



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(2026 - 2025)

Unit 2

Looking ahead

Jordan

High
Note

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UNIT TWO

Looking ahead

(SB - P 16)

التطلع الى المستقبل

Read the definition of 'dystopia' and discuss the question.

dystopia /dis'təʊpiə/ = an imaginary place where life is extremely difficult .

ديستوبيا : مكان / مجتمع خيالي (سيئ / فاسد) حيث تكون الحياة صعبة جدا

Do you enjoy reading books, watching films or playing video games set in a dystopia?

Yes, I enjoy them because they are thought-provoking and exciting.

2. Read the magazine article about **two different visions of the future**. Which text is dystopian ?

The future`s (SB - P 16) المستقبل سيكون

.....BRIGHT

مشرق

optimistic

طرق

البشر

كوكب

افضل

كثير

In many ways, human life on this planet is better than it's ever been. In many countries across the world, crime has been dropping steadily. This may be due to better education, or perhaps to a reduction in extreme poverty. In 2018, the proportion of the world's population living in extreme poverty fell to around ten percent. With luck, no one ¹ will be living in this way within a few decades.

بكثير من الطرق، حياة الإنسان على هذا الكوكب أفضل مما كانت عليه من أي وقت مضى. في العديد من البلدان في جميع أنحاء العالم، تراجعت معدلات الجريمة بشكل مستمر. قد يكون ذلك بسبب التعليم الأفضل، أو ربما بسبب تقليل الفقر المدقع. في عام 2018، انخفضت نسبة سكان العالم الذين يعيشون في فقر مدقع إلى حوالي 10%. مع الحظ، لن يستمر أحد بالعيش بهذه الطريقة خلال بضعة عقود.

1. In many countries across the world, crime has been dropping steadily. Write the reason.

The article states two reasons that make our planet better . Mention them .

a. better education b. a reduction in extreme poverty .

2. What percentage of the world's population lived in extreme poverty in 2018? 10 %

Technology is also making our lives easier and safer, and this trend is bound to continue. For example, driving is sure to become safer. Human error is the key reason for most car accidents, and well-programmed driverless cars may save huge numbers of lives. Such cars are already a reality and are going to become more common in the next few years. And finally, life expectancy is already higher than it's ever been and as a result of better medicine, people are likely to live until the age of 100.

التكنولوجيا أيضًا تجعل حياتنا أسهل وأكثر أمانًا، وهذا الاتجاه مرشح للاستمرار. على سبيل المثال، من المؤكد أن القيادة ستصبح أكثر أمانًا. الخطأ البشري هو السبب الرئيسي وراء معظم حوادث السيارات، والسيارات بدون سائق المبرمجة بشكل جيد قد تنقذ أعدادًا هائلة من الأرواح. مثل هذه السيارات موجودة بالفعل ومن المتوقع أن تصبح أكثر انتشارًا في السنوات القليلة القادمة وأخيرًا، فإن متوسط العمر أطول بالفعل مما كان عليه في أي وقت مضى، ونتيجة للطب الأفضل، من المحتمل أن يعيش الناس حتى سن الـ 100

1. What is a key reason for most car accidents according to the text ?

Human error

2. What is the consequence of better medicine ?

People are likely to live until the age of 100.

3. Life expectancy is already higher than it's ever been. Write down two reasons.

Technology makes our life easier and safer. Mention two reasons .

a. **well-programmed driverless cars may save huge numbers of lives.**

b. **better medicine**

4. What is the possible benefit of driverless cars in the future ?

Saving huge numbers of lives and increasing road safety .

5. How long may people live due to better medicine ?

Until the age of 100 .

.... TERRIFYING

مخيف

(destopian text)

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

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

actually unlikely to get better.

قد رأينا بعض التحسن في مستوى الفقر والجريمة خلال العقود الأخيرة، ولكن لماذا نفترض أن هذا النمط سيستمر؟ أعتقد أنه بالنسبة لمعظم الناس، من المرجح أن تكون الحياة في الواقع غير محتمل أن تتحسن.

3. There are two aspects of life that have been improved in recent decades. Write them down.

1. improvement in poverty

2. Improvement in crime

Advances in robotics and artificial intelligence will not only reduce the number of unskilled jobs available, but will also eliminate semi-skilled jobs which can be done

by a computer. By 2050, young people ² will have been trying, and failing, to get a job for most of their 'working' lives! In 30 years' time, a few lucky people will be rich and the rest of us will be poor.

التقدم في مجال الروبوتات والذكاء الاصطناعي لن يقلل فقط من عدد الوظائف غير المؤهلة المتاحة، ولكنه سيقتضي أيضًا على الوظائف شبه المؤهلة التي يمكن أن تؤديها الكمبيوتر. بحلول عام 2050، سيكون الشباب قد حاولوا، وفشلوا، في الحصول على وظيفة طوال 'حياتهم' المهنية! خلال 30 عامًا، سيكون هناك بعض الأشخاص المحظوظين الأثرياء وسيكون البقية منا فقراء.

1. Write down the two **reasons** which will reduce the number of unskilled jobs available and eliminate semi-skilled jobs which can be done by a computer.

a. advances in robotics

b. artificial intelligence

2. What are the two threats for advances in robotics and artificial intelligence ?

a. reducing the number of unskilled jobs available.

b. eliminating semi-skilled jobs which can be done by a computer.

3. In 30 years' time, people will be divided into two groups according to money. Write them down.

1. rich people

2. Poor people

4. What does the writer predict about employment in the future ?

Many young people will fail to get jobs.

Within 20 years, we ³ will have stopped fighting over oil – ⁴ we'll be fighting over water instead, as global warming is certain to lead to more water shortages.

خلال 20 عامًا، سنكون قد توقفنا عن الصراع حول النفط - سنكون بدلاً من ذلك نتصارع على المياه، حيث أن التغيرات المناخية من المؤكد أن تؤدي إلى المزيد من نقص المياه.

Write down the sentence which indicates that the writer is unsure that life will be better in the future.
I'd argue that for most people life is actually unlikely to get better.

Future forms for predictions

3. Look at two predictions from the texts.

Which verb form is used when there is some **evidence** now for the **prediction**? (SB.17/3)

1. Driverless cars are already a reality and **are going to become** commonplace in the next few years.
2. A few lucky people **will be** rich and the rest of us will be much poorer.

Cause and Effect phrases and words

عبارات وكلمات تدل على السبب والنتيجة

Phrases and words	Arabic
as a consequence of = as a result of As a result of better medicine, people are likely to live until the age of 100 .	كنتيجة ل
be due to = The delay is due to technical difficulties. / This may be because of better education .	بسبب
lead to = Global warming is certain to lead to water shortages	يؤدي الى
result in = Eating too much may result in stomach pain يسبب	ينتج عنه
give rise to = The new law gave rise to many protests.	يسبب
cause = Global warming is certain to cause / give rise to / lead to water shortages	يسبب
result from Stomach pain results from eating too much. / This may result from better education	ينتج عن

Rewrite the sentences below using the phrases from the box :

SB – page 17 - 8

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

1. This may be **due to** better education . (as a result of)
This may be **caused by / have resulted from** better education
2. **As a result of** better medicine, people are likely to live until the age of 100 . (Due to)
As a consequence of better medicine, people are likely to live until the age of 100 .
3. Global warming is certain to **lead to** water shortages.
Global warming is certain to **cause / give rise to / result in / lead to** water shortages .

Choose the correct words to complete the sentences.

(AB 7 P 13)

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

Compound nouns

الاسماء المركبة

- A compound noun is made up of two words.

Usually the first part of the compound tells us the type or purpose of the second noun

عادةً ما يخبرنا الجزء الأول من الفعل المركب بنوع الاسم الثاني أو الغرض منه

e.g. **climate change** (climate tells us what type of change we are talking about).

. The first word can be a noun, adjective or a verb, but the second word is always a noun,

e.g. climate change (N + N), industrial waste (A + N), swimming pool (V + N).

- When both words are nouns, the stress is always on the first noun, e.g. **climate change**.

عندما تكون كلتا الكلمتين أسماء، يكون التركيز دائماً على الاسم الأول، على سبيل المثال. **تغير المناخ**

When the first word is an adjective or a verb, the stress is on the second word, e.g. **industrial waste**.

عندما تكون الكلمة الأولى صفة أو فعل، يتم التركيز على الكلمة الثانية، على سبيل المثال. **مخلفات صناعية**

LESSON 2A VOCABULARY : Threats to the environment

SB 2 P 18

Complete the compound nouns.

الانبعاثات الطاقة التآكل الوقود الأبخرة الطبقة فقدان المطر الندرة
emissions - energy - erosion - fuels - fumes - layer - loss - rain - scarcity -

الأنواع التوربينات الاحتباس الحراري النفايات
species - turbine - warming - waste

2. Match the compound nouns from the box with the definitions. (AB.14)

Compounds nouns for threats to the environment :collocations (الاسماء المركبة (التهديد للبيئة)	Arabic
1. acid rain : rain that contains a lot of pollutants املاء	الأمطار الحمضية المطر الذي يحتوي على الكثير من الملوثات
2. endangered species : types of animals in danger of extinction	الأنواع المهددة بالانقراض انواع الحيوانات المهددة بالانقراض
3. exhaust emissions / fumes : املاء poisonous gases produced by engines of non-electric vehicles	انبعاثات العادم الغازات السامة
4. fossil fuels : املاء examples of this are coal, oil and gas (non-renewable energy sources) ومن الأمثلة على ذلك الفحم والنفط والغاز	الوقود الأحفوري
5. global warming : املاء gradual increase in the Earth's temperature (global heating) الزيادة التدريجية في درجة حرارة الأرض (التدفئة العالمية)	الاحتباس الحراري
6. greenhouse gases : process by which gases trapped in the atmosphere cause the planet to heat up العملية التي تؤدي من خلالها الغازات المحبوسة في الغلاف الجوي إلى ارتفاع حرارة الكوكب	الغازات الدفيئة تأثير الانبعاثات
7. habitat loss : املاء disappearance of areas that are home to plants and animals اختفاء المناطق التي تعيش فيها النباتات والحيوانات	فقدان الموطن

collocations

Arabic

<p>8. ozone layer : part of the stratosphere which limits the amount of ultraviolet radiation reaching the Earth جزء من طبقة الستراتوسفير والذي يحد من كمية الأشعة فوق البنفسجية التي تصل إلى الأرض</p>	طبقة الأوزون
<p>9. renewable energy : power produced by wind, sun, etc. الطاقة التي تنتجها الرياح والشمس وما إلى ذلك.</p>	الطاقة المتجددة
<p>10. soil erosion : gradual destruction of the ground by weather or people التدمير التدريجي للأرض بسبب الطقس أو الناس</p>	تعرية / تآكل التربة
<p>11. toxic fumes / waste chemicals and other harmful waste products المواد الكيميائية وغيرها من النفايات الضارة</p>	الغازات السامة النفايات السامة
<p>12. vehicle emissions : synonym for 'exhaust fumes' مرادف لكلمة "دخان العادم"</p>	انبعاثات المركبات
<p>13. water scarcity lack of water قلة المياه</p>	ندرة المياه نقص المياه
<p>14. wind turbine : a machine used to produce electric power آلة تستخدم لإنتاج الطاقة الكهربائية</p>	محطة طاقة الرياح مولد كهرباء

Answers: 1. rain 2. species 3. fumes 4. fuels 5. heating 6. effect 7. loss 8. layer
9. energy 10. erosion 11. waste 12. emission 13. scarcity 14. turbine

3. PRONUNCIATION

Read the compound nouns in Exercise 2 aloud.

(SB.18)

Is the **stress** on the **first** or the **second** word for each compound noun? Underline the correct word.

هل يقع التوكيد على الكلمة الأولى أم الثانية في كل اسم مركب؟ ضع خطاً تحت الكلمة الصحيحة

3. Find the **stressed word** in these compound nouns. Listen and check.

(AB.16)

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

Answers : 1. First 2. Second 3. First 4. Second

What environmental issues are most important to you?

(AB – 2 – page 15)

ما القضايا البيئية الأكثر أهمية بالنسبة لك؟

One of the most important environmental issues to me is **climate change**, because it affects weather, sea levels, and ecosystems around the world.

إحدى أهم القضايا البيئية بالنسبة لي هي التغير المناخي، لأنه يؤثر على الطقس، وارتفاع مستوى سطح البحر، والنظم البيئية في جميع أنحاء العالم

Write a short paragraph and explain your reasons.

5. Complete the sentences with compound nouns from Exercise 2. (SB. 18)

1. 80 percent of the energy we consume is provided by ----- which pollute the atmosphere.
1. 80% من الطاقة التي نستهلكها تأتي من الوقود الأحفوري الذي يلوث الغلاف الجوي.
 2. Deforestation causes ----- because tree roots are no longer in place to bind the earth together.
2. تؤدي إزالة الغابات إلى تآكل التربة لأن جذور الأشجار لم تعد موجودة في مكانها لربط الأرض ببعضها.
 3. It is claimed that ----- from cars kill twice as many people as accidents caused by vehicles.
3. يُزعم أن انبعاثات عوادم السيارات تقتل ضعف عدد الأشخاص الذين تقتلهم الحوادث الناجمة عن المركبات. (2008 – 2025) في الامتحان النهائي
 4. Up to 300 homes can be powered by one -----, using -----.
4. يمكن تزويد ما يصل إلى 300 منزل بالطاقة بواسطة توربينة رياح واحدة، وذلك باستخدام الطاقة المتجددة.
 5. ----- is the greatest threat to endangered species which are close to extinction.
5. فقدان الموطن هو أكبر تهديد للتنوع المهددة بالانقراض والتي هي على وشك الانقراض.
 6. For safety reasons, ----- must be stored in sealed containers underground.
6. لأسباب تتعلق بالسلامة، يجب تخزين الأبخرة السامة في حاويات محكمة الغلق تحت الأرض.
 7. ----- damages buildings, forests, and kills fish.
7. الأمطار الحمضية تدمر المباني والغابات وتقتل الأسماك.
- Answers: 1. fossil fuels 2. soil erosion 3. exhaust fumes/ vehicle emission**
4. wind turbine/ renewable energy 5. habitat loss 6. toxic waste 7. acid rain

LISTENING AND VOCABULARY

Make more weather related collocations.

