

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

( 2025 - 2024 )

**High Note 4**

جیل 2008

**Unit 3**



**Emad Abu Alzumar**

**0785915568**

**0796145755**

# Influences

## Vocabulary and Grammar

1. In pairs, ask and answer the questions.

SB – page 30 - 1

1. Look at the photos. What are the benefits of being from a small / large family?

2. What do you think are the good and bad things about being an only child?

2. Look at the phrases describing ways of behaving towards other people. SB – page 30 - 2

Are these positive or negative things to do?

Positive	Negative
empathise with somebody يتعاطف مع شخص ما	fall out with somebody يختلف مع شخص ما
give somebody a compliment يمدح شخص ما	let somebody down يخذل شخص ما
make up with somebody يتصالح مع شخص ما	lose your temper يفقد السيطرة
	make fun of somebody / something يسخر من شخص ما
	put up with somebody / something يتحمل شخص أو شيء ما
	talk behind somebody's back يتحدث عن شخص ما بدون علمه

Match the definitions 1–9 with the phrases for ways of behaving from the box.

SB – page 30 - 3

Definitions	Phrases
1 to say things in order to annoy somebody	-wind somebody up يثير شخص ما
2 to react as if what has happened is much worse than it is	-blow things out of proportion يضخم الامور
3 to try and impress somebody	-show off يتباهى
4 to suddenly start crying	-burst into tears ينفجر بالبكاء
5 to behave in a silly way	-mess about يثير الفوضى
6 to criticise someone	-have a go at somebody يوجه اللوم لشخص ما
7 to give someone a lot of attention	-make a fuss of somebody يثير الضجة حول شخص ما
8 to help other people resolve an argument	-be the peacemaker كن وسيط السلام
9 to speak to somebody angrily about something wrong that they have done	-tell somebody off بنتقد شخص ما

# SPEAKING

In pairs, talk about how you get on with members of your family. Do you think being the oldest, youngest or middle child, or an only child, affects your personality?

SB – page 30 - 4

## 5 Read the short texts. Which one describes an only or oldest child, a middle child and a youngest child?

SB – page 31 - 5

**A** When I was little, my parents were forever telling me off about the things I'd done. I was quite naughty and I used to mess about from time to time, sure. I mean, there was one time when I dressed up in my dad's clothes and went down the High Street pretending to be him! It was hilarious, but my parents didn't get the joke. They took it way too seriously and blew it completely out of proportion. I really wasn't that bad as a child!

عندما كنت صغيراً، كان والداي يخبرانني دائماً بالأشياء التي فعلتها. لقد كنت شقيّاً جداً وكنت أعبث من وقت لآخر بالتأكيد. أعني أنه كانت هناك مرة ارتديت فيها ملابس والدي وذهبت إلى الشارع الرئيسي متظاهراً بأنني هو! لقد كان الأمر مضحكاً، لكن والداي لم يفهموا النكتة. لقد أخذوا الأمر على محمل الجد للغاية وفهموه بشكل غير متناسب تماماً. أنا حقاً لم أكن بهذا السوء عندما كنت طفلاً.

**B** My brother is always showing off. I'm not sure he even realises he's doing it. He'll go on and on about how great he's doing at school, and everyone always makes a big fuss of him. It really winds me up, but if I say anything, my parents tell me I'm being jealous. It's not fair.

أخي يتباهى دائماً. لست متأكدًا من أنه يدرك أنه يفعل ذلك. سيتحدث باستمرار عن مدى روعة أدائه في المدرسة، ودائمًا ما يثير الجميع ضجة كبيرة بشأنه. إنه يريحني حقًا، لكن إذا قلت أي شيء، يخبرني والداي أنني أشعر بالغيرة. هذا ليس عادلاً.

**C** My brother gets attention for being great at school, and my sister is the clown of the family. Me? I'm not really sure what my role is. I'm certainly the peacemaker when my brother and sister argue. They're really loud and emotional, whereas I tend to keep my emotions to myself, really. I don't burst into tears easily or start shouting.

يحظى أخي بالاهتمام لكونه رائِعاً في المدرسة، وأختي هي مهرجة العائلة. أنا؟ لست متأكدًا حقًا من دوري. أنا بالتأكيد صانع السلام عندما يتجادل أخي وأختي. إنهم صاخبون وعاطفيون حقًا، بينما أنا أميل إلى الاحتفاظ بمشاعري لنفسي، حقًا. لا أنفجر بالبكاء بسهولة أو أبدأ بالصراخ.

## Unit 3, Lesson 1A Exercise 5, page 31

**Text A** describes a typical **youngest child** – youngest children are usually rebellious and can be a bit naughty.

يصف النص (أ) أصغر طفل نموذجي - الأطفال الأصغر سنًا عادةً ما يكونون متمردين ويمكن أن يكونوا أشقياء بعض الشيء.

**Text B** describes a typical **older child** (or only child) – older children are high achievers and want to please their parents.

يصف النص ب طفلاً نموذجياً أكبر سنًا (أو طفلاً وحيداً) - الأطفال الأكبر سنًا هم من المتفوقين ويريدون إرضاء والديهم.

**Text C** describes a typical **middle child** – middle children don't have such clear typical characteristics, but tend to be quieter and more inward-looking than their siblings; they are often good at negotiating.

يصف النص "ج" الطفل الأوسط النموذجي - لا يمتلك الأطفال الأوساطون مثل هذه الخصائص النموذجية الواضحة، لكنهم يميلون إلى أن يكونوا أكثر هدوءًا وأكثر انغلاقًا على الداخل من إخوتهم؛ غالبًا ما يكونون جيدين في التفاوض.

# OLIVER TWIST

BY CHARLES DICKENS

In England during the 1800s, many people came to the cities to work. There were places called workhouses where the poorest people could live, work and eat to make ends meet. But life in the workhouses was not easy, where people somehow managed a subsistence, living day-to-day, huddled together to keep warm.

في إنجلترا خلال القرن التاسع عشر، جاء الكثير من الناس إلى المدن للعمل. كانت هناك أماكن تسمى دور العمل حيث يمكن لأفقر الناس أن يعيشوا ويعملوا ويأكلوا لتغطية نفقاتهم. لكن الحياة في الملاجئ لم تكن سهلة، حيث تمكن الناس بطريقة ما من كسب عيشهم، ويعيشون يوماً بيوم، ويتجمعون معاً للتدفئة.

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

A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans.

Although the boys lived hand-to-mouth, they had a sense of belonging at the house and looked after each other.

في إحدى الليالي، وصلت امرأة إلى دار العمل. أنجبت طفلاً لكنها ماتت بعد ذلك للأسف. اسمت ممرضة الطفل أوليفر تويست وأرسلته إلى دار للأيتام حتى بلغ التاسعة من عمره. ثم تم إرساله إلى دار العمل. كان أوليفر حزيناً لترك الأيتام الآخرين. على الرغم من أن الأولاد كانوا يعيشون على الكفاف، إلا أنه كان لديهم شعور بالانتماء إلى المنزل وكانوا يعتنون ببعضهم البعض.

At the workhouse, all the other boys were as malnourished as Oliver. One day, they encouraged Oliver to beg for more food, but this made the managers of the workhouse angry. In the workhouse, all the other boys were as malnourished as Oliver. One day, they encouraged Oliver to beg for more food, but this made the managers of the workhouse angry.

Oliver decided to escape to London but had no food and went hungry for days, before he met another boy called Jack Dawkins. He showed Oliver the way to the city. Jack introduced Oliver to an old man called Fagin, who gave Oliver some food and a bed to sleep on. The next day, Oliver saw many other boys come to Fagin's house. The boys gathered together to give the old man watches and jewellery. Fagin then told Oliver to go into the streets with the other boys and learn from them. Oliver was shocked when he saw the boys take things from people's pockets. He understood that they were thieves!

قرر أوليفر الهروب إلى لندن ولكن لم يكن لديه طعام وظل جائعاً لعدة أيام، قبل أن يقابل صديقاً آخر يدعى جاك دوكنيز. أظهر لأوليفر الطريق إلى المدينة. قدم جاك أوليفر إلى رجل عجوز يدعى فاجن، والذي أعطى أوليفر بعض الطعام وسريراً لينام عليه. في اليوم التالي، رأى أوليفر العديد من الأولاد الآخرين يأتون إلى منزل فاجن. اجتمع الأولاد معاً ليقدّموا للرجل العجوز الساعات والمجوهرات. ثم طلب فاجن من أوليفر النزول إلى الشوارع مع الأولاد الآخرين والتعلم منهم. صُدم أوليفر عندما رأى الأولاد يأخذون الأشياء من جيوب الناس. لقد فهم أنهم كانوا لصوص.

Suddenly, a man saw the boys take a handkerchief from his pocket. He shouted at the boys, and as they ran away, a police officer tried to arrest Oliver. But a man, Mr Brownlow, told the police officer that Oliver had not taken anything. Mr Brownlow was worried about the skinny boy and took him back to his house, where the housekeeper looked after Oliver.

وفجأة رأى رجل الأولاد يأخذون منديلًا من جيبه. صرخ على الأولاد، وبينما كانوا يهربون، حاول ضابط الشرطة اعتقال أوليفر. لكن رجل، يدعى السيد براونلو، أخبر ضابط الشرطة أن أوليفر لم يأخذ أي شيء. كان السيد براونلو قلقًا بشأن الفتى النحيف وأعادوه إلى منزله حيث اعتنت مدبرة المنزل بأوليفر.

When Oliver was better, he was walking along the streets when a woman grabbed him. She took him back to Fagin's. Fagin then asked Oliver to help Mr Sikes with a job in the country.

They told Oliver to climb through a small window of a house. When he did so, he was shot. عندما أصبح أوليفر أفضل، كان يسير في الشوارع عندما أمسكت به امرأة. واعدته إلى السيد فاجن. ثم طلب فاجن من أوليفر مساعدة السيد سايكس في وظيفة في البلد. طلبوا من أوليفر ان يتسلق عبر نافذة لمنزل. وعندما فعل ذلك تم اطلاق النار عليه. جعل

Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to feel at home. Mr Brownlow explained that Oliver's mother was a rich woman. But his

brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then

Fagin. In this way, Oliver would never be honest and Monks could keep all the money

At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country.

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

ولحسن الحظ، نجا. وعندما تحسن، تم نقله إلى السيد براونلو، وجعله يشعر وكأنه في بيته. وأوضح السيد براونلو أن والدته أوليفر كانت امرأة غنية. لكن شقيقه، وهو رجل يدعى مونكس، كان يعلم أن أوليفر لن يحصل على المال إلا إذا كان أوليفر شخصًا أمينًا. لذلك شاهد أوليفر وتأكد من أنه التقى جاك دوكنيز، ثم فاجن. بهذه الطريقة، لن يكون أوليفر صادقًا أبدًا وسيتمكن مونك من الاحتفاظ بكل الأموال. في نهاية القصة، يعطي مونكس المال المستحق لأوليفر ويغادر البلاد. تم تبني أوليفر من قبل السيد براونلو، مما يدل على مدى لطفه.

