعرف ولا نهتم بمن طُوِّرها، المهم هو حدوثها.)</p>
<p>the agent is 'people in general': Much less energy was consumed. (Logically, it was everyone or people in general who consumed the energy.)</p>	<p>الفاعل هو "الناس عموماً": استُهلكت طاقة أقل بكثير. (منطقيًا، كان الجميع، أو الناس عموماً، هم من استهلكوا الطاقة.)</p>
<p>the agent is so obvious we don't need to express it: Aviation fuel is taxed. (Logically we can deduct that the agent must be the government.)</p>	<p>الفاعل واضح جدًا لدرجة أننا لسنا بحاجة للتعبير عنه: وقود الطائرات خاضع للضريبة. (منطقيًا، يمكننا استنتاج أن الوكيل هو الحكومة.)</p>
<p>we don't want to start the sentence with a long complex subject: The amount of CO2 in the atmosphere was further reduced by storing the gas in carbon 'sinks' in abandoned mines deep underground. (The agent, underlined here, would be a very long and clumsy subject to begin a sentence with.)</p>	<p>لا نريد أن نبدأ الجملة بفاعل طويل ومعقد: انخفضت كمية ثاني أكسيد الكربون في الغلاف الجوي بشكل أكبر بتخزينه في "مصارف" الكربون في مناجم مهجورة في أعماق الأرض. (العامل، المسطر هنا، سيكون موضوعًا طويلًا جدًا وسيُضيق مُحكم لبدء الجملة به.)</p> <p>0791943248</p>
<p>when we want to be factual and not mention the agent: All the biscuits have been eaten. (instead of: You've eaten all the biscuits!)</p> <p>In spoken English, the Passive form is often replaced with an active form with the verb get.</p> <p>The car got repaired by the side of the road.</p> <p>His leg got broken when he was skiing.</p>	<p>عندما نريد أن نكون لبقين ونتجنب ذكر الفاعل، نقول: "لقد أكلت كل البسكويت". (بدلاً من: "لقد أكلت كل البسكويت!")</p> <p>في اللغة الإنجليزية المنطوقة، غالبًا ما يُستبدل الفعل المبني للمجهول بصيغة مبنية للمعلوم مع الفعل "حصل".</p> <p>أصلحت السيارة على جانب الطريق.</p> <p>كُسرت ساقه أثناء التزلج.</p>

طلابي الاعزاء قبل البدء في قاعدة المبني للمجهول يجب معرفة التحويلات الاتية...
تذكر ان الفعل يشترك في التصريف الثالث لجميع التحويلات...

الزمن	التحويل المناسب	مثال
1 المضارع البسيط v1/ v1s/es don't/doesn't +v1	Is/are/am+v3 Isn't/aren't/am not+v3	The power is provided by hydrogen fuel-cells.
2 المضارع المستمر is/are/am+ving	Is/are/am being+v3	The documents are being prepared for you.
3 الماضي البسيط V2 Didn't +v1	Was/were+v3 Wasn't/weren't+v3	The first fully electric vehicle was developed in 2013
4 الماضي المستمر Was/were+ving	Was/were being+v3	Too much water was being wasted .
5 المضارع التام Have/has+v3	Have/has been +v3	All of your suggestions have been taken into account.
6 الماضي التام Had+v3	Had been +v3	A bigger pay rise had been promised to Saeed.
7 Modal Verbs Modal v1	M+be+v3	The energy can only be stored for a short time.
8 Will Will+v1	Will be+v3	The job will probably be given to Adnan.
9 Going to Is/are/am going to +v1	Is/are/am going to be+v3	They are going to be given wonderful presents.
10 The Passive inf V+to+v1	V+to be+v3	A difficult decision had to be made . Issa is expecting to be given a pay rise.
11 The Passive gerund V+v-ing	V+being+v3	The crisis will result in more and more shops being closed down . I'd appreciate the concept being explained once again.

Q1, SB, P32: Read the extract from an online article.

Why do you think this was the outcome of the experiment?

A recent experiment asked participants how much of their income should be put aside for retirement. Before asking the question, they showed half the participants a photo of themselves. The researchers had had the photos digitally altered to make the people in them look older. Those participants who were shown the photos of themselves consistently chose to put more of their savings aside for their future selves.

Suggested answer

The participants were likely influenced by seeing themselves as the reality of being older and that created a relationship with their older self.

Q2, SB, P32: Look at the underlined phrases in the text in Exercise 1 and answer the questions.

- 1 What do all three phrases have in common grammatically? → They use the passive form.
- 2 How are they grammatically different? → They use different tenses.

Q3, SB, P32: THINK BACK In pairs, look at the underlined sentences from the text on page 31 and discuss why you think the Passive has been used in each case. Students' own answers

Q4, SB, P32: Match sentences 1–6 from Exercise 3 with reasons for using the Passive a–f. READ THE 6 SENTENCES IN THE PREVIOUS PAGE...

- a We are more interested in the action than who does it. (6)
- b The agent is unknown, irrelevant or so obvious we don't need to express it. (5)
- c We want to avoid personal responsibility or blame. (4)
- d We want to sound more objective or talk about general opinions. (2)
- e We often put information that we know about at the beginning of a sentence and new information at the end of it. (3)
- f It is better not to start a sentence with a long complex subject. (1)

Q6, SB, P32: Complete a text about Economics with the Passive form of the verbs in brackets in the correct tense.

VERSATILE CAREER OPTIONS

Economics is about much more than money and the skills that can 1 _____ (develop) from studying it, like an analytical mind and a strong economic awareness of the world, may 2 _____ (transfer) to numerous industries. During the course, you 3 _____ (require) to employ critical thinking skills (for example interpretation, evaluation, inference, problem solving and decision making) so be prepared for a lot of challenges, but it is worth the effort.

It 4 _____ (find) that Economics graduates earn more than any other graduates, apart from those who 5 _____ (award) a medical degree. After having completed their studies, they may 6 _____ (employ) in business, industry, education or the civil service. Economists 7 _____ (often/perceive) as game-changers in many industries, which makes the job pretty exciting, contrary to popular belief.

Answers: 1 be developed 2 be transferred 3 are required 4 has been found 5 are awarded 6 be employed 7 are often perceived

WATCH OUT!

In passive sentences where the verbs have two objects (e.g., give, show, tell, lend, promise, buy, etc.) either object can come at the beginning. We usually put the 'new' information at the end.

انتبه!
في الجمل المبنية للمجهول التي تحتوي على مفعولين للأفعال (مثل: أعطى، أظهر، أخبر، أعار، وعد، اشترى، إلخ)، يمكن وضع أي من المفعولين في البداية. عادة ما نضع المعلومة الجديدة في النهاية.

Q7, SB, P33: Study Watch Out! and choose the best way of continuing the sentences.

1 Behavioural Economics is well worth studying.

a Good decisions are made in all areas of life when people use it.

b It is used for making good decisions in all areas of life.

2 A new role is being created in my department.

a Sameer will probably be given the job.

b The job will probably be given to Sameer.

3 My brother is an economist.

a He has just been awarded a promotion.

b A promotion has just been awarded to him.

4 Despite the promotion, he was not entirely happy.

a A bigger pay rise had been promised to him.

b He had been promised a bigger pay rise.

Q8, SB, P33: Rewrite the sentences using the Passive where appropriate. In pairs, discuss and explain your choices.

1 The fact that he had already spent good money on the ticket convinced him to stay.

2 An unknown person had added too much salt to the food.

3 People are hardly ever aware of their unconscious biases.

4 People believe that animals never fall into the trap of the sunk-cost fallacy, only humans.

5 I made a terrible mistake.

6 A cost-benefit analysis is more complex than a list of pros and cons.

Answers

1 Good money had already been spent on the ticket which convinced him to stay.

2 Too much salt had been added to the food.

3 Not possible in the passive as there is no main verb.

4 It is believed that animals never fall into the trap of the sunkcost fallacy, only humans.

5 A terrible mistake was made.

6 Not possible in the passive as there is no main verb.

Q9, SB, P33: Choose the best options to complete the text. Economics. Why bother?

You may think that the only time I you use **economics / economics is used** is when you're trying to decide which pair of jeans you can afford, or when you're saving for a special holiday. However, **2at least a basic knowledge of economics is required / you require at least a basic knowledge of economics for many areas** of our lives, not just financial decisions. **3It is often said / People often say** that in economics the majority is always wrong. Through studying economics

4people teach us / we are taught how to make better decisions than we might otherwise. **5Our unconscious biases and tendencies have to be taken into account / We have to take our unconscious biases and tendencies into account**, and it's difficult to do that if **6no one has ever made us aware of them / we have never been made aware of them**. The transferable skills which **7teachers teach us / we are taught** in Economics make it a great foundation for many careers.

Answers

1 economics is used 2 at least a basic knowledge of economics is required 3 It is often said

4 we are taught 5 We have to take our unconscious biases and tendencies into account,

6 we have never been made aware of them 7 we are taught

Q10, SB, P33: SPEAKING In pairs or small groups, discuss the questions. Students' own answers

1 Do you agree that everyone should be taught basic economics? Say why.

2 What transferable skills do you think could be learnt from other academic subjects, e.g. History?

LESSON 5B GRAMMAR

Q1, WB, P23: Find and correct one mistake in each sentence.

1 Leeds Corn Exchange built in 1863. **Was built**

2 It is a grade 1 listed building which means it cannot altered without permission. _____

3 In Victorian times, corn traded there. _____

4 Recently, it been refurbished and is now home to many independent shops and designers. _____

5 The interior of the building considered to be one of the finest of its kind in the country. _____

Answers: 2 cannot be altered 3 was traded 4 it has been refurbished 5 is considered

Q2, WB, P23: Rewrite the sentences using the Passive.

1 We will prosecute all shoplifters. **All shoplifters will be prosecuted.**

2 Reading a review has convinced 82 percent of consumers to make a purchase.

82 percent of consumers have been convinced to make a purchase after reading the review

3 The manager sacked the shop assistant.

The shop assistant was sacked (by the manager)

4 Genuine individual online reviews of products influence over 93 percent of consumers.

Over 93 percent of consumers are influenced by genuine individual online reviews of products

5 People think that shopping will always be a social experience.

It is thought that shopping will always be a social experience

6 Someone didn't wash the dishes last night.

The dishes were not washed last night

Q3, WB, P23: Match reasons for using the Passive a-f with sentences 1-6 from Exercise 2.

a We want to sound more objective or talk about general opinions.

b There is a tendency to put the new or most interesting information at the end of the sentence.

c It is obvious who carried out the action.

d We want to avoid personal responsibility or blame.

e We are more interested in the action (e.g. a process) than who does it.

f There is a tendency not to start a sentence with a long complex subject.

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

Q4, WB, P23: Choose the best continuation for each sentence.

1 My sister makes customised jeans.

a They are sold by her online.

b She sells them online.

2 Leeds is a popular shopping destination.

a It was visited by over three million people last year.

b Over three million people visited it last year.

3 This jumper has shrunk.

a Did you read the washing instructions?

b Were the washing instructions read by you?

4 Maha is an excellent salesperson.

a More is sold by her than anyone else on the team.

b She sells more than anyone else on the team.

5 Oxford Street is a famous shopping street in London.

a The street was originally built by the Romans.

b The Romans originally built the street.

6 Oxford Street is heavily polluted by traffic.

a They are therefore considering pedestrianisation.

b Pedestrianisation is therefore being considered.

Answers 1 b 2 a 3 a 4 b 5 a 6 b

Q5, WB, P24: Complete the sentences with the correct forms of the verbs in brackets.

- 1 It is often difficult to see (see) the outside world when you're in a shopping mall.
- 2 This is because they _____ (design) to make people lose track of time.
- 3 For the same reason, it is unusual _____ (come across) a clock.
- 4 This deliberate confusion of time and space _____ (know) as hyperreality.
- 5 The confusion _____ (occur) when you stop looking for a specific item and start shopping in general.
- 6 The store Dayton's in the first shopping mall _____ (name) after the family that owned the mall.
- 7 Unfortunately, it _____ (say) that the effect was not intentional.
- 8 Designers of early shopping malls simply wanted shopping to _____ (experience) as a social event.

Answers: 2 've / have been designed / are designed 3 to come across 4 is known 5 occurs 6 was named 7 is said 8 be experienced

Q6, WB, P24: Rewrite the Passive sentences using a different subject.

- 1 A lot of gift vouchers were given to me for my birthday.

I was given a lot of gift vouchers for my birthday.

- 2 All employees will be offered a discount

A discount will be offered to all employees.

- 3 I am owed a refund

A refund is owed to me.

- 4 I have been shown the plans for the new shopping mall

The plans for the new shopping mall have been shown to me.

- 5 She had been given a shopping basket

A shopping basket had been given to her.

- 6 All the customers were given a freebie

A freebie was given to all the customers.

Q7, WB, P24: Complete the text with the most appropriate phrases from the box. There are six extra phrases.

Why voice shopping may not be the next big thing after all When lit was first launched, it seemed as if voice shopping might be the next big thing. Let's say you notice that your printer is getting low on ink. There's no longer any need 2 _____ what you were doing and go online to buy it. Just say, 'buy printer ink', and it 3 _____ the very next day. And yet, only a tiny percentage of consumers 4 _____ voice shopping. One reason may be the high percentage of miscommunications. Unless the transaction is extremely simple, or it's an item which 5 _____ before, there's a very real risk that a completely wrong item will turn up on your doorstep. It may be that as the technology develops, these glitches 6 _____, but for now, it's simply not taking off as a trend.

Answers 2 to stop 3 will be delivered 4 have been using 5 has been ordered 6 will be ironed out

LESSON 6A WRITING AND VOCABULARY | A for-and-against essay

Q1, SB, P34: Read the essay about buying local and make a list of reasons the author mentions for and against buying local.

Suggested answers

For: climate change, goods produced in bad working conditions, local economy, risk of losing local shops, possibility of fresher goods, saving time

Against: more expensive, less choice available

Q2, SB, P34: Complete the collocations in the sentences with the vocabulary from the box.

1 You can usually find a good price if you _____ for the best deal.

A) mooch around B) run C) shop around D) display

2 It's much cheaper to _____ in bulk if you have a place to put it.

A) stock up B) go on C) carry D) buy

3 I need to _____ a few errands this morning, but we can meet later.

A) run B) shop around C) stock up D) carry

4 I usually do a big shop at the supermarket, but then _____ on essentials locally.

A) carry B) mooch around C) stock up D) display

5 When I'm bored, I like to _____ the shops, even if I have no money.

A) mooch around B) display C) shop around D) go on

6 Just because it's pay day, you shouldn't _____ a shopping spree and spend it all.

A) go on B) run C) buy D) display

7 I love to walk around the souk and look at how the salespeople _____ their wares.

A) stock up B) carry C) display D) shop around

8 It's a huge department store, so it should definitely _____ the products you're looking for.

A) mooch around B) carry C) buy D) go on

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

Q3, SB, P34: Look at this alternative introduction to the essay in Exercise 1. Which introduction is better? Say why.

"In recent years, there has been a growing movement towards buying local. People are starting to see that this is more beneficial for the environment, and for the local economy."

Suggested answer

The introduction in the essay is better as it gives the writer's opinion about the topic.

ACTIVE WRITING | Paraphrasing

It is important to use paraphrasing in order to avoid repetition, which may cause the reader to lose interest in your writing. It helps the reader to follow the way in which your ideas are linked through the text. Some common ways of paraphrasing are:

- using synonyms,
- changing the form of words, e.g., from verbs to nouns or adjectives, or vice versa,
- changing from active to passive, or vice versa,
- changing the grammatical structure.

Note that successful paraphrasing requires the use of multiple techniques each time.

الكتابة الفعالة | إعادة الصياغة

من المهم استخدام إعادة الصياغة لتجنب التكرار الذي قد يفقد القارئ اهتمامه بكتابتك. فهي تُساعد القارئ على متابعة كيفية ترابط أفكارك عبر النص. من الطرق الشائعة لإعادة الصياغة:

- استخدام المرادفات،
- تغيير شكل الكلمات، مثلاً من الأفعال إلى الأسماء أو الصفات، أو العكس،
- تغيير المبني للمعلوم إلى المبني للمجهول، أو العكس،
- تغيير البنية النحوية.

يُرجى ملاحظة أن إعادة الصياغة الناجحة تتطلب استخدام تقنيات متعددة في كل مرة.

Q4, SB, P34: Study Active Writing. Then find examples of ways in which extracts 2–5 are paraphrased in the essay in Exercise 1.

- 1 There is a growing movement towards buying local. In recent years, there has been a move away from stocking up on essentials at mega supermarkets.
- 2 disadvantages.. → pitfalls/drawbacks/downsides
- 3 reason.. → rationale
- 4 a growing number of people are concerned about.. → more and more people are perturbed about
- 5 I would argue that.. → in my opinion

Q5, SB, P34: In pairs, read the essay question and make a list of arguments for and against it. Increasingly, people see shopping not as a necessity but as a leisure activity. Is this a positive thing? Discuss the arguments of both sides and give your opinion. Students' own answers

Q6, SB, P34: WRITING TASK Write your essay. Use your ideas from Exercise 5 and remember to paraphrase.

There is a growing movement towards buying local. What are the reasons for this, and what possible disadvantages might there be?

In recent years, there has been a move away from stocking up on essentials at mega supermarkets towards buying more frequently from local retailers. In my opinion, there are several excellent reasons for this trend, but also a number of pitfalls to buying local.

Perhaps the most important rationale for buying local goods is the growing awareness of climate change, and the obvious issues related to goods being flown in from the other side of the world. In addition, more and more people are perturbed about products having been manufactured under terrible working conditions. Cheaper though the items may be, worries about modern slavery often negate any discount.

Another benefit of buying local is that such shops frequently offer fresher foodstuffs, and display their wares for the customer to choose from. It is also quite easy to get in contact with the owner and ask them to carry the products you need.

Last but not least, there is the positive aspect of time one saves when shopping locally – you do not need to spend the whole day in a shopping centre; instead you are able to devote some of it to your family and friends.

In spite of these benefits, it should be recognised that there are some clear drawbacks to shopping locally. Price is definitely an issue; although shopping in big supermarkets is timeconsuming and definitely not eco-friendly, convenience stores are always more expensive so many people economise by buying in bulk from chain stores and prefer to shop around for the best deals.

There is also likely to be much less choice available in local shops. Many people enjoy spending hours mooching around the shops in a big shopping centre – whether we like it or not, it has become part of our culture. It is somewhat harder to go on a shopping spree if there is only one local clothes boutique.

In conclusion, while there are undoubtedly some downsides to buying locally, no one wants bricks-and-mortar shops to disappear and to be forced into a situation where they are unable to run errands in their neighbourhood. I would argue that the potential benefits for our local economy and for the world as a whole clearly cancel out any disadvantages.

Revision**Q1, WB, P26: Complete the collocations in the sentences.**

1 The shops need to keep coming up with new sales g_____ to encourage people to go in.

- A) margins B) spree C) gimmicks D) concept

2 I have to return this jacket. It was an i_____ buy when I was browsing online last week and I can't afford it.

- A) impulse B) goods C) concept D) gimmick

3 The company's profit m_____ are low this year, so they will be hoping for better sales next year.

- A) spree B) margins C) gimmicks D) impulse

4 When someone wins a large amount of money, they usually go on a shopping s_____ and splash out on things they've always dreamed about.

- A) spree B) goods C) margins D) gimmick

5 You would imagine that in a recession, the sale of luxury g_____ would be the first to suffer, but that is not always the case.

- A) goods B) gimmicks C) spree D) impulse

6 It took a lot of creative meetings before we came up with a new business c_____ for a chain of bakeries.

- A) margins B) gimmick C) impulse D) concept

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

Q2, WB, P26: Rewrite each sentence in two ways using the Passive.

1 They lent us the money to develop the website.

We _____ / The money _____

2 The accountants will give their reports to the board next week.

The board _____ / The reports _____

3 The bank had sent thousands of clients warnings about the new scams.

Thousands of clients _____ / Warnings _____

4 Some customers have owed her significant amounts of money for a long time.

She _____ / Significant amounts of money _____

Answers

1 We were lent the money to develop the website. / The money was lent to us to develop the website.

2 The board will be given the accountants' reports next week. / The reports by the accountants will be given to the board next week.

3 Thousands of clients had been sent warnings about the new scams by the bank. / Warnings of new scams had been sent to thousands of clients (by the bank).

4 She has been owed significant amounts of money by some customers for a long time. / Significant amounts of money have been owed to her by some customers for a long time.

Q3, WB, P26: Complete the second sentence using the word in bold so that it means the same as the first one.

Use no more than six words, including the word given.

1 Managers need to implement the recent health and safety regulations before the end of March. **HAVE**

The recent health and safety regulations _____ by 31st March.

2 If you buy a lot of things at once, you can often save money. **BULK**

It can be a good idea _____ want to save money.

3 Are they giving us a choice about how we want to pay? **GIVEN**

Are _____ about how we want to pay?

4 Some children help their parents out by doing a few things for them. **RUN**

It is helpful for some parents when their _____ .

5 The company sold us insurance after we had booked tickets. **BOOKING**

After _____ by the company.

Answers

- 1 have to be implemented
- 2 to buy in bulk if you
- 3 we being given a choice
- 4 children run errands for them
- 5 booking, insurance was sold to us

Q4, WB, P26: Read the article on page 27 about advertising and choose the correct answers.

- 1 According to the article, advertising _____.
a started many centuries ago. b developed due to competition. c wasn't successful in the 20th century.
- 2 Initially, the Internet enabled advertisers to _____.
a challenge social media sites. b behaves like some consumers. c pay for users' personal data.
- 3 The GDPR made it compulsory for companies to allow people to _____.
a advertise on social media. b access all websites in the EU. c accept or reject stored cookies.
- 4 Contextual advertising _____.
a posts adverts on websites with a connected theme. b doesn't align correctly with new GDPR standards.
c targets customers based on their Internet history.
- 5 The writer suggests that in the future _____.
a companies will stop competing with each other. b advertising will decline because of technology.
c advertisers will develop new techniques.