SB – page 19

الرياح الطقس درجات الحرارة الثلوج الأمطار الرطوبة الحرارة الفيضانات
floods - heat - humidity - rain - snow - temperatures - weather - winds

2. Make more weather-related collocations, using the nouns from the box. (SB.19)

Weather collocations	Meaning
1. blistering heat / temperature	حرارة حارقة / تسبب بثور في الجلد واذى بشري – تأثير مؤلم
2. freak weather / temperature / winds	طقس غير اعتيادي / غريب الاطوار ونادر الحدوث
3. gale-force winds	رياح عاصفة
4. heavy snow / rain	ثلوج غزيرة – امطار غزيرة
5. high humidity / temperature	رطوبة عالية
6. scorching temperature / weather / heat	درجة حرارة لاهبة / تحرق الارض والهواء – تؤثر على البيئة
7. soaring temperature	ارتفاع الحرارة بسرعة وبشكل مفاجئ وملحوظ
8. sub-zero temperature	درجة حرارة تحت الصفر
9. torrential rain	امطار غزيرة جدا

Revision VOCABULARY

AB – page 16

1-Complete the sentences with the words from the box. There are three extra words.

طبقة الدفينة دخان متجمد غير معتاد تعرية يغلي حارق حمضي
acid - blistering - boiling - erosion - freak - freezing - fumes - greenhouse - layer
اوزون ندرة غزير توربينات مركبة
ozone - scarcity - torrential - turbines - vehicle

1. The weather is really weird. It's cold **freezing** one minute and then **blistering** hot the next.
1 الطقس غريب حقًا. الجو بارد ومتجمد لمدة دقيقة ثم يصبح ساخنًا في الدقيقة التالية.
 2. Pollution in the atmosphere results in **acid** rain.
2- يؤدي تلوث الجو إلى هطول الأمطار الحمضية.
 3. Soil **erosion** happens when the plants and trees that keep it in place are destroyed by the elements or man.
3 يحدث تآكل التربة عندما تدمر العناصر أو الإنسان النباتات والأشجار التي تحافظ عليها في مكانها.
 4. The **boiling** heat caused the pavement to melt!
4 تسببت حرارة الغليان في ذوبان الرصيف!
 5. Powerful wind **turbines** use wind power to create energy.
5 توربينات الرياح القوية تستخدم طاقة الرياح لتوليد الطاقة.
 6. A good way of reducing **vehicle** emissions is to promote the production of electric cars, which don't produce harmful exhaust **fumes**
6 من الطرق الجيدة لتقليل انبعاثات المركبات هو تشجيع إنتاج السيارات الكهربائية، التي لا تنتج أبخرة عادم ضارة
 7. Because of global warming, **freak** weather conditions are more common with periods of drought followed by **torrential** rain.
7 بسبب ظاهرة الاحتباس الحراري، تصبح الظروف الجوية غير العادية أكثر شيوعًا مع فترات الجفاف التي تليها أمطار غزيرة.
 8. Below average rainfall can result in water **scarcity**
8 يمكن أن يؤدي انخفاض هطول الأمطار عن المتوسط إلى ندرة المياه
- Answers: 1. freezing/ boiling 2. acid 3. erosion 4. blistering 5. turbines
6. vehicle / fumes 7. freak / torrential 8. scarcity

1. Complete the sentences with the correct form of the words from the box. (AB – 1 – page 15)
More than one answer may be possible.

الصفير مرتفع جدا رطب عاصف حارق
blister force humid scorch soar torrent zero

1. If you go to the desert in the summer, you can expect **scorching** temperatures.
1. إذا ذهبت إلى الصحراء في الصيف، فتوقع درجات حرارة شديدة.
 2. The coast was hit last night by **force** winds which damaged many houses.
2. ضربت رياح عاتية الساحل الليلة الماضية، مما أدى إلى إتلاف العديد من المنازل.
 3. There will be **soaring** temperatures next week as we move into the summer.
3. ستشهد درجات الحرارة ارتفاعًا حادًا الأسبوع المقبل مع دخولنا فصل الصيف.
 4. The north of Africa can be cold in the winter, although **sub-zero** temperatures are unusual.
4. قد يكون شمال إفريقيا باردًا في الشتاء، مع أن درجات الحرارة المنخفضة غير معتادة.
 5. **Torrential** rain caused flooding in much of the country yesterday morning.
5. تسببت الأمطار الغزيرة في فيضانات في معظم أنحاء البلاد صباح أمس.
 6. People who live in the desert are used to the **blistering** heat.
6. اعتاد سكان الصحراء على الحرارة الشديدة.
 7. I don't mind hot countries, but I find the high **humidity** of countries like Thailand difficult to enjoy.
7. لا أمانع الدول الحارة، لكنني أجد صعوبة في الاستمتاع بالرطوبة العالية في دول مثل تايلاند
- Answers: 1. scorching 2. force 3. soaring 4. zero 5. torrential 6. blistering 7. humidity

1. What problems do such conditions cause ?

SB – page 19

1. Severe weather conditions can cause damage to buildings, harm crops, and put people's lives at risk
2. rising temperature , melting ice, rising sea levels, extreme weather , water shortage

2. Look at some arguments people make about climate change.

SB – page 19

Do you think there is any truth in them ?

1. The temperature is actually cooling rather than heating up .
2. Climate change is not being caused by human beings.

3. Is climate change something that you worry about ? Say why .

SB – page 19

Yes, climate change is something to worry about because it affects everyone and everything on the planet. It leads to more extreme weather, rising sea levels, food and water shortages, and health problems.

نعم، تغير المناخ هو أمر يدعو للقلق لأنه يؤثر على الجميع وكل شيء على كوكب الأرض. فهو يؤدي إلى ظواهر جوية أكثر تطرفاً، وارتفاع في مستويات البحار، ونقص في الغذاء والمياه، ومشكلات صحية

4. What do you think individuals can do to make a difference ?

SB – page 19

Reducing energy use , recycling and reducing waste , planting trees and spreading awareness.

تقليل استخدام الطاقة، إعادة التدوير وتقليل النفايات، زراعة الأشجار ونشر الوعي

Signposting

وضع الاشارات

“Signposts” are phrases that help you follow what a speaker is saying.

They can also indicate how something relates to what has already been said .

الإشارات هي عبارات تساعدك على متابعة ما يقوله المتحدث / يمكنهم أيضاً الإشارة إلى مدى ارتباط شيء ما بما قيل بالفعل

5 . Study Active Listening. Then match the signposting phrases to the functions.

(SB.19)

Signposting phrases	Functions
1. I'm going to be talking about ... سأتحدث عن...	introducing the topic
2. In other words, ... بمعنى آخر،...	indicating that the speaker is going to paraphrase what they just said
3. The second thing is ... الشيء الثاني هو....	sequencing an argument
4. ... whereasفي حين أن....	contrasting two ideas
5. So, to sum up, ... إذاً، لتلخيص ما سبق،....	concluding

4. Complete the signs with one word in each gap.

(AB.16)

(emission - endangered - scarcity - acid - toxic - layer)

1. Save our trees . Stop ----- rain !
2. Burning fossil fuels = a hole in the ozone ----- .
3. Make public transport free to reduce vehicle ----- .
4. Close factories that produce ----- waste now !
5. The planet belongs to all living things : protect ----- species and stop ----- habitat .
6. Water ----- will lead to war ! We are thirsty for change !

Answers: 1. acid 2. layer 3. emission 4. toxic 5. endangered / loss 6. scarcity

هم بحاجة إلى الإنقاذ أيضاً

Poacher: someone who illegally catches animals

صندوق الطبيعة العالمي

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

لطيف

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

الشعبية

تمكن

منظمات

يوفر

يدعم

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

مجموعة

متنوع

معرضة للخطر

فصائل

أقل شهرة

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

مخلوقات

منقرض

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

الباحثون

اللافقاريات

حيوانات بدون هيكل عظمي

from researchers. Invertebrates (animals without a backbone) make up over 90% of all

مخلوقات

قليل

نسبة

متوفر

يحمي

the creatures on Earth, but get only a tiny percentage of the money available to protect

our wildlife.

ليس من الصدفة أن رمز صندوق الطبيعة العالمي هو باندا عملاقة . هذه الحيوانات لطيفة أو جميلة، أو كليهما، وبالطبع نريد جميعاً إنقاذها. تمكن هذا الشعبية المنظمات مثل صندوق الطبيعة العالمي من جمع الأموال لدعم مجموعة متنوعة من الأنواع المهددة بالانقراض. ومع ذلك، فإن الكائنات الأقل شهرة أو 'مثيره للإثارة' أكثر احتمالاً أن تنقرض بسبب عدم تلقي اهتمام كاف من الباحثين. اللافقاريات (الحيوانات بدون فقرات) تشكل أكثر من 90% من جميع المخلوقات على الأرض، ولكنها تحصل فقط على نسبة ضئيلة جداً من الأموال المتاحة لحماية الحياة البرية لدينا.

6. The article mentions two qualities for the panda. Write them down.

Cute or beautiful

2. How does the WWF protect creatures from being extinct?

By raising money

3. Why are less well-known or 'exciting' creatures far more likely to become extinct ?

Because they don't get enough attention from researchers.

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

جسم وردي لزج

السمة المنتفخة

جذاب

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

حيوان بحري

اعماق

محيط

ضغط

marine creature lives deep in the ocean, where the pressure is very high . As a result, it

زعانف

هيكل عظمي

يحافظ

التحطيم

ضغط المياه

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

للاسف

قوارب الصيد

يمر

يبحث عن

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

قشريات

تحتجز

شبكة

بالخطأ

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

وماذا عن تلك المخلوقات التي قد يجدها العديد من الناس قبيحة بلا شك؟ بعيونها الصغيرة وفمها الكبير وجسمها الوردي اللزج، السمكة المنتفخة بعيدة عن كونها جذابة. يعيش هذه المخلوق البحري في أعماق المحيط، حيث يكون الضغط مرتفعاً للغاية. نتيجة لذلك، لديها زعانف صغيرة ولا يوجد لديها هيكل عظمي، مما يحافظ عليها من التهديم بسبب ضغط الماء. للأسف، عندما تمر سفن الصيد على قاع المحيط، بحثاً عن أسماك وقشريات أخرى، يمكن أن تحتجز هذه الأسماك بالخطأ في الشباك.

4. The article mentions many qualities for the blobfish. Write them down.

It has tiny eyes, big mouth and slimy pink body, lives deep in the ocean and has tiny fins and no skeleton.

5. Two reasons keep the blobfish from being crushed by the water pressure? Mention them.

1. It has tiny fins 2. It has no skeleton.

6. When can these fish get swept into the nets accidentally?

When fishing boats sweep the ocean floor, looking for other fish and crustaceans.

بالخطأ
فريد من نوعه
صيداي الحيوانات المفترسة
تهديد
يواجه
اكل النمل الحرشفي
مغطى
حراشيف
زواحف
الثدييات
لطف

C The threat faced by the pangolin, however, is far from accidental. They are more often targeted by poachers than any other animal in the world. Unique among mammals, it is covered in scales, like a reptile. They may not look very cuddly or cute, but these scales are highly prized in traditional Chinese medicine, which has caused the population of pangolins in China to fall by around 90% since the 1960s. Their scales protect them from their natural predators, but it's simple for a poacher to just pick them up.

التهديد الذي تواجهه اكل النمل الحرشفي، ابعده ما يكون بالصدفة. فهي غالبًا ما تكون هدفًا لصيادي الحيوانات المفترسة أكثر من أي حيوان آخر في العالم. فريدة من نوعها بين الثدييات، فهي مغطاة بحراشيف، تمامًا كالزواحف. قد لا تبدو لطيفة أو جميلة جدًا، ولكن هذه الحراشيف تحظى بقدر كبير من الاهتمام في الطب التقليدي الصيني، مما تسبب في انخفاض عدد اكل النمل الحرشفي في الصين بنسبة تقدر بحوالي 90% منذ الستينيات. تحميهم حراشيفهم من الحيوانات المفترسة الطبيعية، لكن من السهل بالنسبة لصياد غير مشروع أن يقتنصهم.

7. What is special about the pangolin among mammals?

It is covered in scales, like a reptile

8. What is the reason of the fall in the number of pangolins?

Their scales are highly prized in traditional Chinese medicine.

9. Quote the sentence which indicates to the benefit of the pangolin's scales.

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

مخلوقات
معرضة للخطر
تماما
قبيح

D Other creatures become endangered precisely because people find them ugly. Take the aye for example. Found only on the island of Madagascar, the aye is the world's largest nocturnal primate. During the day they sleep in nests in the trees, coming out to hunt at night. They are solitary creatures, furry, and unfortunately, the way they look means that they are traditionally considered an omen of bad luck. As a result, they are often killed.

تصبح مخلوقات أخرى مهددة بالانقراض بالضبط لأن الناس يجدونها قبيحة. خذ الاي اي مثلاً. يوجد هذا الحيوان فقط على جزيرة مدغشقر، وهو أكبر قرد ليلي في العالم. خلال النهار ينامون في أعشاش في الأشجار، ثم يخرجون للصيد ليلاً. إنها مخلوقات فردية، مكسوة بالفراء، وللأسف، الطريقة التي يبدو بها تعني أنهم يعتبرون تقليدياً آية نحس. نتيجة لذلك، غالبًا ما يتم قتلهم.