**2 Read the summary of *Oliver Twist* and answer the questions below. SB – page 34- 2**

**1. What kinds of people lived in a workhouse?**

The poorest people at that time.

**2. Why did Oliver decide to walk to London?**

He was malnourished and life was cruel at the workhouse, so he wanted to go.

**3. Why do you think Fagin and Mr Sikes used children to take things from people?**

People probably did not expect children to take things from them. Also, they were small and quick. Sikes and Fagin could make them take things for them, and give them food and a place to sleep as a reward.

**4. Where does the story take place ?**

In England , during the 19<sup>th</sup> century .

**5. What happened to Oliver's mother at the beginning of the story ?**

She died after giving birth to him



- 6. What were the places called where the poorest people could live, work and eat ?**  
Workhouses
- 7. Where was Oliver sent after his mother death ?**  
A house for orphans
- 8. How old was oliver when he was sent to a house for orphans ?**  
9 years
- 9. What made the hmanager of the workhouse angry ?**  
Because Oliver begged for more food
- 10. Why did Oliver decide to escape to London ?**  
Because he is unhappy and he seeks a better life
- 11. Who helped Oliver to go to the city ?**  
Another boy called Jack Dawkins
- 12. Who is Fagin that Oliver was introduced to him By jack ?**  
An old man who teaches the boys to steal in the streets .
- 13. How did Oliver know that the other boys whom the old man gathered steal ?** thieves  
He saw the boys gathered to give the old man watches and jewellery .
- 14. What did Fagin and Mr Sikes use the children for ?**  
The used the children to steal from people
- 15. Why did the police officer try to arrest Oliver ?**  
As the boys tried to run away when they take a handkerchief from a man's pocket
- 16. What happened to Oliver when he tried to steal from a house ?**  
He was shot.
- 17. Who told Oliver to steal from a house ?**  
Fagin and Mr Sikes
- 18. Who is Monks ?**  
Oliver's brother, who didn't want to give Oliver the money
- 19. Why didn't Monks want to give Oliver his inheritance ?**  
Because he knew Oliver would get the money if he is an honest person .
- 20. What did Monks do in order not to give the money to Oliver ?**  
He watched Oliver and made sure that he met Jack Dawkins and Fagin
- 21. What happened to Monks at the end of the story ?**  
He gave Oliver the money and left the country.
- 22. What shows that Mr brownlow is a kind man ?**  
Oliver is adopted by him
- 23. Who adopted Oliver and took care for him ?**  
Mr Brownlow, who rescued Oliver when the police shot him
- 24. How is the life of Oliver changed ?**  
Firstly, he was a poor boy in a workhouse, then he lived peacefully with Mr Brownlow

**25. What did Mr Brownlow do for Oliver ?**

He rescued him from the police and adopted him at the end of the story

**26. How do you think poverty influences someone's life ?**

SB – page 35 - 5

**Can there be any positive outcomes to being poor ?**

-----

-----

-----

**3. Read the text again and choose the correct answers.**

SB – page 35 - 3

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

- a. It was where he was born.
- b. The orphans helped each other.
- c. He had plenty to eat there.

**2. Why do you think Fagin gave Oliver food and a bed to sleep on?**

- a. He wanted to help the poor orphans of London.
- b. He wanted Oliver to trust him and then work for him.
- c. He was a rich man in a smart, modern house.

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

- a. He could get watches and jewellery from him.
- b. He was an honest person.
- c. He wanted to have all of his mother's money.

**4. What did the managers of the workhouse do when Oliver begged for more food?**

- a. They ignored him.
- b. They got angry at him.
- c. They gave him more food.

**5. Why did Mr Brownlow take Oliver to his house?**

- a. He knew Oliver's family.
- b. He wanted Oliver to work for him.
- c. He felt sorry for Oliver.

**6. What did Monks do to ensure that Oliver would never be honest?**

- a. He ignored him.
- b. He got angry at him.
- c. He gave him more food.

**7. What did Oliver do when he saw the boys taking things from people's pockets?**

- a. He was shocked.
- b. He was excited.
- c. He wanted to join them.

**8. How did Mr Brownlow help Oliver in the end?**

- a. He gave Oliver a job.
- b. He found Oliver's mother.
- c. He adopted Oliver.

**9. Who introduced Oliver to Fagin?**

- a. Jack Dawkins.
- b. Mr Sikes.
- c. The police officer.

**10. What happened when Oliver climbed through the small window for Mr Sikes?**

- a. He escaped.
- b. He was shot.
- c. He stole some jewellery.

**11. What did Oliver learn about his mother?**

- a. She was still alive.
- b. She was a rich woman.
- c. She was poor and lived in a workhouse.

**12. Who grabbed Oliver and took him back to Fagin's house?**

- a. Mr Sikes.
- b. Jack Dawkins.
- c. A woman.

**13. What did Oliver realize when he saw the boys giving Fagin watches and jewellery ?**

- a. They were thieves .
- b. They were rich.
- c. They worked for Mr Brownlow .

**14. "A child whose parents died" means :**

- a. son .
- b. orphan
- c. An adopted child

**15. Who told the police officer that Oliver hadn't taken anything ?**

- a. Fagin
- b. Mr Sikes
- c. Mr Brownlow

**16. How does the story ends for Monks ?**

- a. He was arrested
- b. He becomes a friend with Oliver
- c. He gives Oliver the money and leaves the country

**17. What was Fagin's role in Oliver's life ?**

- a. He used Oliver for criminal activities
- b. He helped Oliver find his family
- c. He took care of Oliver like his father

**18. What did the workhouse provide for Oliver and other boys ?**

- a. money and jobs
- b. Food and shelter
- c. Education

**19. Why was Oliver sad to leave the workhouse ?**

- a. It was where he was born
- b. He had enough food to eat there
- c. The orphans helped each other



**20. Why do you think Fagin gave Oliver food and a bed to sleep on ?**

- a. He was a rich man
- b. He wanted Oliver to trust him and work for him
- c. He wanted to help the poor orphans of London

**21. Why did Oliver's brother Monks want Oliver to be a thief ?**

- a. He wanted to have all of his mother's money.
- b. He was an honest person.
- c. He could get watches and jewellery from him

**22. What kind of people lived in a workhouse ?**

- a. The richest people in the city.
- b. Only children.
- c. The poorest people

**23. What's the name of the main character in the story ?**

- a. Mr. Brownlow      b. Fagin      c. Oliver Twist      d. Jack Dawkins

1. b   2. b   3. c   4. b   5. b   6. b   7. a   8. c   9. a   10. b   11. b   12. c   13. a   14. b   15. C   16. c  
17. a   18. b   19. c   20. b   21. a   22. c   23. c

**4. Match the highlighted words/phrases in the text with their definitions below. SB – page 35 - 4**

word / phrase	Definition	meaning
a subsistence <b>make ends meet</b> hand-to-mouth	1. to have just enough money to buy what you need	لتغطية نفقاتهم من اجل لقمة العيش الكفاف
living day-to-day	2. dealing with things without thinking about the future	العيش يوما بيوم
went hungry	3. didn't have enough food	جائع
<b>huddled together</b> gathered together	4. sat or stood very close to other people	يتجمعون مع بعض
beg	5. asked for money or food from strangers	يتسول
<b>skinny</b> malnourished	6. very thin	نحيف من سوء التغذية
<b>feel at home</b> a sense of belonging	7. be comfortable in a particular place	الشعور بالانتماء
<b>housekeeper</b>	8. a person whose job is to look after a house	مدير منزل
<b>orphan</b>	9. a child whose parents have died	يتيم

## LESSON 4B - READING AND VOCABULARY

Read the text quickly. Tick the section of a newspaper where you would find this article.

A business B people C lifestyle D Books

### CHARLES DICKENS AND THE POOR

مثل نشأ كتاب ناجحين فيما بعد  
Like many people who later became successful writers, Charles Dickens grew up in a nice house and received a good education. However, this was to change when he was only 12 years old. In 1824, his father found that he owed people a lot of money and he was sent to prison with Charles's mother. Charles had to stop going to school, live alone and get a job to make ends meet. He worked in a factory, putting labels onto bottles. He was paid very little and lived hand to mouth. He loathed every minute of it.

مثل العديد من الأشخاص الذين أصبحوا فيما بعد كتابًا ناجحين، نشأ تشارلز ديكنز في منزل جميل وتلقى تعليمًا جيدًا. ومع ذلك، تغير هذا عندما كان عمره 12 عامًا فقط. في عام 1824، اكتشف والده أنه مدين للناس بالكثير من المال، وتم إرساله إلى السجن مع والده تشارلز. اضطر تشارلز أن يتوقف عن الذهاب إلى المدرسة، ويعيش بمفرده ويحصل على وظيفة لتغطية نفقاته. كان يعمل في أحد المصانع، حيث كان يضع الملصقات على الزجاجات. لقد كان يتقاضى أجرًا زهيدًا ويعيش بالكاد على دخله، وكان يكره كل دقيقة يقضيها

بالرغم من فترة طويلة سجن لم يبق  
Fortunately for Charles, his father did not stay in prison for long. Although Charles's mother wanted him to continue working at the factory, his father disagreed, and Charles went back to school. However, it was his experience at working with other poor people in a factory that made Dickens the compassionate writer he became, aware of the difficult lives many people were living.

ولحسن حظ تشارلز، لم يبق والده في السجن لفترة طويلة. على الرغم من أن والده تشارلز أرادته أن يستمر في العمل في المصنع، إلا أن والده لم يوافق، وعاد تشارلز إلى المدرسة. ومع ذلك، فإن تجربته في العمل مع فقراء آخرين في أحد المصانع هي التي جعلت من ديكنز الكاتب المتعاطف الذي أصبح، مدركًا لصعوبة الحياة التي يعيشها الكثير من الناس

القانون بدأ العمل  
When he left school, Dickens started off working in the law, but he always loved writing, and soon became a journalist. He started writing stories in magazines, and his stories were very popular. When he was older, Dickens used to live in a part of London where there was a workhouse in the same street. He was aware of the malnourished children who had to live and work in these terrible places. And so he wrote Oliver Twist, about a boy who spent time in a workhouse before living in places in London that were so poor that children had to beg or go hungry.