Answers: 1 b 2 c 3 c 4 a 5 c

On the hunt for customers

From precious metals to fabrics to spices, the activities of buying and selling are centuries old. All that is required is a product or service which someone else wants and will pay for. This is quite straightforward, but in the modern world where companies must compete with each other in order to attract customers and secure sales, advertising has evolved into a multibillion-pound global industry. For most of the 20th century, traditional advertising was featured on terrestrial television and radio, or on billboards, or in the print media. Over time, companies developed a kind of targeted advertising which meant that their adverts were aimed at the interests and preferences of a specific audience, for example, by running an advert for sportswear in a fitness magazine, or in the commercial break during a football match on TV. The goal was to increase revenue by directing adverts at those who were more likely to buy the items being promoted. With the advent of the Internet, targeted advertising became much more established. Web browsers and social media platforms were able to harvest huge amounts of data on the public's viewing habits and histories; information they could monetise by selling it to advertisers. And, once visited, websites installed 'cookies' onto people's computers which, quietly and unbeknown to many users, collected

في رحلة البحث عن العملاء

من المعادن الثمينة إلى الأقمشة والتوابل، تعود أنشطة البيع والشراء إلى قرون مضت. لكل ما يتطلبه الأمر هو منتج أو خدمة يرغب بها شخص آخر ويدفع ثمنها. هذا أمر بديهي، ولكن في عالمنا الحديث حيث تتنافس الشركات مع بعضها البعض لجذب العملاء وضمان المبيعات، تطور الإعلان ليصبح صناعة عالمية بمليارات الجنيهات. خلال معظم القرن العشرين، كان الإعلان التقليدي يُعرض على محطات التلفزيون والراديو الأرضية، أو على لوحات الإعلانات، أو في وسائل الإعلام المطبوعة. مع مرور الوقت، طورت الشركات نوعاً من الإعلانات الموجهة، مما يعني أن إعلاناتها تستهدف اهتمامات وتفضيلات جمهور محدد، على سبيل المثال، من خلال عرض إعلان عن ملابس رياضية في مجلة لياقة بدنية، أو في الفاصل الإعلاني خلال مباراة كرة قدم على التلفزيون. كان الهدف هو زيادة الإيرادات من خلال توجيه الإعلانات إلى أولئك الذين من المرجح أن يشتروا المنتجات التي يتم الترويج لها. مع ظهور الإنترنت، أصبح الإعلان المستهدف أكثر رسوخاً. تمكنت متصفحات الويب ومنصات التواصل الاجتماعي من جمع كميات هائلة من البيانات حول عادات الجمهور وتاريخه في المشاهدة؛ معلومات يمكنهم جني أرباح منها ببيعها للمعلنين. وبمجرد زيارة المواقع الإلكترونية، تُنبت "ملفات تعريف الارتباط" على أجهزة الكمبيوتر الخاصة بالمستخدمين، والتي تجمع، بهدوء ودون علم الكثيرين، معلومات عن اهتماماتهم وسلوكهم الاستهلاكي.

information about their interests and their consumer behaviour.

So far so good for the marketing moguls, but by the 21st century, critics' complaints about the lack of privacy for individuals brought about significant changes to Internet tracking practices, and this outcry led to a sea change in advertising regulations across the world. In the European Union, for example, new legislation came into effect in 2018 radically changing the rules around online advertising. Named the GDPR (General Data Protection Regulation), it provides far more robust protection of personal data. Any websites accessed within the 27 member countries of the EU, or in the UK, are obliged to be transparent about their advertising methods and, crucially, cannot monitor online behavior without obtaining the user's consent. The onus is on these companies to offer people a simple and clear choice between opting in or out of tracking cookies, or the option to control which cookies may be used. Other aspects of the GDPR further protects individuals' rights to privacy. There are massive fines for companies that fail to comply with any of the regulations and, by 2024, almost £3bn was paid in fines for data breaches by five of the biggest social media sites.

While policies like the GDPR make browsing online a less invasive experience for members of the public, they have been a blow to companies that relied on targeted advertising. But, as far as marketers are concerned, necessity is the mother of invention, so they have come up with another approach to attracting potential buyers online. Known as contextual advertising, his alternative method involves the strategic placement of relevant adverts on relevant web pages, for example, an advert for a cookbook on a website dedicated to food. Ironically, despite the great advances of modern technology, this is not dissimilar to traditional advertising styles in the old-school media of the past. Its rationale is based on the user's interests rather than on his or her consumer behaviour and/or personal data. Companies use keywords and topics to locate websites with a context pertinent to the product or service they have to offer, and place their adverts there. Contextual advertising has a number of advantages for the marketer: it is inexpensive; it is generally proving to be quite effective; and it respects privacy laws. A pitfall, however, is that a company's advert may appear side by side with that of a direct competitor. For users, contextual advertising aligns with their interests in principle, but it is not without certain drawbacks. Some people find these adverts irritating or distracting, while others may simply ignore them. What is certain is that online advertising will continue to evolve, for example, with more sophisticated algorithms and programs driven by AI (Artificial

حتى الآن، كان الوضع جيدًا بالنسبة لأقطاب التسويق، ولكن بحلول القرن الحادي والعشرين، أحدثت شكاوى النقاد بشأن انعدام خصوصية الأفراد تغييرات كبيرة في ممارسات تتبع الإنترنت، وأدت هذه الصرخة إلى تغيير جذري في لوائح الإعلان في جميع أنحاء العالم. ففي الاتحاد الأوروبي، على سبيل المثال، دخل تشريع جديد حيز التنفيذ في عام ٢٠١٨، غيّر بشكل جذري قواعد الإعلان عبر الإنترنت. يُطلق عليه اسم اللائحة العامة لحماية البيانات (GDPR)، وهو يوفر حماية أقوى بكثير للبيانات الشخصية. أي مواقع ويب يتم الوصول إليها داخل الدول الأعضاء السبع والعشرين في الاتحاد الأوروبي، أو في المملكة المتحدة، ملزمة بالشفافية بشأن أساليبها الإعلانية، والأهم من ذلك، أنها لا تستطيع مراقبة السلوك عبر الإنترنت دون الحصول على موافقة المستخدم. يقع على عاتق هذه الشركات مسؤولية منح الأشخاص خيارًا بسيطًا وواضحًا بين الاشتراك في ملفات تعريف الارتباط للتتبع أو إلغاء الاشتراك فيها، أو خيار التحكم في ملفات تعريف الارتباط التي يمكن استخدامها. كما تحمي جوانب أخرى من اللائحة العامة لحماية البيانات حقوق الأفراد في الخصوصية. تفرض غرامات ضخمة على الشركات التي تقفل في الامتثال لأي من اللوائح، وبحلول عام ٢٠٢٤، تم دفع ما يقرب من ٣ مليارات جنيه إسترليني بغرامات بسبب انتهاكات البيانات من قبل خمسة من أكبر مواقع التواصل الاجتماعي.

في حين أن سياسات مثل اللائحة العامة لحماية البيانات (GDPR) تجعل تصفح الإنترنت تجربة أقل تداخلًا للجمهور، إلا أنها شكلت ضربة موجعة للشركات التي اعتمدت على الإعلانات الموجهة. ولكن، بالنسبة للمسوقين، فإن الحاجة أم الاختراع، لذا فقد توصلوا إلى نهج جديد لجذب المستخدمين المحتملين عبر الإنترنت. يعرف هذا النهج البديل باسم الإعلان السياقي، ويتضمن وضع إعلانات ذات صلة بشكل استراتيجي على صفحات الويب ذات الصلة، على سبيل المثال، إعلان عن كتاب طبخ على موقع إلكتروني مخصص للطعام. ومن المفارقات، أنه على الرغم من التقدم الكبير في التكنولوجيا الحديثة، فإن هذا لا يختلف عن أساليب الإعلان التقليدية في وسائل الإعلام التقليدية في الماضي. ويستند أساسه المنطقي إلى اهتمامات المستخدم بدلاً من سلوكه الاستهلاكي و/أو بياناته الشخصية. تستخدم الشركات الكلمات الرئيسية والمواضيع لتحديد مواقع الويب ذات السياق ذي الصلة بالمنتج أو الخدمة التي تقدمها، ووضع إعلاناتها هناك. يتمتع الإعلان السياقي بعدد من المزايا للمسوق: فهو غير مكلف؛ وقد أثبتت فعاليته بشكل عام؛ ويحترم قوانين الخصوصية. ومع ذلك، فإن أحد المخاطر هو أن إعلان الشركة قد يظهر جنبًا إلى جنب مع إعلان منافس مباشر. بالنسبة للمستخدمين، يتوافق الإعلان السياقي مع اهتماماتهم من حيث المبدأ، ولكنه لا يخلو من بعض العيوب. يجد بعض الأشخاص هذه الإعلانات مزعجة أو مشتتة للانتباه، بينما قد يتجاهلها آخرون ببساطة. من المؤكد أن الإعلان عبر الإنترنت سيستمر في التطور، على سبيل المثال، مع خوارزميات وبرامج أكثر تطورًا تعتمد على الذكاء الاصطناعي، وسيدع المعلنون دائمًا طرقًا للبحث عن عملاء محتملين.

Intelligence), and advertisers will always find ways to seek out potential customers.



04

Tastes

LESSON 1A VOCABULARY AND SPEAKING

Q1, SB, P36: Listen to a food stylist talking about her job and answer the questions.

- 1 What personality traits and skills does a food stylist need? → patience, flair, imagination and craft
- 2 Why is a food stylist necessary? → to make something pale and limp look shiny and succulent
- 3 What tools of her trade does she mention? → a blowtorch, paintbrush, wood varnish and cocktail sticks

Q2, SB, P36: Listen again and match the food from the recording with the adjectives that describe it.

Adj	Food	meaning
tender	beef	لحم بقرى طري
velvety	sauce	صلصة مخملية
scalding	soup	حساء ساخن
soggy	cabbage	ملفوف طوي
gristly	meat	لحم غضروفي
mouldy	cheese	جبين متعفن
stodgy	pudding	بودنغ كثيف
succulent	chicken	دجاج شهي
gooey	cake	كعكة طرية

Q3, SB, P36: Decide whether the adjectives in the box have negative (N) or positive (P) connotations. Then complete the customer comments with the correct adjectives.

N	P
chewy, مطاطي	fluffy, رقيق, استاذ احمد السندي 0791943248
greasy, دهني	tempting, مغر
mouldy, متعفن	tender, طري
scalding, احمرار	velvety, مخملي
soggy, رطب	
stodgy, كثيف	

- 1 I was expecting the steak to be _____, but instead, it was tough and very _____.
A) juicy, raw B) soft, hard C) tender, chewy D) rare, burnt
- 2 I couldn't drink the tea immediately it was _____ and burnt my tongue!
A) freezing B) scalding C) warm D) cold
- 3 The mashed potatoes were light and _____ better than the _____ chips my sister had – dripping with oil!
A) smooth, salty B) fluffy, greasy C) creamy, crunchy D) soft, oily
- 4 They served the fish with a smooth and _____ sauce.
A) bitter B) velvety C) creamy D) sour
- 5 The kunafa looked lovely, but it was too heavy and _____ for me.
A) stodgy B) sweet C) filling D) tasty
- 6 The croutons should have been light and crisp, but they'd been in the soup too long and were all _____!
A) dry B) soggy C) crunchy D) hard
- 7 I sent back my cheese board because the cheese was _____!
A) mouldy B) fresh C) tasty D) ripe
- 8 The baklava looked _____, but I'd eaten a lot and I just finished off the meal with a peach.
8 A) tempting B) awful C) sweet D) greasy

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

Q4, SB, P37: Listen to a food artist talking about his job. Complete the sentences with 1-4 words in each gap.

- The job of a food artist is considered _____ by many.
- The speaker was impressed when he saw a cake that resembled a _____.
- Some food art is _____ as its main purpose is to be displayed.
- The speaker suggests that people can look up _____ on the Internet.

Answers

- 1 (to be) odd 2 country cottage 3 not (to be) eaten 4 examples/images of food

ACTIVE VOCABULARY | Partitives

Partitive expressions allow us to quantify things, usually uncountable ones, e.g., information is uncountable, but if we use a piece of with information, then we can count it (one piece of information, two pieces of information, etc.) It is possible to use some partitives with different nouns, e.g., a piece of advice / fruit, but there are often specific nouns that collocate with specific partitives, e.g., a fit of anger, a clove of garlic.

المفردات النشطة | الجمل الجزئية
تتيح لنا الجمل الجزئية تحديد كمية الأشياء، وعادة ما تكون غير قابلة للعد، على سبيل المثال: "المعلومة غير قابلة للعد"، ولكن إذا استخدمنا جزءاً من "مع معلومة"، فيمكننا عدّها (معلومة واحدة، معلومتان، إلخ). من الممكن استخدام بعض الجمل الجزئية مع أسماء مختلفة، على سبيل المثال: "نصيحة" / "فاكهة"، ولكن غالباً ما توجد أسماء محددة تتوافق مع الجمل الجزئية، على سبيل المثال: "نوبة غضب" أو "فص ثوم".

Q5, SB, P37: Study Active Vocabulary. Then listen and complete the partitives with the nouns to make collocations from the recording.

the partitives+N	الاجزاء	المعنى	the partitives+N	الاجزاء	المعنى
a clove of garlic	فص ثوم		a scoop of ice cream	مغرفة ايس كريم	
a dab of glue	نقطة لاصق		a segment of fruit	قطعة فاكهة	
a drop of oil	قطرة زيت		a slice of lemon	شريحة ليمون	
a dusting of icing sugar	رشة سكر بودرة		a spoonful of tomato sauce	ملعقة صلصة طماطم	
a handful of peas	حفنة بازلاء		a sprig of herbs	غصن أعشاب	
a heel of bread	قطعة خبز		a sprinkle of grated chocolate	رشة شوكولاتة مبورة	

Q6, SB, P37: Choose the correct partitives to complete the sentences.

- Always add a (**pinch / drop**) of salt to beaten eggs.
- I had two (**handfuls / scoops**) of vanilla ice cream with a sprig / sprinkle of grated chocolate and it was delicious.
- We used to dip (**segments / slabs**) of oranges into sugar as a snack when we were children.
- She finished off the cake with a (**dab / dusting**) of icing sugar.
- I like a (**scoop / heel**) of bread with my soup.
- There was a (**pinch / dab**) of chocolate sauce on her nose after she'd made the cake.
- The only green vegetable my dad will eat is a (**handful / sprig**) of peas now and again.
- We should all eat five (**portions / cloves**) of fruit and vegetables every day.

Answers

- 1 pinch 2 scoops, sprinkle 3 segments 4 dusting 5 heel 6 dab 7 handful 8 portions

Q7, SB, P37: SPEAKING If you could choose to have a job related to food, what would it be and why? Think about: food stylist, food artist, chef, chocolate taster. Students' own answers

Q8, SB, P37: REFLECT | Culture In pairs, discuss the questions. Students' own answers

- Is the local food and cuisine in your country more popular than the cuisine of other cultures? Say why.
- What is your regional cuisine famous for? Describe the food using the words and phrases from this lesson.
- Why are traditional foods important to a culture?

LESSON 1B VOCABULARY AND SPEAKING

Q1, WB, P28: Label the pictures with the words from the box. قم باجابة السؤال من الكتاب حسب الصور.

Answers: 2 clove 3 scoop 4 dab 5 slice 6 handful 7 sprinkle 8 heel 9 slab 10 sprig

Q2, WB, P28: Choose the correct meanings for the underlined words.

1 The meat is gristly.

a hard and chewy b tasty and well-seasoned

2 The cake is goeey.

a bit dry and crumbly b sticky and soft

3 The sauce is velvety.

a thick and lumpy b smooth and soft

4 The pudding is stodgy.

a heavy and solid b delicious-looking

5 The fish is tender.

a tough and chewy b easy to cut and eat

6 The meat is succulent.

a undercooked b moist and tasty

7 Here's a cup of scalding tea.

a extremely hot b really strong

8 The sandwich is all soggy.

a wet and soft b fluffy and chewy

9 The bread is mouldy.

a fresh and tasty b old and inedible

Answers:

1 a 2 b 3 b 4 a 5 b 6 b 7 a 8 a 9 b

Q3, WB, P29: Complete the mini-conversations with the words from the box. greasy gristly mouldy scalding tempting tender Samia Can we have some cheese?

Zeinab Sorry, I had to throw it away – it was 1mouldy.

Amer Would you like some more chips?

Saeed No, thanks. They're a bit too 2 . A) mouldy B) greasy C) tempting D) scalding

Imad This meat is so 3 . How did you cook it? A) gristly B) scalding C) tender D) greasy

Malek Oh, I just bought good quality, that's all.

Reem I think I'll have the cheesecake.

Suha It looks really 4 , but I haven't got room! A) tempting B) mouldy C) greasy D) tender

Abbas Oh, have you burned your lip?

Adnan Yes, I had some soup earlier and it was 5 . A) scalding B) gristly C) tempting D) greasy

Rana My steak was OK. But you didn't eat yours.

Amina No, it was really tough and 6 . A) greasy B) mouldy C) gristly D) tender

Answers: 2B, 3C, 4A, 5A, 6C

Q4, WB, P29: Complete the words in reviews **A-C** with one letter in each gap.

A Five-star rating for this new restaurant! The menu had a range of **1t e m p t i n g** options and it was difficult to make a choice, but the waiter made some recommendations and I followed his advice. I started with a **2v** _____ parsnip soup which was just the right temperature – neither **3s** _____ nor too cold, with some crusty bread. I followed this with a **4f** _____ cheese omelette and afterwards I treated myself to a piece of **5g** _____ chocolate brownie with a **6d** _____ of chocolate powder. A quality meal at affordable prices. Highly recommended.

B Avoid this restaurant, unless you want to waste money and maybe end up with an upset stomach! A starter consisting of a couple of **1s** _____ of grapefruit with a **2s** _____ of sugar and a **3s** _____ of brown toast wasn't very tempting. I had chicken which, for some reason, had a **4d** _____ of sauce on it and a salad with what must have been a single **5d** _____ of French dressing.

The cheese and biscuits that followed were equally disappointing. The cheese was old and **6m** _____, and the biscuits were dry and tasteless. Needless to say, I refused to pay!

C My meal at the restaurant left me slightly ambivalent. On the one hand, the meat in my main course was tough and **1c** _____ and the boiled cabbage was **2s** _____. But on the other hand, when I sent it back, I was then given another serving with extremely **3t** _____ lamb and clearly fresh vegetables. Later, I was treated to dessert on the house – a generous **4s** _____ of delicious homemade chocolate ice cream decorated with delightful **5s** _____ of mint. Because of this, I shall definitely return. Customer service like this is excellent.

Answers:

A 2 velvety 3 scalding 4 fluffy 5 gooey 6 dusting
B 1 segments 2 sprinkle 3 slice 4 dab 5 drop 6 mouldy

Q5, WB, P29: Describe a meal that was particularly memorable. Give reasons and say what could have improved it, if anything. Students' own answers



LESSON 2A READING AND VOCABULARY

Q1, SB, P38: Match the highlighted words and phrases in the article to the underlined parts of the sentences.

1 Even if you're not particularly hungry, if you smell freshly baked bread, you get a sudden message from your stomach.

2 It's important to let your body digest dinner before doing anything energetic.

3 When I come home from sports training, I usually eat everything I can find.

4 Come over now and I'm sure I can quickly cook something to eat.

5 Even when you're watching your diet, I think something tasty and full of unhealthy ingredients is OK just occasionally.

Answers

1 your stomach rumbles 2 let your dinner go down 3 devour 4 rustle up 5 comfort eating

Q2, SB, P38: Match questions 1–7 with writers A–C. Each writer may be chosen more than once. Which writer

1 connects an appetite trigger to an emotion or a state of mind? → B

2 wants the reader to visualise a situation? → A

3 believes people are manipulated to eat unhealthily? → C

4 mentions something that does not only trigger a desire for food? → C

5 mentions more than one sense that reacts to the appetite trigger? → A

6 compares his appetite trigger with other people's? → B

7 cites other appetite triggers that do not affect him? → A

Q3, SB, P38: Read extract a and its paraphrase b. Then study Active Reading and answer questions 1–3 below.

a I used to be a midnight snacker. I'm sure this is what triggered my sleepless nights.

b He blames the onset of his insomnia on late night eating habits.

1 Which phrase from extract a is reflected in the reporting verb blame in paraphrase b?

→ I'm sure this is what triggered

2 In sentence b, find synonyms for triggered, sleepless nights and I used to be a midnight snacker.

→ onset, insomnia, late night eating habits

3 What other main difference do you notice between the extract a and the paraphrase?

→ The paraphrase is shorter

What tickles your taste buds?

Everyone knows that it's important to have a regular routine regarding meals, but it's also true to say that it's often impossible to ignore hunger pangs outside regular mealtimes, when we give in to temptation of one type or another and indulge ourselves. We wanted to hear what can trigger people's appetites – when and why they succumb to temptation. Here are some contributions from different readers. Can you relate to any of these?

Picture the moment. You've had a really filling meal of dumplings and tender chicken casserole, and you're chilling out on the sofa watching an hour or so of mindless TV to let your dinner go down and forget the day's issues. It's a police series, nothing too exciting.

But then, oh no – the detective goes into a fish and chip shop. Your senses are suddenly on full alert. You can smell the vinegar, hear the chips sizzling in the fryer, and

يعلم الجميع أهمية اتباع روتين منتظم للوجبات، ولكن من الصحيح أيضاً أنه غالباً ما يكون من المستحيل تجاهل نوبات الجوع خارج أوقات الوجبات المعتادة، عندما نستسلم لإغراءات من نوع ما ونندلل أنفسنا. أردنا أن نعرف ما الذي يُثير شهية الناس - متى ولماذا يستسلمون للإغراءات. إليكم بعض المساهمات من قراء مختلفين. هل تجدون أيًا منها مُشابهًا لكم؟

تخيل اللحظة. تناولت وجبةً مُشبعةً من الزلابية وكاسرول الدجاج الطري، وأنت تسترخي على الأريكة تشاهد التلفاز لساعةٍ أو نحو ذلك، مُتأملًا في عشاءك، مُنسياً هموم اليوم. إنه مسلسلٌ بوليسي، لا شيء مُثيرٌ للغاية.

ولكن، يا للعجب! دخل المُحقق إلى مطعم سمك وبطاطا مقوية. فجأةً، أصبحت حواسك في حالة تأهب تام. يُمكنك شمُّ رائحة الخل، وسماع صوت فحيح البطاطا المقوية في المقلاة، وشعرت بالهم في معدتك.

your stomach rumbles. The policeman bites into the fish, and your mouth starts to water. What do you do? Well, what I do is head for the kitchen, rustle up what I've just seen on the screen – and then feel awful afterwards. I can't resist the foodie delights I see on TV. The saltiness of the fish, the feeling of greasy chips on my fingers. Irresistible! Pictures in a book or magazine or online don't do it for me, but moving visuals do. It's useless trying to ignore the pangs, I'm afraid. I'm a lost cause.

I'm usually careful to avoid the temptations that lead to snacking between meals. But, unfortunately, when boredom sets in, the healthy habits waver. Some of my friends maintain that it's stress or anger that leads them straight to the crisp packet or a slice of gooey cream cake. They say that comfort eating helps them cope with whatever situation it is that they're facing. I have no such excuses. My hunger pangs strike when I'm between activities. Work's done, but I have an hour to kill before meeting up with friends, and more likely than not, I'm fed up with trawling through social media. My brain thinks, 'What shall I do now?' And my stomach kicks in with, 'Well, I've got an idea! Remember that box of chocolates you got for your birthday?' And before I know it, the box is beside me, half empty ... And unlike my friends – I don't feel better afterwards – I'm just too full! We're continually being bombarded with information, advice, warnings and threats relating to healthy eating, but then the shops and supermarkets sabotage everything. I could be walking down the street to the bus stop without a thought of food in my head – when the smell of freshly baked bread wafts out of the baker's and stops me in my tracks. I'm sure most people would agree that smells like this have the uncanny ability to communicate directly with our stomachs, completely bypassing the brain. So, then I devour a gooey chocolate cake and feel really guilty. The supermarkets are even worse. They've researched the smells that trigger food responses in us, and they purposely release them in certain aisles to encourage us to buy. For me, smell is a very powerful sense and it can take me back to a childhood walk in the country, or, in the case of bread, chocolate and coffee – straight into a café or a shop!