10. Write down the sentence which suggests that some people find some animals not beautiful and want to kill them .

Other creatures become endangered precisely because people find them ugly.

11. Write down three characteristics of the aye.

- During the day they sleep in nests in the trees
- They come out to hunt at night.
- They are solitary creatures and furry.

12. Why don't some people like the aye? Why are the aye often killed ?

They are traditionally considered an omen of bad luck.

13. Since 1978, over 100 Arabian oryxes have been bred in captivity in Jordan.

How could this species be reintroduced to the wild?

The government should ban poachers from killing them.

1. Read the article again. In which paragraph does the author...

SB – page 19

- 1-(A) tell us what kind of creatures get the least funding in terms of research and preservation?
- 2-(C) tell us about a creature whose body is perceived as useful by some humans?
- 3-(B) explain how a creature's physical features protect it from an extreme environment?
- 4-(A) explain why wildlife conservation institutions often choose certain animals to represent them?
- 5-(C) describe an animal that is very different from others in its class?

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

2. Write the highlighted words from the article under the correct heading. (SB. Page 19)

Animals	Parts of the body	Adjectives to describe a creature
reptile الزواحف	backbone العمود الفقري	solitary منعزل
invertebrate الملا فقاريات	skeleton هيكل عظمي	cuddly محبوب
nocturnal primate قرد-رئيسيات ليلية	scales حراشيف	extinct منقرض
	fins الزعانف	

3. Complete the collocations from the article with the correct words from the box. SB – page 19

critically extinct natural

- 1-Animals that are classified as 'endangered' are at risk of **becoming** -----.
1- الحيوانات المصنفة على أنها "مهدة بالانقراض" معرضة لخطر الانقراض.
- 2-Tigers – the largest living cats on Earth – are at the top of their food chain so they have no ----- **predators** . (2008 – 2025)
2- النمور – أكبر القطط الحية على وجه الأرض – تتصدر قائمة سلالة الطعام. لذلك ليس لديهم حيوانات مفترسة طبيعية.
- 3-The orangutan and black rhino are ----- **endangered** which means they are facing a very high risk of extinction.
3. إنسان الغاب ووحيد القرن الأسود مهددان بالانقراض بشدة مما يعني أنهما يواجهان خطرًا كبيرًا جدًا للانقراض.

Answers: 1. extinct 2. natural 3. critically

4. Complete the short texts below with words from exercises 4 and 5. (SB - page 19)

The Blue whale

The blue whale is critically **endangered** . Blue whales are **solitary** animals, preferring to travel alone or in small groups. They have few natural **predators** other than man.

الحوت الأزرق مهدد بالانقراض بشدة. الحيتان الزرقاء حيوانات منعزلة، تفضل السفر بمفردها أو في مجموعات صغيرة. لديهم عدد قليل من المفترسات الطبيعية غير الإنسان.



The pygmy tarsier

حيوان رئيسي ليلي – نوع من القروء

until 2008, the tiny pygmy tarsier was assumed to be **extinct** .

The animals look very cute and **cuddly** , with what looks like a permanent smile.

حتى عام 2008، كان من المفترض أن حيوان التارسير القزم الصغير قد انقرض. تبدو الحيوانات لطيفة جدًا ومحبوبة، مع ما يشبه الابتسامة الدائمة.

Answers: 1. endangered 2. solitary 3. predators 4. extinct 5. cuddly

Grammar reference and practice

Future forms for predictions

SB – page 17

1. The Future Simple : The form of (will):

المستقبل البسيط

Affirmative	S + will + V1 (base) + com.
Negative	S + will not (won't) + V1 + com.
Yes/ No questions	Will + S + V1 + com?
Wh- questions	Wh-word + will + S+ V1 ?

We often use (will) with phrases like (**I think** , **I am sure** , **I expect**)
or adverbs like (**possibly** , **probably** , **definitely**).

I think , **I am sure** , **I expect** , **possibly** , **probably** , **definitely** , **Next + time** , **In + future** , **the following day** , **week** , **in the future** , **soon** , **later** , **one day** , **tomorrow** , **tomorrow night** , **perhaps** , **maybe** , **I hope** , **before long**

We use (will):

استخداماتها في اللغة

1. to make prediction based on our **opinions** or **expectations**.

(**I think** , **I am sure** , **I expect** , **possibly** , **probably** , **definitely**)

نستخدمها للحديث عن تنبؤ مبني على آراء او توقعات شخصية.

Examples:

- He **will probably** be late, as usual.
- I **am sure** you **won't** have any problems with it.
- I don't think we **will need** passwords, as computers will be able to recognise our faces.
- My grandfather is 89 years old, but he's in great shape,
so I'm sure **he's going to live** / **'ll live** to be 100.
- Look at these statistics - they are very optimistic.
- Without a doubt, crime figures **will continue** / **are going to continue** to decrease in the near future.

2. to express **a decision** made at the moment of speaking: (future action decided now) (SB.23)

نستخدم للحديث عن قرار تم اتخاذه لحظة الكلام (قرار مفاجئ)

- Sorry about breaking your favourite mug. **I'll buy** you a new one, I promise.-
أسف لأنني كسرت كوبك المفضل. سأشتري لك واحدًا جديدًا، أعدك بذلك
- **On second thoughts**, I think I'll leave it till the weekend. (**decision at the moment**)
بعد إعادة التفكير، أظن أنني سأؤجل ذلك حتى عطلة نهاية الأسبوع. (قرار في اللحظة)
- Send me the details ... I'll take a look.

أرسل لي التفاصيل... سألقي نظرة

2. The form of (be going to) : الخطط والنوايا المستقبلية وتتبع مبني على دليل (not formal - personal)

Affirmative	S+ is / are / am going to + V1(base) + com.
Negative	S + isn't / aren't / am not going to + V1(base).
Yes/ No questions	Is/ Are + S+ going to +V1(base)?
Wh- questions	Wh-word + is / are + S + going to +V1- base ?

We use (going to) :

- 1. to talk about existing plans or intentions for the future:
- something that has already been decided.**

استخداماتها في اللغة
تستخدم الحديث عن خطط او نوايا مستقبلية.

e.g. : I'm going to study Architecture at college.

I'm going to give these old blankets to the charity shop.

سأدرس العمارة في المعهد

- 2. to make a prediction based on evidence you have now:**

تستخدم لعمل تنبؤ مبني على دليل.

e.g. : You are going to have a busy weekend!

(I know all the things my friend has to do at the weekend.)

سيكون لديك عطلة نهاية اسبوع ممثلة (انا على علم بان كل الأشياء سيقوم بها صديقي في نهاية الاسبوع)

- 5. In pairs, discuss the pair of sentences. Explain the difference in meaning, if any. (SB.23)**

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

B. I'm going to buy a new coat today.

The Future continuous

المستقبل المستمر

3. The form of (will be + V-ing) :

Affirmative	S+ will be + V1 (ing) + com.
Negative	S+ will not be + V1 (ing) + com.
Yes/ No questions	Will + S+ be +V1 (ing) ?
Wh- questions	Wh-word + will + S+ be +V1 (ing) ?

Key words :

by 2050 , **By** next year , **By** then (future) , **By** the time + V1

in ten years , **in** two months / **at** + time + future (at 5.00 tomorrow)

This time + future (**This** time next week)

We use (will be + V-ing):

The Future Continuous

1. to talk about an action that will be in progress at a particular time in the future:

للحديث عن حدث سيكون مستمرا في وقت محدد في المستقبل.

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

في نهاية القرن. سيعيش المزيد من الناس في الريف أكثر من المدن.

- **Will you be working** on it at 5.30?
- Tomorrow at 5:00 , we **will be celebrating** .
- At this time next year , I **will be studying** English.
- In a few decades, everyone **will be growing** their own food.
- She'll **be explaining** how to understand the labels on clothes.

2. to talk about events that will happen as part of the normal course of events, or routine:

an action that is expected to happen in the normal course of events.

(SB.23)

للحديث عن الاحداث التي ستحدث كجزء من مسار الاحداث الطبيعي او الروتين.

Examples:

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

ستزور عائلتها في نهاية الاسبوع. (هي تقوم بذلك كل نهاية اسبوع)

- She'll **be explaining** how to understand the labels on clothes.
- As usual on the show, we'll be showing you how to reuse everyday items.

Note :

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

As with the Future Continuous

كما هو الحال مع الازمنة الاستمرارية - لا نستخدم الافعال الثابتة مع المستقبل المستمر

The Future Perfect Simple

المستقبل التام البسيط

4. The form of (will have + V3) :

Key words :

By + future , By 2050 , By next year , By then (future) , By the time + V1

Affirmative	S+ will have + V3 + com.
Negative	S+ will not have + V3 + com.
Yes/ No questions	Will + S+ have + V3?
Wh- questions	Wh-word + will + S+ have +V3 ?

We use (will have + V3):

1. to talk about an action that will be completed before a particular time in the future:

للحديث عن حدث سيكتمل قبل وقت محدد في المستقبل.

e.g. : In 100 years' time, half the world's languages will have disappeared.. في غضون ال 100 عام. ستختفي نصف لغات العالم..

- In 100 years' time, half the world's languages **will have disappeared**.
- By 2075 the population of the world **will have risen** to more than nine billion.
- By next year, I **will have finished** my university degree .
- Unfortunately, we **won't have arrived** by the time the restaurant **closes** at 9 p.m

The Future Perfect Continuous

المستقبل التام المستمر

5. The form of (will have been + V-ing) :

(for + number + future time)

Affirmative	S+ will have +been + V (ing) + com.
Negative	S+ will not have + been + V-(ing) com.
Yes/ No questions	Will + S+ have + been+ V-(ing)?
Wh- questions	Wh-word + will + S+ have +been+ V-(ing) ?

We use (will have been + V-ing) :

استخداماتها في اللغة

1. If we want to focus on **a duration of an action** which is still ongoing at some point in the future.
An activity which continues up to a specific point in the future .

إذا أردنا التركيز على **مدة حدث** لا يزال مستمرا في مرحلة ما في المستقبل.

e.g : I will have been living in Berlin **for three years in July**. سيكون لي مقيما في برلين لمدة ثلاث سنوات في شهر يوليو .
- By the time we reach the entrance, we'll have been waiting **for** three hours! (2008 – 2025)

Note: ملاحظة

The Future Continuous, the Future Perfect and the Future Perfect Continuous are often used with **by** (2050, next year, then, the time, etc.) and **in** (ten years, two months).

Note: ملاحظة

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

أفعال مودال أخرى يمكن استخدامها بدلا من ----- لعرض درجة الاختلاف في التأكيد.

Future forms for plans and hopes

ملاحظات

1. be + adjective + infinitive

We can use certain phrases with the structure **be + adjective + infinitive** to talk about how **probable** it is that a future prediction will actually happen:

نستخدم عبارات في هذا التركيب للحديث عن مدى احتمال حدوث تنبؤ مستقبلي بالفعل.

• **be bound / certain / sure to** (this is almost **definite**) - very probable - almost certainly **مؤكد**

- Global warming is **certain to** cause water shortages. /
- I am **sure to** come early tomorrow .
- You've done so much revision . You're **bound to** pass your exams.

• **be likely to** (this is probable - think)

هذا محتمل

It **is likely to** rain tonight .

• **be unlikely to** (this is improbable) هذا غير محتمل **not + probable - not + think**

- With such strong winds, the airport is **unlikely** to be open.
- After her injury, it's **unlikely** that Laila will reach the finals.

2. be planning to / be hoping to + infinitive or be thinking of + gerund:

We can also use other phrases to talk about the future.

للتخطيط

- For plans, we can use **be planning / hoping to + infinitive** or **be thinking of + gerund**:

Examples:

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

أخطط للطلب من شخص ما لإصلاح سيارتي

They're **hoping to do** it soon.

هم يأملون القيام بذلك قريبا

I'm **thinking of creating** a website.

أفكر في انشاء موقع على الانترنت

3. be about to + infinitive:

very soon

When something is happening **very soon**

نستخدم هذا التركيب للحديث عن حدث على وشك الحدوث (قريب جدا للحدوث) ولا يستخدم في الجملة اي دليل

- I am just **about to** start working on a project to design a shop window display.

- They're **about to** announce a new competition.

انهم على وشك الاعلان عن مسابقة جديد.

4. be due to + infinitive:

be due to + infinitive: For timetabled events

- (next week) (formal or personal) **المواعيد الثابتة**

نستخدم هذا التركيب للحديث عن احداث **مجدولة** زمنيا.

e.g. : It's **due to** go on display next week.

من المقرر ان يتم عرضه الاسبوع المقبل.

5. be to + infinitive:

(the king – the prince – the queen – the minister) **الترتيبات والتعليمات والامور المستقبلية**

For **formal or official arrangements, instructions or commands** we can use **be to+ infinitive**:

نستخدم هذا التركيب للترتيبات او التعليمات او الامور الرسمية.

- Students **are to** arrive at 7 p.m. at the auditorium.

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

سيزور الامير المستشفى الجديد وسيتحدث الى المرضى.

6. Present Simple for the future events :

S + V1 / V+s /es (formal)

- **a future arrangement with another person.** (open – close – start – end - - begin – land – take off)

- **To talk about a scedualed events or timetabled in the futre .**

للتحدث عن الأحداث المجدولة أو المرتبة حسب الجدول الزمني في المستقبل

- It **starts** at 7 p.m. in the auditorium.

- The shopping centre **opens** at 10 a.m. every morning. (2008 – 2025)

7. Present Continuous : S + am – is – are + V-ing

To talk about a future arrangement with another person.

للتحدث عن ترتيب مستقبلي مع شخص آخر

- I'm **meeting** her next week to finalise the plans.

- We're **meeting** early to go to the car boot sale.

- I'm **meeting** my cousin there at 9 a.m. to set up our stall.

Future forms for predictions

3. Look at two predictions from the texts.

Which verb form is used when there is some evidence now for the prediction?