عندما ترك المدرسة، بدأ ديكنز العمل في القانون، لكنه كان يحب الكتابة دائمًا، وسرعان ما أصبح صحفيًا. بدأ بكتابة القصص في المجلات، ولاقت قصصه شهرة كبيرة. عندما كبر، كان ديكنز يعيش في جزء من لندن حيث كانت هناك دار عمل في نفس الشارع. لقد كان على علم بالاطفال الذين يعانون من سوء التغذية والذين اضطروا للعيش والعمل في هذه الأماكن الفظيعة. وهكذا كتب أوليفر تويست، عن صبي قضى بعض الوقت في دار العمل قبل أن يعيش في أماكن في لندن كانت فقيرة جدًا لدرجة أنه كان على الأطفال أن يتسولوا أو يجوعوا

قراء مجلة نشرت  
Like his earlier stories, Oliver Twist was published in a magazine, which his readers could read part of every month. His readers were shocked when they learnt that this was not only a story, but based on real events and people in the capital city. Many

people did not realise that there were skinny children looking for work and food in London at that time.

مثل قصصه السابقة، تم نشر أوليفر تويست في مجلة يمكن لقراءه قراءة جزء منها كل شهر. لقد صُدم قراءه عندما علموا أن هذه لم تكن قصة فحسب، بل كانت مبنية على أحداث حقيقية وأشخاص حقيقيين في العاصمة. لم يدرك الكثير من الناس أن هناك أطفالاً نحيفين يبحثون عن العمل والطعام في لندن في ذلك الوقت

بالتأكيد

تعاطف

فقير

اعتقد

Dickens certainly **mpathized** with the poor, but he also believed that being poor

ادت الى

جريمة

شخصية

often led to a life of crime. We can see this in the character Fagin in Oliver Twist, who

لصوص

الفضل

الهروب

makes poor children work for him as thieves. For Dickens, the best escape from

الفقر

من خلال

تعليم

ينسى

poverty was through education. Dickens did not forget that he had to stop going to

ارسل

السجن

فيما بعد

يدعم

يسمى

school when his father was sent to prison and he later helped to support the **so-called**

المدارس المهترئة

الافقر

يشعر انه بمنزله

**Ragged Schools**, where children of the poorest families in the country could **feel at**

**home** and get a good education.

ديكنز بالتأكيد **تعاطف** مع الفقراء، لكنه كان يعتقد أيضًا أن الفقر غالبًا ما يؤدي إلى حياة الجريمة. يمكننا أن نرى هذا في شخصية فاجن في أوليفر تويست، الذي يجعل الأطفال الفقراء يعملون لديه لصوص. بالنسبة لديكنز، أفضل وسيلة للهروب من الفقر كانت من خلال التعليم. لم ينس ديكنز أنه اضطر إلى التوقف عن الذهاب إلى المدرسة عندما تم إرسال والده إلى السجن، وساعد لاحقًا في دعم ما يسمى بالمدارس المهترئة، حيث يمكن لأطفال الأسر الأكثر فقرًا في البلاد أن يشعروا بانتمهم في منازلهم ويحصلوا على تعليم جيد

قادر

مثل

Dickens was able to help schools like this because in later life, he was a very

ناجح

كتب

مشهور

successful writer. As well as Oliver Twist (1839), Dickens wrote many other famous

تشمل

العظيمة

novels including Nicholas Nickleby (1839), David Copperfield (1850) and Great

التوقعات

غالبًا

يظهر

روايات

استمرت

Expectations (1861). Poor people often feature in Dicken's novels which continue to

تسلي

عظيمة

مضحكة

يسخر من

entertain us today. They are great stories, and are often very funny, **making fun of**

people who think they are important because of their jobs or money. Many of his

ربما

الجانب

روايات

books have been made into films. Perhaps the most important aspect of his novels,

سلط

الضوء

الفقر

مخفية

متجاهلة

however, is that he shone a light on lives of poverty that were often hidden or ignored

at that time.

كان ديكنز قادرًا على مساعدة مثل هذه المدارس لأنه كان كاتبًا ناجحًا للغاية في وقت لاحق من حياته. بالإضافة إلى أوليفر تويست (1839)، كتب ديكنز العديد من الروايات الشهيرة الأخرى بما في ذلك نيكولاس نيكليبي (1839)، وديفيد كوبرفي إيلد (1850)، وتوقعات عظيمة (1861). غالبًا ما يظهر الفقراء في روايات ديكنز التي لا تزال تسلينا حتى اليوم. إنها قصص رائعة، وغالبًا ما تكون مضحكة جدًا، تسخر من الأشخاص الذين يعتقدون أنهم مهمون بسبب وظائفهم أو أموالهم. تم تحويل العديد من كتبه إلى أفلام. ولعل الجانب الأكثر أهمية في رواياته هو أنه سلط الضوء على حياة الفقر التي غالبًا ما كانت مخفية أو متجاهلة في ذلك الوقت

### 3. Read the text again and choose the correct answers.

AB-29-2

1. How does the author of the article feel about Charles Dickens' life as a child?

- She says it was like most writers.
- She suggests it made him into a successful writer.
- She says it was very different to most writers.
- She thinks he probably enjoyed it.

**2. What two experiences helped Dickens to write *Oliver Twist*?**

- a. Working for a magazine and living in London.
- b. Working in a factory and living near a workhouse.
- c. Visiting a prison and knowing poor people.
- d. Going to school and working with poor people.

**3. What does the author suggest Dickens thought of poor people?**

- a. They were always good people.
- b. They were often lazy.
- c. They needed an education or they might become criminals.
- d. They were usually bad people or thieves.

**4. What made Dickens want to help the Ragged Schools?**

- a. He wanted to help poor people get an education.
- b. He wanted to use some of the money he got from writing.
- c. He wanted to feel at home at the schools.
- d. He wanted to learn about poor children's education.

**5. Why does the author think Dickens' novels have been so successful?**

- a. They are all very funny.
- b. They have been made into films.
- c. They make fun of people.
- d. They are really good stories.

**6. What does the author think Dickens' novels have taught us?**

- a. How to stop people being poor.
- b. How to make fun of important people.
- c. To be aware of poverty.
- d. How to write great stories.

**1. c 2. b 3. c 4. a 5. d 6. c**

---

**1. Why was Charles' father sent to prison with his mother ?**

Because he owed people a lot of money in 1824.

**2. What did Charles work to make ends meet ?**

He worked in a factory putting labels onto bottles .

**3. What did his mother want him to do ?**

She wanted him to continue working at the factory but he went back to school

**4. What did he work after leaving school ?**

He worked in the law

**5. What are the conditions in the workhouse that children had to live ?**

The children were malnourished, had to live and work in terrible places and often had to beg or go hungry

## READING

7 Read the article and complete the notes with 1–4 words in each gap. SB – page 41 – 7

### How smartphones affect Friendships

#### كيف تؤثر الهواتف الذكية على الصداقات

Smartphones are a magic tool when it comes to friendship! One of the most obvious benefits is how easy it is to keep in touch with your friends no matter where they are. It's like having your friends right in your pocket!

الهواتف الذكية هي اداة سحرية عندما يتعلق الامر بالصداقات ! واحدة من الفوائد الاكثر وضوحا هي مدى سهولة البقاء على اتصال مع اصدقائك بغض النظر عن مكانهم . انه مثل وجود اصدقاءك في جيبك !

What's really awesome is all the amazing stuff you can do with your friends on smartphones. These shared experiences not only make existing friendships stronger but also create opportunities for you to make new connections.

ما هو رائع حقا هو كل الاشياء المدهشة التي يمكنك القيام بها مع اصدقائك عبر الهواتف الذكية . هذه التجارب المشتركة لا تجعل الصداقات القائمة اقوى فحسب – بل تخلق ايضا فرصا لك لتكوين علاقات جديدة .

And when you need some advice, your friends are just a message away. Whether it's sharing a joke to make someone's day better or listening when they need someone to talk to, smartphones make it easy to support each other.

وعندما تحتاج الى نصيحة – فان اصدقاءك على بعد رسالة واحدة فقط سواء كان الامر يتعلق بمشاركة نكتة لجعل يوم شخص ما افضل او الاستماع عندما يحتاجون الى شخص يتحدثون معه – الهواتف الذكية تجعل من السهل دعم بعضنا البعض .

So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

لذلك - بينما يقلق البعض من ان التكنولوجيا قد تبعدنا عن بعضنا البعض – فان الهواتف الذكية في الواقع تقربنا من بعضنا البعض . انها تساعدنا على البقاء متصلين والتمتع بوقت ممتع – وان نكون هناك من اجل بعضنا البعض مما يجعل صداقاتنا اقوى واكثر معنى .

#### Read the article and complete the notes 1-4 in each gap.

1. When it comes to friendship smartphones are ----- .
2. Wherever you are smartphones help you ----- with your friends.
3. With smartphones you don't need to be with your friends to have ----- together.
4. You can send a message to your friends if you need ----- .
5. Our friendships can become ----- as smartphones help us stay connected.

1. a magic tool 2. keep in touch 3. shared experience 4. advice 5. stronger and more meaningful

#### 1. What does the author describe smartphone as when it comes to friendship ?

A magic tool .

#### 2. Mention one of the most obvious benefits of the smartphones .

How easy it is to keep in touch with your friends no matter where they are.

#### 3. Shared experience on smartphones can affect friendships in two ways . mention them .

- make existing friendships stronger .
- create opportunities for you to make new connections.

#### 4. Smartphones make it easy to support friends . Mention two ways .

- sharing a joke to make someone's day better.
- listening when they need someone to talk to.

#### 5. Smartphones make friendships stronger and meaningful in many ways . What are they ?

- Smartphones actually bring us closer together.
- They help us stay connected, have fun, and be there for each other.

## VOCABULARY - Personal qualities and behavior

AB – page 27

2. Decide if the adjectives in the box are **positive** or **negative**.

SB- page 33

Are there any which could be both ?

Positive adjectives	Negative adjectives
capable	قادر
compassionate	رحيم
charming	جذاب – فاتن
passionate	عاطفي
sincere	مخلص
trustworthy	جدير بالثقة
dedicated	متفاني – مخلص
idealistic	مثالي
inspirational	ملهـم
modest	معتدل – متواضع
decent	كريم – محتشم
tough	قاسي
	bigoted
	conceited
	defensive
	hypocritical
	immature
	pushy
	tough

Choose the correct words to complete the sentences.