قضم الشرطي السمكة، وبدأ لعابك يسيل. ماذا تفعل؟ حسناً، ما فعله هو التوجه إلى المطبخ، وأحضر ما رأيته للتو على الشاشة، ثم أشعرُ بالسوء بعدها. لا أستطيع مقاومة مُتعة الطعام التي أراها على التلفاز. ملحوحة السمك، وشعور البطاطس المقلية الدهنية على أصابعي.

لا يقاوم! الصور في الكتب أو المجلات أو الإنترنت لا تُثير اهتمامي، لكن الصور المؤثرة تُثير اهتمامي. أخشى أن تجاهل الأمل لا جدوى منه. أنا في ورطة.

عادةً ما أحرص على تجنب الإغراءات التي تدفعني لتناول الوجبات الخفيفة بين الوجبات. لكن للأسف، عندما يسيطر عليّ الملل، نترجع العادات الصحية. يزعم بعض أصدقائي أن التوتر أو الغضب هما ما يدفعهم مباشرةً لتناول رقائق البطاطس أو قطعة من كعكة الكريمة اللذيذة. يقولون إن تناول الطعام بدافع الراحة يساعدهم على التأقلم مع أي موقف يواجهونه. ليس لديّ مثل هذه الأعذار. أشعر بنوبات الجوع بين الأنشطة. انتهى العمل، لكن لديّ ساعة لأفضيها قبل لقاء الأصدقاء، والأرجح أنني سمعت من تصفح وسائل التواصل الاجتماعي. يفكر عقلي: "ماذا أفعل الآن؟" وتبدأ معدتي بالتحرك قائلة: "حسناً، لديّ فكرة! هل تتذكر علبه الشوكولاتة التي أهديتها لك في عيد ميلادك؟" وقيل أن انتبه، تكون العلبه بجانبني، نصف فارغة... وعلى عكس أصدقائي - لا أشعر بتحسن بعد ذلك - أنا ببساطة ممتلئ جداً! نتعرض باستمرار لقصف من المعلومات والنصائح والتحذيرات والتحديات المتعلقة بالتغذية الصحية، ولكن بعد ذلك تفسد المتاجر والسوبر ماركت كل شيء. قد أسير في الشارع إلى محطة الحافلات دون أن أفكر في الطعام - عندما تفوح رائحة الخبز الطازج من الخبز وتوقفني في طريقي. أنا متأكد من أن معظم الناس سيوافقون على أن روائح كهذه لها قدرة غريبة على التواصل مباشرةً مع معدتنا، متجاوزة الدماغ تماماً. لذا، لنهم كعكة شوكولاتة لزجة وأشعر بسبب الشهيدي المتاجر الكبرى أسوأ من ذلك. لقد بحثوا في الروائح التي تحفز استجاباتنا الغذائية، ويطلقونها عمدًا في ممرات معينة لتشجيعنا على الشراء. بالنسبة لي، الشم لحاسة قوية جداً، ويمكن أن تُعيدني إلى نزهة طفولية في الريف، أو، في حالة الخبز والشوكولاتة والقهوة، مباشرةً إلى مقهى أو متجر!

COMPREHENSION QUESTIONS

1. What is the main topic of the text?
ما الموضوع الرئيسي للنص؟
2. Mention two situations when people give in to temptation.
اذكر حالتين يستسلم فيها الناس للإغراء.
3. Quote the sentence that shows the effect of food on TV.
اقتبس الجملة التي تبين تأثير الطعام في التلفاز.
4. Find a word in the text which means "unable to resist".
ابحث عن كلمة في النص تعني "غير قادر على المقاومة".
5. What does the pronoun "it" in "it's useless trying to ignore the pangs" refer to?
في جملة "من غير المجدي محاولة تجاهل الرغبات"؟ "it" إلى ماذا يعود الضمير
6. Who says that boredom leads to snacking?
من يقول إن الملل يؤدي إلى تناول الوجبات الخفيفة؟
7. When does the second reader usually feel hunger pangs?
متى يشعر القارئ الثاني عادةً بالجوع؟
8. Why do some people eat when they are stressed or angry?
لماذا يأكل بعض الناس عندما يكونون متوترين أو غاضبين؟
9. What question does the brain ask when the person is between activities?
ما السؤال الذي يطرحه الدماغ عندما يكون الشخص بين نشاطين؟
10. Quote the phrase showing the box of chocolates.
اقتبس العبارة التي تشير إلى علبة الشوكولاتة.
11. Find a word in the text which means "very sticky and soft".
ابحث عن كلمة في النص تعني "لزج وناعم جدًا".
12. What does the pronoun "they" in "they purposely release them in certain aisles" refer to?
في جملة "إنهم يطلقونها عمدًا في ممرات معينة"؟ "they" إلى ماذا يعود الضمير
13. Who influences people's appetites according to the last reader?
من يؤثر في شهية الناس حسب القارئ الأخير؟
14. When does the smell of freshly baked bread stop the person in their tracks?
متى يوقف رائحة الخبز الطازج الشخص في طريقه؟
15. Why does the person feel guilty after eating chocolate cake?
لماذا يشعر الشخص بالذنب بعد أكل كعكة الشوكولاتة؟
16. Quote the sentence showing that smells communicate directly with the stomach.
اقتبس الجملة التي تبين أن الروائح تتواصل مباشرة مع المعدة.
17. Find a word in the text which means "destroy or ruin plans".
ابحث عن كلمة في النص تعني "تدمير أو إفسال الخطط".
18. What does the pronoun "them" in "I can't resist the foodie delights I see on TV, I can't ignore them" refer to?
في الجملة السابقة؟ "them" إلى ماذا يعود الضمير
19. Who feels that pictures in magazines or online do not tempt them?
من الذي يشعر أن الصور في المجلات أو الإنترنت لا تغريه؟
20. What food smells are mentioned as powerful triggers?
ما الروائح الغذائية التي ذُكرت كمحفّزات قوية؟
21. Where can the smell of bread, chocolate, and coffee lead the person to?
إلى أين يمكن أن تقود رائحة الخبز والشوكولاتة والقهوة الشخص؟
22. Why do supermarkets use smells in certain aisles?
لماذا تستخدم المتاجر روائح معينة في بعض الممرات؟
23. Quote the phrase describing the sound of chips.
اقتبس العبارة التي تصف صوت البطاطس.
24. Find a word in the text which means "to enjoy something too much".
ابحث عن كلمة في النص تعني "الاستمتاع بشيء أكثر من اللازم".



النور

ALNAWRAS

الاستاذ . أحمد الشطي

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25. What does the pronoun "our" in "our stomachs" refer to?
في جملة "معدتنا"؟ "our" إلى ماذا يعود الضمير
26. Who says they don't feel better after snacking?
من الذي يقول إنه لا يشعر بتحسن بعد تناول الوجبات الخفيفة؟
27. When does the second reader usually open the chocolate box?
متى يفتح القارئ الثاني عادةً علبة الشوكولاتة؟
28. Why do moving visuals tempt people more than pictures?
لماذا تغري الصور المتحركة الناس أكثر من الصور الثابتة؟
29. What kind of information are people bombarded with about eating?
ما نوع المعلومات التي يُقصف بها الناس بخصوص الأكل؟
30. What is the overall message of the text?
ما الرسالة العامة للنص؟

ANSWERS

1. Having a regular routine regarding meals and dealing with hunger pangs outside mealtimes.
2. Watching food on TV / Feeling bored between activities.
3. "I can't resist the foodie delights I see on TV."
4. Irresistible.
5. To ignoring the hunger pangs.
6. The second reader.
7. When work is done and before meeting friends.
8. Because comfort eating helps them cope with situations.
9. "What shall I do now?"
10. "Remember that box of chocolates you got for your birthday?"
11. Goey.
12. Supermarkets.
13. Shops and supermarkets.
14. When walking down the street past a bakery.
15. Because they devour a chocolate cake and feel too full.
16. "Smells like this have the uncanny ability to communicate directly with our stomachs."
17. Sabotage.
18. The foodie delights seen on TV.
19. The first reader.
20. Bread, chocolate, and coffee.
21. Into a café or a shop.
22. To encourage customers to buy more food.
23. "Hear the chips sizzling in the fryer."
24. Indulge.
25. To people in general / readers.
26. The second reader.
27. When they are between activities and bored.
28. Because moving visuals trigger stronger appetite responses.
29. Information, advice, warnings, and threats about healthy eating.
30. Temptations to eat are triggered by visuals, smells, boredom, and marketing.



ألمنور

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ACTIVE READING | Identifying paraphrases

• You can use reporting verbs to introduce paraphrased opinions and information, e.g., criticise, blame, verify, etc. Some people don't know when to stop eating and he says that this is completely their own fault.

Paraphrase: He criticises people who lack self-control over their eating.

• The paraphrase may use synonyms:

He thinks that ... – He is of the opinion that ...

• The paraphrase may be shorter and combine information from more than one sentence

قراءة فعالة | تحديد العبارات المُعاد صياغتها

يمكنك استخدام أفعال التقرير لتقديم الآراء والمعلومات المُعاد صياغتها، مثل: نقد، لوم، تحقق، إلخ. بعض الناس لا يعرفون متى يتوقفون عن الأكل، ويقول إن هذا خطأهم تمامًا.

العبارات المُعاد صياغتها: ينتقد من يفترقون إلى ضبط النفس في تناول الطعام.

قد تستخدم العبارات المُعاد صياغتها مرادفات:

يعتقد أن... - يرى أن...

قد تكون العبارات المُعاد صياغتها أقصر، وتجمع معلومات من أكثر من جملة.

Q4, SB, P39: Complete the sentences with the verbs from the box.

1 I had to _____ through all my old emails to find the information I was looking for.

- A) trawl B) devoured C) sneak D) strike

2 I was starving and _____ the whole plate of sandwiches in five minutes.

- A) succumbed B) devoured C) water D) trawl

3 The smell of roast lamb _____ from the kitchen always makes my stomach rumble.

- A) bombarded B) wafting C) triggered D) wavering

4 By the fifth kilometre of the marathon, my enthusiasm for the experience was _____.

- A) triggered B) water C) wavering D) sneak

5 When I was young, I used to _____ into the kitchen to snack at night.

- A) sneak B) trawl C) strike D) devoured

6 We're _____ with adverts for fast food every day on TV and online.

- A) bombarded B) succumbed C) triggered D) trawl

7 The smell of my mum's lemon cheesecake always makes my mouth _____.

- A) water B) wafting C) strike D) wavering

8 His action _____ a massive response from the people.

- A) triggered B) sneak C) trawl D) succumbed

9 My hunger pangs _____ when I miss breakfast and skip straight to lunch.

- A) trawl B) strike C) devoured D) bombarded

10 Fadi _____ to temptation and had a second serving of the stew.

- A) water B) trawl C) succumbed D) triggered

Answers: 1A, 2B, 3B, 4C, 5A, 6A, 7A, 8A, 9B, 10C

Q5, SB, P39: SPEAKING In pairs, discuss appetite triggers that you have, which foods you find hard to resist and what you do to practise selfcontrol over your eating. Student's own answers

LESSON 3A GRAMMAR

الفكرة العامة: الجملة الشرطية (Conditional Sentence) تتكون من جملة شرط If-clause وجملة نتيجة الشرط Main clause

Conditionals

Zero Conditional النوع الصفري

الصيغة:

If + Present Simple, Present Simple

Zero Conditional: describes situations which are always true.

الاستخدام: حقائق عامة، قوانين طبيعية، عادات متكررة - شيء دائماً صحيح.

If I **eat** organic vegetables, I **feel** better.**ملاحظة:** يمكن استبدال if بـ when/whenever في هذا النوع عندما نتحدث عن شيء يحدث كل مرة.

First Conditional النوع الاول

الصيغة:

If + Present Simple, will + Base Verb

First Conditional: describes a possible situation in the future.

الاستخدام: احتمال حقيقي/ممكن في المستقبل.

If the virus **spreads**, it **will expose** the population to another deadly disease.If you **study**, you will pass.

يمكن استخدام أفعال وموضعات (modals) أخرى بدل will بحسب المعنى. may/might/can/should.

If these trends continue, there may be major consequences.

If these trends should continue, there may be major consequences.

Should these trends continue, there may be major consequences.

تنبيه مهم: في جملة الشرط بعد if نستخدم المضارع البسيط للدلالة على المستقبل، لا نقول... If it rains... ← If it will rain...

Second Conditional النوع الثاني

الصيغة:

If + Past Simple, would + Base Verb

Second Conditional: describes an unlikely or imaginary situation in the present or future.الاستخدام: مواقف غير مرجحة أو تخيلية في الحاضر/المستقبل؛ نصيحة بصيغة... If I were you...
أمثلة:I **would** exercise more if I **had** more time.If I **were** you, I **would** talk to the teacher.were تستخدم مع جميع الضمائر... If he were here...
were to + infinitive
إحساس أكثر افتراضية/رسمية:If you **were** to consume a lot of protein, you **would** gain weight.قلب نحوي. : Were you to consume a lot of protein, you would gain weight
يمكن استخدام could/might بدل would بحسب المعنى. you might feel better.

Third Conditional النوع الثالث

الصيغة:

If + Past Perfect, would have + Past Participle

Third Conditional: describes an imaginary situation in the past (something that had a chance of happening, but didn't).الاستخدام: مواقف افتراضية في الماضي (كان ممكناً أن تحدث لكنها لم تحدث) - غالباً للتعبير عن الندم/النقد.
أمثلة:

If there had been more information, people would have started eating organic foods a long time ago.

If the manager had reacted faster, we might have avoided the crisis.

القلب النحوي. Had the manager reacted faster, we might have avoided the crisis.

Q1, SB, P40: Read the questions from the interview. Then listen to the interview, summarise the speaker's answers and compare them with your ideas.

- 1 Why don't more people eat organic foods? → lack of information
- 2 Why is it important to develop organic foods? → find alternative ways to protect crops against insects
- 3 What can big food producers do to help? → they weren't researched properly / were too expensive
- 4 Why have pesticides been used for so long? → they weren't researched properly / were too expensive
- 5 Do you think pesticides will be completely banned in the future? → likely, based on demand for organic food

Q2, SB, P40: Sentences a–f from the recording in Exercise 1 use advanced conditional forms. Read them and answer questions 1–3.

- 1 Can you find two sentences where the 'if' clause is less likely than with a normal conditional form? (e,f)
 - 2 Find two sentences which emphasise and focus on nouns by using the structure If+noun/pronoun+to be. What is the difference in time reference between them? **b (present – future), c (past – present)**
 - 3 Find two sentences where if has been replaced. How do these changes affect the meaning? **a, d (they don't)**
- a **But for** the greed of the big industrial manufacturers, we wouldn't be in this situation now.
- b **If the big food producers were to** find alternative ways to protect crops ... this might safeguard people's health.
- c **If it weren't** for farmers having used these pesticides so much over the decades, the bee populations would be much safer now.
- d **As long as** more and more people demand it, then things will change!
- e **If you should** ever talk to a beekeeper, they'll tell you about the real problems bees are encountering.
- f **If it hadn't been for** lack of information, I'm sure people would have started eating organic foods a long time ago.

DUCKS LEND A HELPING BEAK

Chinese farmer, Tang, employs a strange group of workers in his fields – ducks! They gorge themselves on the insects and weeds, which would otherwise destroy his crops, and in addition to this, they also fertilise the soil. AHad this ancient Chinese tradition not been rediscovered, farmers, like Tang, would be forced into using a whole range of pesticides to deal with increasing numbers of insects, breeding because of today's higher temperatures. As it is, his organic rice now commands high prices. However, as the tempting crops begin to bear fruit, the ducks are withdrawn. BWere they to continue, the crop itself might well disappear along with the insects and weeds! This technique is being used in villages all across Asia, in France and South Africa. CShould it be adopted on a larger scale in other places, it could reduce our dependency on pesticides

Q3, SB, P40: Look at the three underlined sentences in the text above and answer the questions. Then rewrite the sentences using basic conditional forms.

- 1 Which word that usually appears in basic conditional sentences has been omitted?
- 2 What has happened to the word order of these sentences?
- 3 What has happened to the word not in the sentence that is negative?
- 4 Why has inversion been used in the sentences?

Answers

- 1 The if clause is replaced with should/were/had + subject + infinitive
 - 2 The sentences are in inverted word order.
 - 3 Not is separated from the auxiliary verb had.
 - 4 Inversion makes the text more formal for this news article.
- If this ancient Chinese tradition had not been rediscovered, farmers ...
If they continued, the crop itself ...
If it were adopted on a larger scale ...

Q4, SB, P40: Rewrite the sentences using conditional sentences with inversion.

- 1 They don't use insecticides because they don't want the rice to be contaminated with chemicals. Were they _____.
- 2 They shared the advice online so that other farmers could learn about it. Had _____.
- 3 The ducks eat the weeds so that the crops aren't strangled by them. Should _____.
- 4 Reversing climate change would lower global temperatures. Should _____.

Answers

- 1 to use insecticides, the rice would be contaminated with chemicals
 2 they not shared the advice online, other farmers would not have been able to learn about it
 3 the ducks not eat the weeds, the crops would be strangled by them
 4 climate change be reversed / scientists reverse climate change, this would lower global temperatures / global temperatures would be lowered

Q5, SB, P41: Choose the correct options to replace the underlined words and phrases in the text. Then decide which of them have similar use.

- 1 Unless / Imagine 2 If you knew / If you didn't know 3 If you had done / If you were to do
 4 If you served / If you didn't serve 5 If they were / If they weren't 6 If / Unless
 7 If you had / If you didn't have 8 If / If not 9 Apart from / If not 10 If it's / Should it be

PONDERING OVER A MENU

1 Supposing you had to organise a feast, what sort of food would you serve? **2** Without knowing all your guests' dietary preferences, it would be hard to decide. You could play safe and get in a huge amount of pizza, chicken nuggets or burgers. But **3** should you do that, the vegetarians might feel left out. However, **4** as long as you served up fluffy roast potatoes and succulent cheesy omelettes, they should be happy. **5** Unless they were vegans, of course. **6** Assuming you decided to go for a buffet, you would encounter other problems. **7** Provided that you had plenty of space and enough money to hire a cook, it would be a great option. **8** Otherwise, people would have to eat standing up and you'd have to cook yourself. In any case, you should avoid scalding hot soups that get cold fast and deep-fried food that may become soggy. **9** But for dishes like those, anything could be on the table. **10** in condition that it's healthy and fresh.

Q6, SB, P41: Complete the table with the words and expressions from the box.

Very similar to if. Normal condition.	as long as, ... should + noun, provided (that), on condition
The condition is taken for granted.	supposing, ... assuming
Adds a negative meaning to the condition.	unless, ... otherwise
Adds a negative meaning to the condition and requires a gerund or a noun.	but for, ... without

Q7, SB, P41: Choose the correct words and phrases to complete the article about a bird called the greater honeyguide.

YOU SCRATCH MY BACK

1 *Supposing / Provided* that you were trying to find a hive full of honey in the wild (**2** *unless / assuming*) you weren't a bee!) – how would you go about it? Well, **3** *should / but for* you belong to a certain African tribe, the Yao in Mozambique, you'd give a particular call involving a complicated rolling rrrr sound and, **4** *otherwise / provided that* your call was correct, a bird called the greater honeyguide might appear and show you the way. **5** *But for / Assuming* the help of this amazing bird, the search for honey would be long and complex and, more often than not, unsuccessful. Scientists call this an example of mutualistic behaviour – animal and man interacting for a common outcome. The Yao need the honey from hives, which are usually hidden high up in tall trees, and **6** *on condition that / unless* guided there by the honeyguide, there would be little chance of finding them. In return, the birds feed on the wax and grubs that remain after the honey has been extracted. **7** *Unless / As long as* the Yao don't deny the birds their reward, as has unfortunately happened in other places, the special relationship will go on. And long may it continue, **8** *without / otherwise* a nourishing food source would remain unexploited.

Q8, SB, P41: SPEAKING Think about the steps involved in food production. Tell your partner your opinion of these activities. Students' own answers

LESSON 3B GRAMMAR

Q1, WB, P30: Match each pair of sentences with their meanings.

- 1 If I'd spent more on the steak, it wouldn't have been so chewy.
2 If I'd spent more on the steak, it wouldn't be so chewy.
a They are eating. b They have eaten.
- 3 If I were a more experienced cook, I'd have given you a hand with the meal.
4 If I were a more experienced cook, I'd help you with the meal.
a The meal has been cooked. b The meal has not been cooked.
- 5 If I don't put the chicken in to roast now, it won't be ready on time.
6 If I put the chicken in to roast now, it would be ready too early.
a The speaker doesn't want to start cooking. b The speaker wants to start cooking.
- 7 If he'd invited me, I would have come.
8 If he invited me, I would come.
a The dinner has happened. b The dinner hasn't happened.
- 9 If the chef hadn't used so many cloves of garlic, the lamb would be much tastier.
10 If the chef didn't use so many cloves of garlic, I would have chosen the lamb.
a I didn't choose the lamb. b The garlic spoiled the taste of the lamb.

Answers

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

Q2, WB, P30: Choose the correct forms to complete the sentences.

- 1 If we **thought / think** more about the consequences of our actions, we **'d have stopped / stopped** these practices long ago.
- 2 If cattle **graze / grazed** on ecological grass, we **'ll have got / 'll get** healthier meat and milk.
- 3 If they **had opened / opened** an organic café near us, I **will / 'd go** there regularly.
- 4 If those young city children **didn't go / hadn't been** on a farm visit last year, they **'d still be thinking / will still think** that milk was produced in factories!
- 5 If companies **didn't / don't** use so much packaging on produce, it **is / would be** better for the environment.

Q3, WB, P30: Choose the correct words to complete the sentences. Sometimes both words are correct.

- 1 The restaurant wouldn't be doing so well **but / if it weren't** for your help.
- 2 If he **should / were to** ask you what the recipe is, you mustn't tell him.
- 3 If **it hadn't been for / there should have been** you, the improvements would have taken much longer.
- 4 **If / As long as** the store sold more products for vegans, it would do more trade.
- 5 If **it hadn't been for you rustling / you were to rustle** up omelettes, I'm sure we'd all devour them in no time!

Answers

- 1 but / if it weren't 2 should / were to 3 it hadn't been for 4 If 5 you were to rustle

Q4, WB, P30: Complete the sentences with one word or a contraction in each gap.

- 1 If you **should** ever ask Rashed over for a meal, remember he's a vegan, so there are products he won't eat.
- 2 If it _____ been for governments banning those really dangerous pesticides years ago, the situation would be significantly worse than it is.
- 3 As _____ as you cook it slowly in the oven for a few hours, it will be wonderfully tender.
- 4 _____ for the sprigs of parsley, there would be no greenery on the plate at all.
- 5 If it hadn't _____ for the need to share the buffet with the group, I would have eaten everything in sight.
- 6 If we _____ to leave parts of our gardens untended, it would encourage biodiversity and the insects would flourish

Answers

- 2 hadn't 3 long 4 But 5 been 6 were

Q5, WB, P30: Complete the sentences with the words from the box.

assuming condition should supposing unless without

- 1 **Supposing** I brought some eggs? Would that help at all?
- 2 _____ knowing about different cultures' eating habits, you're bound to put your foot in it at some point.
- 3 _____ we start buying wonky fruit, the practice of throwing away good food is not going to change.
- 4 _____ everyone likes avocados, we'll be fine for a starter.
- 5 I'll eat again at that restaurant on _____ that they bring down some of their prices.
- 6 I _____ only get one piece of bread again, like last time, I'll complain.