(S.B.15 /3)

1. Such cars are already a reality and **are going to become** more common in the next few years.
2. A few lucky people **will be** rich and the rest of us will be poor.

Answer : be going to

6. Choose the correct answers to complete the sentences.

(S.B.15 - 6)

1. By 2050, software **will be able / will have been able** to predict traffic jams.
بحلول عام 2050، سيكون البرنامج قادرًا على التنبؤ بالاختناقات المرورية
2. In a few years, tablets won't exist anymore. They **will be / will have been** replaced by smartwatches.
خلال بضع سنوات، لن تكون هناك أجهزة لوحية بعد الآن. ستكون قد استُبدلت بالساعات الذكية
3. By the time today's young people retire, they **will be working / will have been working** for 70 years.
بحلول الوقت الذي يتقاعد فيه شباب اليوم، سيكونون قد عملوا لمدة 70 عامًا
4. I don't think we **will need / are going to need** passwords, as computers will be able to recognise our faces.
لا أعتقد أننا سنحتاج إلى كلمات مرور، لأن الحواسيب ستكون قادرة على التعرف على وجوهنا
5. In a few decades, everyone **will be growing / will have been growing** their own food.
خلال بضعة عقود، سيكون الجميع يزرعون طعامهم بأنفسهم

Answers: 1. will be able 2. will have been 3. will have been working
4. will need 5. will be growing

7. Complete the article with the phrases from the box.

(SB. 17 - 7)

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

What will we be eating in the future?

- By 2075 the population of the world 1 ----- to more than nine billion.
بحلول عام 2075، من المتوقع أن يرتفع عدد سكان العالم إلى أكثر من تسعة مليارات
- This 2 ----- that we will need to use more and more land for housing. We will also
ومن المحتمل أن يعني هذا أننا سنحتاج إلى استخدام المزيد والمزيد من الأراضي لبناء المساكن. كما
- need to produce more food and it 3 ----- that we will be able to produce enough
سنحتاج إلى إنتاج المزيد من الغذاء، ومن غير المرجح أن نتمكن من إنتاج ما يكفي
- meat to feed all those people without further damaging the environment. Our eating habits
من اللحوم لإطعام كل هؤلاء الناس دون التسبب في مزيد من الضرر للبيئة.
- 4 ----- change. Luckily, scientists are already working on alternatives to meat,
سيتعين علينا تغيير عاداتنا الغذائية ولحسن الحظ، يعمل العلماء بالفعل على بدائل للحوم،
- such as insects and synthetic protein. It may sound disgusting, but in a few years, all of us
مثل الحشرات والبروتين الصناعي. قد يبدو الأمر مقززًا، لكن في غضون بضع سنوات، سنكون جميعًا
- 5 ----- it!
نأكله

Answers:

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

1. Complete the sentences with the correct forms of (will or going to) and the verbs in brackets. Sometimes more than one answer is possible. (AB.12)

1. My grandfather is 89 years old, but he's in great shape, so I'm sure he's **going to live** / **'ll live** to be 100. **(live)**
 جدي يبلغ من العمر 89 عامًا، لكنه بصحة ممتازة، لذا أنا متأكد أنه سيعيش حتى يبلغ 100 عامًا
2. Many experts expect that technology ----- living conditions **(improve)**
 for people in the developing world, but there's no evidence of that.
 يتوقع العديد من الخبراء أن التكنولوجيا ستحسن ظروف المعيشة للناس في العالم النامي، لكن لا يوجد دليل على ذلك
3. Look at these statistics - they are very optimistic. Without a doubt, crime figures ----- to decrease in the near future. **(continue)**
 انظر إلى هذه الإحصاءات - إنها متفائلة جدًا. بلا شك، ستستمر معدلات الجريمة في الانخفاض في المستقبل القريب
4. Some people fear that robots ----- control of society soon, but I think that's unlikely. **(take)**
 بعض الناس يخشون أن تسيطر الروبوتات على المجتمع قريبًا، لكنني أعتقد أن ذلك غير مرجح
- Answers: 1. is going to live / will live 2. will improve 3. are going to / will continue 4. will take**

Grammar – Future Forms for Predictions : (AB.12) - (SB.17/4) - (SB.17/5)

Future Form	Function
<p>Future Continuous. (will be living – will be fighting)</p> <p>1. We'll be sleeping under the stars at this time next week. - Please don't complain. - I'll be revising while you're relaxing on the beach!</p>	<p>1 an activity in progress at a specific time in the future نشاط مستمر في وقت محدد في المستقبل</p>
<p>Future Perfect Simple. (will have stopped)</p> <p>2. Dana and Eman will have watched the entire first series by the end of today. - Unfortunately, we won't have arrived by the time the restaurant closes at 9 p.m</p>	<p>2. an activity which will be completed by a specific time in the future النشاط الذي سيكتمل قبل وقت محدد في المستقبل</p>
<p>Future Perfect Continuous. (will have been trying)</p> <p>3. By the time we reach the entrance, we'll have been waiting for three hours!</p>	<p>3. an activity which continues up to a specific point in the future النشاط الذي سيكون مستمرًا قبل وقت محدد في المستقبل</p>

Names of Tenses	Rules + Functions
<p>going to :</p> <ol style="list-style-type: none"> I'm going to turn them into shorts. I'm going to study Architecture at college. I'm going to give these old blankets to the charity shop. 	<ol style="list-style-type: none"> something that has already been decided. to make a prediction based on evidence you have now
<p>will :</p> <ol style="list-style-type: none"> Send me the details ... I'll take a look. I will take a packet of the paper straws, thanks. 	<ol style="list-style-type: none"> a future action decided now a future action decided at the moment of speaking.
<p>Future Continuous :</p> <ol style="list-style-type: none"> She'll be explaining how to understand the labels on clothes. As usual on the show, we'll be showing you how to reuse everyday items. 	<ol style="list-style-type: none"> an action that is expected to happen in the normal course of events.
<p>Present Simple :</p> <ol style="list-style-type: none"> I'm meeting her next week to finalise the plans. We're meeting early to go to the car boot sale. 	<ol style="list-style-type: none"> a future arrangement with another person
<p>Present Simple :</p> <ol style="list-style-type: none"> It starts at 7 p.m. in the auditorium. The shopping centre opens at 10 a.m. 	<ol style="list-style-type: none"> a timetabled or scheduled future event.

6. Read the rules a–d below and complete the sentences with an appropriate form. (SB.23)

Rules + Examples
<p>For Plans : we can use be planning / hoping to + infinitive or be thinking of + gerund.</p> <ol style="list-style-type: none"> So, I am hoping / am planning to set up a small business recycling and customising denim. I am thinking of selling them online once I have enough items to sell. So, I am planning to get an expert to come in and talk to the whole school about the topic.
<p>For things happening very soon : we can use be about to + infinitive.</p> <ol style="list-style-type: none"> I am just about to start working on a project to design a shop window display.
<p>For timetabled events : we can use be due to + infinitive.</p> <ol style="list-style-type: none"> It is due to go on display to the public at the beginning of next week.
<p>For formal or official arrangements, instructions or commands : we can use be to + infinitive.</p> <ol style="list-style-type: none"> Students are to arrive at 7 p.m. at the auditorium.

3. Choose the correct words to complete the sentences.

(AB.12)

In one sentence both answers are possible.

- 1 You've done so much revision you're **bound** / **unlikely** to pass your exams.
لقد قمت بالكثير من المراجعة، من المؤكد أنك ستنجح في امتحاناتك
- 2 With such strong winds, the airport is **unlikely** / **sure** to be open.
مع هذه الرياح القوية، من غير المحتمل أن يكون المطار مفتوحًا
- 3 Although we can't be certain, we think the pool is **sure** / **likely** to be busy today.
على الرغم من أننا لا نستطيع التأكد، نعتقد أن المسبح من المرجح أن يكون مزدحمًا اليوم
- 4 After her injury, it's **unlikely** / **likely** that Laila will reach the finals.
بعد إصابتها، من غير المحتمل أن تصل ليلي إلى النهائيات

Answers: 1. bound 2. unlikely 3. likely 4. unlikely

4. Complete the fact file with the forms from the box.

(AB.13)

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

Manned mission to MARS

(AB.12)

1. The Mars Explorer team ¹*will be leaving* planet Earth in late 2065.
سيغادر فريق مستكشف المريخ كوكب الأرض في أواخر عام 2065
2. By that time, they ----- for their mission for over five years.
بحلول ذلك الوقت، سيكونون قد تدرّبوا على مهمتهم لأكثر من خمس سنوات
3. They ----- how to cope with every possible technical problem.
سيكونون قد تعلموا كيفية التعامل مع كل مشكلة تقنية ممكنة
4. On launch day, millions of people ----- them set off.
في يوم الإطلاق، سيشاهد الملايين وهم ينطلقون
5. The five crew members ----- 24 hours a day together.
سيقضي أفراد الطاقم الخمسة 24 ساعة يوميًا معًا
6. They ----- taster than anyone has ever flown before.
سيطيرون أسرع من أي شخص سبق لهم الطيران
7. By the time they reach the red planet, they ----- 50 million kilometres.
بحلول الوقت الذي يصلون فيه إلى الكوكب الأحمر، سيكونون قد قطعوا 50 مليون كيلومتر
8. When they finally return to Earth, they ----- for over three years.
عندما يعودون أخيرًا إلى الأرض، سيكونون قد سافروا لأكثر من ثلاث سنوات

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

5. Write the questions.

(AB. 5. 13)

1. Will you be watching the match tomorrow?
No, I won't be watching the match tomorrow.
2. -----
Yes, Faten will have finished school by 4p.m
3. -----
I'll have been training for nine years by the time I qualify as a surgeon.
4. -----
Yes, I'll have read both books by the weekend.

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

6. USE OF ENGLISH

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

(AB.6-13)

In the not-too-distant future...

1. Driverless cars **will almost certainly reduce** the number of road accidents. **sure**
Driverless cars **are sure to reduce** the number of road accidents.
2. Powerful computers **will almost definitely become** smaller, faster and cheaper. **certain**
Powerful computers ----- smaller, faster and cheaper.
3. The human race **probably won't** go and live on another planet. **unlikely**
The human race ----- on another planet.

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

7. Complete the sentences with one word in each gap.

(AB.13)

(been - from - to - have - by)

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

Answers: 2. to 3. been 4. have 5. by 6. From

8. Complete the text with the correct forms of the verbs in brackets.

(AB.13)

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

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

2 Choose the correct forms to complete the sentences about a car boot sale.

(AB . 16)

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

Answers: 1. starts 2. am going to try 3. will be 4. am meeting 5. will

3 Look at the poster and complete the sentences with the correct forms of the verbs in brackets.

(AB . 16)

Sometimes more than one answer is possible.

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

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

4 Put the words in order to make sentences.

(AB . 21)

1. the winners / announce / they / to / are / about
They are about to announce the winners (b)
2. planning / we / go / on holiday / this summer / to / are
We are planning to go on holiday this summer. (a)
3. are / you / apologise / at once / to / !
You are to apologise at once. (d)
4. begin / is / the concert / due / at 8 p.m. / to
The concert is due to begin at 8 p.m. (c)
5. hoping / turtles and dolphins / to / we're / see
We're hoping to see turtles and dolphins (a)
6. of / my summer job / thinking / quitting / I'm
I am thinking of quitting my summer job (a)
7. the café / shut down / is / on Friday / to
The café is to shut down on Friday. (d)

5. Now match the sentences in Exercise 4 with the explanations a-d.

(AB.21)

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

2. Look at the underlined expressions.

Tick (✓) the correct ones, cross (X) those that are wrong and correct them.

(AB. 18)

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

Answers: 2. ~~X~~ - will be giving / ✓ 3. ~~X~~ will have discovered / ~~X~~ will live 4. ~~X~~ will have been working / ✓

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

(AB.18)

1. A: What are you up to later?
B: Well, I----- (hope) to finish my school project.
After that, I ----- (go) to the 'Save the Planet' lecture.
I've arranged to meet everyone at 5 p.m.
2. A: Are you ready yet? The guests ----- (arrive) soon. It's almost seven o'clock!
B: They ----- (come) at eight, not seven. Don't panic!
3. A: What do you think of the new weather app?
B: I haven't used it yet. I ----- (give) it a try later on. Then I (let) you know.
4. A: I ----- (plan) to go to the lecture on the blobfish.
What time ----- it ----- (start)?
B: At 2 p.m. So hurry up!

Answers: 1. am hoping / am going 2. will be arriving / are coming 3. will give / will let
4. am planning , does (it) start

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

Use between two and five words, including the word in bold.

AB – page 18

1. The lecture is going to start soon.

about

The lecture **is about to start**

ستبدأ المحاضرة قريباً.
المحاضرة على وشك أن تبدأ

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

bound

It's been so hot today that a storm **is bound** here.

كان الجو حاراً جداً اليوم ومن المحتمل جداً أن تكون هناك عاصفة هنا.
كان الجو حاراً جداً اليوم لدرجة أن هناك عاصفة قادمة هنا.

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

to

The bridge was closed **due to gale force winds**.

تم إغلاق الجسر بسبب الرياح العاتية.
تم إغلاق الجسر بسبب الرياح العاتية.

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

likely

Global warming **is likely worse** in 50 years.

من المحتمل أن يكون الاحتباس الحراري أسوأ خلال 50 عاماً.
من المرجح أن يكون الاحتباس الحراري أسوأ خلال 50 عاماً.

5. We have arranged to meet on Thursday morning.

planning

We are planning to meet on Thursday morning.

لقد رتبنا للقاء صباح يوم الخميس.
نحن نخطط للقاء صباح الخميس.

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

rise

Global warming **has caused a rise in** freak weather in many parts of the world.