AB – page 27 -1

- Mrs Baqer is a very **capable** / **conceited** teacher and I'm sure you'll benefit from her lessons.  
1. السيدة باقر معلمة متمكنة / مغرورة جداً وأنا متأكد من أنك ستستفيد من دروسها.
- She's such a(n) **inspirational** / **tough** teacher that all her students want to be like her.  
2. إنها معلمة ملهمة/صعبة لدرجة أن جميع طلابها يريدون أن يكونوا مثلها.
- The doctor was always very **bigoted** / **charming** and knew what to say to help her patients relax.  
3. كانت الطبيبة دائماً متعصبة / ساحرة جداً وتعرف ما تقوله لمساعدة مرضاها على الاسترخاء.
- It's fine to be **hypocritical** / **idealistic**, but sometimes you have to be practical too.  
4. من الجيد أن تكون منافقاً / مثالياً، ولكن في بعض الأحيان عليك أن تكون عملياً أيضاً.
- Truly **dedicated** / **pushy** musicians are constantly practising.  
5. الموسيقيون المتفانون/المندفعون يتدربون باستمرار.
- Why can't you act your age and stop being so **dedicated** / **immature**?  
6. لماذا لا يمكنك التصرف حسب عمرك والتوقف عن التفاني/ عدم النضوج؟
- Nawal proved she was **compassionate** / **charming** by volunteering to help out at an animal shelter.  
7. أثبتت نوال أنها كانت حنوناً / ساحرة من خلال التطوع للمساعدة في ملجأ للحيوانات.
- He's a very **inspirational** / **decent** person and will always act in the proper way.  
8. إنه شخص ملهم / محترم للغاية وسيصرف دائماً بالطريقة الصحيحة.
- Omar would always get **defensive** / **trustworthy** if a teacher criticised his written work.  
9. يصبح عمر دائماً دفاعياً / جديرًا بالثقة إذا انتقد المعلم عمله المكتوب.
- Was the politician being **sincere** / **modest** when he said the government would tackle climate change?  
10. هل كان السياسي صادقاً / متواضعاً عندما قال إن الحكومة ستعالج تغير المناخ؟

1. capable 2. inspirational 3. charming 4. idealistic 5. dedicated 6. immature 7. compassionate 8. decent  
9. defensive 10. sincere



**Match the words from the box with their definitions.**

AB – page 27 -2

متعصب مغرور منافق متواضع عاطفي انتهازي قاسي جدير بالثقة  
bigoted conceited hypocritical modest passionate pushy tough trustworthy

1. ----- telling people how great you are conceited
2. determined to get what you want -----
3. feeling very strongly about something -----
4. not talking in a proud way about your achievements -----
5. saying one thing, but doing something different -----
6. can always be trusted -----
7. able to deal with difficult situations -----
8. intolerant of other people beliefs and practices -----

**1 constantly 2 pushy 3 passionate 4 modest 5 hypocritical 6 trustworthy 7 tough 8 bigoted**

**Use the words from Exercise 2 to complete the descriptions.**

AB – page 27 -3

متعصب مغرور منافق متواضع عاطفي انتهازي قاسي جدير بالثقة  
bigoted conceited hypocritical modest passionate pushy tough trustworthy

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

**1 hypocritical 2 pushy 3 modest 4 bigoted 5 tough 6 conceited 7 trustworthy 8 passionate**

#### 4 Complete the sentences with the remaining words from Exercise 2.

SB – page 33 - 4

1. He's really ----- ; always telling everyone how great he is.
2. She's so ----- ; she's determined to get what she wants.
3. He's so ----- that he refuses to accept anyone who thinks differently from him.
4. She's really ----- about animals; they're so important to her.
5. He's quite ----- ; you would never know that he's a big star.
6. You can't say anything to criticise her at all or she gets angry; she's so ----- .
7. She will look after your baby well; she's reliable, responsible and completely ----- .
8. She can deal with the most difficult situations; she's very ----- .

1 conceited 2 pushy 3 bigoted 4 passionate 5 modest 6 defensive 7 trustworthy 8 tough

#### Complete the description with some of the adjectives from Exercise 2.

#### Listen and check.

SB – page 33 - 5

I would like to tell you about someone who I am really proud of. It's my Aunt Abeer! She is a hard-working and 1 ----- nurse who works at a children's hospital. She has always wanted to help children who have had problems in their lives and she is a really 2 ----- person. She is also 3 ----- about the environment and thinks we should all help to stop climate change. Aunt Abeer has proved that she is 4 ----- of making a real change to young people's lives, and she is now an 5 ----- figure for everyone in my family.

1. dedicated 2. compassionate 3. passionate 4. capable 5. inspirational

أود أن أخبركم عن شخص أفتخر به حقًا. إنها عمتي عبير! إنها ممرضة مجتهدة و**متفانية** تعمل في مستشفى للأطفال. لقد أرادت دائمًا مساعدة الأطفال الذين واجهوا مشاكل في حياتهم وهي كذلك شخص **عطوف** حقًا. وهي أيضًا **شغوفة** بالبيئة وتعتقد أنه يجب علينا جميعًا المساعدة في وقف تغير المناخ. لقد أثبتت العمة عبير أنها **قادرة** على إحداث تغيير حقيقي في حياة الشباب، وهي الآن شخصية **ملهمة** لكل فرد في عائلتي

#### Complete the online comment with one word in each gab : AB – page 27 -4

inspirational - admire - to - pedestal - idolize - hypocritical - loathe - shining - influence

#### My Say !

Don't you just 1 *loathe* it when someone you a 2-----proves to be a bad 3----- on others? It seems to happen all the time these days. Athletes who we 4-----, singers whose music we find 5----- ,actors who we put on a 6----- because of their talents and abilities, activists that we admire as 7----- examples for hope and change.

But instead of being figures that we can look up 8-----, they turn out to be totally 9----- They say one thing and then do something completely different! It drives me crazy!

1. loathe 2. admire 3. influence 4. idolize 5. inspirational 6. pedestal 7. shining 8. to 9. hypocritical

لا **تكره** فقط عندما يثبت أن الشخص الذي **تعجب** به هو كذلك **تأثير** سيء على الآخرين؟ يبدو أن هذا يحدث طوال الوقت هذه الأيام. الرياضيون الذين نحن نحترمهم . المطربين الذين نجد موسيقاهم **ملهمة** . الممثلين الذين نضعهم على **قاعدة التمثال** بسبب مواهبهم وقدراتهم، الناشطين الذين نعجب بهم باعتبارهم **أمثلة مشرقة** للأمل والتغيير لكن بدلًا من أن يكونوا شخصيات يمكننا التطلع **إليها**، يتبين أنهم **مناقفون** تمامًا! يقولون شيئًا واحدًا ثم يفعلون شيئًا مختلفًا تمامًا! إنه يقودني إلى الجنون.

## VOCABULARY AND GRAMMAR

### 1 Complete the text with the words/phrases from the box. There are two extra words. SB – page 40 - 1

**compassionate - decent - despise - idolise - immature - influence - making a fuss - modest - pushy - showing**

News stories about 1 ----- citizens who help old women across the road, and 2----- individuals who are concerned about others do make the news from time to time. 3 ----- people who perform heroic acts without 4 ----- and telling everyone about it can be interesting. However, the stories in some types of newspapers and websites are often about 5 ----- , attention-seeking individuals, who simply love 6 ----- off. Some of these celebrities even have their own TV shows. Why should the public be interested in who they row with? People like this are a bad 7----- on young people. Surely, we shouldn't 8 ----- them and give them celebrity status!

**1. decent / compassionate 2. decent / compassionate 3. modest 4. making a fuss 5. pushy 6. showing 7. influence 8. idolize**

### 2 Choose the correct words/phrases to complete the sentences. SB – page 40 - 2

1. I lost my **temper / empathised** with my sister last night. I usually control myself.
2. He's **the peacemaker / capable** and always does his best to resolve arguments.
3. A good friend should never **talk about / fall out with** you behind your back.
4. She doesn't earn much money and finds it hard to **make ends meet / live hand-to-mouth**.
5. They are both very **defensive / sincere** and always tell the truth.
6. I **admire / loathe** people who behave like that. What she did was unacceptable!
7. You can always count on her. She's the most **trustworthy / compassionate** person I know.

**1. temper 2. the peacemaker 3. talk about 4. make ends meet 5. Sincere 6. Loathe 7. trustworthy**

## USE OF ENGLISH

### 6. Complete the text.

SB – page 41 - 6

You might think this is an overgeneralisation but on 1----- whole I believe that people don't change much. Take my old school friend, Mariam Sabah. Mariam was a quiet girl who everyone looked 2 ----- to because she always did the right thing. She was a dedicated student who 3 ----- always come top of the class in everything. When she was 14, she seemed to be very grown up in relation to the rest of us. She never behaved badly and always 4 ----- a good example. Mariam never went out much but was a very popular girl.

**1. the 2. up 3. would 4. set**

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

SB – page 92 - 2

When Mark Zuckerberg and his friends founded a social media company in 2004, they  
عندما أسس مارك زوكربيرج وأصدقاؤه شركة للتواصل الاجتماعي في عام 2004

would not expect that the service would have over two billion 1 ----- (DEDICATE)  
لم يتوقعوا أن هذه الخدمة ستخصص أكثر من ملياري دولار

users 15 years later. Nearly 90% of social media users check the app every day.  
للمستخدمين بعد 15 عامًا. ما يقرب من 90% من مستخدمي وسائل التواصل الاجتماعي يتفقدون التطبيق يوميًا

2 ----- (ODD) enough, it is not the youngest generations, such as the Millennials  
ومن الغريب أن هذه ليست الأجيال الأصغر سنًا، مثل جيل الألفية

or Generation Z that are the most addicted to it. Baby Boomers (those over 60) check it  
أو الجيل الأكثر إدمانًا عليه. جيل طفرة المواليد (الأشخاص الذين تزيد أعمارهم عن 60 عامًا). يتفقدونه

slightly more often. The main reason is that for older users the app is the only social network  
في كثير من الأحيان قليلًا. السبب الرئيسي هو أن التطبيق بالنسبة للمستخدمين الأكبر سنًا هو الشبكة الاجتماعية الوحيدة

they feel confident to navigate. However, it seems that this app is slowly becoming passé so  
التي يشعرون بالثقة في البحث فيها. ومع ذلك، يبدو أن هذا التطبيق أصبح ببطء شيئًا قديمًا

the young find other more recent social media apps more interesting because those platforms  
ولذلك يجد الشباب أن تطبيقات الوسائط الاجتماعية الأحدث الأخرى أكثر متعة لأن تلك المنصات

are more 3 ----- (TRUST). 4 ----- (LIKE) the older app, the  
أكثر ثقة. على عكس التطبيق الأقدم

newer apps don't force their users to look at everybody's information. Also, they  
لا تجبر التطبيقات الأحدث مستخدميها على الاطلاع على معلومات الجميع. وهي أيضًا

allow you to communicate through images and pictures rather than words, which the young  
تتيح لك التواصل من خلال الصور بدلًا من الكلمات التي الشباب

find more economical. What's more, the youngest generation of social media users have a  
يجدونها أكثر اقتصادًا. علاوة على ذلك، فإن الجيل الأصغر من مستخدمي وسائل التواصل الاجتماعي لديهم

real sense of 5 ----- (BELONG) while on these apps. Through its closed groups  
الشعور الحقيقي بالانتماء أثناء استخدام هذه التطبيقات. من خلال مجموعاتها المغلقة

and temporary sharing, it provides them with a feeling of 6 ----- (SECURE)  
والمشاركة المؤقتة توفر لهم الشعور بالأمان

and relative privacy. 7 ----- (APPARENT), Baby Boomers and Gen X do not  
والخصوصية النسبية. على ما يبدو، فإن جيل طفرة المواليد والجيل

realise what they are missing.  
لا يدركون ما يفقدونه

1. dedicated 2. oddly 3. trustworthy 4. Unlike 5. belonging 6. security 7. Apparently

## Past and Present habits

6 Look at the examples showing two forms which can be used to talk about **past and present habits**.

Find more examples of such forms in the texts in Exercise 5.