Answers

- 2 Without 3 Unless 4 Assuming 5 condition 6 Should

Q6, WB, P30: Write a short post for a website describing how you would survive on a desert island.

LESSON 4A SPEAKING

Q1, SB, P42: Listen to two students talking and answer the questions.

- 1 Which problem are they discussing?
- 2 What consequences do they talk about?
- 3 What solutions do they propose?

Answers

- 1 food poverty
- 2 People on really low incomes are often having to choose between rent, heating, clothes or food. They go hungry / are malnourished.
- 3 food banks, getting people into permanent employment, organising courses to give budgetary advice – helping people manage their incomes, giving tips about how to eat well for less

Q2, SB, P42: Listen again and complete the phrases in the Speaking box with one word in each gap.

SPEAKING | Proposing solutions, giving reasons and justifications

When discussing and justifying options, always acknowledge the other person's suggestions politely, even if you disagree. عند مناقشة الخيارات وتبريرها، عليك دائماً أن تقر باقتراحات الشخص الآخر بأدب، حتى لو كنت لا توافق عليها.

Proposing options (اقتراح الخيارات)

Another **1way** forward could be (organising courses).
 In my opinion, we should also be **2looking** at (giving tips about ...).
 We need to **3confront** this problem head on.
 Given the difficulty/urgency of the problem, we need to ...

من الحلول الأخرى **المقابلة** تنظيم دورات تدريبيه.
 برأيي، ينبغي علينا أيضاً النظر في تقديم نصائح حول...
 علينا مواجهة هذه المشكلة بشكل مباشر.
 نظرًا لصعوبة/إلحاح المشكلة،
 علينا...

Giving reasons (justifications) (إعطاء الأسباب (المبررات))

My **4reason** for saying that is ...
 The reasoning **5behind** that is that ...
 The logic underpinning such an approach is that ...
 What I'm **6trying** to say is that some people ...

السبب وراء قلبي هذا هو...
 السبب وراء ذلك هو...
 المنطق الذي يرتكز عليه هذا النهج هو...
 ما أحاول قوله هو أن بعض الناس...

Acknowledging another person's suggestions (الاعتراف باقتراحات شخص آخر)

Actually, that's a really **7feasible** option.
 I see where you're going with that.
 Good thinking.
 You're spot on.

في الواقع، هذا خيار ممكن جداً.
 أرى إلى أين تتجه بهذا.
 تفكير سليم.
 أنت مُصيب تماماً.

Q3, SB, P42: Complete the conversation with the correct words and phrases from the Speaking box. Listen and check.

Laila What else could we write about? How about food waste? Did you know that a third of the food that we produce is wasted?

Reem No, I didn't. What is the 1 **reason** behind that, do you think?

Laila Let me see ... Hmm ..., as supermarkets have appearance quality standards, they reject perfectly good food just because it doesn't look right.

Reem I see where you're 2 **going with** that. What else? We should also 3 **be looking** at bulk-size packaging in shops.

Laila And large portions served in restaurants? We're consuming ever bigger meals than 30 years ago. People will rarely buy a second helping, but they'll take the option of a larger size.

Reem 4**good** thinking!

Laila What I'm 5**trying** say is that they do it so as not to appear so gluttonous.

Reem Probably. Last but not least, households buy more food than needed.

Laila You're 6**spot** on! OK, so we've got the reasons. Now what about the solutions to the problem?

LESSON 5A LISTENING AND VOCABULARY

Q1, SB, P43: Listen to Zeina talking about table manners on her vlog. Which of the things in the photos does she mention?

Answers

photo C: not using cutlery (eating straight from a takeaway carton or wrapper and not a plate)

Q2, SB, P43: Put topics a-f in the order Zeina mentions them.

- a Reasons for the importance of good table manners
 b Whose responsibility developing children's manners is
 c Imposing rules at mealtimes
 d Zeina's own manners
 e Reasons for the decline in manners
 f How she found out about changes in table manners

Answers

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

Q3, SB, P43: Complete the sentences with the correct forms of the words from the box. become bring feeling haul mind slurp

- 1 The programme on nutrition really **home** to me how dangerous some foods are for our health.
 2 I **got** **over the coals** a lot as a child for sneaking chocolate bars into class and eating them.
 3 I hate hearing someone **their drink** – it is so rude!
 4 I've got a **sinking** that the bill for this meal is going to be astronomical.
 5 Children asking permission to leave the table has definitely **a thing of the past** in my country.
 6 My mum used to tell me to **my manners** when I ate at schoolfriends' houses.

Answers

1 brought 2 hauled 3 slurp/slurping 4 feeling 5 become 6 mind

Q4, SB, P43: Listen again and complete each sentence with a word or a short phrase in each gap. What is Zeina's excuse for not always having good table manners, and why?

- 1 Zeina thinks her parents would most likely object to her not using a/an _____ when eating on her own.
 2 Zeina was particularly surprised by a/an _____ about modern table manners.
 3 Zeina uses the word _____ to describe how the children behaved in a restaurant.

4 Zeina believes that the most important thing about having good table manners is that it is a sign of _____ for others.

5 Zeina uses the word _____ to describe her attitude to people throwing food around the table.

Answers

1 plate 2 documentary 3 toe-curling/nightmare 4 respect 5 indefensible

Q5, SB, P43: REFLECT | Culture In pairs, discuss the questions. Students' own answers

1 Do you think good table manners are important today? Say why. What can we learn about a person from their table manners?

2 Do you think table manners have changed in your country since you were a child? Is this a good or a bad thing in your opinion? Say why.

3 List any table manners you think are special to your country. Do you know any examples of table manners in other countries that are different to yours? Give examples.

LESSON 5B LISTENING AND VOCABULARY

Q1, WB, P32: Complete the sentences with the words from the box. coals drink home manners sinking thing

1 Tell your brother to make sure he minds his _____ while he's staying with his grandma.

A) coals B) home C) manners D) thing

2 If my parents thought I hadn't done my homework, they would haul me over the _____.

A) thing B) coals C) drink D) sinking

3 My sister got told off last night for slurping her _____ at the dinner table.

A) sinking B) drink C) home D) manners

4 Oh no! I have a _____ feeling that I forgot to lock the front door when I left.

A) sinking B) coals C) thing D) drink

5 I think it won't be long before cash becomes a _____ of the past.

A) drink B) thing C) manners D) home

6 Seeing that documentary on the environment really brought it _____ to me how much work humankind needs to do to improve our home.

A) home B) sinking C) coals D) drink

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

ACTIVE PRONUNCIATION

Emphatic syllable stress

When we use emphatic adverbs, we usually stress these words. Additionally, we tend to emphasise the stress of one syllable over the others to focus attention. The voice rises slightly on this syllable. The situation could rapidly deteriorate. Crops will inevitably fail, won't they? It's remarkably difficult to plan these things. Adverbs of emphasis include: *absolutely, certainly, clearly, completely, definitely, desperately, inevitably, naturally, obviously, positively, rapidly, really, remarkably, significantly, simply, undoubtedly.*

النطق النشط

التشديد على المقطع عند استخدام الظروف التوكيدية، عادة ما تُشدد على هذه الكلمات. بالإضافة إلى ذلك، نميل إلى التشديد على مقطع لفظي واحد على المقاطع الأخرى لتركيز الانتباه. يرتفع الصوت قليلاً عند هذا المقطع. قد يتدهور الوضع بسرعة. سنقش المحاصيل لا محالة، أليس كذلك؟ من الصعب جدًا التخطيط لهذه الأمور. تشمل ظروف التشديد ما يلي:

Q3, WB, P32: Listen and choose the correct sentence, a or b, that contains a stressed syllable.

- 1 This move would significantly benefit large numbers of people. a / b
- 2 We desperately need to research alternatives. a / b
- 3 This could completely change how our food is sourced. a / b
- 4 It's clearly one of the most difficult problems mankind has ever faced. a / b
- 5 It is blindingly obvious that everyone needs to do their part in controlling food waste. a / b

Answers

1 b 2 a 3 a 4 b 5 a

Q4, WB, P32: Find the stressed syllables in the words in bold. Listen and check.

- 1 This option would cost **considerably** less than what has been suggested.
- 2 To say that nothing can be done is **completely** ridiculous.
- 3 This would **dramatically** reduce our reliance on government funding.
- 4 Providing shelters in some areas is **rapidly** becoming unsustainable.

Answers

2 completely 3 dramatically 4 rapidly

LESSON 6A WRITING AND VOCABULARY | A restaurant review

Q1, SB, P44: Read two reviews of the same restaurant and answer the questions.

- 1 What facts do the reviewers agree and disagree about?
- 2 Do you consider both reviews informative and fair? Say why.
- 3 Who do you think the target audience is for the reviews? Say why.
- 4 Why might some people leave an inaccurate / incorrect review online?

Answers

- 1 agree: décor is good disagree: price/quantity of food, size of portions
- 2 Review B is negative and uninformative. Review A is positive with examples and details, which make it more informative.
- 3 A: audience more interested in detail; B: online audience who are looking for brief comments
- 4 They had a bad experience./They may have a competing restaurant./They didn't intend to be inaccurate.

Q2, SB, P44: Read the reviews again and tick the pieces of advice about writing a review that are correct.

- 1 Always use a formal style.
- 2 Offer a recommendation.
- 3 Summarise your opinion in the conclusion.
- 4 Give brief background details, including the name and when you went there.
- 5 Describe the restaurant in detail.
- 6 Use direct language if you disapproved of something.
- 7 Give your personal impression.
- 8 Engage the reader from the beginning.

Q3, SB, P44: Match the colloquial words and phrases from the box with their more formal synonyms. give it a wide berth hype I'll give it that a letdown made out that value for money yearn for

words and phrases	synonyms	المعنى
1 a disappointment	a letdown	خيبة أمل
2 indicated	made out that	أعلن عن ذلك
3 avoid	give it a wide berth	تجاهله/تجنبه
4 advertising and previews	hype	ضجة إعلامية
5 really desire	yearn for	أتوق إليه
6 not too expensive	value for money	ليس باهظ الثمن
7 that's one point in its favour	I'll give it that	سامنحه ذلك

Q4, SB, P44: Study the Writing box and complete it with examples from review A.

WRITING | A restaurant review

Use nominalisation (verb becomes a noun) to avoid wordiness, e.g.,
The designers have cleverly used various shades of blue to create a beautifully relaxing eating area
1 **Clever use of various shades of blue has created a relaxing eating area ...**

• Use synonyms to avoid repetition, e.g.,
stunning = amazing duck 2 **the meat**
• Use words and phrases of comparison and contrast, e.g.,

In common with ... As many other restaurants have done ... Other restaurants have done likewise/ similarly ...

By way of contrast ...

Use phrases of recommendation, e.g.,
I cannot praise it 3 **highly enough**.
If 4 **you are looking for** somewhere new and exciting then ...

This restaurant should be a first choice for a big celebration.

I would have to say that the restaurant doesn't score highly on the value for money scale.

استخدم صيغة الاسم (يتحول الفعل إلى اسم) لتجنب الإطناب، على سبيل المثال:
استخدم المصممون بذكاء درجات مختلفة من اللون الأزرق لإنشاء منطقة طعام مريحة وجذابة. أدى الاستخدام الذكي لدرجات مختلفة من اللون الأزرق إلى إنشاء منطقة طعام مريحة...

• استخدم المرادفات لتجنب التكرار، على سبيل المثال:
مذهل = بطء مذهلة للحم
• استخدم كلمات عبارات للمقارنة والتباين، على سبيل المثال:
مشترك مع ... فعلت العديد من المطاعم الأخرى ... فعلت مطاعم أخرى الشيء نفسه/
بشكل مشابه...
على سبيل المقارنة...

الأستاذ أحمد الشطي
0791943248

استخدم عبارات توصية، مثل:
لا أستطيع الثناء عليه بما فيه الكفاية.
إذا كنت تبحث عن مكان جديد ومثير، فإن...
هذا المطعم يجب أن يكون الخيار الأول للاحتفالات الكبيرة.
أود أن أقول إن المطعم لا يحظى بتقييم عالٍ من حيث القيمة مقابل المال.

Q5, SB, P44: Using nominalisation, rewrite the sentences starting with the words given.

1 Fusion food has risen in popularity in recent years and this has influenced many restaurant menus.

The _____.

2 The restaurant is easily accessed from a rear car park, which has contributed to its success.

Easy _____.

3 Experts have advised people to eat more healthily and this is beginning to affect the number of fast food outlets.

Expert _____.

Answers

1 The recent rise in popularity of fusion food has influenced many restaurant menus.

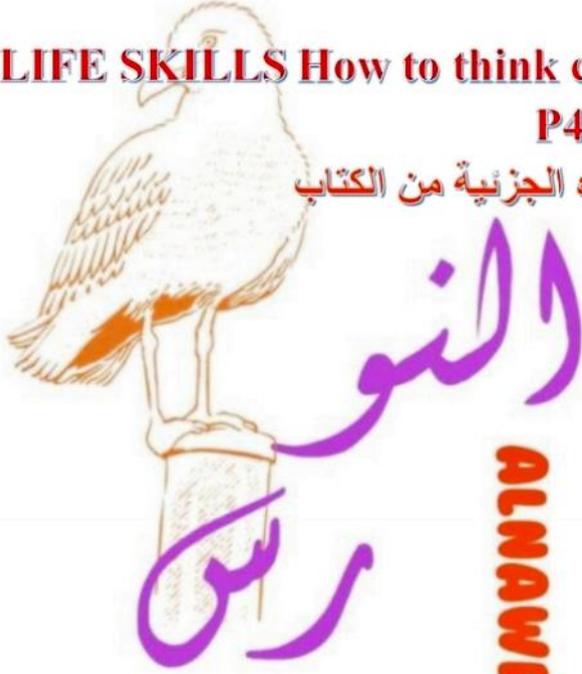
2 Easy access from a rear car park has contributed to the restaurant's success.

3 Expert advice on eating more healthily is beginning to affect the number of fast food outlets.

Q6, SB, P44: Rewrite review B to make it less direct and better balanced. Use as many points from the Writing box as you can. Read the Writing box in page 45 to answer the question...Students' own answers

LIFE SKILLS How to think critically about food choices. (SB, P46+47)

ملاحظة: سيتم شرح هذه الجزئية من الكتاب



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Revision

Q1, WB, P34: Complete the sentences with the correct form of the words in the box. drop dusting pinch segment slab slice spoonful

1 Don't forget to add a _____ of salt to the mixture before baking it in the oven.

- A) spoonful B) pinch C) slab D) drop

2 For breakfast at the hotel, we had two _____ of toast, a couple of eggs, some mushrooms and a _____ of baked beans.

- A) slices / spoonfuls B) dusting C) drops D) pinch

3 After my daughter made a cake, there was a _____ of flour over the whole work surface.

- A) dusting B) slab C) slices D) pinch

4 I'm concerned because all he's eaten today is a few _____ of orange.

- A) drops B) pinch C) segments D) spoonful

5 You will only need a couple of _____ of chilli oil, otherwise it will be far too fiery!

- A) drops B) slab C) slices D) dusting

6 The cook on the programme used an enormous _____ of meat and it looked really unappetising.

- A) slice B) slab C) spoonful D) pinch

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

Q2, WB, P34: Complete the sentences with the missing words.

1 This dessert t _____ me back to my childhood when my gran used to cook it every Saturday.

- A) takes B) brings C) lost D) slurp

2 Please don't s _____ your drink! It sounds terrible.

- A) scalding B) tempting C) slurp D) home

3 I just can't cut down on chocolate! I'm afraid I'm _____ I cause.

- A) home B) lost C) tempting D) scalding

4 The soup was s _____ and I burnt my tongue.

- A) slurp B) takes C) scalding D) tempting

5 The chocolate cake looked extremely t _____, but I was good and just had a biscuit.

- A) tempting B) home C) lost D) takes

6 I read about the effects of too much salt and sugar in our food. It brought it h _____ to me how unhealthy my diet actually is.

- A) lost B) home C) scalding D) slurp

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

Q3, WB, P34: Choose the correct words to complete the sentences.

1 **But / Without** Huda's help, we would not have been able to present the report on time.

2 If it **hadn't been / had been** for the lecture by a local chef, my brother would never have gone into hospitality.

3 If you **would / should** arrive before the main group, could you please check that the restaurant has laid enough places at the tables?

4 **Were they to change / Should** they have changed to a plant-based diet, their health might improve.

5 There will be a dramatic reduction in plastic waste **if / should** the new packaging policy be adopted.

Answers

1 But 2 hadn't been 3 should 4 Were they to change 5 should

Q4, WB, P34: Complete sentences 1–7 using the information from the sentence in italics and the words in bold.

We need enough people to enrol on the nutrition course for it to start on 4th September.

- 1 _____, the nutrition course will start on 4th September. SHOULD
- 2 _____, the nutrition course would start on 4th September. WERE
- 3 _____, the nutrition course won't start on 4th September. UNLESS
- 4 _____, the nutrition course will start on 4th September. PROVIDED
- 5 _____, the nutrition course will start on 4th September. AS LONG
- 6 We need _____ the nutrition course, _____. OTHERWISE
- 7 The nutrition course will start on 4th September _____. CONDITION

Answers

- 1 Should enough people enrol
- 2 If enough people were to enrol / Were enough people to enrol
- 3 Unless enough people enrol
- 4 Provided enough people enrol
- 5 As long as enough people enrol
- 6 enough people to enrol on..., otherwise it won't start on 4th September
- 7 ...on the condition that enough people enrol

Q5, WB, P35: Complete the text with one word in each gap.

What a taste!

Considering its impact on our daily lives, you would find research into the sense of taste rather limited

- 1 _____ you to compare it to research into our other senses. And if it hadn't been 2 _____ the work of a few scientists, we 3 _____ still be thinking that our tongues could only detect four basic tastes.
- 4 _____ asked, anyone could probably reel off the standard list: salt, sugar, bitter and sour, and
- 5 _____ someone had been in isolation for the last few years, they 6 _____ be aware of the addition of a fifth taste – 'umami'. What may be news to people is that a sixth taste, 'fat', and even potentially a seventh taste, 'carbohydrates', are being investigated. 7 _____ these be confirmed, it could explain why some people are more prone to excessive calorific and fat intakes.

Answers: 1 were 2 for 3 would 4 If 5 unless 6 would 7 Should

Q6, WB, P35: You are going to hear a lecturer talking about how ethnic cuisine adapts in different parts of the world. Complete sentences 1–8 with a word or short phrase.

- 1 According to the speaker, in the Far East, dishes often include a mixture of _____.
- 2 The earliest Chinese immigrants to the USA found employment in the _____ industry.
- 3 The speaker says that more Chinese nationals arrived in the USA during the _____.
- 4 At home, the Chinese would never combine ideas from _____.
- 5 The speaker mentions that, as well as lots of unusual flavours, Americans particularly liked that the Chinese meals contained _____.
- 6 Nowadays, many people in the USA, especially those who _____, are looking to eat something more authentic.
- 7 According to the speaker, early Indian takeaway restaurants in the UK were often opened in what used to be _____.
- 8 The use of curry tree leaves in Indian cooking is restricted to cuisines from some _____ in the south of the country.

Answers

- 1 sweet and sour ingredients
- 2 construction
- 3 1960s
- 4 different parts of the country
- 5 a lot of / plenty of meat
- 6 have travelled / been to China
- 7 fish and chip restaurants
- 8 coastal states

05

Do your best

LESSON 1A VOCABULARY AND SPEAKING

Q1, SB, P48: Listen to three students talking about their learning preferences. Make notes about what they say and then answer the questions.

- 1 Where and how does each student prefer to study? Say why.
- 2 What can stop them from being able to study or perform effectively?

Answers

Speaker 1:

- 1 In their bedroom, listening to music. It helps them relax and concentrate.
- 2 They might go blank and unable to think of anything during exams if they don't have music.

Speaker 2:

- 1 Outside in the fresh air.
- 2 Too much wind or heat can be a problem.

Speaker 3:

- 1 With other people in a study group. The group are motivated.
- 2 Working alone, they find it hard to concentrate and get bored.

Q1, SB, P48: Complete the sentences from the recording with the correct forms of the idioms from the box. Then listen and check.

- 1 I'm exhausted and really _____ .
A) go blank B) running on empty C) breezed through D) getting the hang of
- 2 You might just _____ and be unable to think of anything when you get into the quiet of the exam room.
A) breezed through B) go blank C) get my head down D) running on empty
- 3 They just _____ the information _____ us, repeating it again and again.
A) drummed / into B) keep / on track C) go blank D) breezed through
- 4 I've always _____ exams, really. Never had to make much effort.
A) running on empty B) get my head down C) breezed through D) getting the hang of
- 5 I realised that I would really need to _____, concentrate and work harder.
A) get my head down B) keep / on track C) go blank D) running on empty
- 6 We don't mess about, and we _____ each other _____; staying really focused.
A) keep / on track B) drummed / into C) breezed through D) getting the hang of
- 7 I'm really _____ what's needed for the exam now.
A) running on empty B) go blank C) getting the hang of D) keep / on track

Answers

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

WATCH OUT!

An attempt is when you try to achieve a specific goal, e.g., I made a few **half-hearted attempts**.

An effort can replace an attempt in many cases, especially when you are more positive about the outcome, e.g., a **determined effort/attempt**.

More negative adjectives are used with attempt, but effort can collocate with both positive and negative adjectives.

انتبه!
المحاولة هي محاولة تحقيق هدف محدد، على سبيل المثال: بذلتُ بعض المحاولات الفاشلة.

يمكن أن يحل الجهد محل المحاولة في كثير من الحالات، خاصةً عندما تكون أكثر تفاؤلاً بالنتيجة، على سبيل المثال: جهد/محاولة حثيثة.

تُستخدم صفات سلبية أكثر مع كلمة "محاولة"، ولكن يمكن استخدام كلمة "جهد" مع كل من الصفات الإيجابية والسلبية.

Q3, SB, P49: Study Watch Out! Then match the collocating adjectives for attempt and effort with their definitions.

Adjectives & definitions	المعنى
Very brave = valiant	شجاع جدًا،
With no enthusiasm = half-hearted	بدون حماس،
Achieving nothing = futile	لا يحقق شيئاً عبثاً
Based on wrong information = misguided	بناءً على معلومات خاطئة، مضلل
After a series of failures = last-ditch	بعد سلسلة من الإخفاقات، في اللحظة الأخيرة
Almost out of control = frantic	يكاد يكون خارج السيطرة، مذعورًا
Using a lot of energy = strenuous	يستهلك الكثير من الطاقة، شاقًا
Determined and continuing for a long time = sustained	عازمًا ومستمرًا لفترة طويلة

ACTIVE VOCABULARY |

Verbs + dependent prepositions

Some verbs are usually followed by a specific preposition before the object of the verb, e.g., He *apologised for* being late.