تسبب الاحتباس الحراري في حدوث طقس غريب في أجزاء كثيرة من العالم.
تسبب الاحتباس الحراري في ارتفاع معدلات الطقس في أجزاء كثيرة من العالم.

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

SB page 9

Add extra words where necessary.

1. You ----- unless you take an umbrella.

(get / soak)

2. The world population was six billion ----- century.

(turn / 21st)

3. When you are studying till 4 a.m., you ----- exhausted the next day. (be/bound/feel)

4. People thought that the use of robots ----- such as cleaning and cooking.

But there's still a long way to go.

(do / job)

5. By the end of this month, they ----- of the company for two years. (fight/control)

6. My uncle had signed a contract and ----- an ice cream parlour when his

business partner backed out.

(be / open)

Answers:

1. will get soaked

2. at the turn of the twenty-first

3. are bound to feel

4. would do away with jobs

5. will have been fighting over the control

6. was about to / was going to open

Pronunciation

Active Pronunciation : /i:/ and /ɪ/ sounds

1. /i:/ long typically appears in words which are spelled with **ee** (e.g. seen) **ea** (e.g. please) and **ie** (e.g. piece)
2. /ɪ/ long typically appears in words which are spelled with **i** (e.g. big, window, spirit)

5 How are the underlined vowel sounds pronounced? Listen and check. (A.B.17)

- 1 jeans, heat, freak, feed
 2 middle, river, wind, humidity

6. Write the words from the box in the correct column. Listen, check and repeat. (A.B.17)

extinct freeze greenhouse habitat predict sea species similarity
 steel still sleep slip field filled wheel will
 cheap chip feeling filling list least pill peel bitten beaten
 fit feet lid lead

/ i: / feet	/ ɪ / fit extinct

Complete the discussion with phrases from the Speaking Box. Listen and check. (SB.22)

Aisha : Which poster do you prefer?

أي ملصق تفضل؟

Faten : I don't know. I'm **orn between** this one with the water bottle, and that one with the bright colours.

لا أعرف. أنا متردد بين هذا الذي يحتوي على زجاجة الماء، وذلك الذي يحتوي على الألوان الزاهية

Nadia : I can't put **my finger on it**, but the one with the water bottle doesn't **grab me**.

لا أستطيع تحديد السبب، لكن الملصق الذي يحتوي على زجاجة الماء لا يجذبني

Faten : Maybe it's just not original.

ربما ليس أصليًا بما فيه الكفاية

Aisha : I don't think this idea will really inspire people to take part. It takes a lot of effort to remember to bring in a reusable bottle. We need to think about how to motivate people to do it.

لا أعتقد أن هذه الفكرة ستلهم الناس حقًا للمشاركة. يتطلب الأمر جهدًا كبيرًا لتذكر إحضار زجاجة قابلة لإعادة الاستخدام. نحتاج إلى التفكير في كيفية تحفيز الناس على القيام بذلك

Faten : That's a **good point**, but maybe that depends on how we present the concept.

هذه نقطة جيدة، لكن ربما يعتمد ذلك على كيفية عرضنا للمفهوم

Nadia : Yes, you're **spot on**, Faten! That's why we need a poster that really makes an impact.

نعم، أنت على حق تمامًا يا فاتن! لهذا السبب نحتاج إلى ملصق يترك أثرًا حقيقيًا

Aisha : OK, let's make a decision on which poster then.

Will **we go with** the one with the bright colours?

حسنًا، دعونا نتخذ قرارًا بشأن أي ملصق سنختار. هل سنختار الملصق ذو الألوان الزاهية

Nadia : Yes, it looks **as if we agree** that one is the best idea.

نعم، يبدو أننا نتفق على أن هذا هو أفضل خيار

WRITING

A Formal Email

Read farid's email to Customer Service. What problem does he describe and what three solutions does he suggest ?

SB. 24

From : Farid Asmar

yesterday at 8:13 p.m

To : Customer Service

Subject : Reduce plastic !

Dear Sir or Madam,

I am writing to draw your attention to a pressing problem to which your stores are contributing significantly by their use of non-biodegradable plastic packaging.

أكتب إليكم لألفت انتباهكم إلى مشكلة ملحة تساهم متاجركم فيها بشكل كبير من خلال استخدامها للتغليف البلاستيكي غير القابل للتحلل

Like many others, **I am deeply concerned by** the huge quantity of plastic used to package items which simply do not require it. We are told that since the 1950s the world has produced more than eight billion tonnes of plastic, of which around 80 percent has been thrown into a landfill or left as waste in the general environment. **It is essential that** we all take immediate action to prevent this.

مثل كثيرين غيري، أشعر بقلق بالغ تجاه الكمية الهائلة من البلاستيك المستخدمة في تغليف منتجات لا تحتاج إلى تغليف أصلاً. يُقال لنا إنه منذ خمسينيات القرن الماضي، أنتج العالم أكثر من ثمانية مليارات طن من البلاستيك، تم التخلص من حوالي 80% منها في مكبات النفايات أو تركت كنفايات في البيئة بشكل عام. من الضروري أن تتخذ جميعًا إجراءات فورية لمنع استمرار ذلك

Much of this plastic is a result of unnecessary packaging. It is vital that this is reduced as much as possible. Some supermarkets have managed to cut the amount of plastic packaging by using sustainable cardboard instead of plastic, or simply by removing unnecessary plastic from tissue boxes, pizza boxes and other items. I would ask you to investigate alternative forms of packaging for your products as a matter of urgency.

الكثير من هذا البلاستيك ناتج عن التغليف غير الضروري. ومن الضروري جدًا تقليل ذلك قدر الإمكان. بعض المتاجر الكبرى نجحت في تقليل كمية التغليف البلاستيكي من خلال استخدام الكرتون المستدام بدلاً من البلاستيك، أو ببساطة عن طريق إزالة البلاستيك غير الضروري من علب المناديل وعلب البيبتزا وغيرها من المنتجات. أطلب منكم النظر في بدائل أخرى لتغليف منتجاتكم كمسألة عاجلة

In the meantime, perhaps the quickest way to start to tackle this problem would be to sell fruit and vegetables without any extra packaging, creating a plastic-free aisle, where customers could use paper bags or their own reusable containers. Around a third of consumers say that they base their buying decisions on ethical practices, so providing an opportunity to buy fruit and vegetables plastic-free could help you to win over a large number of new customers.

وفي هذه الأثناء، ربما تكون أسرع طريقة للبدء في معالجة هذه المشكلة هي بيع الفواكه والخضروات بدون أي تغليف إضافي، من خلال إنشاء ممر خالي من البلاستيك، حيث يمكن للعملاء استخدام الأكياس الورقية أو حاوياتهم القابلة لإعادة الاستخدام. حوالي ثلث المستهلكين يقولون إنهم يقررون ما يشترونه بناءً على الممارسات الأخلاقية، لذا فإن توفير خيار شراء الفواكه والخضروات بدون بلاستيك قد يساعدكم في جذب عدد كبير من العملاء الجدد

I urge you to consider these possible solutions very seriously, and do everything in your power to reduce the amount of plastic you use in packaging, to protect the planet.

I look forward to your response.

أحثكم على النظر بجدية تامة في هذه الحلول المقترحة، وبذل كل ما في وسعكم لتقليل كمية البلاستيك التي تستخدمونها في التغليف، من أجل حماية كوكب الأرض وأتطلع إلى ردكم

Yours faithfully,
Farid Asmar

وتفضلوا بقبول فائق الاحترام،
فريد أسمر

What problem does Farid describe ?

Farid describes the use of unnecessary plastic packaging.

فريد يصف استخدام التغليف البلاستيكي غير الضروري

What three solutions does Farid suggest ?

1. Using sustainable cardboards.
2. Removing unnecessary plastic .
3. Selling fruit and vegetables without any extra packaging .

استخدام الكرتون المستدام
إزالة البلاستيك غير الضروري
بيع الفواكه والخضروات بدون أي تغليف إضافي

4. Complete the Writing box.

(SB.25)

WRITING - A formal email

Greeting and signing off

تحية وتوقيع

Part one	Part two
1. () If you know the name of the person, إذا كنت تعرف اسم الشخص	c. start the letter Dear Mr/ Mrs/ Ms Haddad.
2. () If you don't know the person's name, إذا لم تكن تعرف اسم الشخص	b. start the letter Dear Sir or Madam.
3. () If you start a letter Dear Sir/Madam, إذا بدأت الرسالة بـ "السيد/السيدة المحترم"	d. end the letter Yours faithfully.
4. () If you start a letter with a name, إذا بدأت الرسالة باسم	a. end the letter Yours sincerely.

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

Structure of the email (or letter)

تركيب البريد الإلكتروني (أو الرسالة)

Part one	Part two
5. () In the introduction, في المقدمة	h. state your reasons for writing.
6. () In the main paragraphs, في الفقرات الرئيسية	f. state the problem(s) and offer solutions.
7. () In the final paragraph, في الفقرة الأخيرة	e. ask the recipient of the email/letter to take some action.
8. () Before you sign off, قبل أن تختتم الرسالة	g. mention that you expect a reply.

Answers: 5. h 6. f 7. e 8. g

Formal writing conventions

قواعد الكتابة الرسمية

Part one	Part two
9. () Don't use contractions, e.g. لا تستخدم الاختصارات	l. use I am writing not I'm writing .
10. () Avoid using phrasal verbs, e.g. تجنب استخدام الأفعال المركبة	i. use reduce rather than cut down on .
11. () Make points less personal/direct by using passives, e.g. اجعل النقاط أقل شخصية/مباشرة باستخدام المبني للمجهول	j. use We are told that rather than Some people say .
12. () Make your tone less direct by using hypothetical constructions, e.g. اجعل نبرتك أقل مباشرة باستخدام التركيبات الافتراضية	k. use I would ask you to rather than Please

Answers: 9. L 10. I 11. J 12. K

5. Read the email again. Match the underlined phrases A–D to the categories. (SB.25)

Category	Phrase
1. () Making a point forcefully. جعل النقطة اقوى	c. - it is essential that..... - the situation cannot be allowed to continue
2. () Call to action / asking for action. دعوة للعمل	d. - I urge you to..... - I would as you to - I would be grateful if you could
3. () Giving your reasons for writing. إعطاء أسبابك للكتابة.	a. - I am writing to draw your attention - I am writing to express my concern about .. - I am writing with regard to
4. () Explaining why the issue is important. توضيح سبب أهمية هذه القضية.	b. - I am deeply concerned by - I am extremely worried that - I find it unacceptable that - It is for these reasons that I

Answers: 1. c 2. d 3. a 4. b

6. Rewrite the sentences in a more formal style using the words in brackets. (SB.25)

- I heard that sea plastic is harming over 600 species. **(estimated)**
It is estimated that sea plastic litter is harming over 600 species.
يقدّر أن النفايات البلاستيكية في البحار تلحق الضرر بأكثر من 600 نوع من الكائنات الحية
- It's important to protect nature. **(vital)**
It is vital to look after nature
من الضروري جداً العناية بالطبيعة
- You've got to stop using plastic! **(urge)**
I urge you to stop using plastic .
أحثكم على التوقف عن استخدام البلاستيك
- All the best, Ibrahim. **(faithfully)**
Yours faithfully , Ibrahim (+surname)
وتفضلوا بقبول فائق الاحترام، إبراهيم (اللقب)
- I'm really bothered by the amount of plastic we use. **(concerned)**
I am deeply concerned by the amount of plastic we use.
أنا قلق جداً من كمية البلاستيك التي نستخدمها
- Get rid of plastic packaging! **(banned)**
Plastic packaging should be banned.
يجب حظر استخدام التغليف البلاستيكي
- I'm writing to tell you how bothered I am about ... **(express)**
I am writing to express my concern about....
أكتب لأعبر عن قلقي بشأن
- You should look into other options. **(ask / investigate)**
I would ask you to investigate other options.
أطلب منكم ان تبحثوا عن خيارات أخرى
- It's important to do this right away. **(essential / action)**
It is essential to take immediate action.
من الضروري اتخاذ إجراءات فورية
- You must do it now. **(done / urgency)**
This must be done as a matter of urgency.
يجب القيام بذلك كأمراً عاجلاً

7. WRITING TASK

(2008 – 2025)

Write a formal email to a coffee shop chain in your country.

(SB. 25)

Describe the problem of disposable cups and urge the chain to take action.

اكتب رسالة إلكترونية رسمية لسلسلة مقاهي في بلدك وصف مشكلة الأكواب ذات الاستخدام الواحد وحث السلسلة على اتخاذ إجراء

Dear [Coffee Shop Chain Name] Management,

السادة إدارة [اسم سلسلة المقاهي] المحترمون،

I am writing to express my concern about the environmental impact caused by the widespread use of disposable cups in your coffee shops. These cups contribute significantly to pollution and waste, harming our environment.

أكتب إليكم لأعبر عن قلقي بشأن التأثير البيئي الناتج عن الاستخدام الواسع للأكواب ذات الاستخدام الواحد في مقاهيكم. هذه الأكواب تسهم بشكل كبير في التلوث والنفايات، مما يضر بيئتنا.

I urge your company to take immediate action by promoting reusable cups, offering incentives for customers who bring their own, and exploring sustainable alternatives. Your leadership in this matter would greatly benefit both the community and the planet.

أحث شركتكم على اتخاذ إجراءات فورية من خلال تشجيع استخدام الأكواب القابلة لإعادة الاستخدام، وتقديم حوافز للعملاء الذين يحضرون أكوابهم الخاصة، والبحث عن بدائل مستدامة. سيكون لقيادتكم في هذا الأمر أثر كبير على المجتمع والكوكب.

Thank you for considering this important issue. I look forward to seeing positive changes soon.

شكرًا لكم على اهتمامكم بهذه القضية المهمة. أتطلع لرؤية تغييرات إيجابية قريبًا

Sincerely,

[Your Name]

6. You see this leaflet about the proposed construction of a new road

(AB. 6 P 19)

You agree with the objections and decide to write a letter to the council.