SB – page 31 - 6

### Habits in the present

My brother is **always** showing off

أخي يتباهى دائماً.

### Habits in the past

When I was little, my parents were **forever** telling me off.

عندما كنت صغيراً، كان والداي يؤنباني دائماً.

## Past and present habits

### 1. We use the Present or Past Continuous + **always / constantly / forever**

to talk about a habit which is repeated more than usual, which the speaker finds unexpected or **annoying**:

للحديث عن عادة تتكرر أكثر من المعتاد، والتي يجدها المتحدث غير متوقعة أو مزعجة

**S + am, is, are, was, were + always / constantly / forever + V-ing**

**Present :** She's **always complaining** about the weather.

**Past :** She **was forever arguing** with her parents when she was younger.

### 2. We use **will / would + infinitive**

**S + + will / would + V-inf.**

- to talk about behaviour which is typical or characteristic of the person.

- التحدث عن السلوك النموذجي أو المميز للشخص.

- They can describe both pleasant and annoying habits:

- لوصف العادات الممتعة والمزعجة:

- **Would** is not used to talk about **past** states.

- لا تستخدم للحديث عن الحالات الماضية.

- We use **would** when the topic has been established and we usually specify the time:

- نستخدم **will** عندما يتم تحديد الموضوع وعادةً ما نحدد الوقت

e.g. : My dad **used to** work nights. He **would** come home at six in the morning and we 'd have breakfast together, then he **used to** take me to school.

**Present :** She'll **turn up** at 11 o'clock and act as if nothing's wrong.

**Past :** We'd **spend** the afternoons reading.

### 3. We use **used to + infinitive** to talk about a past state or repeated past actions:

- I **used to** feel very negative about my job.

- At our old house I **used to** spend a lot of time with my friends.

**Note :** We can introduce new topics with **used to** and we do not need to specify a time:

ملاحظة: يمكننا طرح مواضيع جديدة ولا نحتاج إلى تحديد وقت:

e.g. : I **used to eat** a lot of chips and burgers, but now I eat healthy food. (**NOT I'd eat ...**)

- We used to live in Wadi Musa.

- We would always go to the seaside for our holidays.

- But one holiday, we went to the mountains instead.

Look at sentences a–d and complete rules 1–3 with *used to* or *would*.

SB – page 31 - 8

a As a child, I **used to** spend my weekends playing with my friends. We **would** play all day together.

1 We often use **used to** to set the scene, and then, when the time reference is clear, we can use **would** for other examples of past habitual behaviour.

b. I was an only child and I **used to** feel bored at home on my own.

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

c. On Saturdays, I **would** go swimming with my dad.

2. We DON'T use **would** to describe a past state.

d. I **used to** get up early when I was younger, but I nearly always have a lie-in now.

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

---

9 Complete the short text with **used to** or **would**. Sometimes both are possible.

SB – page 31 - 9

When he was younger, Hamzah ----- play basketball. He ----- be quite tall for his age, but then all the other boys caught up. In fact, his younger brother, who ----- ----- be tiny, is now quite a bit taller than him. Hamzah ----- be the best player in the basketball team, but now he prefers football!

1. used to 2. used to 3. used to 4. used to / would

---

### Past and present habits

Match sentences 1-7 with their meanings a-g.

AB – page 24 - 1

1. Emad was forever bursting into tears.

D. an annoying repeated habit in the past

2. Asma is constantly showing off.

G. an annoying repeated habit in the present

3. Lubna will forget to take her contact lenses out.

B. a typical characteristic of a person

4. My uncle would always take me swimming.

F. a habit or repeated action in the past, but not a state

5. I used to love winding my brother up.

E. a past state or action which no longer exists

6. We watched that show every week.

A. a repeated past action or state; it might still happen in the present

7. You always mess about in class.

C. a repeated action in the present



**Complete the mini-conversations with the correct Present or Past Continuous forms of the words in brackets.**

AB – page 24 - 2

**Hamid** : have you fallen out with your sister ?

**Ali** : To be honest, my sister and I are always falling out and it really upsets me . ( **always / fall out** )

**Hala** : Why did Amani lose her job ?

**Fatima** : She ----- late and didn't seem interested in her work . ( **constantly / be** )

**Hussam** : Why don't you like the twins ?

**Osama** : They ----- behind people's backs . ( **forever / talk** )

**Mazen** : Why did they stop playing rugby ?

**Saleh** : Because they ----- themselves. ( **constantly / injure** )

**2. was constantly being 3. are forever talking 3. were constantly injuring**

**Complete the sentences with the correct forms of used to or would and the verbs in brackets.**

Sometimes more than one answer is possible.

AB – page 24 - 3

1. When we were younger, my sister and I used to share a bedroom. (share)

2. How ----- in touch with your friends before you got the phone? (stay)

3. My brother was the baby of the family and everybody ----- a big fuss of him. (make)

4. When I was young, I ----- I would ever become an adult. (not think)

5. When Rula was younger, she ----- crying for no reason. (suddenly/start)

**2. did you use to stay 3. used to / would make 4. didn't use to think 5. used to / would suddenly start**

**Match sentences 1-4 with responses a-d.**

AB – page 25 - 4

Then complete the responses with **will/won't or would / wouldn't**.

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

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

2. 'Jameel is thinking of travelling again .'

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

3. 'I never really believed anything he said.'

c. 'That'snot surprising. He ----- tell the most ridiculous stories.'

4. lama's hearing is getting really bad.'

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

**1. will 2. won't 3. would 4. will**

**3 Complete the sentences. Use the Present Continuous or Past Continuous, will, used to or would. Sometimes more than one answer is possible.**

SB – page 40 - 3

1 My sister -----forever----- (borrow) my clothes without asking me. It's very irritating!

2 When I was a child, we ----- (live) in a house by the sea, but now we live in a city.

3 My brother can't keep a secret. He ----- (post) anything you tell him on his blog immediately.

**1. is - borrowing 2. used to live / lived 3. will post**

**Complete the mini-conversation with one word or a contraction in each gab . AB – p.24**

Adnan : Did you use to walk to school when you were little ?

Hani : No, my mum 2-----always give me a lift .

Dalia : My sisters 3----- use to argue, but these days they are 4----- falling out.

Heba : It's the same for me. I 5----- always the peacemaker in our household .

Amer : Why 6----- you always shouting at me ?

Jameel : Because you annoy me !

Amer : You didn't 7----- to lose your temper so often .

Jameel : That's because you 8----- constantly winding me up !

**1. use to 2. would 3. didn't 4. always / constantly / forever 5. am 6. are 7. use 8. Weren't**

**e. Choose all the correct forms to complete the text. Sometimes more than one answer is correct.**

**AB – page 25**

I didn't do well at school. My concentration span 1----- very short, and I was constantly getting into trouble for not listening. I often 2-----bored in class. I 3----- out of the window all the time and daydream. I 4-----listen to what the teacher was saying and found it hard to focus. One time I 5----- asleep in a test!

- |                   |                  |                  |
|-------------------|------------------|------------------|
| 1. a. would be    | b. used to be    | c. was           |
| 2. a. would feel  | b. felt          | c. used to feel  |
| 3. a. would stare | b. used to stare | c. was staring   |
| 4. a. didn't      | b. wouldn't      | c. didn't use to |
| 5. a. fell        | b. used to fall  | c. would fall    |

**1. b – c 2. B – c 3. A – b 4. A – b – c 5. A**

**Unit 3, Lesson 5A**

**Participle clauses and Relative Clauses**

**We use a present participle clause for an action or state that happened at the same time or after an event in the story:**

نستخدم الجملة الوصفية في المضارع للحديث عن حدث او حالة يحدث في نفس الزمن او بعد حدث اخر في القصة

His system transformed their lives, enabling them to read and write. **(because it enabled them)**

**Participle and main clauses must have the same subject.**

يجب ان تحمل الجملة الوصفية والرئيسية نفس الفاعل

**A present (starting) or past (started) participle is often used to replace a relative clause:**

يستخدم الوصف المضارع او الماضي ليحل محل جملة الوصل

**-We use a present participle to replace a relative clause with an active verb,**

يستخدم الوصف المضارع ليحل محل جملة الوصل بفعل مضارع

e.g. There was a wire **which attached** the phone to the wall. =

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

**-We use a past participle to replace a relative clause with a passive verb,**

يستخدم الوصف الماضي ليحل محل جملة الوصل بفعل مجهول

e.g The copy **which was made** by the carbon paper was called the carbon copy.

= The copy **made** by the carbon paper was called the carbon copy.

## Unit 3, Lesson 5A

## Relative clauses

We use the relative pronouns in relative clauses after nouns, or noun phrases to describe or give information about a person, thing, possessions, places and time.

Relative Pronound	
who	للعاقل
which	يخذل شخص ما
who(m)	للعاقل – المفعول به
where	للمكان
when	للزمان
whose	للملكية
that	للعاقل وغير العاقل

### There are two kinds of relative clauses: **defining and non-defining.**

**Defining clauses** are necessary to give essential information about exactly which person/thing is being talked about in the sentence. **Commas are never used.**

جمل الوصل المحددة ضرورية لاعطاء معلومات عن الشيء او الشخص المتحدث عنه في الجملة – ولا نستخدم فواصل ابدا

1. We can use **that** instead of **who/which** in defining clauses:

The person **who/that** designed the house is a world-famous architect.

The land **where** the house is built is extremely picturesque.

2. When the relative pronoun is the object of the relative clause, you can **omit who/which/that**:

whom , which , that عندما يكون ضمير الوصل هو المفعول به لجملة الوصل يمكننا حذف

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

3. When the relative pronoun is the subject of the relative clause, you cannot omit **who/ which/that**:

who , which , that عندما يكون ضمير الوصل هو الفاعل في جملة الوصل لا يمكننا حذف

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

### There are two kinds of non-defining clauses:

- to give extra, non-essential information about the person or thing being talked about in the sentence:

اعطاء معلومات زائدة وغير ضرورية عن الشيء او الشخص المتحدث عنه في الجملة

He had just arrived home with his wife, **who had been working that afternoon.**

The building, **which many considered ugly at first,** is today a UNESCO World Heritage site.