Some verbs pair with different prepositions with a change in meaning, e.g., You should start *cramming for* your exam. Trying to *cram* too many different tasks *in/into* the same couple of hours is quite challenging.

المفردات النشطة |
الأفعال + حروف الجر التابعة
عادةً ما يتبع بعض الأفعال حرف جر معين قبل مفعول به، مثل: "لقد اعتذر عن التأخير".

تتقرن بعض الأفعال بحروف جر مختلفة مع تغيير في المعنى، مثل: "يجب أن تبدأ بالتحضير للامتحان". إن محاولة حشر العديد من المهام المختلفة في نفس الساعتين أمرٌ صعبٌ للغاية.

Q4, SB, P49: Read Active Vocabulary. Then complete the discussion forum with the correct prepositions.

How to use your time most productively

Khalil

My top tip is to stop trying to multitask. I used to think it was very efficient, but in fact it usually backfires 1 **on** you. Rather than trying to cram too many different tasks 2 **into/in** the same couple of hours, I now apply myself 3 **to** one task at a time, and get loads more done.

Issa

Get your desk tidy first – as the saying goes, 'a cluttered desk is a sign of a cluttered mind'. It may take you an hour to sort the papers 4 **into** piles, but you'll be in a better mental state to start cramming 5 **for** your exam. How to use your time most productively?

Aisha

I do think it's important to work at a desk. Working on a sofa is a terrible idea. Your brain associates this place 6 **with** sleep and rest, and you'll soon find your studying is a lost cause.

Randa

Take more breaks. Most people find it hard to concentrate for more than 30 minutes at a time. They get started and then their focus goes and they spend ages staring blankly 7 **at** the screen. Turn off all your notifications – they're designed to distract you 8 **from** what you're doing. Try using the Pomodoro Technique: you work for 25 minutes, then take a five-minute break. Do that four times and then take a longer break: go for a walk or snack 9 **on** fruit. You'll be amazed how much more you get done.

كيف تستغل وقتك أقصى إنتاجية خليل

نصيحتي الأهم هي التوقف عن محاولة القيام بمهام متعددة. كنت أعتقد أنها فعالة جدًا لكنها في الواقع غالبًا ما تأتي بنتائج عكسية. بدلًا من محاولة حشر العديد من المهام المختلفة في نفس الساعتين، أكرس الآن ثلاث مهام في مهمة واحدة في كل مرة، وأتجزز المزيد عيسى

رتب مكتبك أولاً - كما يقول المثل: "المكتب الفوضوي دليل على فوضى العقل". قد يستغرق الأمر ساعة لترتيب الأوراق في أكوام، لكنك ستكون في حالة ذهنية أفضل للبدء في حشر خمس أوراق للامتحان. كيف تستغل وقتك بأقصى إنتاجية؟ عائشة

أعتقد أنه من المهم العمل على مكتب. العمل على الأريكة فكرة سيئة. يربط عقلك هذا المكان بالنوم والراحة، وسرعان ما ستجد أن دراستك أصبحت بلا فائدة. رندة

خذ المزيد من فترات الراحة. يجد معظم الناس صعوبة في التركيز لأكثر من ٣٠ دقيقة متواصلة. يبدأون العمل، ثم يتلاشى تركيزهم ويقضون ساعات طويلة يحرقون في الشاشة بنظرة فارغة. أوقف جميع الإشعارات، فهي مصممة لتشتيت انتباهك عما تفعله. جرب استخدام تقنية بومودورو: اعمل لمدة ٢٥ دقيقة، ثم خذ استراحة لمدة خمس دقائق. كرر ذلك أربع مرات، ثم خذ استراحة أطول: تمش أو تناول وجبة خفيفة من الفاكهة. ستدهش من مقدار ما ستجزه.

LESSON 1B VOCABULARY AND SPEAKING

Q1, WB, P36: Choose the correct words to complete the idioms in bold.

- 1 We were all struggling with the grammar, but he **blew / breezed through** it all.
- 2 Don't talk to me! I need to **get my brain / head down** and get this work finished.
- 3 As soon as the exam started, **my mind went empty / blank**.
- 4 Being polite **was drummed / dragged into us** from an early age.
- 5 As long as you can **keep up / on track**, you should do well this year.
- 6 I really need a holiday! **I've been running / breezing on empty** for months now.
- 7 I just can't **get / grasp the hang of** this game. I keep losing!

Answers

- 1 breezed 2 head 3 blank 4 drummed 5 on 6 running 7 get

Q2, WB, P36: Match the idioms from Exercise 1 with their meanings a-g.

idioms	meanings	
running	a have no energy left	عدم وجود طاقة متبقية
head	b focus on something	التركيز على شيء ما
drummed	c teach something by repeating it many times	تعليم شيء ما بتكرار مرات عديدة
get	d learn how to do something	تعلم كيفية القيام بشيء ما
breezed	e do something successfully and easily	القيام بشيء ما بنجاح وسهولة
blank	f suddenly forget information that you knew previously	نسيان معلومات كنت تعلمها سابقاً فجأة
on track	g continue to make good progress with an activity	الاستمرار في إكمال تقدم جيد في نشاط ما

Q3, WB, P36: Match the two parts of the sentences.

PART ONE	PART TWO
1 The rescuers made a last-ditch effort to	c reach the people before the building collapsed.
2 He made a misguided attempt to	e untangle the fishing rod and fell into the river.
3 We made a detour in a futile attempt to	a avoid the bad weather, but still got soaked.
4 They didn't really have much time so they only	b made a half-hearted effort to find the missing luggage.
5 If we want to get this finished today,	d we will have to make a sustained effort.
6 He sped up towards the end of the race	f in a valiant attempt to overtake me.

Q4, WB, P36: Choose the correct words to complete the sentences.

- 1 Knowing that he was almost out of time, he made a **frantic / misguided** attempt to finish the essay.
- 2 She made a **strenuous / futile** effort to get there on time and, luckily, succeeded.
- 3 He made a **half-hearted / valiant** effort to keep up, and soon gave up.
- 4 It isn't just about trying hard today, but about making a **sustained / frantic** effort over the next few weeks.
- 5 At least you tried. It was a **misguided / valiant** effort. Well done!

Answers

- 1 frantic 2 strenuous 3 half-hearted 4 sustained 5 valiant

Q5, WB, P37: Complete the sentences with the correct prepositions.

- 1 I don't think you can cram another scoop of ice cream **into** that bowl!
- 2 We all stood staring _____ the porcupine in the back garden. Where could it have come from?
- 3 A sticking plaster solution can easily backfire _____ you and make things worse.
- 4 Never let anything deflect you _____ pursuing your dreams.
- 5 The problem with cramming _____ exams, is that you will forget everything afterwards.
- 6 You won't pass unless you start applying yourself _____ your work.
- 7 Snacking between meals is associated _____ unhealthy eating.
- 8 Start by sorting the names _____ alphabetical order.

Answers: 2 at 3 on 4 from 5 for 6 to 7 with 8 into

Q6, WB, P37: USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and five words, including the word in bold.

1 He didn't really try to win the prize. **HALF-HEARTED**

He made a half-hearted attempt to win the prize.

2 The car was really full with six of us. **CRAMMED**

There were _____ the car.

3 He shouldn't have attempted to swim across the river. **MISGUIDED**

He _____ to swim across the river.

4 If you keep studying, you should get a great mark. **TRACK**

You're _____ great marks if you keep studying.

5 I found difficult to drive when I first tried. **HANG**

It was difficult to _____ when I first tried.

6 I completely forgot everything. **BLANK**

My _____.

Answers

2 six of us crammed into 3 made a misguided attempt / effort 4 on track for getting/to get 5 get the hang of driving 6 mind went (completely) blank

Q7, WB, P37: Complete the online article with one or two words in each gap.

The Memory Palace sounds like it might be the name of a place, but it's actually a technique invented by the ancient Greeks for memorizing anything that you need to icram into your head. You might not see the point of learning how to memorise facts and figures when everything can be found at the touch of a button, but there are still a surprising number of occasions when developing a super memory will be useful. Not least if you're 2 _____ for an exam. If you master this technique, your mind may never 3 _____ again! The idea behind the Memory Palace is to 4 _____ the information you want to remember with a place that you know very well, such as your own home. Close your eyes and imagine walking through this location. As you go, visually put each piece of information in a specific place. The more visual and memorable you can make the image, the better. For example, let's say you want to remember the expression 'make a 5 _____ effort'. You might imagine a knight in armour making an effort to open your front door, which is badly stuck. When you later want to recall the items, just imagine yourself walking the same mental route, and the items should come back to you without even really having to 6 _____ yourself to it. With practice, you'll soon get the 7 _____ of it, and be able to 8 _____ through any exams with ease.

Answers

2 cramming 3 go blank 4 associate 5 valiant 6 apply 7 hang 8 sail/breeze

LESSON 2A GRAMMAR

لأفعال المساعدة Modals تُستخدم للتعبير عن موقف أو وجهة نظر المتكلم تجاه الحدث: التزام - نصيحة - قدرة - احتمال - منع - عدم ضرورة... إلخ.

(Modal and Related Verbs)

1 (Obligation & Necessity) الالتزام والضرورة

- **Must / Have got to** → التزام قوي من المتحدث نفسه
I **must/have got to** do my homework.
- **Have to / Be required to** → التزام خارجي (قانون - سلطة - قاعدة)
You **have to/are required to** obey the law.
- **Mustn't / Can't** → منع.
You **mustn't/can't** cheat in an exam.
- **Needn't / Don't need to / Don't have to** → لا ضرورة (الخيار متاح)
You **don't need to** write this essay.
- **Didn't need to / Didn't have to** → لم يكن ضرورياً (الحدث ربما وقع أو لم يقع)
→ I **didn't have to** learn the poem (so I didn't).
- **Needn't have + V3** → قام بالفعل ثم اكتشف أنه لم يكن ضرورياً (ندم/ارتياح)
→ I **needn't have learnt** the poem by heart (but I did).
- **Related verbs: be required to / be obliged to** (تُستخدم في جميع الأزمنة للإشارة لسلطة خارجية)
He **was required to** get proper qualifications.
We **are obliged to** come on time.

2 (Recommendation & Advice) النصيحة والتوصية

- **Should / Ought to / Had better** → نصيحة أو تصرف مستحسن (لكن غير إلزامي)
You **should/ought to/had better** tell your friend the truth.
في الماضي: نستخدم should have / ought to have للدلالة على أن الفعل كان مستحسنًا لكنه لم يحدث.
You **ought not to have** painted the wall blue (but you did).
لا نستخدم had better في الماضي
- **Might / Could** → نصيحة محتملة لكن غالبًا لم تحقق (مع التشديد على الفعل الأساسي)
She **might/could** say something (but probably won't)
You **might/could** have told me (but you didn't)
- **Related verb: be supposed to** → للدلالة على ما يجب أن يحدث وفقاً للقواعد/التوقعات العامة. (لا يُستخدم في الأزمنة المستمرة)
They **are supposed to** be free.
Animals **are not supposed to** suffer like this.

3 (Ability & Willingness) القدرة والاستعداد

- **Can / Be (un)able to** → قدرة حالية أو مستقبلية
I **can't / am unable to** give you my phone.
- **Could / Was able to** → قدرة عامة في الماضي (لفترة زمنية)
He **could/was able to** climb trees when he was younger.
- **Was able to / Managed to** → قدرة لإنجاز فعل محدد في الماضي (ليس could)
She **managed to** prepare the speech in one hour.

Q1, SB, P50: Listen to **Aisha, Muna and Rola** talking about their experiences of exams. For each speaker, note down what exam or test they were taking, and what happened to them on the day.

Answers

Aisha: maths exam; stayed up late studying, overslept and missed the exam

Rola: driving test; mistook a row of parked cars for a traffic jam

Muna: music exam; had a spider crawl out of her trumpet

Q2, SB, P50: THINK BACK Choose the correct forms to complete the sentences from the recording. Then listen and check.

1 I **can't / mustn't** say I enjoyed the exams though.

2 I probably **must / ought** to have put in a bit more effort.

3 I **need to / can't** do a lot of revision to get stuff to stick.

4 I **had to get / must have got** at least a six in order to study Psychology this year.

5 Oh dear, I can imagine what **can't / must** have happened.

6 I **needn't have / shouldn't have** bothered revising at all!

7 Surely, they **have to / must** give you a second chance when something like that happens?

8 It **mustn't / can't** have been that bad, you passed after all, didn't you?

9 I **needn't / mustn't** be impatient.

10 The driving examiner turned to me and said, 'You **have to / may** drive on now.'

11 I **couldn't / didn't** need to understand what he meant.

12 I **must / should** have been practising every day, but I hadn't taken the trumpet out of the box for weeks.

Answers

1 can't 2 ought to 3 need to 4 had to get 5 must 6 needn't have 7 have to 8 can't 9 mustn't 10 may 11 couldn't

12 should

Q3, SB, P50: Match sentences 1–12 from Exercise 2 with their functions a–g. Say if the sentences refer to the past or present. How is the form of the verbs different when we refer to the past?

modals	functions
can't/ couldn't	a ability
ought to/ should	b mild obligation
need to/ had to get/ have to	c strong obligation
needn't have	d lack of obligation
may	e permission
mustn't	f prohibition
Must/ can't	g speculation

ملاحظة...

سيتم شرح جزئية الاشتقاق بعد انتهاء المادة

WATCH OUT!

Modal verbs are weak words in a sentence, so they are not emphasised. However, sometimes we can stress them to convey different meanings and so their functions change.

• If we stress the modal verb **may/might/ could**, it expresses possibility, e.g., You **may/might/could** have told me. (It was possible.)

Compare: If we stress the main verb, we can use **may/might/could** with a similar meaning to **should** to complain, e.g., You **might/could** have **helped** me! (Why didn't you?)

• If we stress the modal verb **must**, it will express speculation, e.g., She **must** be home.

I can hear somebody talking.

Compare: He **must stay** home and do homework. (obligation)

• If we stress the modal verb **won't**, it will express refusal, e.g., She **won't** go to school.

I can do nothing about it. Compare: He **won't do** it again. It was too stressful. (prediction)

انتبه!
الأفعال الناقصة كلمات ضعيفة في الجملة، لذا لا تُشدد. مع ذلك، قد نشدد عليها أحياناً لنقل معانٍ مختلفة، فتتغير وظائفها.
• إذا شددنا على الفعل الناقص "may/might/ could"، فإنه يُعبّر عن الاحتمال، مثال: You may/might/could have told me. كان ذلك ممكناً.

قارن: إذا شددنا على الفعل الرئيسي، يُمكننا استخدام "may/might/could" بمعنى مُشابه لـ "should" للشكوى، مثال: You might/could have assist me لماذا لم تُساعدني؟
• إذا شددنا على الفعل الناقص "must"، فإنه يُعبّر عن التكهّن، مثال: She must be home يجب أن تكون في المنزل. أستطيع سماع شخص يتحدث.

قارن: He must stay home and do the schoolwork. إلزام.
• إذا شددنا على الفعل الناقص "will"، لن نذهب إلى المدرسة، فإنه يُعبّر عن الرفض، مثال: She won't go to school. لن نذهب إلى المدرسة.
لا أستطيع فعل شيء حيال ذلك. قارن: لن يفعلها مرة أخرى. كان الأمر مُرهقاً للغاية. (توقع)

Q4, SB, P50: Study Watch Out! Then think of two different possible meanings for sentences 1-3. Listen and check your ideas.

1 He **must** be responsible.

2 He **could** have eaten it.

3 He **won't** tell anyone.

Answers

1 obligation ('must' is stressed in the recording)

2 speculation ('could' is not stressed in the recording)

3 refusal ('won't' is stressed in the recording.)

Q5, SB, P51: Rewrite the underlined parts of the sentences with modal verbs and the correct forms of the verbs. There is one sentence where this is not possible. Say why.

1 I **don't seem to be able to keep** the information in my head.

2 I **was required to pass** it in order to study Psychology.

3 I **was supposed** to get up at about 7 a.m.

4 I was so tired I **managed to sleep** right through the alarm.

5 **Were you allowed to take** the test again?

6 I mean, surely I **wasn't meant to overtake** all the cars.

Answers

1 can't keep 2 had to pass 3 ought to/should have got up 4 Not possible – the closest modal, could, has a different meaning from managed to 5 Could you take 6 shouldn't have overtaken

Q6, SB, P51: Complete the second sentence using the word in bold so that it means the same as the first one.

1 It wasn't necessary for you to make so much effort. **NEEDN'T**

You _____.

2 I can't find my key anywhere. Perhaps I left it at home? **MIGHT**

I can't find my key anywhere.

I _____.

3 He wasn't allowed to enter the building. **BANNED**

He _____.

4 You shouldn't have told him. **SUPPOSED**

You _____.

5 They made me attempt it, even though I knew it was futile. **FORCED**

They _____.

6 You weren't meant to see that! **SEEN**

You _____!

Answers

1 needn't have made so much effort

2 might have left it at home

3 was banned from entering the building

4 weren't supposed to tell him

5 forced me to attempt it, even though I knew it was futile

6 shouldn't have seen that

Q7, SB, P51: Complete the story with the correct forms of the verbs from the box.

A COOING DISTRACTION

This is the kind of story that you 1 _____ even believe really happened, but I promise it did! I was taking my final exams at school and we were all sitting in the big hall. It was really hot, so the teacher

2 _____ to open all the windows. Usually, the school kept them closed because they were very high up,

which meant the teacher 3 _____ climb up a step ladder to open them. Anyway, the exam started and I

was just getting my head down when I heard a kind of rustling noise. To be honest, I thought it 4 _____

someone fiddling with the exam papers or looking for something in their bag, though we weren't actually

allowed to bring in bags. I didn't give it too much thought until I heard another strange noise, a kind of cooing. I

looked up and saw that a bird, a pigeon to be precise, was flying round the room. It 5 _____ come in

through the open windows.

The teacher made a speech about how we 6 _____ let it deflect our attention from our exam, and that

we 7 _____ talk or anything, and then he started going around, climbing on the step ladder and trying

to shoo the pigeon out of one of the windows. But the pigeon just 8 _____ find its way out at all. It

was getting more and more agitated, and making more and more noise. The teacher 9 _____ expected us

to just ignore it all! Eventually, she 10 _____ direct the pigeon towards an open window, and it flew

off, no doubt very relieved to have escaped.

Answers

1 might not 2 was forced 3 needed to 4 must have been / must be 5 must have 6 shouldn't 7 weren't allowed to /

shouldn't 8 couldn't 9 can't have 10 managed to

Q8, SB, P51: SPEAKING Tell your partner about an exam experience you had, either positive or negative.

What did you learn from the experience? Use modal and related verbs.

LESSON 2B GRAMMAR

Q1, WB, P38: Complete the sentences with the modal verbs from the box. can't (x2) must mustn't oughtn't

- 1 Aisha left the exam room after just ten minutes. She **must** have failed.
- 2 I have broken my right arm and I _____ write with my left hand!
- 3 That result is disappointing. You _____ to have taken so much time off.
- 4 Adel _____ have failed, he's the strongest student in the class.
- 5 You _____ make any noise in the exam room or you'll be thrown out. didn't need to have to might have needn't have should have
- 6 I wish I had known the lecture didn't start until ten. I _____ got up so early.
- 7 It was a mistake to tell her about it. I _____ kept quiet.
- 8 I _____ get up early that day, so I had a lie-in until midday.
- 9 I was sick today, so I _____ take the exam tomorrow instead.
- 10 Don't worry. You _____ done better than you think – you can't know until the results come out.

Answers

2 can't 3 oughtn't 4 can't 5 mustn't 6 needn't have 7 should have 8 didn't need to 9 have to 10 might have

Q2, WB, P38: Match the sentences from Exercise 1 with their functions a–j.

functions	modals
a not have the ability to do something	2 can't
b not be allowed to do something	5 mustn't
c be almost certain that	1 must
d be possible that	10 might have
e it wasn't necessary so I didn't do it	8 didn't need to
f be almost impossible that	4 can't
g be a good idea to have done something	6 needn't have
h it wasn't necessary to do something, but I did it	7 should have
i have no choice but to do something (someone else makes you do it)	9 have to
j not be a good idea to have done something	3 oughtn't

Q4, WB, P38: Choose the correct forms to complete the sentences.

- 1 Rana **must** / can't have been here earlier, that's her umbrella on the table.
- 2 You **don't have to** / **mustn't** leave your email address, it's entirely optional.
- 3 You **could** / **may** have given me a lift! I saw you drive past in your fancy car!
- 4 I don't know where my wallet is. I **should** / **could** have left it at home, I guess.
- 5 I **didn't need to rush** / **needn't have rushed** because he was going to be late.
- 6 **Could** / **May** you introduce us, please?

Answers

1 must 2 don't have to 3 could 4 could 5 didn't need to rush 6 Could

Q5, WB, P38: Complete the sentences with the correct modal verbs. Sometimes more than one answer is possible.

- 1 Mr Alra'i thinks there **might** be a question on Modals in the exam because the topic hasn't come up for a while.
- 2 You _____ have told me you were going to be out. It was a wasted journey for me.
- 3 He _____ have been a big star, but he decided against acting as a career.
- 4 You _____ use a green pen on the exam paper – blue or black only.
- 5 Who _____ be calling at this time? It's nearly midnight!
- 6 Could you help me, please? I _____ reach the top shelf because I'm too short!

Answers: 2 could/might/should/ought to 3 could 4 can't/may not/mustn't 5 could 6 can't

Q6, WB, P39: USE OF ENGLISH Choose the correct words a–d to complete the text.

MANAGING

EXAM-RELATED ANXIETY

A certain amount of anxiety 1 _____ be useful when taking an exam. Adrenaline signals to the body, and the brain, that we 2 _____ to focus and pay attention, and it 3 _____ even improve our performance. However, after a certain point, anxiety could lead to negative thoughts about our performance, 'I just 4 _____ do this!', which is clearly not helpful. In the run-up to an exam, you 5 _____ pay particular attention to eating and sleeping well. You 6 _____ give up junk food altogether, but be careful to ensure that your diet is balanced and includes plenty of protein, fruit and vegetables. There's no benefit in staying up late studying, especially if you are 7 _____ to get up early on the day of the exam. You 8 _____ also benefit from learning some relaxation techniques, such as deep breathing or mindfulness, which you 9 _____ use when you feel the anxiety levels starting to rise.

- | | | | |
|--------------|---------------|------------------|------------|
| 1 a should | b can | c must | d has to |
| 2 a need | b didn't need | c needn't have | d needn't |
| 3 a ought to | b can't | c may | d needs to |
| 4 a mustn't | b couldn't | c didn't have to | d can't |
| 5 a ought | b shouldn't | c can | d ought to |
| 6 a might | b needn't | c mustn't | d can't |
| 7 a banned | b not allowed | c required | d able |
| 8 a might | b could have | c can | d must |
| 9 a may | b can | c need | d ought |

Answers

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

Q7, WB, P39: USE OF ENGLISH Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and five words, including the word in bold.