لقد رأيت هذا المنشور عن مشروع بناء طريق جديد. أنت توافق على الاعتراضات وقررت كتابة رسالة إلى المجلس المحلي

Say NO now!

There is a plan to construct a new road link to the town centre to improve access and help businesses including shops.

It is a BIG MISTAKE!

- It will increase noise pollution.
- Vehicle emissions will rise.
- It will damage both the environment . (Write your letter) .

Dear Sir/Madam,

السادة المحترمون ،

Re: Objections to the Proposed Construction of the New Road

الموضوع: الاعتراض على مشروع بناء الطريق الجديد

I am writing to express my strong opposition to the plan to construct a new road link to the town centre.

While the intention to improve access and support local businesses is understandable, I believe this project will cause more harm than good.

أكتب إليكم لأعبر عن معارضتي الشديدة لمشروع بناء طريق جديد يربط وسط المدينة. على الرغم من أن الهدف هو تحسين الوصول ودعم الأعمال المحلية، إلا أنني أعتقد أن هذا المشروع سيسبب أضرارًا أكثر من الفوائد

Firstly, the new road will increase noise pollution significantly, disturbing the peace of nearby residents. Secondly, vehicle emissions will rise, contributing to environmental pollution and negatively impacting public health. Lastly, the construction and increased traffic will damage the local environment, harming wildlife and green spaces.

أولاً، سيتسبب الطريق الجديد في زيادة كبيرة في التلوث الضوضائي، مما يزعج سكان المناطق المجاورة. ثانيًا، ستزداد انبعاثات المركبات، مما يؤدي إلى تلوث البيئة ويؤثر سلبًا على صحة العامة. وأخيرًا، سيؤدي البناء وزيادة حركة المرور إلى الإضرار بالبيئة المحلية، مما يؤدي الحياة البرية والمساحات الخضراء

I urge the council to reconsider this plan and explore alternative solutions that support economic growth without compromising our community's wellbeing and environment.

أحث المجلس على إعادة النظر في هذا المشروع والبحث عن حلول بديلة تدعم النمو الاقتصادي دون المساس برفاهية المجتمع وبيئته

Thank you for considering my concerns.

شكرًا لكم على اهتمامكم

Yours faithfully,

[Your Name]

Life Skills

How to give a persuasive presentation (2)

(SB.25)

كيفية تقديم عرض مقنع

Using rhetorical devices

استخدام الأدوات البلاغية

Rhetorical devices are techniques used by a speaker to make their language or arguments more persuasive or convincing.

الأدوات البلاغية هي تقنيات يستخدمها المتحدث لجعل لغته أو حججه أكثر اقناعاً.

Emotion

People tend to respond to emotional language, or an appeal to their emotions.

العاطفة

يميل الناس إلى الاستجابة للغة العاطفية، أو مناشدة عواطفهم

Rhetorical questions

A rhetorical question is asked to make a point, rather than to get an answer.

الأسئلة البلاغية

يُطرح السؤال البلاغي لتوضيح نقطة ما، بدلاً من الحصول على إجابة

Quotations

A well-selected quotation from a famous person can give your argument more weight.

الاقتباسات

يمكن للاقتباس المختار جيداً من شخص مشهور أن يمنح حججتك وزناً أكبر

Repetition

The repetition of a particular word or phrase, usually something which carries a key meaning.

التكرار

تكرار كلمة أو عبارة معينة، عادة ما يكون لها معنى رئيسي

Tripling

People seem to respond to information in threes, so speeches often list three similar things, or make three similar points.

المضاعفة ثلاث مرات

يبدو أن الناس يستجيبون للمعلومات في شكل ثلاثي، لذلك غالباً ما تدرج الخطابات ثلاثة أشياء متشابهة، أو تشير إلى ثلاث نقاط متشابهة

LISTENING

You are going to hear four short recordings. Read questions 1–4 and the possible answers.

Then listen and choose the correct answer for each recording.

(AB 5 P 19)

1. You are going to hear a radio weather forecast. What does the presenter announce?

- a. It is about to snow in the south. b. The weather will get better.
c. Temperatures are below 5°C everywhere.

2. You are going to hear two friends talking about something. What are they discussing?

- a. Which animal to sponsor. b. Which animal photo to put on a website.
c. Which animals are in the greatest danger of extinction.

3. You are going to hear a student talking to a teacher.

Why did the student choose this volunteering project?

- a. It was recommended to him. b. It will help him to learn people skills.
c. He would like to work with animals.

4. You are going to hear a young woman talking about a hobby. How does she feel about it?

- a. She finds it boring. b. She finds it addictive.
c. She would like to be better at it.

Complete the advice in the Life Skills box with one word in each gap.
Then listen again and check.

(SB 4 P 24)

LIFE SKILLS : How to give a persuasive presentation (1)

كيفية تقديم عرض تقديمي مقنع

Planning and delivery

التخطيط والتنفيذ

Focus on getting across just one key **1 message**. Everything you say should clearly relate to this.

ركز على إيصال رسالة رئيسية واحدة فقط. يجب أن يكون كل ما تقوله مرتبطاً بوضوح بهذه الرسالة

1. Plan a strong **2 beginning** and **3 ending**. Practise exactly what you're going to say at these points.

خطط لبداية قوية ونهاية قوية. تدرب على ما ستقوله بالضبط في هاتين النقطتين

2. It's vital to **connect** **4** with the audience. You can do this through:

من الضروري التواصل مع الجمهور. يمكنك القيام بذلك من خلال :

a- keeping good eye contact

الحفاظ على تواصل بصري جيد

b- engaging them with some **surprising** **5** facts, saying something funny, or telling a **personal** **6** anecdote.

جذب انتباههم ببعض الحقائق المفاجئة، قول شيء مضحك، أو سرد قصة شخصية قصيرة

c- making your voice sound **enthusiastic** **7**

اجعل صوتك يبدو متحمساً

d- using **visual** **8** aids and props.

استخدام الوسائل البصرية والأدوات المساعدة

1. Complete the following idiom : **To ----- your head in the sand.**

- a. put b. bury c. carry d. conceal

2. Complete the following idiom : **like a ----- rag to a bull.**

- a. blue b. black c. red d. green

3. Complete the following idiom : **as ----- as a bat**

- a. blind b. deaf c. cross-eyed d. one-eyed

4. Complete the following idiom : **have a ----- memory**

- a. bat b. bull c. shark d. fish

5. ----- means "**an imaginary place where life is extremely difficult**"

- a. mamals b. destopia c. reptile d. scales

6. ----- means "**someone who illegally catches animals**"

- a. predator b. marine c. poacher d. invertebrate

7. ----- means "**related to the sea**"

- a. furry b. slimy c. nocturnal d. marine

8. ----- means "**usually alone**"

- a. solitary b. destopia c. reptile d. scales

9. The word that means "**awake and active at night**" is -----

- a. furry b. nocturnal c. slimy d. marine

10. The word that means "**covered in thick, soft hair**" is -----

- a. slimy b. furry c. marine d. nocturnal

11. The word that means "**covered in liquid**" is -----

- a. predator b. marine c. slimy d. invertebrate

12. The word that means "**without a backbone**" is -----

- a. predator b. marine c. poacher d. invertebrate

13. Insects are ----- because they do not have a backbone.

- a. invertebrate b. nocturnal c. slimy d. marine

14. Goldfish are ----- creatures that many people keep as pets.
a. predator b. marine c. poacher d. invertebrate
15. I don't like holding fish because they are cold and -----
a. solitary b. destopia c. reptile d. slimy
16. Tortoises are----- creatures and are usually seen alone.
a. solitary b. destopia c. reptile /solitary d. scales
17. Children love small----- animals like rabbits and guinea pigs
a. slimy b. furry c. marine d. nocturnal
18. Owls are----- animals that can see very well at night.
a. slimy b. furry c. marine d. nocturnal
19. 80 percent of the energy we consume is provided by ----- which pollute the atmosphere.
a. soil erosion b. fossil fuels c. exhaust fumes d. vehicle emissions
20. Deforestation causes----- because tree roots are no longer in place to bind the earth together.
a. acid rain b. soil erosion c. toxic waste d. global warming
21. It is claimed that----- from cars kill twice as many people as accidents caused by vehicles.
a. exhaust fumes b. habitat loss c. ozone layer d. climate change
22. Up to 300 homes can be powered by one, wind turbine using -----.
a. high humidity b. soil erosion c. renewable energy d. acid rain
23. Habitat loss is the greatest threat to ----- which are close to extinction
a. heavy snow b. chemical waste c. endangered species d. water use
24. For safety reasons, ----- must be stored in sealed containers underground
a. toxic waste b. habitat loss c. ozone layer d. climate change
25. Up to 300 homes can be powered by one, ----- using renewable energy
a. high humidity b. soil erosion c. global warming d. wind turbine
26. ----- damages buildings, forests, and kills fish
a. fossil fuels b. soil erosion c. acid rain d. global warming
27. The gradual increase in the Earth's temperature is called -----
a. fossil fuels b. soil erosion c. global warming d. ozone layer
28. The disappearance of areas that are home to plants and animals is called loss of -----
a. waste b. erosion c. habitat d. temperature
29. Poisonous gases produced by transport engines are called -----
a. heavy snow b. chemical waste c. endangered species d. vehicle emissions
30. Coal, oil and gas are examples of -----
a. toxic waste b. habitat loss c. ozone layer d. fossil fuels
31. Rain that contains lots of pollutants is called-----.
a. high humidity b. soil erosion c. renewable energy d. acid rain
32. ----- are types of animals in danger of extinction.
a. endangered species b. soil erosion c. global warming d. ozone layer
33. What used to be the Aral Sea in Kazakhstan is now just a dry desert with----- heat and only camels.
a. chemical b. habitat c. fossil d. blistering
34. Apart from the overuse of pesticides and water, clothes manufacturing also produces a lot of -----
a. heavy snow b. water use c. toxic waste d. ozone layer
35. The word in bold that is correctly stressed is -----
a. ozone **layer** b. **acid** rain c. **global** warming d. wind **turbine**

36. The underlined word that is correctly stressed is -----

- a. climate change b. soil erosion c. industrial waste d. endangered species

37. The word in bold that is correctly stressed is -----

- a. renewable **energy** b. exhaust **fumes** c. water **scarcity** d. greenhouse **gases**

38. The underlined word that is correctly stressed is -----

- a. toxic waste b. vehicle emissions c. ozone layer d. habitat loss

39. The word that is pronounced as /i:/ is -----

- a. species b. heavy c. fuels d. erosion

40. The word that has a short vowel /ɪ/ is -----

- a. haet b. feed c. big d. piece

41. The word that is pronounced as /ɪ/ is -----

- a. jeans b. tea c. spirit d. please

42. The word that has a long vowel /i:/ is -----

- a. freeze b. habitat c. fossil d. toxic

43 I'm torn between a new drinking fountain **and** a plastic recycling bin.

The underlined words above express -----

- a. agreement b. indecision c. reaching a decision d. disagreement

44. You're spot on!

The language function of the above sentence is expressing -----

- a. agreement b. indecision c. reaching a decision d. disagreement

45. It doesn't grab me.

The language function of the above sentence is expressing -----

- a. agreement b. indecision c. disagreement d. reaching a decision

46. It looks as if we agree that the first poster is more suitable.

The underlined words above express -----

- a. agreement b. reaching a decision c. indecision d. disagreement

47. I'm ----- the fence about it to be honest.

- a. about b. in c. over d. on

48. I can't put my ----- on it, but ...

- a. hand b. arm c. finger d. leg

49. Yes, you're -----, Faten! That's why we need a poster that really makes an impact.

- a. as if we agree b. spot on c. grab me d. torn between

50. I am writing to express my concern about.....

You use the underlined words in writing to -----

- a. state your reasons for writing in the introduction b. mention that you expect reply before you sign off
c. sign off with an appropriate farewell d. begin with an appropriate formal greeting

51. Dear Sir/Madam

You use the underlined words in writing to -----

- a. state your reasons for writing in the introduction b. mention that you expect reply before you sign off
c. sign off with an appropriate farewell d. begin with an appropriate formal greeting

52. Yours faithfully,

The underlined phrase can be replaced by -----

- a. Yours sincerely b. Your response c. Dear Mrs Musa d. Hi, dear

53. The correct option that follows formal writing conventions is -----
 a. You'll b. they are c. I'm writing d. Hi, dear
54. The sentence which expresses "making a point forcefully" is -----
 a. It is essential that c. I am writing to draw your attention to
 b. I am deeply concerned by. d. I urge you.
55. The sentence which expresses "explaining why the issue is important" is -----
 a. It is essential that c. I am writing to draw your attention to
 b. I am deeply concerned by. d. I urge you.
56. We use the following sentence: "I am writing to draw your attention to", to express -----.
 a. call to action/asking for action c. explaining why the issue is important
 b. making a point forcefully d. giving your reasons for writing
57. To make a persuasive presentation, you should focus on getting across just one key-----
 a. message b. beginning c. connect d. ending
58. To make a persuasive presentation, it's vital to ----- with the audience
 a. ending b. message c. visual d. connect
59. They wanted to publish a book, start a rock band, travel across Asia.
 The above sentence is an example of ----- in a persuasive presentation.
 a. emotion b. quotation c. tripling d. repetition
60. The idiom "as blind as a bat" is used -----
 a. to describe something that is guaranteed to make another person angry
 b. to describe someone who can't find something that's right in front of them
 c. to describe someone who has a short memory
 d. to ignore a problem in the hope that it will go away
61. The idiom "like a red rag to a bull" means -----
 a. to describe something that is guaranteed to make another person angry
 b. to describe someone who can't find something that's right in front of them
 c. to describe someone who has a short memory
 d. to ignore a problem in the hope that it will go away
62. The idiom "to bury your head in the sand" means -----
 a. to describe something that is guaranteed to make another person angry
 b. to ignore a problem in the hope that it will go away
 c. to describe someone who has a short memory
 d. to describe someone who can't find something that's right in front of them
63. Complete the following idiom : "like a red rag to a -----."
 a. shark b. spider c. fish d. bull
64. Complete the following idiom : "as blind as a /an -----."
 a. spider b. bat c. bull d. earthworm
65. The function of the signposting phrase 'In other words, ...' is -----
 a. to paraphrase what is just said c. concluding
 b. introducing the topic d. indicating another example
66. The function of the signposting phrase 'So, to sum up, ...' is -----
 a. to paraphrase what is just said c. concluding
 b. introducing the topic d. indicating another example
67. The signposting phrase which indicates to a sequencing an argument is -----
 a. I'm going to be talking about ... c. ... whereas ...
 b. So, to sum up, ... d. The second thing is ...