- to add a comment about the first part of the sentence. We always use **which** in these clauses:

لزيادة تعليق عن الجزء الاول من الجملة ودائما نستخدم which في هذه الجمل

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

**Non-defining clauses** always need commas: on either side if it's in the middle of the sentence, or before if it's at the end. We never use **that** in non-defining clauses.

جمل الوصل الغير محددة تحتاج لضمائر دائما في كلا الطرفين او اذا كانت في وسط الجملة او في البداية او النهاية ولا نستخدم that ابدا في جمل الوصل الغير محددة

## Prepositions in relative clauses :

Prepositions usually go at the end of the clause in conversational English. In more formal written and spoken contexts, they can go at the beginning, but must be followed by **which** (for things) or **whom** (for people):

حروف الجر غالبا تأتي في نهاية الجملة الحوارية . في معظم الحوارات او الكتابات الرسمية يمكن ان تأتي في البداية ولكن يجب ان تتبع ب ----- للعاقل و ----- لغير العاقل .

This house is more modern than the last house (**which / that**) they lived in.  
= This house is more modern than the last house **in which** they lived.

The architect knew the couple (**who / that**) he had designed the house for.  
= The architect knew the couple **for whom** he had designed the house.

## Relative and participle clauses

Choose the correct relative clause a–e to complete the sentences. AB – page 30 -1+2

Choose **D** for defining or **ND** for non-defining relative clause.

Tick the sentences where you can replace **which** with **that**.

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

1. b (ND) 2. e (D) 3. a (ND) 4. c (ND) 5. d (D) Note : 2 + 5 : we can replace which with that

3. Complete the text with **who, which, that, where** or **whose**.

Find the sentence where you can omit the pronoun.

AB – page 30 -3+4

I-talk 7 review

The *I-talk 7*, ***Iwhich*** has been completely redesigned since the *I-talk 6*, is possibly the best new phone on the market., Produced in South Korea, 2 ----- *I-talk* has its headquarters, this is a bright new star in a competitive market. For those of you 3----- budget won't stretch to more expensive brands, we really recommend the *I-talk 7*. Virtually all of the quality issues 4----- affected the company's earlier models have been solved in the *I-talk 7*. Users 5----- care about the quality of their photographs will be happy with the new dual lens camera.

The only complaint 6----- we can think of is that the range of colours is limited to blue, black and grey. If that's not a problem, this could be the phone for you.

1. which 2. where 3. whose 4. which / that 5. who 6. which / that ( can be omitted )

**5. Rewrite each pair of sentences as one sentence using a relative clause.**

AB – page 30 -5

1. I was talking about an app. It's really cool.  
**The app (which / that) I was talking about is really cool.**
2. Sami lives round the corner. I play football with him.  
Sami, **who I play football with**, lives round the corner.  
Sami, **with whom I play football** , lives round the corner.
3. These headphones stopped working after two days. I paid a fortune for them.  
These headphones, **which I paid a fortune for**, stopped working after two days.  
These headphones, **for which I paid a fortune**, stopped working after two days.
4. I bought my computer at a shop. It has closed down.  
The shop **where I bought my computer from** has closed down.  
The shop **from which** I bought my computer from has closed down.  
The shop **that / which** I bought my computer from has closed down.

**6. Rewrite the sentences using participle clauses.**

AB – page 30 -6

1. What's the name of that website that sells retro-tech?  
**What's the name of that website selling retro-tech?**
2. The flip phone, which was designed in the 1990s, is rapidly becoming popular again.  
**The flip phone, desined in 1990s, is rapidly becoming popular again .**
3. There are very few people who are still using analogue televisions.  
**There are very few people still using analogue televisions.**
4. Users who are used to the old system may find the new one confusing.  
**Users used to the old system may find the new one confusing.**

**7. Write one sentence about each of the following topics using defining and non-defining relative clauses.**

AB – page 30 -7

1. an important personal possession  
-----
2. a person you admire  
-----
3. a place you enjoy going with friends  
-----
4. your favourite social media platform  
-----
5. a friend or relative's annoying habit  
-----

**Study the underlined relative clauses a and b and answer the questions.**

SB – page 36 - 3

- a. The house which we just walked past belongs to my grandfather.
- b. My grandfather's house, which I love, isn't very modern.

1. Which sentence gives essential information that cannot be omitted? (defining relative clause)
2. Which sentence gives extra information that can be omitted? (non-defining relative clause)

**4. Read some extracts from the conversation between Heba and her grandfather. Which of the underlined relative clauses are defining? 1 + 4**

SB – page 36 - 4

1. ... phones are something that you can keep in your pocket.
2. I had to go into the hall, where the phone was kept, and everyone could hear every word I said.
3. My best friend, who I was usually talking to, used to get fed up with me whispering all the time!
4. ... you had to have a wire that connected your computer with the telephone line.
5. Oliver is adopted by Mr Brownlow, which shows what a kind man he is.

**5. Read the sentences in Exercise 4 and answer the questions.**

SB – page 36 - 5

1. In which type of relative clause can we use **that** instead of **which** or **who**?  
**Defining relative clauses**
2. In which sentence can you omit the relative pronoun without affecting the meaning? Why is this?  
**In sentence 1 , when the relative pronoun is the object / In a defining relative pronoun we can omit it .**
3. What does the relative pronoun in Sentence 2 refer to?  
**A place ( the hall )**
4. In which sentence is the relative clause a comment on the whole of the main clause?  
**Sentence 5**

**Rewrite the pairs of sentences as one sentence using a relative clause.**

SB – page 36 - 6

1. Televisions used to have a dial. The dial was used to change channel.  
Televisions used to have a dial, **which was used to change channel.**
2. Technology is always changing. I find it exciting.  
Technology is always changing, **which I find this exciting.**
3. Husam has lost his phone. He is very absent-minded.  
Husam , **who is very absent-minded** , has lost his phone.



7. Study two participle clauses from the conversation in Exercise 2, and compare them with similar sentences using full relative clauses. Complete the rules below. SB – page 36 - 7

a. There was a wire attaching the phone to the wall. (present participle clause)  
There was a wire **which attached** the phone to the wall. (relative clause)

b. The copy **made** by the carbon paper was called the carbon copy. (past participle clause)  
The copy **which was made** by the carbon paper was called the carbon copy. (relative clause)

1. We use a present participle to replace a relative clause with **an active** / a passive verb.
2. We use a past participle to replace a relative clause with an active / **a passive** verb.

Rewrite the sentences as one sentence using a defining or non-defining relative clause. SB – page 40 - 4

1. That boy's mum is Japanese. He's fluent in five languages.  
That boy -----.
2. My grandma's house has no wi-fi. It's very annoying.  
My -----.
3. They go to that beach in summer. It's their favourite place.  
The beach -----.

1. That boy, whose mum is Japanese, is fluent in five languages.
2. My grandma's house has now wi-fi, which is very annoying.
3. The beach where they go in summer is their favourite place.  
The beach which they go to in summer is their favourite place.

5 Replace the underlined phrase with a participle clause. SB – page 40 - 5

1. People who want to make an appointment should do so online.  
People **wanting to make** an appointment should do so online.
2. Did you see that car which was parked next to ours?  
Did you see that car **parked** next to ours?

## SPEAKING

In pairs, discuss the question. What do you think is the origin of these phrases?

**cc an email go online hang up the phone** SB – page 36 - 1

### cc an email:

Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy' (cc).

"كان ورق الكربون شيئاً يستخدمه الناس لعمل نسخة من ملاحظة أو خطاب. يمكنك وضعه أسفل الورقة أثناء الكتابة أو الطباعة وستنضغط الحروف على قطعة أخرى من الورق. النسخة المصنوعة من ورق الكربون كانت تسمى "النسخة الكربونية". (cc)

### go online:

If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line.

إذا كنت تريد الاتصال بالإنترنت، فيجب أن يكون لديك كابل يربط جهاز الكمبيوتر الخاص بك بخط الهاتف

### hang up the phone:

we say 'hang up the phone' because phones used to be in two parts.

# Speaking / Generalising

التعميم

## 1. Talking about what is generally true : التحدث عما هو عادة صحيح

AB – page 31 -1

- On the whole,** = **In general,** I don't like taking risks.  
**In general,** I'm a very calm person.  
**In some/many/most cases,** it's quicker to send an email than to talk on the phone.  
**Broadly speaking,** = **By and large,** Gen Z have an entrepreneurial spirit.  
**By and large,** young people do more sport.  
**More often than not,** young people communicate using messaging apps.  
**Nine times out of ten,** I agree with her, but this time I think she's wrong.  
**90 percent of the time,** I include emojis.  
**To some/a great extent,** electronic devices are a distraction in the classroom.  
**Older people tend to think / say / believe that** teenagers spend too much time relaxing.  
**There's a tendency for** elderly people **to** be suspicious of the Internet.

## 2. Acknowledging that you are generalizing : الاقرار بانك تعميم

- **This is a bit of a sweeping statement, but** younger people often take offence easily.  
هذه عبارة شاملة إلى حد ما، لكن الشباب غالباً ما يطلقون بسهولة
- **I may be overgeneralising, but** I think young people are losing the art of conversation.  
ربما أكون مبالغاً في التعميم، ولكن أعتقد أن الشباب يفقدون فن المحادثة
- **You might think this is an overgeneralisation, but** old people can't handle technology.  
قد تعتقد أن هذا تعميم مبالغ فيه، لكن كبار السن لا يستطيعون التعامل مع التكنولوجيا

## 2. Replace the underlined parts of the sentences with the correct phrases from the Speaking box.

Use the words in bold.

AB – page 31 -2

1. Broadly speaking, Generation Z lead healthier lifestyles than Generation X did in the past. **Large**  
**By and large**
2. Nine times out of ten, a person's outlook on life becomes similar to that of their parents. **Percent**  
**Ninety percent of the time**,
3. In most cases, what seems shocking to one generation, appears normal to the next. **Often**  
**More often than not**,
4. In general, our generation is no better or worse behaved than the previous one. **Whole**  
**On the whole**,

## 4. Rewrite the sentences as generalisations using the words in brackets.

SB – page 37 - 4

**Generation Z (or Gen Z):** people born from 2001 onwards

1. Generation Z spend a lot of time online. ( **general** )  
2. They know how to make the best of social media. ( **whole** )  
3. They take offence very easily. ( **tend** )  
4. They have an entrepreneurial spirit. ( **nine** )  
5. They like getting a bargain. ( **cases** )  
6. They are into experiences rather than material possessions. ( **extent** )

1. In general 2. On the whole 3. They tend to 4. Nine times out of ten 5. In some cases 6. To a great extent

**4 Complete the conversation with the correct words from the Speaking box.**

**Teacher** : On the **1 whole**, do you think life was better for your parents’ generation, Zeina?

**Zeina** : No, I don’t.----- **2** speaking, I think our lives are better.  
I mean – imagine having no phones or Internet!