1 Students should bring a ruler to the exam.

SUPPOSED

Students **are supposed to bring** a ruler to the exam.

2 My parents told me I had to study harder. **FORCED**

I _____ by my parents.

3 We didn't buy a train ticket at the station, but we were able to buy one on the train. **NEED**

We _____ a train ticket at the station because we were able to buy one on the train.

4 The school says that students have to wear a uniform. **REQUIRED**

Students _____ wear a uniform.

5 The school said that pupils were not allowed to wear earrings. **BANNED**

The pupils _____ earrings.

6 You shouldn't have told him the answers. **MEANT**

You _____ him the answers.

Answers

2 was forced to study harder 3 didn't need to buy 4 are required to 5 were banned from wearing 6 weren't meant to tell

Q8, WB, P39: Write a paragraph about your worst/best exam experience.

courses in sports psychology are widely offered at universities around the world. Alternatively, those with an undergraduate degree in psychology may add to it by pursuing specialist postgraduate studies such as sports medicine or physiology. The discipline typically combines research and theory with the applied practice of psychology in physical exercise and sports. Qualified sports psychologists help sportspeople to be mentally prepared for effective training and optimum performance, but let us look in more detail at how they do this.

2 Sports psychologists use strategies that help players to focus on their aims. These may include goal-setting or visualisation, which are techniques that have been shown to improve concentration and performance. Professional sportspeople require extensive resilience, which sports psychologists help them to maintain, as well as strategies for being positive or remaining calm in difficult moments. They also teach coping skills for dealing with anxiety and intense career stress – for example, using muscle relaxation, breathing exercises and meditation. When players get injured, the sports psychologist supports them through their recovery with a customized programme for their physical pain management as well as their mental wellness. If a player's confidence becomes eroded by an injury they have sustained, the sports psychologist works closely with them, strategically building the player back up to a position of self-belief.

3 Sports psychology, in most major team sports, has been something of a game changer. The sports psychologist not only works with individual players, but with the team as a whole, and also liaises with the coaches. In professional football, tactical analysis of play has long-been used as part of any club's methodology. Teams rewatch past games to study the mechanics of each move and sequence. With the addition of sports psychology, they monitor the replays for the psychology behind certain actions, too. At Chelsea FC in London, they extensively reviewed players' moves to analyse whether they reflected psychological focus or confidence or motivation and, in this way, were able to identify patterns of play which led to success on the pitch. One professor of sport sciences, after observing more than 250 players, was able to conclude that play was more successful whenever players 'scanned', that is, quickly glanced around, before receiving a pass. The same psychology professor also studied 45 years' worth of penalty shoot-outs, measuring the winning games against the length of time a player took to take the penalty kick. The conclusion, in psychological terms, is that waiting too long causes overthinking, which often results in no score.

في التمارين البدنية والرياضة. يساعد أخصائيو علم النفس الرياضي الموهولون الرياضيين على الاستعداد الذهني للتدريب الفعال والأداء الأمثل، ولكن دعونا نلقي نظرة أكثر تفصيلاً على كيفية قيامهم بذلك.

2 يستخدم أخصائيو علم النفس الرياضي استراتيجيات تساعد اللاعبين على التركيز على أهدافهم. قد تشمل هذه الاستراتيجيات تحديد الأهداف أو التصور، وهي تقنيات أثبتت فعاليتها في تحسين التركيز والأداء. يحتاج الرياضيون المحترفون إلى مرونة عالية، ويساعدهم أخصائيو علم النفس الرياضي على الحفاظ عليها، بالإضافة إلى استراتيجيات للتخلي بالإيجابية والهدوء في اللحظات الصعبة. كما يُعلّمون مهارات التأقلم للتعامل مع القلق والضغط المهنية الشديدة - على سبيل المثال، استخدام استرخاء العضلات وتمارين التنفس والتأمل. عندما يتعرض اللاعبون للإصابة، يدعمهم أخصائيو علم النفس الرياضي خلال فترة تعافيهم من خلال برنامج مخصص لإدارة الألم الجسدي، بالإضافة إلى تعزيز صحتهم النفسية. إذا تأكلت ثقة اللاعب بنفسه بسبب إصابة تعرض لها، يعمل أخصائيو علم النفس الرياضي معه عن كثب، ويبنيه استراتيجياً لاستعادة ثقته بنفسه.

3- لقد كان علم النفس الرياضي، في معظم الرياضات الجماعية الرئيسية، عاملاً مهماً. لا يقتصر عمل عالم النفس الرياضي على اللاعبين كفرادٍ، ويشمل الفريق ككل، ويتواصل أيضاً مع المدربين. في كرة القدم الاحترافية، يُستخدم التحليل التكتيكي للعب منذ فترة طويلة كجزء من منهجياتي نادي، تعيب الفرق مشاهدة المباريات السابقة لدراسة الآليات كل حركة متسلسل. وبإضافة علم النفس الرياضي، يراقبون الإعادة أيضاً لمعرفة العوامل النفسية الكامنة وراء تصرفات معينة. في نادي تشيلسي لكرة القدم في لندن، راجعوا تحركات اللاعبين على نطاق واسع لتحليل ما إذا كانت تعكس التركيز النفسي أو الثقة أو التحفيز، وبهذه الطريقة، تمكنوا من تحديد أنماط اللعب التي تؤدي إلى النجاح على أرض الملعب. تمكن أحد أساتذة علوم الرياضة، بعد مراقبة أكثر من 250 لاعباً، من استنتاج أن اللعب يكون أكثر نجاحاً عندما "يمسح" اللاعبون، أي ينظرون حولهم بسرعة، قبل استلام الكرة. قام أستاذ علم النفس نفسه بدراسة ركلات جزاء ترجيحية على مدار 45 عاماً، مقارنة المباريات الفائزة بالوقت الذي استغرقه اللاعب في تسديد الكرة. وخلصت الدراسة، من الناحية النفسية، إلى أن الانتظار الطويل يُسبب الإفراط في التفكير، والذي غالباً ما يؤدي إلى عدم تسجيل أي هدف.

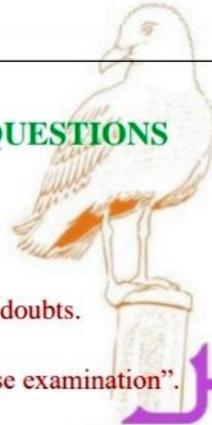
4 These examples demonstrate a dual aspect of the sports psychologist's contribution: a commitment to protect and improve the well-being of the client and, in turn, the greater probability of favourable outcomes in their chosen sport. It is a winning formula of care **channelled into** measurable results. After all, when we feel our best, we are more likely to do our best. For this reason, even though most of us will not embark upon a career in professional sports, and may never experience the terrifying exhilaration of performing in front of millions of people, and being judged for it, we all stand to benefit from the overall process of sports psychology. In our daily lives, we would all benefit from paying closer attention to our goals and not losing sight of them; relaxing and sleeping well; celebrating important occasions; remaining calm in a crisis; thinking positively; praying and believing we can do our best.

تظهر هذه الأمثلة جانبًا مزدوجًا لمساهمة أخصائي علم النفس الرياضي: الالتزام بحماية وتحسين صحة العميل، وبالتالي زيادة احتمالية تحقيق نتائج إيجابية في الرياضة التي يختارها. إنها صيغة رعاية رابحة تُوجّه نحو نتائج قابلة للقياس. ففي النهاية، عندما نشعر بأننا في أفضل حالاتنا، نكون أكثر ميلًا لبذل قصارى جهننا. لهذا السبب، على الرغم من أن معظمنا لن يشرع في مسيرة مهنية في الرياضات الاحترافية، وقد لا يختبر أبدًا النشوة المرعبة للأداء أمام ملايين الناس، والتعرض للتقييم على ذلك، فإننا جميعًا نستفيد من العملية الشاملة لعلم النفس الرياضي. في حياتنا اليومية، سنستفيد جميعًا من التركيز على أهدافنا وعدم إغفالها؛ والاسترخاء والنوم جيدًا؛ والاحتفال بالمناسبات المهمة؛ والحفاظ على الهدوء في الأزمات؛ والتفكير الإيجابي؛ والدعاء والإيمان بأننا نستطيع بذل قصارى جهننا.

النص

COMPREHENSION QUESTIONS

1. What does sports psychology examine?
ماذا يدرس علم نفس الرياضة؟
2. Is physical fitness alone enough for success in sports?
هل اللياقة البدنية وحدها كافية للنجاح في الرياضة؟
3. Quote the sentence showing that even the best athletes can have doubts.
اقتبس الجملة التي تبين أن حتى أفضل الرياضيين يمكن أن تكون لديهم شكوك.
4. Find a word in the text which means "careful observation or close examination".
"ابحث عن كلمة في النص تعني "مراقبة دقيقة أو فحص دقيق".
5. What does the pronoun "it" in "it is not" refer to?
"it is not" في جملة "it" إلى ماذا يعود الضمير؟
6. Why has the field of sports psychology grown rapidly?
لماذا نما مجال علم نفس الرياضة بسرعة؟
7. Who do sports stars often thank nowadays besides coaches and managers?
من الذي يشكرهم نجوم الرياضة الآن بالإضافة إلى المدربين والمديرين؟
8. When is it unthinkable for a team to be without a sports psychologist?
متى يعتبر من غير المعقول أن يكون الفريق بدون أخصائي نفسي رياضي؟
9. What qualifications do sports psychologists usually need?
ما المؤهلات التي يحتاجها علماء النفس الرياضي عادة؟
10. Quote the sentence showing the combination of research and applied practice.
اقتبس الجملة التي تبين الجمع بين البحث والممارسة التطبيقية.
11. What strategies do sports psychologists use to help players focus?
ما الاستراتيجيات التي يستخدمها علماء النفس الرياضي لمساعدة اللاعبين على التركيز؟
12. Find a word in the text which means "mental toughness and the ability to recover".
"ابحث عن كلمة في النص تعني "الصلابة العقلية والقدرة على التعافي".
13. What coping skills are taught for stress and anxiety?
ما مهارات التأقلم التي يتم تعليمها للتوتر والقلق؟
14. Who helps players recover from injuries mentally and physically?
من يساعد اللاعبين على التعافي من الإصابات نفسيًا وبدنيًا؟
15. What does the pronoun "them" in "works closely with them" refer to?
"works closely with them" في جملة "them" إلى ماذا يعود الضمير؟
16. Why do sports psychologists rebuild players' self-belief?



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- لماذا يعيد علماء النفس الرياضي بناء ثقة اللاعبين بأنفسهم؟
17. What new dimension does sports psychology add to tactical analysis?
ما البعد الجديد الذي يضيفه علم النفس الرياضي لتحليل الخطط التكتيكية؟
18. Where did Chelsea FC apply psychological review of players' moves?
أين طبق نادي تشيلسي التحليل النفسي لتحركات اللاعبين؟
19. Quote the phrase describing how players 'scanned'.
اقتبس العبارة التي تصف كيف "يمسح" اللاعبون قبل التميرية.
20. Find a word in the text which means "to look quickly at something".
"ابحث عن كلمة في النص تعني "إلقاء نظرة سريعة".
21. What did the professor conclude about penalty shoot-outs?
ماذا استنتج البروفيسور حول ركلات الترجيح؟
22. Why is waiting too long before a penalty dangerous?
لماذا يعتبر الانتظار طويلاً قبل تنفيذ ركلة الجزاء خطيراً؟
23. What are the two aspects of a sports psychologist's contribution?
ما الجانبان لمساهمة عالم النفس الرياضي؟
24. Quote the sentence showing that feeling our best helps us do our best.
اقتبس الجملة التي تبين أن شعورنا بأفضل حال يساعدنا على الأداء بشكل أفضل.
25. Who can benefit from sports psychology besides athletes?
من يمكنه الاستفادة من علم نفس الرياضة غير الرياضيين؟
26. Find a word in the text which means "extreme excitement mixed with fear".
"ابحث عن كلمة في النص تعني "إثارة شديدة ممزوجة بالخوف".
27. What does the pronoun "we" in "we all stand to benefit" refer to?
"we" في جملة "we all stand to benefit" إلى ماذا يعود الضمير؟
28. What habits are suggested for daily life benefits?
ما العادات المقترحة للاستفادة في الحياة اليومية؟
29. Why should we celebrate important occasions according to the text?
لماذا يجب أن نحتفل بالمناسبات المهمة حسب النص؟
30. What is the overall message of the passage?
ما الرسالة العامة للمقطع؟

ANSWERS:

1. The processes and effects of sport from a psychological perspective.
2. No, it is not enough.
3. "Even the best of sportspeople can be plagued by doubts and fears."
4. Scrutiny.
5. To being physically outstanding.
6. Because athletes need the right mindset and mental preparation to perform.
7. Their sports psychologist.
8. Today, in professional sports.
9. A degree in sports psychology or psychology with postgraduate studies in sports medicine or physiology.
10. "The discipline typically combines research and theory with the applied practice of psychology in physical exercise and sports."
11. Goal-setting and visualisation.
12. Resilience.
13. Muscle relaxation, breathing exercises, and meditation.
14. The sports psychologist.
15. Injured players.
16. To restore their confidence after injuries.
17. It adds analysis of the psychology behind actions.
18. At Chelsea FC in London.



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19. "Players 'scanned', that is, quickly glanced around, before receiving a pass."
20. Glanced.
21. That waiting too long before taking a penalty leads to overthinking and failure.
22. Because it causes overthinking and often no score.
23. Protecting and improving athletes' well-being / Increasing the chance of favourable results.
24. "When we feel our best, we are more likely to do our best."
25. Everyone in daily life.
26. Exhilaration.
27. To all people, not just athletes.
28. Paying attention to goals, relaxing, sleeping well, celebrating occasions, staying calm, thinking positively, praying.
29. Because they help us stay motivated and positive.
30. Sports psychology improves both athletic performance and everyday life.



LESSON 4A LISTENING AND VOCABULARY

Q6, SB, P54: Complete the sentences from the recording with prepositions.

- 1 After a few weeks, I run steam and stop.
- 2 Someone who would check me from time to time.
- 3 Someone to pat you the back your achievements.
- 4 I'm really going, it sounds great.
- 5 I'd love to go abroad a change.
- 6 I know that there's a lot stake.
- 7 personal experience, I know that ...
- 8 I can sometimes lose faith myself.
- 9 One of my favourite motivational quotes far is ...
- 10 We have to be willing to step our comfort zone.

Answers

1 out of 2 in on 3 on, for 4 up for 5 for 6 at 7 From 8 in 9 by 10 out of

Q7, SB, P54: Replace the underlined parts of the sentences with the prepositional phrases from Exercise 6. Make any necessary changes. Then ask and answer the questions.

- 1 Why do you think people are often reluctant to do something different?
- 2 If you were trying to learn a new skill, but losing motivation, what could you do to get the motivation back?
- 3 Who is the first person you would tell about an achievement, so they could congratulate you on it?
- 4 What would you be interested in doing: learning to drive or learning to ski? Say why.

Answers

1 step out of their comfort zone 2 running out of steam 3 pat you on the back for 4 up for

Q8, SB, P54: SPEAKING Do you agree with the final speaker? Why/Why not? Students' own answers

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LESSON 4B LISTENING AND VOCABULARY

Q1, WB, P40: Complete the sentences with the words in the box. check lost pat run stake step

1 My parents used to let me know if I wasn't doing as well as they thought I could, but they would also _____ me on the back when I did well.

- A) pat B) run C) check D) stake

2 I generally find I need to do my work before 7pm because I quickly _____ out of steam after that.

- A) lost B) check C) run D) step

3 I'd done badly in my exams and really _____ faith in myself, but my sister helped me to keep going.

- A) pat B) lost C) run D) stake

4 I like to travel because it forces me to _____ outside of my comfort zone and learn about other cultures and traditions.

- A) step B) run C) check D) pat

5 Even though I don't live at home any more, I like to _____ in on my brother from time to time to see how he's doing with school.

- A) stake B) pat C) check D) run

6 Passing the exam tomorrow will mean I can go to the university I want, so there's a lot at _____.

- A) lost B) stake C) run D) step

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

Q2, WB, P40: Write a paragraph about a time when you were pushed out of your comfort zone, but ended up being glad that it happened. Students' own answers

Q3, WB, P40: Listen to some sentences. What do you notice about the pronunciation of the underlined words?

1 I've never really thought of myself as a singer.

2 I think I'm a stronger person for the experience.

3 So, I had three passengers ...

4 I didn't want to put us in any danger.

5 The queues at lunchtime were much longer ...

6 Lots of people suffering from hunger ...

ACTIVE PRONUNCIATION

Words that end in -nger The cluster nger can be pronounced in three different ways:

- /ŋə/ (e.g. hanger)
- /ŋgə/ (e.g. anger)
- /ndʒə/ (e.g. ginger)

النطق النشط

الكلمات التي تنتهي بـ -nger: يمكن نطق مجموعة الكلمات nger بثلاث طرق مختلفة:

Q4, WB, P40: Write the underlined words from Exercise 3 in the correct column. Listen, check and repeat.

/ŋə/	/ŋgə/	/ndʒə/
singer	stronger longer hunger	passenger danger

LESSON 5A SPEAKING

Q2, SB, P55: In pairs, discuss the questions.

1 Why do you think companies might ask the kinds of questions in Exercise 1?

2 What different things might you be interviewed for in the future?

Suggested answer

1 to find out whether people can think creatively and something about their personality.

2 Students' own answers

Q4, SB, P55: Listen to two interviews and answer the questions.

1 How well does each interviewee do in your opinion? Say why.

2 What does each interviewee do when they are given a difficult question?

Suggested answers

1 Interviewee 1 does better. Her answers are more fluent, and she comes across as interested in her subject and fairly knowledgeable.

Interviewee 2 answers are quite vague, and he doesn't sound very interested in the actual job, but more about what hours would suit him.

2 Interviewee 1 plays for time to think.

Interviewee 2 tries to avoid the question altogether – though not successfully.

Q5, SB, P55: Study the Speaking box. Then listen to the interviews again and tick the phrases that you hear.

SPEAKING | Buying time

In any interview situation you may be asked a tricky question and find that you just can't think of what to say. You can use these phrases to buy yourself time to think.

I'm sorry, I'm really nervous and my mind has gone blank. Let me think about it for a minute.

I'm not certain I follow you. Could you explain a bit more about what you mean?

Well, I'm glad you asked that question ...

So, let me see ...

That's quite a tough question. Let me have a minute to think about it.

Well, to be honest, that requires a bit of thought ...

Actually, I don't really have strong feelings either way ...

Could you just explain what you mean by ...?

Wow, that really needs a moment's thought ...

I suppose it depends on what you mean by ...

في أي مقابلة عمل قد يُطرح عليك سؤال مُحير، فتجد نفسك عاجزًا عن إيجاد ما تقوله. يمكنك استخدام هذه العبارات لتتيح لنفسك وقتًا للتفكير.

آسف، أنا متوتر جدًا لأنني قارغ. دعني أفكر في الأمر قليلاً.

لست متأكدًا من فهمك. هل يمكنك توضيح ما تقصده أكثر؟

حسنًا، أنا سعيد لأنك طرحت هذا السؤال ...

إذن، دعني أرى ...

هذا سؤال صعب جدًا. دعني أفكر فيه قليلاً.

حسنًا، لأكون صريحًا، هذا يتطلب بعض التفكير ...

في الواقع، ليس لدي مشاعر قوية تجاه أي من الأمرين ...

هل يمكنك شرح ما تقصده بـ...؟

يا الهي، هذا يحتاج إلى لحظة تفكير ...

أعتقد أن الأمر يعتمد على ما تقصده بـ...

LESSON 6A WRITING AND VOCABULARY | An essay

WATCH OUT!

Participle clauses are an alternative way of explaining the reason for / result of something, e.g.,

As he cannot use a calculator, he will have to work out the sum in his head.

Not being able to use a calculator, he will have to work out the sum in his head.

Many people automatically use calculators these days,

which has resulted in an inability to do mental arithmetic.

Many people automatically use calculators these days, **resulting in** an inability to do mental arithmetic.

انتبه!

الجمل الشرطية هي طريقة بديلة لشرح سبب/نتيجة شيء ما، على سبيل المثال:

بما أنه لا يستطيع استخدام الآلة الحاسبة، فيضطر إلى حساب المجموع ذهنيًا.

بسبب عدم قدرته على استخدام الآلة الحاسبة، سيضطر إلى حساب المجموع ذهنيًا.

يستخدم الكثير من الناس الآلات الحاسبة تلقائيًا هذه الأيام، مما يؤدي إلى عدم القدرة على إجراء العمليات الحسابية ذهنيًا.

يستخدم الكثير من الناس الآلات الحاسبة تلقائيًا هذه الأيام، مما يؤدي إلى عدم القدرة على إجراء العمليات الحسابية ذهنيًا.

Q3, SB, P56: Study Watch Out! Then replace the underlined parts of the sentences with participle clauses.

1 **Due to the fact that I memorised** certain poems at school, I can still recite them.

2 **Because I did** a lot of revision, I passed the test easily.

3 I missed a lot of training sessions, **which left me** struggling during the match.

4 **Because they know** critical thinking is important, teachers try to include it in lessons.

5 I got up late, **which meant that I missed** my bus to training.

6 **As I am not very good** at cricket, I need to practise more.

Answers

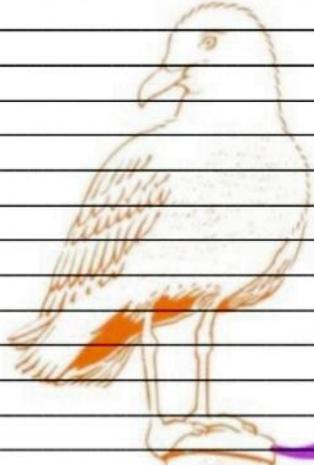
1 Having memorised 2 Having done 3 leaving me 4 Knowing 5 missing 6 Not being very good

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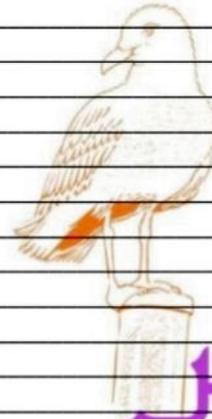
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Q5, SB, P56: WRITING TASK Write an essay discussing two of the ways of learning a language in the notes in Exercise 4. You should explain which way is the best and provide reasons to support your opinion.



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Memorisation of facts and figures is useless for our generation. Being able to look up facts and figures instantly online, it is debatable whether it is still necessary for students to learn information by heart. However, I believe that there are substantial benefits to memorising key facts. Those who would agree that memorisation is now an outmoded skill would contend that the time teachers spend drumming information into their students could be better employed in teaching them how to think. It is certainly a practical approach as this way students learn how to interpret and apply the knowledge. This critical thinking skill comes in handy when looking for a job as it is now highly valued by employers, leading to an overall greater emphasis on such skills within the field of education.