68. The signposting phrase which indicates to introducing the topic is -----

- a. I'm going to be talking about ...
 b. So, to sum up, ...
 c. ... whereas ...
 d. The second thing is ...

1	B	8	A	15	D	22	C	29	D	36	C	43	B	50	A	57	A	64	B
2	C	9	B	16	C	23	C	30	D	37	A	44	A	51	D	58	D	65	A
3	A	10	B	17	B	24	A	31	D	38	D	45	C	52	A	59	C	66	C
4	D	11	C	18	D	25	D	32	A	39	A	46	B	53	B	60	B	67	D
5	B	12	D	19	B	26	C	33	D	40	C	47	D	54	A	61	A	68	A
6	C	13	A	20	B	27	C	34	C	41	C	48	C	55	B	62	B		
7	D	14	B	21	A	28	C	35	B	42	A	49	B	56	D	63	D		

Grammar

- By 2050, software ----- traffic jams
 a. is going to predicting b. is to predict c. will be able to predict d. predicts
- In a few years, tablets won't exist anymore. They ----- replaced by smartwatches
 a. will b. are going to c. will have been d. unlikely to
- By the time's today young people retire, they ----- for 70 years
 a. will be working b. will have been working c. will working d. are to work
- I don't think we ----- passwords as computers will be able to recognize our faces.
 a. are sure to need b. are going to need c. will have nedded d. will need
- In a few decades, everyone ----- their own food.
 a. will have grown b. will be growing c. are growing d. will have been growing
- You've done so much revision you ----- to pass your exams.
 a. are b. are thinking c. are due d. are bound
- With such strong winds, the airport ----- to be open.
 a. is likely b. is sure c. is unlikely d. is thinking
- Although we can't be certain, we think the pool ----- to be busy today
 a. is bound b. is sure c. is unlikely d. is thinking
- After her injury, it ----- that Laila will reach the finals.
 a. is likely b. is sure c. is unlikely d. is hoping
- My grandfather is 89 years old, but in great shape, so I'm sure he ----- to be 100.
 a. lives b. will live c. lived d. is living
- Many experts expect that technology ----- living conditions for people in the developing world, but there is no evidence of that.
 a. is due improve b. is improving c. will improve d. is going to improve
- Look at these statistics – they are very optimistic. Without a doubt, crime figures ----- to decrease in the near future.
 a. are continuing b. are going to continue c. are thinking d. continue
- Some people fear that robots ----- control of society soon, but I think that's unlikely
 a. is taking b. will take c. are taking d. are taking
- The Mars Explorer team ----- planet Earth in late 2065
 a. will have leaving b. will left c. is thinking d. will be leaving
- On launch day, millions of people ----- .The Mars Explorer team set off.
 a. hoping watch b. thinking to watch c. will be watching d. is going to watch
- By the time they reach the red planet, they ----- over 50 million kiolmetres.
 a. will cove b. will have covered c. are to cover d. hoping to cover

17. When they finally return to Earth, they ----- over three years
 a. will travel b. planning to cover c. will have been travelling d. thinking of cover
18. The monthly sale ----- at 10a.m .
 a. is starting b. starts c. hoping to start d. thinking of start
19. As usual, they ----- tickets at the gate.
 a. are selling b. selling c. will be selling d. are thinking to sell
20. I ----- my cousin there at 9a.m to set up our sale.
 a. will meet b. am meeting c. meeting d. will have met
21. My dad ----- meat for 10 years today.
 a. won't be eating b. is hoping eating c. won't have been eating d. eats
22. We ----- this computer for four years this year.
 a. will have b. are going to have c. are having d. will have had
23. I can't see you at 6 tomorrow. I ----- basketball as usual.
 a. will have played b. will play c. am thinking to play d. will be playing
24. The sentence "We'll be sleeping under the stars at this time next week." indicates -----
 a. an activity in progress at a specific time in the future. c. for formal or official arrangements
 b. timetabled events d. something taht is happening very soon
25. The sentence "They're about to announce a new competition " indicates -----
 a. something taht is unlikely to happen c. for formal or official arrangements
 b. something that is happening very soon d. Actions in progress at the time of speaking
26. The sentence "It's due to go on display next week." indicates -----
 a. an activity in progress at a specific time in the future. c. timetabled events
 b. for formal or official arrangements d. something taht is happening very soon
27. The sentence "The prince is to visit the new hospital and talk to the patients." indicates -----
 a. timetabled events c. prediction without an evidence
 b. something taht is happening very soon d. for formal or official arrangements
28. The sentence "Dana and Eman will have watched the entire first series by the end of today " indicates --
 a. an activity which will be completed by a specific time in the future c. timetabled events
 b. prediction based on opinion d. something taht is happening very soon
29. "Driverless cars will almost certainly reduce the number of road accidents. "
 The underlined words can be replaced by -----
 a. are due to b. are sure to reduce c. are unlikely to reduce d. are to reduce
30. "Powerful computer will almost definitely become smaller, faster and cheaper "
 The underlined words can be replaced by -----
 a. are due to b. are sure to c. are certain to d. are to
31. "The human race probably won't go and live on another planet "
 The underlined words can be replaced by -----
 a. are about to b. are sure to c. are unlikely d. are likely to
32. The sentence "I'm going to give these old blankets to the charity shop " indicates -----
 a. an action that is expected to happen in the normal course of events. c. scheduled and timetabled events.
 b. something that has already been decided d. a future action decided at the moment of speaking
33. The sentence "The shopping centre opens at 10a.m. " indicates -----
 a. a future action decided at the moment of speaking. c. a future arrangement with another person.
 b. scheduled and timetabled events. d. something that has already been decided.
34. The sentence "We're meeting early to go to the car boot sale." indicates -----
 a. scheduled and timetabled events. c. a future arrangement with another person.
 b. a future action decided at the moment of speaking. d. something that has already been decided .

35. The sentence “ **I will take a packet of paper straw, thanks.** “ indicates -----
 a. a future arrangement with another person. c. a future action decided at the moment of speaking.
 b. an action that will be completed at a specific time in the future. d. scheduled and timetabled events.
36. The sentence “ **As usual in the show, we’ll be showing you how to reuse everyday items** “ indicates
 a. an action that is expected to happen in the normal course of events. c. a future action decided now.
 b. an action that will be completed at a specific time in the future. d. scheduled and timetabled events.
37. The sentence “ **Send me the details ... I’ll take a look.** “ indicates -----
 a. scheduled and timetabled events. c. a future arrangement with another person.
 b. a future action decided at the moment of speaking. d. something that has already been decided .
38. The sentence “ **You are to apologise at once!** “ indicates -----
 a. scheduled and timetabled events c. instructions or commands
 b. plans. d. a future arrangement with another person
39. The sentence “ **The concert is due to begin at 8 p.m.** “ indicates -----
 a. instructions or commands c. when something is happening very soon
 b. a future arrangement with another person. d. timetabled events.
40. “ **Within 20 years, we will have stopped fighting over oil** “ The underlined tense is
 a. future perfect b. future continuous c. future simple d. futire perfect continuous
41. “ **With luck, no one will be living in this way within a few decades** “ The underlined tense is
 a. future perfect b. future continuous c. future simple d. futire perfect continuous
42. **I hope that ----- the age of 30, I’ll be running my own successful tech business.**
 a. on b. from c. by d. in
43. **Five years ----- now, Kamal will have gained his degree in astrophysics.**
 a. at b. in c. on d. from
44. **Is Abeer likely to ----- for her behaviour?**
 a. appologising b. appologise c. appologised d. appolpgies
45. **He’s thinking ----- doing a research about mamals behaviour.**
 a. on b. to c. of d. in
46. **I’m planning ----- visit Aqaba next week.**
 a. to b. of c. in d. at
47. **We’re hoping ----- finish this unit within three days.**
 a. of b. by c. at d. to
48. The sentence which indicates “ **a timetabled or scheduled events** “ is -----
 a. The plane is due to take off at 9:00. c. The plane is likely take off at 9:00.
 b. The plane will take off at 9:00. d. The plane is about to take off at 9:00.
49. The sentence which indicates “ **a prediction based on opinion or expectation** “ is -----
 a. The plane is due to take off at 9:00. c. I think the plane is likely take off at 9:00.
 b. The plane will take off at 9:00. d. The plane is about to take off at 9:00.
50. The sentence which indicates “ **a future arrangement with another person.** “ is ----- .
 a. We’re meeting tonight to go shopping c. We’ll go shopping tonight
 b. We’re going to go shopping tonight d. We’re to go shopping tonight

1	C	2	C	3	B	4	D	5	B	6	D	7	C	8	C	9	C	10	B
11	C	12	B	13	B	14	D	15	C	16	B	17	C	18	B	19	C	20	B
21	C	22	D	23	D	24	A	25	B	26	C	27	D	28	A	29	B	30	C
31	C	32	B	33	B	34	C	35	C	36	A	37	B	38	C	39	D	40	A
41	B	42	C	43	D	44	B	45	C	46	A	47	D	48	A	49	B	50	A

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(2026 - 2025)

High Note 4

جيل 2009

Unit 3

Influences

Jordan

**High
Note**

Emad Abu Alzumar

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Influences

(التأثيرات – العوامل المؤثرة)

Vocabulary and Grammar

1. 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 الأمور
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 (2008 – 2025) كن وسيط السلام
9. to speak to somebody angrily about something wrong that they have done	-tell somebody off بنتقد شخص ما

Rami -----, whenever arguments happen, he resolves conflicts. (2025)

A) blows things out of proportion

B) spells out

C) is the peacemaker

D) burst into tears

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**

We usually spend time together, talk about our day, and support each other when needed. Of course, like any family, we sometimes disagree, but we always try to solve problems calmly and respectfully.

I believe your position in the family can affect your personality. For example, **being the oldest child** often means you have more responsibilities.

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 شقياً جداً وكنت أعيب 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 حقاً، 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 رائعاً في المدرسة، وأختي هي مهرجة العائلة. أنا؟ لست متأكدًا حقاً من دوري. أنا بالتأكيد صانع السلام عندما يتجادل أخي وأختي. إنهم صاخبون وعاطفيون حقاً، بينما أنا أميل إلى الاحتفاظ بمشاعري لنفستي، حقاً. لا انفجر 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 اشقياء 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** للبقاء على قيد الحياة.

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 و**ظل جائعاً** لعدة أيام، قبل أن يقابل صديقاً آخر يدعى جاك دوكنيز. أظهر لأوليفر الطريق إلى المدينة. قدم جاك أوليفر إلى رجل عجوز يُدعى 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 ليقدموا 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 لصووص.

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 والدة 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 19th 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 manager 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 ?

They 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

Poverty limits access to education, healthcare, and basic needs, making life more difficult and reducing opportunities for a better future .

الفقر يحد من الوصول إلى التعليم والرعاية الصحية والاحتياجات الأساسية، مما يجعل الحياة أكثر صعوبة ويقلل من الفرص لمستقبل أفضل.

Can there be any positive outcomes to being poor ?

Yes, being poor can sometimes build resilience, creativity, and encourage self-confidence.

نعم، يمكن أن يؤدي الفقر أحياناً إلى بناء القدرة على التحمل، والإبداع، ويشجع على الاعتماد على النفس .

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 end 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 make ends meet hand-to-mouth	1. to have just enough money to buy what you need	مستوى الكفاف - العيش بالكاد تدبر امورك المالية بصعوبة بالكاد يجد ما يأكله
living day-to-day	2. dealing with things without thinking about the future	العيش يوماً بيوم
went hungry	3. didn't have enough food	جائع
huddled together gathered together	4. sat or stood very close to other people	يتجمعون مع بعض
beg	5. ask for money or food from strangers	يتسول
skinny malnourished	6. very thin	نحيف من سوء التغذية
feel at home a sense of belonging	7. be comfortable in a particular place	الشعور بالانتماء
housekeeper	8. a person whose job is to look after a house	مدير منزل
orphan	9. a child whose parents have died	يتيم

READING

Read the article and complete the notes with 1–4 words in each gap.

AB – P 27 – 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 تكون 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 – P 27

سلوك وصفات شخصية

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

SB- P 29

Are there any which could be both ?

Positive adjectives	صفات ايجابية	Negative adjectives	صفات سلبية
capable	قادر	bigoted	متحيز بشدة - متعصب
compassionate	عطوف / رحيم	conceited	مغرور - متكبر - معجب بنفسه
charming	ساحر في الاسلوب والشخصية جذاب - فائن	hypocritical	منافق
passionate	شغوف / متحمس	immature	غير ناضج
sincere	صادق / مخلص	pushy	انتهازي - متعطرس - متطفل وملح بطريقة مزعجة
trustworthy	جدير بالثقة		
dedicated	متفاني - مخلص		
idealistic	مثالي		
inspirational	ملهم		
modest	غير متكبر - معتدل - متواضع	defensive	دفاعي / هجومي (ايجابي)
decent	محترم / خلوق / كريم - محتشم		
tough	صارم / قاسي	tough	صارم / قاسي

Match the words from the box with their definitions.