**Teacher** Well, yes. What about you, Amina?

**Amina** There’s a ----- **3** for young people to think that life must have been worse without technology, but my dad is always saying how grateful he is to have seen what life was like back then. To some ----- **4** , I think people were more able to appreciate the simple pleasures in life.

**Teacher** I see. And you Khawla?

**Khawla** Well, ----- **5** and large, the world was a greener and less polluted place back then. However, I suppose in ----- **6** , I believe life is better these days.

- 1. whole    2. Broadly    3. tendency    4. extinct    5. By    6. general**

**5. Discuss the questions and prepare a short presentation about your generation.**

1. Do you feel you belong to Generation Z ?
2. Do you agree with the generalizations about Generation Z in exercise 4 ?
3. Can you think of any generalizations that people make about the generations ?

**5. Discuss the questions and prepare a short presentation about your generation.**

1. How can society overcome generation gaps ?

.....

.....

**6. SPEAKING**

**In pairs, discuss the meaning of these phrases from the recording.** – SB – page 32 - 6

- |   |  |
|---|--|
| <b>1. wasn’t doing me any favours</b>   | لم يخدم باي خدمة لي                        |
| wasn’t helpful to me  |  |
| <b>2. things don’t immediately go my way</b>  | لا تسير الامور كما اريد فورا               |
| things don’t immediately happen in the way I want   |  |
| <b>3. turn out to be positive in the long run</b>   | ينتهي الامر الى الايجابية على المدى البعيد |
| happen in a positive way in the future  |  |
| <b>4. the value of sticking at something</b>  | اهمية المثابرة على شيء ما                  |
| the importance of continuing to do something in a determined way in order to achieve something. |  |

**Answer the following questions.**

SB – page 38 - 1

1. Would you agree that families have less quality time together than in the past?  
-----
2. Are families less close than they used to be?  
-----
3. Some people think that families are not as close as they used to be. Do you agree?  
Write about ... • mobile technology. • changes in working life. • your own ideas.

**ARE FAMILIES AS CLOSE AS THEY USED TO BE?**

هل العائلات قريبة من بعضها كما كانت من قبل؟

Many people today feel that relationships between members of the same family are not as close as they were a few generations ago. Changes in our working lives and the advent of technology have certainly altered how families interact, but I would argue that families generally remain as close as they ever were.

يشعر الكثير من الناس اليوم أن العلاقات بين أفراد الأسرة الواحدة ليست قريبة كما كانت قبل بضعة أجيال. لقد غيرت التغييرات في حياتنا وظهور التكنولوجيا طريقة تفاعل العائلات، لكنني أود أن أقول أن العائلات عموماً تبقى قريبة كما كانت من قبل.

Increasingly, parents are seeking a greater work-life balance. This means that even in a family where both parents work, they are often able to ensure that at least one parent is available to take their children to after-school activities or to attend shows and concerts at the school. A better work-life balance also enables families to spend more quality time together.

ويسعى الآباء بشكل متزايد إلى تحقيق توازن أكبر بين العمل والحياة. وهذا يعني أنه حتى في الأسرة التي يعمل فيها كلا الوالدين، فإنهما غالباً ما يكونان قادرين على ضمان توفر أحد الوالدين على الأقل لأخذ أطفاله إلى أنشطة ما بعد المدرسة أو لحضور العروض والحفلات الموسيقية في المدرسة. كما أن التوازن الأفضل بين العمل والحياة يمكن العائلات من قضاء المزيد من الوقت الجيد معاً.

It is commonly accepted that the time needed to run a household has also decreased over the last few decades as more and more labour-saving devices have been invented. A striking example of this is the humble washing machine, which Hans Rosling, a well-known Swedish statistician, called 'the greatest invention of the industrial revolution' because of the way that it liberated parents to spend more time with their children. Prior to its invention, it was usual to spend an entire day doing laundry.

ومن المقبول عموماً أن الوقت اللازم لإدارة الأسرة قد انخفض أيضاً العقود القليلة الماضية حيث تم اختراع المزيد والمزيد من الأجهزة الموفرة للجهد. ومن الأمثلة البارزة على ذلك الغسالة القديمة التي سماها هانز روزلينج، وهو احصائي سويدي معروف بانها "أعظم اختراع للثورة الصناعية" بسبب الطريقة التي حررت بها الوالدين لقضاء المزيد من الوقت مع أطفالهم. قبل اختراعها، كان من المعتاد قضاء يوم كامل في غسل الملابس.

Going online can be seen as a way of bringing families together as well as a distraction. Whereas in the past family members living apart would have to write letters and often wait a long time for a reply, nowadays there are many more ways to keep in touch, such as social media and video calls. Overall, I believe that family members do communicate with each other more than in the past, whether through technology or face-to-face.

يمكن اعتبار الإنترنت وسيلة لجمع العائلات معاً بالإضافة إلى أنها وسيلة تشتيت. بينما في الماضي كان على أفراد العائلة الذين يعيشون بعيدين عن بعضهم أن يكتبوا رسائل وينتظرون في كثير من الأحيان وقت طويلاً للرد، في الوقت الحاضر هناك العديد من الطرق للبقاء على اتصال، مثل وسائل التواصل الاجتماعي ومكالمات الفيديو. بشكل عام، أعتقد أن أفراد العائلة يتواصلون مع بعضهم البعض بشكل أكبر مما كان عليه في الماضي، سواء من خلال التكنولوجيا أو وجهاً لوجه.

In conclusion, I would say that while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

في الختام، أود أن أقول إنه على الرغم من أن المجتمع قد تغير، إلا أن العائلات تظل قريبة من بعضها البعض كما كانت. لقد تم ذلك بمساعدة التكنولوجيا والمرونة الأكبر في أنماط العمل.

## FACT BOX - Internet use in Jordan

- Around 50% of children in Jordan can access the internet.
- Around 97% of these children spend up to six hours a day online.
- Around 74% of these children who are under 10 use video-sharing sites online.
- 94% of students use the internet for online discussions, doing research, and using messaging apps.

### 3. Read the essay again.

SB – page 39 - 3

#### Which paragraphs are about the topics listed in the essay question?

- Paragraph 4 is about mobile technology and the internet.
- Paragraph 2 is about changes in working life.
- Paragraph 3 includes the writer's own idea = how modern labour-saving technology allows family members to spend more time together .

### 4. Study the Writing box and answer the questions. SB – page 39 - 4

#### 1. What is the thesis of the essay?

Families remain as close as they ever were .

#### 2. What arguments does the writer give to support the thesis?

- Greater work-life balance means parents are more available to their children and able to spend more time together.
- Greater automation of household has had a similar effect.
- The internet and social media give more opportunities for families to communicate with each other when at a distance.

#### 3. How does the thesis relate to the conclusion?

- The conclusion restate the thesis ... while society may have changed.
- Families remain as close as they were, aided by technology and greater flexibility in working patterns.

## WRITING - An opinion essay

### 1. Content and organisation

### المحتوى والترتيب

**Introduction:** Summarise the topic of the essay, using your own words as far as possible, and state your position (thesis) with regard to the topic.

المقدمة : لخص موضوع المقالة مستخدماً كلماتك الخاصة قدر المستطاع – و ا طرح نظريتك اخذا بعين الاعتبار الموضوع

**Main body:** Include 2 or 3 paragraphs setting out your arguments. You must include the two topics given in the essay question, plus an idea of your own. Each paragraph should be about one main idea.

العرض الرئيسي : يتضمن من 2-3 فقرات طارحا جدالاتك فيها . يجب ان تطرح الموضوعان في اسئلة المقالة بالاضافة الى فكرتك الخاصة .

**Conclusion:** Summarise the main points of the essay and restate your opinion or thesis on the topic.

الخاتمة : لخص الافكار الرئيسية واعد طرح وجهية المقالة .

## 2. Style and register :

## الاسلوب والسياق

- Use semi-formal or quite formal register.
- Give your personal opinion using:

استخدم اسلوب لغوي نصف رسمي او رسمي قليلا  
اعط رأيك الشخصي مستخدما :

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

- Include more impersonal views using:

تضمن بعض الافكار الرسمية مستخدما :

It is often argued that ... / It is often held that ... / It is widely believed that ...  
Many people today feel that ..... / It is commonly accepted that ..... / ..... can be seen as .....

- Try to use a variety of linkers:

استخدم ادوات ربط متنوعة

Nevertheless, ... , In addition, ... , Therefore, ...

**Critical Thinking** : Study Active Writing.

SB – page 39 - 6

Then underline the topic sentences in paragraphs 2, 3 and 4 of the model essay in Exercise 2.

### Active Writing / Topic sentences :

- In academic writing, each paragraph has a 'topic sentence' which contains the main idea of the paragraph. The other sentences should support the topic sentence, giving further details, reasons or examples. A coherent paragraph will have sentences in logical order.

في الكتابة الاكاديمية – تحتوي كل فقرة على جملة رئيسية وهذه الجملة تحتوي على الفكرة الرئيسية لهذه الفقرة . الجمل الاخرى يجب ان تدعم الجملة الرئيسية من خلال تقديم تفاصيل اضافية او اسباب او امثلة . الفقرة المتماسكة ستحتوي على جمل مرتبة بشكل منطقي .

### 7. For each topic sentence below, write a paragraph with two supporting sentences. SB – page 39 - 7

1. Social media is often seen as a key reason people are interacting less face-to-face.  
.....

2. Working parents are simply too busy to spend time with their family.  
.....

### 8. WRITING TASK

Read the essay question below and write your essay. Make notes to support your opinion.

SB – page 39 - 8

People in your family are more influential in your life than your friends, or any other influence. Do you agree?

Use the Graphic Organiser to help you plan your writing.



# Writing – An opinion essay

AB- page 31

Summarise the topic of the essay and state your position.

Set out your arguments in two or three paragraphs, including the two topics given in the question.

Each paragraph should be about one main idea and should start with a topic sentence.

**1It is sometimes held that** in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, **2I firmly believe that** there are many ways teens can benefit from the wisdom and experience of their grandparents.

يُعتقد أحياناً أنه في عالمنا المزدهم والمتقدم تكنولوجياً، ليس لدى المراهقين سوى القليل ليتعلموه من كبار السن. ومع ذلك، فأنا أؤمن إيماناً راسخاً بوجود العديد من الطرق التي يمكن للمراهقين من خلالها الاستفادة من حكمة أجدادهم وخبرتهم

Perhaps the most obvious topic which grandparents can tell us about is the past. **3In my opinion**, hearing our grandparents' stories helps us understand the past in new ways.