On the other hand, having spent a great deal of time learning my times tables as a child, I am now able to easily do simple sums in my head, and I greatly value that ability. Naturally, we all have Access to a calculator on our phones these days, but do we really want to be so utterly dependent on technology? We should be able to do basic maths unaided, and we ought to have at least a rudimentary knowledge of world history and science. There is also an argument that we need to continue to use our capacity to memorise or it is likely to atrophy. The brain is quick to adapt to the new normal, and discard any skills it perceives as unnecessary. In conclusion, while it is of course important to leave room in the curriculum for developing creativity and thinking skills, it is ultimately vital that we continue to memorise. I would therefore argue that we need to retain both our ability to do so, and our ability to function without being reliant on technology.

حفظ الحقائق والأرقام لا طائل منه لجيلنا. فمع إمكانية البحث عن الحقائق والأرقام فوراً عبر الإنترنت، يبقى من غير المؤكد ما إذا كان لا يزال من الضروري للطلاب حفظ المعلومات عن ظهر قلب.

ومع ذلك، أعتقد أن لحفظ الحقائق الأساسية فوائد جمة. أولئك الذين يرون أن الحفظ مهارة عفا عليها الزمن، يجادلون بأن الوقت الذي يقضيه المعلمون في تلقّي المعلومات لطلابهم يمكن توظيفه بشكل أفضل لتعليمهم كيفية التفكير. إنه نهج عملي بلا شك، إذ يتعلم الطلاب بهذه الطريقة كيفية تفسير المعرفة وتطبيقها. وتُعد مهارة التفكير النقدي هذه مفيدة عند البحث عن عمل، حيث تحظى بتقدير كبير من أصحاب العمل، مما يؤدي إلى زيادة التركيز عليها في مجال التعليم.

من ناحية أخرى، بعد أن قضيت وقتاً طويلاً في تعلم جدول الضرب في طفولتي، أصبحت قادراً على إجراء عمليات حسابية بسيطة بسهولة، وأقدر هذه القدرة تقديراً كبيراً. بطبيعة الحال، جميعنا لدينا إمكانية الوصول إلى آلة حاسبة على هواتفنا هذه الأيام، ولكن هل نريد حقاً أن نعتمد كلياً على التكنولوجيا؟ يجب أن نكون قادرين على إجراء العمليات الحسابية الأساسية دون مساعدة، ويجب أن تكون لدينا على الأقل معرفة أولية بتاريخ العالم والعلوم. هناك أيضاً حجة مفادها أننا بحاجة إلى الاستمرار في استخدام قدرتنا على الحفظ، وإلا فمن المرجح أن تضمر الدماغ سريع التآكل مع الوضع الطبيعي الجديد، ويتخلص من أي مهارات يراها غير ضرورية.

في الختام، مع أنه توفير مساحة في المنهج الدراسي لتنمية مهارات الإبداع والتفكير، إلا أنه من الضروري في نهاية المطاف أن نستمر في الحفظ. لذلك، أؤكد على أننا بحاجة إلى الحفاظ على قدرتنا على القيام بذلك، وقدرتنا على العمل دون الاعتماد على التكنولوجيا.

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Revision

Q1, WB, P42: Choose the correct words to complete the sentences.

- 1 Trying to finish the assignment before bedtime was **futile / strenuous / valiant**. I couldn't concentrate at all.
- 2 There is a lot of **discipline / rivalry / aptitude** between the sisters to achieve the best results at school.
- 3 He has a real stubborn **part / streak / aspect** when it comes to working well in teams because he generally thinks his ideas are the best.
- 4 The performance of the players will come under closer **criticism / scrutiny / discipline** after a series of poor match results.
- 5 When I read the exam question, I just **saw / thought / went** blank and couldn't remember a thing!

Answers: 1 futile 2 rivalry 3 streak 4 scrutiny 5 went

Q2, WB, P42: Find and correct seven mistakes made with modal verbs and expressions in the conversation.

Some modal forms are correct.

A I really enjoyed the performance. You had so many lines. It **can have been** horrific trying to learn them!
 B You'd think it would get easier the more plays you do. But **I could assure you** – it doesn't. I must say that this role took ages to learn. **We were supposing** to put down books three weeks before the performance, but several of us needed another week. OK, **I can have put down** my book when the director said, but **I would have allowed** to be prompted so much that the rehearsals would have taken forever! I guess **I must have started** learning my lines earlier, but I was on holiday. I didn't fancy sitting on the beach with a playscript when **I needed to** have been swimming and socialising! As it was, I was still nervous about my lines during the performance last night. A Well, you needn't have worried. You were word perfect.

Answers 1 must 2 can 3 supposed 4 could 5 needed 6 should/could 7 could

Q2, WB, P42: Complete the text with the correct form of the words in capitals.

SELF-TESTING

It might be considered 1 _____ (DEBATE) by some, but the idea of testing oneself on a regular basis can actually be a highly effective way of learning. Many students studying for exams take notes and test themselves on the key information, which is good, but it would be 2 _____ (GUIDE) to think that self-testing like this should only take place at the end of a period of learning. In fact, leaving such revision to the very last minute could indeed 3 _____ (FIRE) on us as it's too much for our brains to take in. Educators recommend setting ourselves a series of regular questions to focus our learning, and these should be quite challenging. We might write open questions, or ones that require us to explain the differences between various factors, results, causes, etc. 4 _____ (PERSEVERE) with such testing involves 5 _____ (TENACIOUS) but this can definitely pay off and students will be able to take exams with the self-6 _____ (CONVINCE) that they have consolidated their learning as well as possible.

Answers

1 debatable 2 misguided 3 backfire 4 Perseverance 5 tenacity 6 conviction

READING

Q4, WB, P42: Read the article about life coaching on page 43. Match paragraphs A–E with gaps 1–4. There is one extra paragraph.

SUCCESS IN COLLEGE –SUCCESS FOR LIFE

What exactly is life coaching? At its most basic, a life coach is someone who you pay to give you advice about how to improve your life. Unlike a therapist, who requires professional qualifications, anyone can be a life coach and they can provide a useful service as long as both parties are aware that a life coach is not certified to deal with problems such as depression or anxiety.

1-C

What life coaches are, in essence, is a replacement for friends or family who people would traditionally turn to for advice and encouragement. They support clients in recognising their strengths and weaknesses and show them how to achieve their goals or, if necessary, identify what these might be. In doing this, they help people to overcome any problems that stand in their way. As a college degree has been proven to be vital for economic and social advancement, more and more stressed-out students become their patients. Sometimes, educators suggest life coaching to the troubled young people who need the security of being able to talk to someone non-judgemental. What is even more important, they need to know the person is reliable.

2-A Undoubtedly, life coaching can be highly beneficial to all. However, students experience challenges at university, regardless of the financial circumstances that they came from. This creates a disparity between students who can pay for a life coach and those who are unable to afford one. This is one of the reasons why the life coaching organisation Beyond 12 was set up to assist the underprivileged. Its founder is Alexandra Bernadotte, whose family moved to the USA when she was a child. As a straight-A student, she was offered a place at the prestigious Dartmouth College. Although she managed to graduate, she found the years spent at school extremely demanding. She was among people from very different backgrounds to her own, so she struggled to fit in. Living on the breadline, she could not afford to pay for a life coach, so only her will to succeed allowed her to continue. Then, after graduating, she was determined to help other students in the same situation.

3-E This support is definitely necessary. According to statistics, only nine percent of low-income students in the United States have graduated from university by their mid-20s compared to 77 percent of high-income students. What's more, many poorer students who leave secondary school planning on going to university never get there.

ما هو التدريب الحياتي تحديداً؟ في أبسط صورته، مدرب الحياة هو شخص تدفع له مقابل نصائحه لتحسين حياتك. على عكس المعالج النفسي الذي يتطلب مؤهلات مهنية، يمكن لأي شخص أن يكون مدرب حياة، ويمكنه تقديم خدمة مفيدة طالما أن الطرفين يدركان أن مدرب الحياة غير معتمد للتعامل مع مشاكل مثل الاكتئاب أو القلق. ١- ج- مدربو الحياة، في جوهرهم، هم بديل للأصدقاء أو العائلة الذين يلجأ إليهم الناس عادة للحصول على المشورة والتشجيع. فهم يدعمون العملاء في إدراك نقاط قوتهم وضعفهم، ويوضحون لهم كيفية تحقيق أهدافهم، أو تحديدها عند الضرورة. وبذلك، يساعدون الناس على التغلب على أي مشاكل تترص طريقهم. وبما أن الشهادة الجامعية أثبتت أهميتها للتقدم الاقتصادي والاجتماعي، فقد أصبح عدد متزايد من الطلاب الذين يعانون من التوتر مرضاهم. في بعض الأحيان، يقترح المعلمون التدريب الحياتي على الشباب المضطربين الذين يحتاجون إلى الأمان من خلال التحدث مع شخص محايد. والأهم من ذلك، أنهم بحاجة إلى التأكد من أن هذا الشخص موثوق.

٢-: مما لا شك فيه أن التدريب الحياتي مفيد للجميع. ومع ذلك، يواجه الطلاب تحديات في الجامعة، بغض النظر عن ظروفهم المالية. وهذا يحدث فجوة بين الطلاب القادرين على تحمل تكاليف مدرب الحياة وأولئك غير القادرين على ذلك. وهذا أحد أسباب تأسيس منظمة "بيوند ١٢" للتدريب الحياتي: مساعدة المحتاجين. مؤسسها ألكسندرا برنادوت، التي انتقلت عائلتها إلى الولايات المتحدة الأمريكية عندما كانت طفلة. بصفتها طالبة متفوقة، عُرض عليها الالتحاق بكلية دارتموث المرموقة. ورغم تخرجها، إلا أنها وجدت السنوات التي قضتها في المدرسة مُرهقة للغاية. كانت بين أشخاص من خلفيات مختلفة تماماً عن خلفيتها، لذلك كافحت للتأقلم. ولأنها كانت تعيش على كفاف الحياة، لم تستطع تحمل تكاليف مدرب الحياة، لذا لم يسمح لها سوى إرادتها في النجاح بالاستمرار. ثم، بعد تخرجها، عازمت على مساعدة الطلاب الآخرين الذين يملون بنفس الوضع.

٣- هـ هذا الدعم ضروري بالتأكيد. وفقاً للإحصاءات، يتخرج تسعة بالمائة فقط من الطلاب ذوي الدخل المحدود في الولايات المتحدة من الجامعة في منتصف العشرينيات من عمرهم، مقارنةً بـ ٧٧ بالمائة من الطلاب ذوي الدخل المرتفع. والأكثر من ذلك، أن العديد من الطلاب الأكثر فقراً الذين يتركون المدرسة الثانوية ويخططون للالتحاق بالجامعة لا يصلون إليها أبداً. أولئك الذين يلتحقون بالجامعة هم أكثر عرضة بمرتين من أبناء الخريجين للانقطاع عن الدراسة خلال عامهم

Those that do are twice as likely as the children of graduates to drop out during their first year if their parents didn't go to college. The reasons for these depressing figures are easily explicable. Most students have some sort of problem adjusting when they leave home to go to university. For some, this may be in the form of homesickness; for others, stress and lack of confidence. To make matters worse, those who are the first college entrants from their family often suffer from loneliness and lack of professional help.

الأول إذا لم يلتحق أبازهم بالجامعة. أسباب هذه الأرقام المحيطة سهلة التفسير. يواجه معظم الطلاب نوعاً من صعوبة التأقلم عند مغادرة المنزل للانتحاق بالجامعة. قد يكون هذا بالنسبة للبعض في شكل حنين إلى الوطن؛ وللآخرين، في شكل توتر وانعدام ثقة. ومما يزيد الطين بلة، أن أول الملتحقين بالجامعة من عائلاتهم غالباً ما يعانون من الوحدة ونقص المساعدة المهنية.

4-B That's where Beyond 12 can come in. The team is small, but they are bold and committed, and they draw from their own experience. By offering their advice to low-income students, the coaches help them to survive the college experience. On average, after six years, only 42 percent of poorer students graduate or remain in their studies. With Beyond 12's support, this figure rises to 85 percent. Thanks to Alexandra and the life coaches her organisation employs, more and more young people are benefitting from an education which will ensure that they and their children can achieve more and have meaningful economic and personal prospects.

٤-ب وهنا يأتي دور "بيوند ١٢". فريق العمل صغير، لكنهم يتميزون بالجرأة والالتزام، ويستفيدون من خبراتهم الشخصية. من خلال تقديم نصائحهم للطلاب ذوي الدخل المحدود، يساعدهم المدربون على تجاوز تجربة الدراسة الجامعية. في المتوسط، بعد ست سنوات، يتخرج أو يواصل الدراسة ٤٢٪ فقط من الطلاب الأكثر فقراً. بدعم من "بيوند ١٢"، ترتفع هذه النسبة إلى ٨٥٪. بفضل ألكسندرا ومدربي الحياة الذين توظفهم منظماتها، يستفيد المزيد من الشباب من تعليم يضمن لهم ولأطفالهم تحقيق المزيد من الإنجازات، ويضمن لهم أفقاً اقتصادية وشخصية واسعة.

COMPREHENSION QUESTIONS

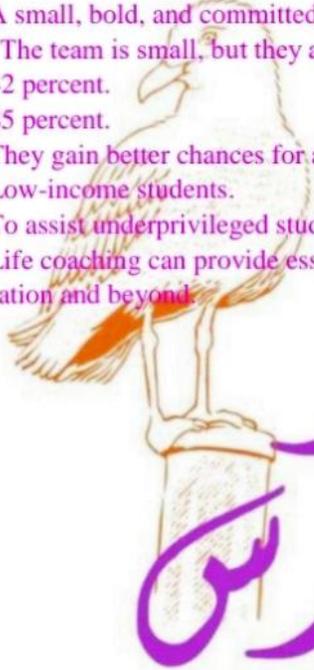
1. What is a life coach at its most basic?
ما هو المدرب الحياتي في أبسط تعريف له؟
2. How is a life coach different from a therapist?
ماذا يختلف المدرب الحياتي عن المعالج النفسي؟
3. Quote the sentence that shows what life coaches are in essence.
اقتبس الجملة التي تبين ما هم المدربون الحياتيون في الجوهر.
4. Find a word in the text which means "encouragement and support".
ابحث عن كلمة في النص تعني "تشجيع ودعم".
5. What does the pronoun "they" in "they support clients" refer to?
"they support clients" في جملة "they" إلى ماذا يعود الضمير؟
6. Who sometimes suggests life coaching to students?
من الذي يقترح أحياناً التدريب الحياتي للطلاب؟
7. Why might students need life coaching at university?
لماذا قد يحتاج الطلاب إلى التدريب الحياتي في الجامعة؟
8. What qualities must a life coach show to be trusted?
ما الصفات التي يجب أن يظهرها المدرب الحياتي ليكون جديراً بالثقة؟
9. Quote the phrase that shows life coaching can be highly beneficial.
اقتبس العبارة التي تبين أن التدريب الحياتي يمكن أن يكون مفيداً جداً.
10. What problem exists between students who can pay for a life coach and those who cannot?
ما المشكلة التي تواجه الطلاب القادرين على دفع تكاليف التدريب والذين لا يستطيعون؟
11. Who founded Beyond 12?
"Beyond 12" من أسس منظمة؟
12. Where did Alexandra Bernadotte study?
أين درست ألكسندرا بيرنادوت؟
13. Why did Alexandra struggle at Dartmouth College?
لماذا واجهت ألكسندرا صعوبة في كلية دارتموث؟

14. What does the pronoun "she" in "she struggled to fit in" refer to?
في جملة "she struggled to fit in" إلى ماذا يعود الضمير
15. How did Alexandra continue her studies without a life coach?
كيف واصلت ألكسندرا دراستها دون مدرب حياتي؟
16. Quote the sentence showing Alexandra's determination after graduation.
اقتبس الجملة التي تبين إصرار ألكسندرا بعد التخرج.
17. What percentage of low-income students graduate by their mid-20s?
ما نسبة الطلاب من ذوي الدخل المنخفض الذين يتخرجون بحلول منتصف العشرينات؟
18. How does this compare with high-income students?
كيف تقارن هذه النسبة مع طلاب الدخل المرتفع؟
19. Why do many poorer students drop out in their first year?
لماذا يترك الكثير من الطلاب الفقراء الجامعة في سنتهم الأولى؟
20. Find a word in the text which means "sad or discouraging".
ابحث عن كلمة في النص تعني "محزن أو مثبط".
21. What problems do students face when they leave home for university?
ما المشاكل التي يواجهها الطلاب عند مغادرتهم المنزل للجامعة؟
22. What extra challenge do first-generation college students often face?
ما التحدي الإضافي الذي يواجهه الطلاب الذين هم أول من يدخل الجامعة في عائلتهم؟
23. Who are the members of Beyond 12's team?
"Beyond 12" من هم أعضاء فريق؟
24. Quote the phrase that shows Beyond 12 coaches are bold and committed.
جرينون وملتزمون "Beyond 12" اقتبس العبارة التي تبين أن مدربي.
25. What percentage of poorer students graduate without Beyond 12's support?
"Beyond 12" ما نسبة الطلاب الفقراء الذين يتخرجون بدون دعم؟
26. What percentage graduate with Beyond 12's support?
"Beyond 12" ما نسبة الطلاب الذين يتخرجون بدعم؟
27. What economic and personal prospects do students gain with education?
ما الآفاق الاقتصادية والشخصية التي يحصل عليها الطلاب من التعليم؟
28. What does the pronoun "they" in "they and their children can achieve more" refer to?
في جملة "they and their children can achieve more" إلى ماذا يعود الضمير؟
29. What is the mission of Beyond 12?
"Beyond 12" ما هي مهمة منظمة؟
30. What is the overall message of the passage?
ما الرسالة العامة للمقطع؟

ANSWERS

1. Someone you pay to give you advice about how to improve your life.
2. Therapists need professional qualifications; life coaches do not.
3. "What life coaches are, in essence, is a replacement for friends or family who people would traditionally turn to for advice and encouragement."
4. Encouragement.
5. Life coaches.
6. Educators.
7. Because they face stress, insecurity, and the need for support.
8. They must be non-judgemental and reliable.
9. "Undoubtedly, life coaching can be highly beneficial to all."
10. There is a disparity between those who can afford a life coach and those who cannot.
11. Alexandra Bernadotte.
12. Dartmouth College.
13. She was among people from very different backgrounds and lived on the breadline.

14. Alexandra Bernadotte.
15. By relying on her will to succeed.
16. "After graduating, she was determined to help other students in the same situation."
17. Nine percent.
18. Compared to 77 percent of high-income students.
19. Stress, lack of confidence, and lack of professional help.
20. Depressing.
21. Homesickness, stress, and lack of confidence.
22. Loneliness and lack of professional help.
23. A small, bold, and committed team drawing from their own experience.
24. "The team is small, but they are bold and committed."
25. 42 percent.
26. 85 percent.
27. They gain better chances for achievement, meaningful economic and personal prospects.
28. Low-income students.
29. To assist underprivileged students in surviving and succeeding at university.
30. Life coaching can provide essential support, especially for disadvantaged students, helping them succeed in education and beyond.



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CULTURE SPOT The British and the seaside

GLOSSARY

frivolous – behaving in a silly way rather than doing serious or sensible things تافه

heyday – the time when something was most popular, successful, or powerful العصر الذهبي / عصر الازدهار

Today, I'm sharing some really interesting information about the traditional British seaside holiday. Everyone I know has deeply embedded memories about going to the seaside as a child, building sandcastles with buckets and spades under (as we probably mistakenly recall) cloudless skies. I'd never really thought about it as a very British tradition before, but apparently it's **quintessentially** British! So, check this out!

Royal connections

The transformation of seaside towns into resorts started in 1789 when King George III was advised to spend time close to the sea for his health. The sea air, sea bathing and even drinking seawater were considered **beneficial** for your health and the king took his royal family to Weymouth, a seaside town on the south coast. The advice benefitted both the king and the town of Weymouth, which became the king's favourite holiday destination, one to which he regularly returned until 1805. Following the king's lead, holidaying at the seaside became extremely fashionable for those in high society and resorts sprang up all round the coast. George IV, his son, was also advised to take the sea air for medical reasons. He favoured Brighton as it was closer to the capital than Weymouth, and this resulted in the rapid growth and popularity of the resort and its nickname of 'London by the sea'. This king's legacy was the construction of the Brighton Pavilion, an innovative and elegant building, incorporating both architectural and interior decorative features from all round the world. The seaside became a playground for the rich, the artistic and the frivolous!

The heyday

The heyday of the seaside resorts in the UK came in the late 1940s, in the post-war years. More people could afford to travel greater distances to stay in the resorts of their choice. By now, many seaside traditions were well-established, and these annual breaks were the time for the traditionally **straitlaced** Brits to **let their hair down** and exhibit another side to their character! The seaside brought the opportunity to indulge in food, enjoy the sunshine, and have a lot of fun! The children were treated to sugary candyfloss, rock and ice creams and the parents bought postcards. Many stereotypical images of the British on the beach date from this time: men with socks and sandals and knotted handkerchiefs on their heads; pinkskinned sunbathers whose fair skin couldn't

اليوم، أشارككم بعض المعلومات الشيقة حول عطلة الشاطئ البريطانية التقليدية. كل من أعرفه لديه ذكريات راسخة عن طفولته، حيث كان يبني قلاعاً رملية بالدلاء والمجارف تحت سماء صافية (كما نتذكر غالباً خطأ). لم أكن أعتبره تقليداً بريطانياً بحقاً من قبل، ولكن يبدو أنه بريطاني بامتياز! لذا، شاهدوه!

الصلوات الملكية

بدأ تحوّل المدن الساحلية إلى منتجعات سياحية عام ١٧٨٩ عندما نُصح الملك جورج الثالث بقضاء بعض الوقت بالقرب من البحر حرصاً على صحته. اعتبر هواء البحر، والاستحمام فيه، وحتى شرب مياهه، مفيداً للصحة، فاصطحب الملك عائلته الملكية إلى ويموث، وهي مدينة ساحلية على الساحل الجنوبي. استفاد الملك ومدينة ويموث من هذه النصيحة، التي أصبحت وجهة الملك المفضلة لقضاء العطلات، والتي كان يزورها بانتظام حتى عام ١٨٠٥. واتباعاً لتوصية الملك، أصبح قضاء العطلات على شاطئ البحر رائجاً للغاية بين أفراد الطبقة الراقية، وظهرت المنتجعات السياحية على طول الساحل. كما نُصح ابنه جورج الرابع بأخذ هواء البحر حرصاً على صحته. فضل برايتون لقربتها من العاصمة من ويموث، مما أدى إلى نمو المنتجع السريع وشعبيته، ولقبه "لندن على البحر". كان إرث هذا الملك هو بناء جناح برايتون، وهو مبنى مبتكر وأنيق يجمع بين سمات معمارية وديكورات داخلية من جميع أنحاء العالم. أصبح شاطئ البحر ملاذاً للثرياء والفنانين والمغامرين!

0791943248

عصر الازدهار

بلغت المنتجعات الساحلية في المملكة المتحدة ذروتها في أواخر أربعينيات القرن الماضي، في سنوات ما بعد الحرب. أصبح بإمكان المزيد من الناس السفر لمسافات أطول للإقامة في المنتجعات التي يختارونها. بحلول ذلك الوقت، كانت العديد من تقاليد الشاطئ راسخة، وكانت هذه العطلات السنوية هي الوقت المناسب للبريطانيين المتميزين تقليدياً للاسترخاء وإظهار جانب آخر من شخصيتهم! أتاح شاطئ البحر فرصة الاستمتاع بالطعام، والاستمتاع بأشعة الشمس، وقضاء وقت ممتع! كان الأطفال يتناولون حلوى غزل البنات، والصخور، والأيس كريم، بينما كان الآباء يشتركون بطاقات بريدية. تعود العديد من الصور النمطية للبريطانيين على الشاطئ إلى ذلك الوقت: رجال يرتدون الجوارب والصنادل، ويضعون مناديل معقودة على رؤوسهم؛ مستحمون ذوو بشرة وردية لا تتحمل أشعة الشمس؛ صمود أولئك الذين صمدوا للاستمتاع بعطلة على الشاطئ مهما كلف الأمر، رغم المطر والرياح والبرد!

take the sunshine; the stoicism of those determined to enjoy a beach holiday at all costs, in spite of the rain, wind and cold!

Decline and **rejuvenation**

The British love affair with the seaside came to a sudden end in the late 20th century when cheap flights made it more affordable to visit other countries, where the weather was better and more reliable. Package holidays meant that a family could buy flights and accommodation abroad for the same price as a week at the British seaside, if not less. Seaside hotels closed, piers **deteriorated** and the end-of-pier entertainers looked for work elsewhere. However, today, after decades of **globetrotting**, the popularity of the 'staycation', whether for economic reasons or through choice, is growing again. Many British seaside resorts are reinventing themselves and attracting large numbers of foreign tourists, hoping to sample some aspects of the British seaside culture too.

ترجع وتجديد

انتهت علاقة البريطانيين بالشاطئ فجأة في أواخر القرن العشرين عندما جعلت الرحلات الجوية الرخيصة زيارة البلدان الأخرى، حيث كان الطقس أفضل وأكثر استقرارًا، في متناول الجميع. أتاحت العطلات الشاملة للعائلة شراء تذاكر الطيران والإقامة في الخارج بنفس سعر قضاء أسبوع على الشاطئ البريطاني، إن لم يكن أقل. أغلقت الفنادق المطلة على الشاطئ، وتدهورت الأرصفة، وبحث الفنانين الذين كانوا يرتادون الأرصفة عن عمل في أماكن أخرى. ومع ذلك، اليوم، وبعد عقود من التجوال حول العالم، عادت شعبية "الإجازة المحلية"، سواء لأسباب اقتصادية أو باختيارهم، إلى الازدياد. تعيد العديد من المنتجعات الساحلية البريطانية ابتكار نفسها وتجذب أعدادًا كبيرة من السياح الأجانب، على أمل تذوق بعض جوانب الثقافة الساحلية البريطانية أيضًا.

Highlighted Words : الكلمات المميزة :

words	mean	words	mean
quintessentially	بشكل شدي	rejuvenation	تجديد
beneficial	مفيد	deteriorated	تدهورت
straitlaced	متر متور	globetrotting	تجول
let their hair down	يطلقون العنان لشعورهم	staycation	إجازة قصيرة

Q1, SB, P59: Read the blog and decide if statements 1–5 are true (T) or false (F), or if the information is not given (NG).

- 1 The first UK seaside town to become a resort was Weymouth.
- 2 Recently, members of the royal family have preferred east coast seaside destinations.
- 3 British men used to protect their heads with unusual coverings.
- 4 In the 19th century, people were concerned about sunburn.
- 5 Package holidays are the most popular type of holiday for foreign visitors.

Answers

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

Q2, SB, P59: Match the highlighted words from the text with their definitions.

highlighted words	definitions
staycation	1 A holiday spent in your own country
rejuvenation	2 When something is given a new life
globetrotting	3 Travelling around the world
quintessentially	4 Very typically
straightlaced	5 Strict manners
deteriorated	6 Got in a bad condition
let their hair down	7 Relax and enjoy
beneficial	8 Good for you

Q3, SB, P59: CS1.1 Listen to a podcast about the British seaside and answer the questions.

1 Who might find this programme useful?

2 What personal examples does Chloe give when talking about the different traditions?

Suggested answers

1 A tourist interested in visiting a British seaside resort

2 A deckchair collapsing on her. Almost breaking a tooth when eating a stick of rock when she was eight.

Q4, SB, P59: CS1.1 Listen again and complete the fact files with 1–3 words in each gap.**Pleasure piers**The first ones were built in the 1 **19th** century.The purpose was to transfer people from the 2 **ship** to the shore. The longest is Southend-On-Sea at 3 **1.3 km**.The oldest is at Ryde on the Isle of Wight, over 4 **200** years old.**Deckchairs**Invented in 5 **1886** by John Moore. First used by passengers on the decks of 6 **ships**. Traditional colour of beach deckchairs was 7 **green** and white stripes.**Seaside rock**Very hard and very sweet. First sold in 8 **Blackpool** in 1887. Skill can take 9 **ten** years to perfect.**Fish and chips**The first fish and chip shop in the UK opened in 10 **1860**. Fish and chips were traditionally wrapped in 11 **newspaper**. Packaging had to change due to 12 **health and safety** regulations.

أرصفة الترفيه

بُنيت أولى الأرصفة في القرن التاسع عشر. وكان الغرض منها نقل الركاب من السفن إلى الشاطئ. أطولها هو ساوثيند أون سي، بطول ١,٣ كيلومتر. وأقدمها يقع في رايد بجزيرة وايت، ويبلغ عمره أكثر من ٢٠٠ عام.

كراسي الاسترخاء

اخترها جون مور عام ١٨٨٦. واستخدمها الركاب لأول مرة على أسطح السفن. كان اللون التقليدي لكراسي الاسترخاء على الشاطئ عبارة عن خطوط خضراء وبيضاء.

صخرة ساحلية

صلبة جداً وحلوة. بيعت لأول مرة في بلاكبول عام ١٨٨٧. قد يستغرق إتقانها عدة سنوات.

سمك وبطاطا مقلية

افتتح أول مطعم للسمك وبطاطا مقلية في المملكة المتحدة عام ١٨٦٠. وكان يُلف السمك بالبطاطا المقلية تقليدياً في ورق جرائد. وقد تغيرت طريقة التغليف بسبب لوائح الصحة والسلامة.

الاستاذ أحمد عيد الشطي

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LITERATURE SPOT

CULTURAL GLOSSARY

cart-horse – a working horse used to carry heavy loads **حصان العربة**

Newmarket – a town in the east of England close to Cambridge. It has held famous horseracing events for over 400 years. **بلدة في شرق إنجلترا**

Duchess – typically the title of a female who has a high social rank in society. Although this is not true of Black Beauty's mother, the fact that she has been given that name hints at the respect and value she is given by her owners. **لقب يطلق على المرأة الاجتماعية**

BLACK BEAUTY by Anna Sewell

A The first place that I can well remember was a large, pleasant meadow with a pond of clear water in it. Some shady trees leaned over it, and rushes and water lilies grew at the deep end. Over the hedge on one side, we looked into a **ploughed** field, and on the other we looked over a gate at our master's house, which stood by the roadside; at the top of the meadow was a grove of fir trees, and at the bottom a running **brook** overhung by a steep bank.

B While I was young, I lived upon my mother's milk, as I could not eat grass. In the daytime I ran by her side, and at night I lay down close by her. When it was hot, we used to stand by the pond in the shade of the trees, and when it was cold, we had a nice warm shed near the grove. As soon as I was old enough to eat grass my mother used to go out to work in the daytime and come back in the evening. There were six young **colts** in the meadow besides me; they were older than I was; some were nearly as large as grown-up horses. I used to run with them and had great fun; we used to **gallop** all together round and round the field as hard as we could go. Sometimes we had rather rough play, for they would frequently bite and kick as well as gallop.

C One day, when there was a good deal of kicking, my mother **whinnied** to me to come to her, and then she said: "I wish you to pay attention to what I am going to say to you. The colts who live here are very good colts, but they are cart-horse colts, and of course they have not learned manners. You have been well-bred and well-born; your father has a great name in these parts, and your grandfather won the cup two years at the Newmarket races; your grandmother had the sweetest

أول مكان أتذكره جيدًا كان مرجًا واسعًا جميلًا، فيه بركة ماء صافية. انحنت فوقه بعض الأشجار الظليلة، ونمت أزهار السل وزنابق الماء في نهايته العميقة. من فوق السياج، نظرنا إلى حقل محروث، ومن الجانب الآخر نظرنا إلى بوابة منزل سيدنا، الذي كان يقع على جانب الطريق؛ في أعلى المرح يستل من أشجار التنوب، وفي أسفله جدول جار يُطل عليه ضفة شديدة الانحدار.

ب. في صغري، كنت أعيش على حليب أمي، إذ لم أكن أستطيع أكل العشب. في النهار كنت أركض بجانبها، وفي الليل أستلقي بالقرب منها. عندما كان الجو باردًا، كنا نقف بجانب البركة في ظل الأشجار، وعندما كان الجو باردًا، كنا نقف بجانب البركة في ظل الأشجار، وعندما بلغنا السن الكافي لأكل العشب، حتى كانت أمي تخرج للعمل نهارًا وتعود مساءً. كان في المرح ستة مهور صغيرة غيرهم؛ كانوا أكبر مني سنًا؛ بعضها كان بحجم الخيل الكبيرة، نقر بياض كنت أركض معهم وأستمع كثيرًا؛ كنا نركض جميعًا حول الحقل بأقصى سرعة ممكنة. أحيانًا كنا نلعب بعنف، لأنهم كانوا يعضون ويركلون كثيرًا أثناء الركض.

في أحد الأيام، وبينما كان هناك الكثير من الركل، صهلت أمي لي لأذهب إليها، ثم قالت: "أريدك أن تنتبه لما سأقوله لك. إن المهور التي تعيش هنا مهور جيدة جدًا، ولكنها مهور جزّ العربات، وبالطبع لم تتعلم الأخلاق. لقد كنت أصيلًا وأصلك طيبًا؛ لو والدك اسم عظيم في هذه الأنحاء، وقد فاز جدك بالكأس لمدة عامين في سباقات نيوماركت؛ وكانت جدتك أحلى..."

temper of any horse I ever knew, and I think you have never seen me kick or bite. I hope you will grow up gentle and good and never learn bad ways; do your work with a good will, lift your feet up well when you trot, and never bite or kick even in play." I have never forgotten my mother's advice; I knew she was a wise old horse, and our master thought a great deal of her. Her name was Duchess, but he often called her Pet.

Our master was a good, kind man. He gave us good food, good **lodging**, and kind words; he spoke as kindly to us as he did to his little children. We were all fond of him, and my mother loved him very much. When she saw him at the gate she would **neigh** with joy and trot up to him. He would pat and stroke her and say, "Well, old Pet, and how is your little Darkie?" I was a dull black, so he called me Darkie; then he would give me a piece of bread, which was very good, and sometimes he brought a carrot for my mother. All the horses would come to him, but I think we were his favourites. My mother always took him to the town on a market day in a light **gig**.

مزاج أي حصان عرفته على الإطلاق، وأعتقد أنك لم ترني أركل أو أعض قط. أمل أن تكبر لطيفاً وطيباً ولا تتعلم أبداً طرقاً سيئة؛ قم بعملك بحسن نية، وارفع قدميك جيداً عند الهرولة، ولا تعض أو تركل أبداً حتى أثناء اللعب. لم أنس أبداً نصيحة أمي؛ كنت أعرف أنها كانت حصاناً عجوزاً حكيماً، وكان سيدنا يُقدّر ها كثيراً. كان اسمها دوقة، لكنه كان يناديها كثيراً بيت.

د كان سيدنا رجلاً صالحاً ولطيفاً. كان يُقدم لنا طعاماً جيداً، وسكنًا جيداً، وكلمات طيبة؛ كان يتحدث إلينا بلطف كما يفعل مع أطفاله الصغار. كنا جميعاً نحبه، وكانت والدتي تحبه كثيراً. عندما تراه عند البوابة، كانت تصهل بفرح وتركض نحوه. كان يُربت عليها ويُداعبها ويقول: "حسنًا، أيها بيت العجوز، كيف حال داركي الصغير؟" كنت أسود باهتًا، لذلك كان يُناديني "داركي"؛ ثم كان يُعطيني قطعة خبز، وكانت لذيفة جدًا، وأحيانًا كان يُحضر جزرة لأمي. كانت جميع الخيول تأتي إليه، لكنني أعتقد أننا كنا خيوله المفضلة. كانت أمي تأخذه دائمًا إلى المدينة في يوم السوق في عربة خفيفة.

Q1, SB, P60: Write the highlighted words from the extract on page 61 next to the definitions.

definitions	H-W	
1 [of a horse] make a loud noise	neigh	صوت عالٍ يصدره الحصان
2 a small carriage with two wheels pulled by one horse	gig	عربة بجعلتين يجرها الحصان
3 [of a horse] run quickly	gallop	جري سلايع للحصان
4 a small river	brook	نهر صغير
5 a temporary place to stay	lodging	مكان مؤقت للإقامة
6 [of a field] dug and turned over to prepare for planting seeds	ploughed	ارض محروثة
7 a horse which is typically no older than four years old	colt	حصان صغير
8 [of a horse] made a soft noise	whinnied	صوت خافت يصدره الحصان

Q2, SB, P60: Read the extract from Black Beauty on page 61. Decide in which section A–D you can find the following information. You may need to choose a section more than once.

1 Black Beauty's diet when he was very small

→ B While I was young, I lived upon my mother's milk

2 A type of plant which grows in the pond where Black Beauty lives → A water lilies

3 Black Beauty's father's reputation → C your father has a great name in these parts

4 Where the horses stayed during winter → B a nice warm shed

5 What Black Beauty was called by the master → D I was a dull black, so he called me Darkie

6 How Black Beauty's mother expected him to walk → C lift your feet up well when you trot

7 Black Beauty's view of his mother → C she was a wise old horse

8 How Black Beauty's mother felt about her master → D my mother loved him very much

Q3, SB, P60: SPEAKING In pairs, answer the questions.

- 1 What is your reaction to this extract? Say why.
- 2 What themes do you think are being introduced in this extract? Say why.
- 3 What do you think might happen later in the story?

Answers

2 Duchess's stated expectations for her son introduce the theme of proper behaviour. We also see how their master is loved for his kind treatment of the horses, an important theme of the story. This time in Black Beauty's life is ideal and innocent and so will be juxtaposed with more trying situations later in the novel.

1, 3 Students' own answers.

Q4, SB, P60: Listen to an extract from a lecture on Anna Sewell, the author of Black Beauty. Write the correct numbers or dates next to the information.

- 1 Number of stories and poems that were published by Anna Sewell's mother _____
- 2 Anna Sewell's age when she was seriously injured _____
- 3 The year when Black Beauty was published _____
- 4 Anna Sewell's age when she died _____
- 5 The year when Black Beauty was published in the US _____
- 6 The amount in British pounds that Anna Sewell was paid for her novel _____

Answers

1 7 2 14 3 1877 4 58 5 1890 6 40

Q5, SB, P60: Listen again and complete each note with two words from the lecture.

- 1 Anna Sewell was raised in a family which frequently experienced _____.
A) responsible leadership B) financial difficulties C) kinder alternatives D) memorial fountains
- 2 In her early teens, a serious accident left Anna Sewell unable to _____.
A) walk easily B) write stories C) travel abroad D) care for horses
- 3 Following the publication of Black Beauty, the animal 'bearing rein' became unfashionable and _____ started to be used in its place.
A) kinder alternatives B) society's attitude C) financial difficulties D) responsible leadership
- 4 Throughout the story, Black Beauty's owners treat him with kindness and empathy, or cruelty. This demonstrates another of the book's themes: _____.
A) her mother B) memorial fountains C) responsible leadership D) walk easily
- 5 Due to Sewell's illness, much of the writing for her novel was done by dictating the story to _____.
A) her mother B) society's attitude C) financial difficulties D) kinder alternatives
- 6 In the US, Black Beauty was well-received and was instrumental in improving _____ regarding animal rights.
A) responsible leadership B) society's attitude C) memorial fountains D) financial difficulties
- 7 As well as a museum in the house where she was born, Anna Sewell is remembered in both the UK and the US with _____ which celebrate her life and influence.
A) walk easily B) kinder alternatives C) financial difficulties D) memorial fountains

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

Q6, SB, P60: WRITING TASK Write about a typical day in the life of an animal from the point of view of the animal. Include information about their family, their relationship with humans and what could change to make their life better or worse.

Common Irregular Verbs (Grouped)

- Below you will find a list of the most common irregular verbs in English. You should know these by heart. To assist you in learning, they have been grouped according to their ending patterns.

• أدناه، ستجد قائمة بالأفعال غير المنتظمة الأكثر شيوعاً باللغة الإنجليزية

GROUP 1 ; ALL THREE FORMS OF THE VERB ARE THE SAME

يجب أن تعرف هذه عن ظهر قلب، لمساعدتك في التعلم، تم تجميعها وفقاً لأنماط نهايتها.

Base Form	Simple Past	Past Participle	Meaning In Arabic
Bet	Bet	Bet	يراهن
Cost	Cost	Cost	يكلف
Cut	Cut	Cut	يقطع
Hit	Hit	Hit	يضرب
Hurt	Hurt	Hurt	يؤذي
Let	Let	Let	يتخلى
Put	Put	Put	يضع
Shut	Shut	Shut	يغلق

Group 2 ; The 2nd And 3rd Forms Of The Verb Are The Same

Base Form	Simple Past	Past Participle	Meaning In Arabic
Lose	Lost	Lost	يفقد
Shoot	Shot	Shot	يصوب
Get	Got	Got	يحصل
Light	Lit	Lit	يشعل
Sit	Sat	Sat	يجلس
Keep	Kept	Kept	يحفظ
Sleep	Slept	Slept	ينام
Feel	Felt	Felt	يقع
Leave	Left	Left	يغادر
Meet	Met	Met	يقابل

Bring	Brought	Brought	يحضر
Buy	Bought	Bought	يشترى
Fight	Fought	Fought	يقاثل
Think	Thought	Thought	يفكر
Catch	Caught	Caught	يلتقط
Teach	Taught	Taught	يدرس
Sell	Sold	Sold	يبيع
Tell	Told	Told	يخبر
Pay	Paid	Paid	يدفع
Make	Made	Made	يصنع
Stand	Stood	Stood	يقف
Understand	Understood	Understood	يفهم
Lend	Lent	Lent	يقرض
Send	Sent	Sent	يرسل
Spend	Spent	Spent	يقضي
Build	Built	Built	يبني
Find	Found	Found	يجد
Have	Had	Had	يملك
Hear	Heard	Heard	يسمع
Hold	Held	Held	يحتضن
Read	Read (Pronounced Red)	Read (Pronounced Red)	يقرأ
Say	Said	Said	يقول

Group 3 ; All Three Forms Of The Verb Are Different

Base Form	Simple Past	Past Participle	Meaning In Arabic
Drive	Drove	Driven	يقود
Ride	Rode	Ridden	يركب
Rise	Rose	Risen	يرتفع
Write	Wrote	Written	يكتب
Bite	Bit	Bitten	يعض
Hide	Hid	Hidden	يختبئ
Break	Broke	Broken	يكسر

Choose	Chose	Chosen	يختار
Speak	Spoke	Spoken	يتحدث
Wake	Woke	Woken	يستيقظ
Blow	Blew	Blown	ينفخ
Grow	Grew	Grown	ينمو
Know	Knew	Known	يعلم
Fly	Flew	Flown	يطير
Draw	Drew	Drawn	يرسم
Show	Showed	Shown	يظهر
Wear	Wore	Worn	يلبس
Tear	Tore	Torn	يمزق
Begin	Began	Begun	يبدأ
Drink	Drank	Drunk	يشرب
Swim	Swam	Swum	يسبح
Ring	Rang	Rung	يرن
Sing	Sang	Sung	يقني
Eat	Ate	Eaten	يأكل
Fall	Fell	Fallen	يقع
Forget	Forgot	Forgotten	ينسى
Give	Gave	Given	يعطي
See	Saw	Seen	يرى
Take	Took	Taken	يأخذ

Rhymed Verbs (One Syllable)

أفعال لها نفس الصوت

Be (Is \Are\Am)	Was\Were	Been	كينة
Beat	Beat	Beaten	يصر
Feed	Fed	Fed	يطعم
Go	Went	Gone	يذهب
Hang	Hung	Hung	يحضن
Lead	Led	Led	يقود
Lie	Lay	Lain	يقع
Quit	Quit	Quit	يستسلم
Run	Ran	Run	يركض
Win	Won	Won	يفوز

rhymed Verbs (Two Syllable)

أفعال لها نفس الصوت

Awake	Awoke	Awaken	يوقظ
Blend	Blend	Blend	يمزج
Dream	Dreamt	Dreamt	يحلم
Learn	Learnt	Learnt	يتعلم
Overcome	Overcame	Overcome	يتغلب
Spell	Spelt	Spelt	يريق
Steal	Stole	Stolen	يسرق
Sweep	Swept	Swept	يتأرجح
Throw	Threw	Thrown	يرمي
Withdraw	Withdrew	Withdrawn	يسحب

Rhymed Verbs (Three Syllable)

أفعال لها نفس الصوت

Become	Became	Become	أصبح
Forbid	Forbade	Forbidden	يحرم
Forgive	Forgave	Forgiven	يسامح
Seek	Sought	Sought	يسعى
Shake	Shook	Shaken	يهز
Shine	Shone	Shone	يسطع
Smell	Smelt	Smelt	يشم

"تم بحمد الله"

"امنيات التوفيق لكم جميعا"

طلابي الاعزاء، نأمل دائما ان نظهر لكم افضل مما لدينا، لذلك ان كان هناك اي ملاحظات يرجى التواصل عبر رقم الهاتف او البريد الالكتروني.

٠٧٩١٩٤٣٢٤٨

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اللهم سامحني عن اي سهو دون قصد، واكتب لي اجر هذا العمل عني وعن والدي لآبائنا ووالدي رحيمهم الله، ولا تنسوني من خالص دعواتكم.

0791943248

الأستاذ . أحمد الشطي

0791943248

تم تحرير النسخة الاولى

الاحد ٢٠٢٥/٨/٢٤



انت الذي تقرا كلماتي... لا اعلم في اي بقعة ارضك... لكن اعلم ان الله خلق مع العسر يسرا... ومع الحزن فرحا... ومع الالم حياة انهض اليوم هذه رساله لقلبك الجميل... ابدأ من جديد واستعن بالله وافرح وكانك تملك الكون بما فيه... فالله عند ظنك به... فافراحك قادمه... ابتهج "قل لاحلامك المستحيله. وكان الله على كل شيء مقتدرا... وقل لامنياتك التي طال انتظارها" يات بها الله ان الله لطيف خبير" ... واذا ضاعت فرصه واحترق قلبك عليها... اطفئ لهيبها بهذه الآيه "عسى ربنا ان يبدلنا خيرا منها" صدق الله العظيم.مع تمنياتي للجميع بالتوفيق والنجاح احبتي. للتواصل معي لاي غرض كان بامكانكم التواصل من خلال جميع الحسابات التي تم ذكرها في غلاف الدوسية...

أ. محمد عيد الشطي