ولعل الموضوع الأكثر وضوحاً الذي يمكن أن نخبرنا عنه الأجداد هو الماضي. برأيي أن سماع قصص أجدادنا يساعدنا على فهم الماضي بطرق جديدة

**Include one idea of your own :**

Our lives may be different from those of our grandparents, but there are plenty of life lessons that we can learn from them. Whether it is a clash between you and your parents or a row with a friend, **4my personal conviction** is that the best advice comes from those who have already dealt with such problems.

قد تكون حياتنا مختلفة عن حياة أجدادنا، ولكن هناك الكثير من دروس الحياة التي يمكننا أن نتعلمها منهم. سواء كان الأمر يتعلق بصدام بينك وبين والديك أو خلاف مع صديق، فإن قناعتي الشخصية هي أن أفضل نصيحة تأتي من أولئك الذين سبق لهم التعامل مع مثل هذه المشكلات

**For each argument, give further details, reasons and examples :**

Grandparents may not be able to teach us about modern technology, but there are plenty of valuable skills we can learn from them. Growing up, they may have learnt how to sew or knit **5for instance**, or perhaps how to cook, bake, fix a bike or decorate a house.

قد لا يتمكن الأجداد من تعليمنا التكنولوجيا الحديثة، ولكن هناك الكثير من المهارات القيمة التي يمكننا تعلمها منهم. على سبيل المثال - ربما تعلموا أثناء نشأتهم كيفية الخياطة أو الحياكة، أو ربما تعلموا كيفية الطهي أو الخبز أو إصلاح الدراجة أو تزيين المنزل

**Summarise the main points of the essay and restate your opinion on the topic :**

In conclusion, **6I would say that** there are a great many things that teenagers can learn from their grandparents including family history, life lessons and practical skills.

في الختام، أود أن أقول إن هناك أشياء كثيرة رائعة يمكن أن يتعلمها المراهقون من أجدادهم، بما في ذلك تاريخ العائلة ودروس الحياة والمهارات العملية. اقرأ المهمة.

**Read the task. Tick three topics that you could include as 'your own ideas'.**

Some people believe that grandparents have little to teach their teenage grandchildren in the modern world. Do you agree?

حدد ثلاثة مواضيع يمكنك إدراجها تحت عنوان "أفكارك الخاصة".  
يعتقد بعض الناس أن الأجداد ليس لديهم الكثير لتعليم أحفادهم المراهقين في العالم الحديث

1. communication skills
2. caring for the elderly
3. non-digital games and activities
4. education for the over 70s
5. practical skills, e.g. baking

Answers : 1 / 3 / 5

2. Now read the essay. Which topic from Exercise 1 did the author include as her own idea? AB – p. 32

3. Read the underlined phrases in the essay. What are they used for?  
( P = personal opinion, I = impersonal view, E = example )

1. P / I / E      2. P / I / E      3. P / I / E      4. P / I / E      5. P / I / E      6. P / I / E

#### 4. WRITING TASK

Read the task and write an opinion essay.

Some people say that parents put too much pressure on their children to succeed. Do you agree?

### ACTIVE PRONUNCIATION

#### Weak vowel forms

If a word in a sentence does not carry the main message, English speakers usually make it sound '**weaker**' by using the neutral vowel sound / ə /. This may take place with:

إذا كانت الكلمة في الجملة لا تحمل الفكرة الرئيسية . متحدثي اللغة الانجليزية غالبا ينطقونها اضعف من خلال حرف العلة المحايد / ə / ويمكن ان يحدث مع :

1. determiners (e.g. some, this )
2. conjunctions (e.g. than, and )
3. pronouns (e.g. he, them )
4. auxiliary verbs (e.g. can, have )
5. prepositions (e.g. at, of )

However, when these words are emphasized, quoted or said at the end of the sentence, they can be pronounced with **full vowels**.

ومع ذلك – عندما يشدد او يقتبس او يقال في نهاية الجملة – يمكن نطقها بكل احرف العلة

Listen to these sentences. Which of the underlined words are strong forms?

AB – page 26

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

## LESSON 2A - LISTENING AND VOCABULARY

words	meanings
academically gifted	موهوب أكاديميا
be challenged enough	يواجه تحديا كافيا
lash between you and a sibling	صدام بينك وبين احد الاشقاء
colic	مغص
do somebody a favor	يقدم معروفا لشخص ما
go my way	تسير الامور كما اريد
handle a situation	يتعامل مع الموقف
have a hard time	يواجه وقتا صعبا
in the long run	على المدى البعيد
make ends meet	يكفي لتغطية النفقات
stick at something	يثابر على شيء
turn out	ينتهي الى – يتبين

Which of the life events in the box can you see in photos A–C?

Which of them can be the most challenging?

SB – page 32 - 1

- a clash between you and a sibling
- a newborn baby in the family
- a row with your best friend
- flunking an important exam
- relocating to a different town or country

صدام بينك وبين احد اشقاءك  
مولود جديد  
الخروج مع صديقك المفضل  
الرسوب في امتحان مهم  
الانتقال الى مدينة او بلد اخر

2. **3.2** Listen to the first part of a radio programme and answer the questions. SB – page 32 - 2

1. Why does the speaker think that what happens to us can influence our personality?
2. Does the speaker think that negative events are to be avoided? Say why.

### 3. CRITICAL THINKING

Study Active Listening. Is the extract from the recording below a fact or an opinion? How do you know?

SB – page 32 - 3

People sometimes think that stressful or upsetting events shape us negatively, and joyful events have a positive effect, but to my mind, the opposite can also be true.

التمييز بين الرأي والحقيقة

**Active Listening : Distinguishing between facts and opinions**

SB – page 32

• **An opinion** is an individual's belief or viewpoint. It is subjective, rather than being based on evidence. It may be signalled by the use of such words as *feel*, *believe* or *think* or phrases

الرأي هو وجهة النظر او الاعتقاد الشخصي – هو ذاتي وليس مبني على دليل – يمكن الاشارة اليه بكلمات مثل :

such as *If you ask me ...* / *I have the impression that ...*

• **A fact** is something for which there is some objective evidence which can be checked or verified. It may be signalled by a phrase

الحقيقة هي شيء مبني على دليل موضوعي حيث يمكن التحقق منه او اثباته – ويمكن الاشارة اليه بعبارات مثل

such as *The data shows .../ The research indicates ...*

**3.3** Listen to the rest of the programme and make notes for the four speakers:

**Habib, Lama, Dalia and Jawad.**

1. What was the life event?
2. How was it stressful?
3. What influence did it have?
4. What did he / she learn from it?

### 5. 3.3 Listen again and choose the correct answers.

SB – page 32

#### 1. What prevented Habib from doing well at secondary school?

- a. He wasn't being challenged enough.
- b. He wasn't very academically gifted.
- c. He was friends with people who didn't pay attention in class.

#### 2. Which of the following is an opinion?

- a. Colic can have a variety of causes.
- b. Colic is usually worse at night.
- c. Lying flat makes colic more of a problem.

#### 3. What was the hardest thing for Dalia when she went to school in Germany?

- a. Struggling to communicate with people.
- b. Leaving her old friends behind.
- c. Not being treated well by the other kids.

#### 4. The bullies stopped teasing Jawad because -----

- a. the new pupil defended Jawad.
- b. Jawad grew taller as he got older.
- c. Jawad learnt to ignore them.

### 1. Complete the second sentence so that it means the same as the first one.

SB – page 92 - 1

**Use no more than five words.**

#### 1. Freddie Mercury recorded one of his last songs *Delilah* in 1987. He dedicated it to and named it after his favourite cat.

One of Freddie Mercury's last songs *Delilah*, which was recorded in 1997, was dedicated to and named after his favourite cat

#### 2. When Lama was a small child, she used to cry for no reason.

As a small child, Lama would burst into tears tears for no reason.

#### 3. Ramzi regularly does his assignments at a short notice.

Ramzi will regularly put off off his assignments until the last moment.

#### 4. I bought my new headphones in this shop.

This is the shop where I bought my new headphones.

#### 5. Salwa has an annoying habit of making her friends admire her singing talents when they visit her.

Salwa is always showing off her singing talents whenever her friends visit her.

#### 6. My mother, who is a dentist, has always insisted that I should become a dentist myself.

My mother, who is a dentist, has always expected me to follow in her footsteps in becoming a dentist.

## REMEMBER MORE

### 1. Complete the text with words from the word list.

SB – page 72 - 1

It is not always easy to grow up in a large family. I sometimes 1 f -----out with my brothers and sisters and my older brother often made 2 f-----of me. But my mother was always a 3 p----- and we always made 4 u----- with each other.

1. fall 2. fun 3. peacemaker 4. up

### Complete the sentences with the correct particles. Then check with the word list. SB – page 72 - 2

1. I look ----- to people who have achieved something ----- all the odds.
2. When he lost his job, his life turned upside ----- .
3. I'm lost ----- thought when I'm plugged ----- .
4. After the accident, he tried to live day- ----- day, one day ----- a time.

1. up / against 2. down 3. in / in 4. to / at

### 3. Complete the phrases with *make* or *do*. Then check with the word list.

SB – page 72 - 3

1. ----- fun of somebody
2. ----- a fuss of somebody
3. ----- somebody a favour
4. ----- up with somebody (end a quarrel)

1. make 2. make 3. do 4. make

### Complete the text about an item of old technology with relative pronouns and the correct form of the verb *to be*. Use participle clauses where possible .

SB – page 94

Fax, 1----- short for 'facsimile', or 'copy', is a technology 2----- nowadays largely obsolete. A fax machine, 3----- pictured here, was something 4----- used to transmit text and images over the phone. These large machines, 5----- very popular in the 1990s, are now mainly museum pieces. However, in some countries, 6----- electronic signatures on contracts are not yet legally recognised, they are still used.

1. which is 2. that is 3. which is 4. that is 5. which are 6. where

Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

### New expressions

SB – page 36 - 2

1. I've got to bounce
2. I'll ping you.

**Complete the text about an item of old technology with relative pronouns and the correct form of the verb *to be*. Use participle clauses where possible. SB – page 96**

In the late 1980s and early 1990s, 1 ..... a time 2 ..... mobile phones were too expensive for most people, it was fashionable to carry a pager. This was a simple piece of technology, 3 ..... designed to fit in your pocket and 4 ..... sent out a notification 5 ..... let you know that someone was trying to contact you. You then needed to find a phonebox 6 ..... you could ring them. Pagers are still used nowadays in situations 7 ..... you need to know when something is ready – like a food order in a restaurant for example. Now tell your partner about the piece of technology, without looking at the text you have completed. Don't forget to use relative clauses and participle clauses.

1. which was 2. when 3. which was 4. which 5. that 6. where 7. Which
- 

**WRITING**

**SB – page 41 - 8**

'We learn more from our school environment than we do from our friends.' Do you agree?

Write about ...

1. values such as honesty.
  2. skills.
  3. your own idea. Write your essay.
- 

**GOOD LUCK**

**Emad Abu Alzumar**