AB – page 27 -2

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

word	Definition
conceited	telling people how great you are. إخبار الناس بمدى روعتك / التباهي بنفسك
pushy	determined to get what you want عازم على الحصول على ما تريد
passionate	feeling very strongly about something الشعور القوي تجاه شيء معين / الشغف بشيء ما
modest	not talking in a proud way about your achievements عدم التحدث بفخر عن إنجازاتك / التواضع
hypocritical	saying one thing, but doing something different قول شيء وفعل شيء مختلف / النفاق
trustworthy	can always be trusted يمكن الوثوق به دائماً / جدير بالثقة
tough	able to deal with difficult situations قادر على التعامل مع المواقف الصعبة
bigoted	intolerant of other people beliefs and practices غير متسامح مع معتقدات وممارسات الآخرين

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

Choose the correct words to complete the sentences.

AB – page 27 -1

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.
2. 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.
3. 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.
4. 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.
5. Truly **dedicated / pushy** musicians are constantly practising.
5. الموسيقيون **المتفانون/المندفعون** يتدربون باستمرار.
6. 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**؟
7. Nawal proved she was **compassionate / charming** by volunteering to help out at an animal shelter.
7. أثبتت نوال أنها كانت **حنونة / ساحرة** من خلال التطوع للمساعدة في ملجأ للحيوانات.
8. 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.
9. Omar would always get **defensive / trustworthy** if a teacher criticised his written work.
9. يصبح عمر دائماً **دفاعياً / جديراً بالثقة** إذا انتقد المعلم عمله المكتوب.
10. 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

Use the words from Exercise 2 to complete the descriptions.

AB – page 27 -3

جدير بالثقة قاسي انتهازي عاطفي متواضع منافق مغرور متعصب
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. (2025)
 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

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 **تكتره** 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 بدلاً من أن يكونوا شخصيات يمكننا التطلع إليها، يتبين أنهم **منافقون** تماماً! يقولون شيئاً واحداً ثم يفعلون شيئاً مختلفاً تماماً! إنه يقودني إلى الجنون.

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،
تظهر في الأخبار أحيانًا قصص عن مواطنين محترمين يساعدون النساء المسنات في عبور الطريق،
and 2----- individuals who are concerned about others do make the news from time
وأشخاص متعاطفين يهتمون بالآخرين تكون قصص واخبار من وقت لآخر
to time. 3 ----- people who perform heroic acts without 4 -----
الأشخاص المتواضعين الذين يقومون بأعمال بطولية دون ضجة أو تفاخر
and telling everyone about it can be interesting. However, the stories in some types of newspapers
واخبار الجميع عنها يمكن ان يكون شيء ممتع ومع ذلك، فإن الأخبار في بعض أنواع الصحف
and websites are often about 5 ----- , attention-seeking individuals, who
والمواقع الإلكترونية غالبًا ما تكون عن أشخاص متسلطين يسعون لجذب الانتباه
simply love 6 ----- off. Some of these celebrities even have their own TV shows. Why
ويحبون التباهي. بعض هؤلاء المشاهير لديهم حتى برامجهم التلفزيونية الخاصة
should the public be interested in who they row with? People like this are a bad 7-----
لماذا يجب أن يهتم الناس بمشاكلهم وخلافاتهم؟ إن أشخاصًا كهؤلاء يعتبرون قدوة سيئة
on young people. Surely, we shouldn't 8 ----- them and give them celebrity status!
للشباب. ومن المؤكد أنه لا ينبغي لنا أن نمجدهم أو نمنحهم مكانة المشاهير

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.
فقدت أعصابي مع أختي الليلة الماضية. عادة ما أتحكم في نفسي
2. He's **the peacemaker / capable** and always does his best to resolve arguments.
هو صانع السلام، ودائمًا يبذل قصارى جهده لحل الخلافات
3. A good friend should never **talk about / fall out with** you behind your back.
الصديق الجيد لا يجب أبدًا أن يتحدث عنك من وراء ظهرك
4. She doesn't earn much money and finds it hard to **make ends meet / live hand-to-mouth**.
هي لا تكسب الكثير من المال وتجد صعوبة في تغطية نفقاتها
5. They are both very **defensive / sincere** and always tell the truth.
كلاهما صادق جدًا ودائمًا يقولان الحقيقة
6. I **admire / loathe** the people who behave like that. What she did was unacceptable!
أنا أكره الناس الذين يتصرفون بهذه الطريقة. ما فعلته كان غير مقبول
7. You can always count on her. She's the most **trustworthy / compassionate** person I know.
يمكنك دائمًا الاعتماد عليها. إنها أكثر شخص يمكن الوثوق به أعرفه

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

Vocabulary extension

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

AB – page 22 - 1

clash flunk relocate row sibling

word	Definition
clash	صدام / اشتباك / خلاف قوي
flunk	يرسب / يفشل
relocate	ينتقل إلى مكان آخر (للعيش أو العمل)
row	شجار أو مشادة كلامية صاخبة
sibling	شقيق أو شقيقة (أخ أو أخت)

2. Complete the sentences with the correct form of the words from Exercise 1. AB – page 22 - 2

clash flunk relocate row sibling

1. You must work hard or you might ----- your exams.
يجب أن تعمل بجد وإلا قد ترسب في امتحاناتك
2. When he was younger, my grandfather had to ----- to Egypt when he was offered a job there.
عندما كان جدي أصغر سنًا، اضطر للانتقال إلى مصر عندما عُرضت عليه وظيفة هناك
3. I have always got on well with my sisters and we never had ----- when we were younger.
لطالما كانت علاقتي جيدة بأخواتي، ولم يحدث بيننا شجار عندما كنا صغارًا
4. My mother has five ----- , two boys and three girls!
أمي لديها خمسة أشقاء، ولدان وثلاث بنات
5. Ali's brothers are very different and they often ----- about which book to choose at a library, for example.
إخوة علي مختلفون جدًا، وغالبًا ما يختلفون حول أي كتاب يختارونه في المكتبة، على سبيل المثال

1. flunk 2. relocate 3. row 4. siblings 5. clash

Complete the second sentence using the word in bold so that it means the same as the first one. Use between two and five words, including the word in bold. AB – page 20 - 4

1. When my little brothers argue, I always stop them! **PEACEMAKER**
When my little brothers argue, I act as the peacemaker.
عندما يتجادل إخوتي الصغار، أتصرف كصانع للسلام
2. My grandparents look after us really well when we visit them. **FUSS**
My grandparents always make a big fuss of us.
أجدادي دائمًا يهتمون بنا كثيرًا ويبالغون في إظهار محبتهم لنا
3. A boy at my school often says things to make people angry. **WIND**
A boy at my school always tries to to wind people up.
ولد في مدرستي يحاول دائمًا استفزاز الآخرين
4. The teacher got angry after the children behaved badly in class. **MESS**
The teacher got angry when the class was a mess.
غضب المعلم عندما كانت الفصول في حالة من الفوضى
5. When he was little, my brother used to react badly to silly things. **BLOW**
When he was little, my brother used to blow things out of proportion.
عندما كان صغيرًا، كان أخي يبالغ في الأمور

Listen to some pairs of sentences, paying particular attention to how the underlined words differ from each other. What do you notice about their pronunciation? AB – page 22 - 4

1. a. **Some** people pick up a book in order to learn something new or find out information.
→ /səm/ لا تحمل أي تشديد أو تركيز، فهي تُنطق غالبًا في صورتها الضعيفة
- b. It contains **some** really inspirational ideas about how to make the most of your life.
→ /sʌm/ تُنطق بصيغة أقوى لأنها تُستخدم هنا لتأكيد أن الأفكار
2. a. Faisal, let's start with **you**.
→ /ju:/ (strong form) كلمة "you" في نهاية الجملة تكون مهمة ومُشدد عليها أي تُقال بصوت واضح
- b. Can **you** believe that?
→ /jə/ أو /ju/ كلمة "you" تُستخدم هنا ضمن سؤال سريع، وغالبًا تُنطق بصيغة ضعيفة

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.

"Will" تُستخدم أحياناً لتعبير عن عادات حالية أو سلوكيات نمطية معتادة لشخص ما
"Will" هنا لا تعني المستقبل، بل تعني أن هذا السلوك متكرر وطبيعي منه

- 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.

used to – would

used to : تستخدم للحديث عن عادات او حالات دائمة كانت تحدث في الماضي ولكنها لم تعد تحدث الان .
يمكن ان تستخدم مع الافعال الحركية والافعال غير الحركية (الثابتة) ولا نحتاج ان نحدد معها وقت . (تنفع لكل شيء في الماضي)
Would : تستخدم للحديث عن عادات متكررة في الماضي – ولكن فقط مع الافعال الحركية وليس مع الحالات ولا تستخدم مع افعال مثل: Like – know – have – be
عادة نحدد وقت معين مع الاستخدام
would – used to : يمكن استخدامهما لفعل يتكرر في الماضي

I **used to** play football . We **used to** be close friend .
My grandfather **would** tell us stories before bed

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**)

عندما كنا أصغر سنًا، كنت أنا وأختي نتشارك غرفة نوم

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

(**stay**)

كيف كنت تتواصل مع أصدقائك قبل أن تحصل على الهاتف؟

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

(**make**)

كان أخي أصغر فرد في العائلة، وكان الجميع يبالغون في الاهتمام به

4. When I was young, I ----- I would ever become an adult.

(**not think**)

عندما كنت صغيرًا، لم أكن أظن أنني سأصبح بالغًا في يوم من الأيام

5. When Rula was younger, she ----- crying for no reason.

(**suddenly/start**)

عندما كانت رُلى أصغر سنًا، كانت تبدأ فجأة في البكاء بدون سبب

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.'

"حسنًا، هو دائمًا يقود بسرعة زائدة كلما قاد السيارة"

2. 'Jameel is thinking of travelling again . '

(**2025**)

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

"نعم، حسنًا، هو لا يبقى في مكان واحد لأكثر من بضعة أشهر"

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

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

"هذا ليس مفاجئًا. كان يروي أكثر القصص سخفًا"

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

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

"حسنًا، هي تُصر على الاستماع إلى الموسيقى الصاخبة دائمًا"

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

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

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 ويأتي بعدها فعل
which	لغير العاقل
who(m)	للعاقل – المفعول به ويأتي بعدها فاعل ثم فعل
Where	للمكان
when	للزمان
whose	للملكية وتأتي بين اسمين
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 أو 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**:

عندما يكون ضمير الوصل هو المفعول به لجمل الوصل يمكننا حذف **who , which , that**

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**:

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

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 أو 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 أو اذا كانت في وسط الجملة أو في البداية أو النهاية ولا نستخدم **that** ابدا في جمل الوصل الغير محددة

Prepositions in relative clauses :

حروف الجر في جمل الوصل

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

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 . (2025)
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
The phone **that I always carry with me** was a gift from my brother.
2. a person you admire
My aunt, **who is a doctor**, works in remote villages to help the poor.
3. a place you enjoy going with friends
The café **that we go to every weekend** has the best desserts.
4. your favourite social media platform
Instagram, **which I use daily**, helps me stay connected with my friends.
5. a friend or relative's annoying habit
My cousin, **who always interrupts me**, can be really annoying.

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. ...it took ages to get a connection, which was really irritating.
-

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 this 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.

3. Complete the sentences. Use the Present Continuous or Past Continuous, will, used to or would. Sometimes more than one answer is possible. AB – page 26 - 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

4. Rewrite the sentences as one sentence using a defining or non-defining relative clause. AB – page 26 - 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, which has no Wi-Fi, is very annoying

3. The beach where they go in summer is their favourite place

5. Replace the underlined phrase with a participle clause. AB – page 26 - 4

1. People who want to make an appointment should do so online.

2. Did you see that car which was parked next to ours?

1. People **wanting** to make an appointment should do so online

2. 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.

نقول "أغلق الهاتف" لأن الهواتف كانت مقسمة إلى جزأين

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

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

SB – page 37 - 5

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.

SB – page 37 - 6

1. How can society overcome generation gaps ?

كيف يمكن للمجتمع التغلب على الفجوات بين الأجيال؟

Society can overcome generation gaps through better **communication, understanding, and mutual respect**. Older and younger generations need to listen to each other. Volunteering or shared hobbies, can also build stronger connections. Most importantly, both sides should be willing to **learn from each other**, not just teach or criticize.

يمكن للمجتمع التغلب على الفجوات بين الأجيال من خلال تحسين التواصل، وفهم بعضهم البعض، واحترام الآراء المتبادلة. يحتاج الجيل الأكبر والجيل الأصغر إلى الاستماع لبعضهم البعض. يمكن أن تساعد الأنشطة مثل العمل التطوعي أو ممارسة الهوايات المشتركة في بناء علاقات أقوى. والأهم من ذلك، يجب أن يكون الطرفان مستعدين لتعلم شيء جديد من بعضهما البعض، بدلاً من الاكتفاء بالتعليم أو الانتقاد فقط

6. SPEAKING

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

1. wasn't doing me any favours
wasn't helpful to me

لم يقم باي خدمة لي

2. things don't immediately go my way
things don't immediately happen in the way I want

لا تسير الامور كما اريد فورا

3. turn out to be positive in the long run
happen in a positive way in the future

ينتهي الامر الى الايجابية على المدى البعيد

4. the value of sticking at something
the importance of continuing to do something in a determined way in order to achieve something.

اهمية المثابرة على شيء ما

USE OF ENGLISH

6. Complete the text.

AB – page 27 - 6

You might think this is an overgeneralisation but on 1----- whole I believe that people

قد تعتقد أن هذا تعميم زائد، ولكن بشكل عام أعتقد أن الناس

don't change much. Take my old school friend, Mariam Sabah. Mariam was a quiet girl who

لا يتغيرون كثيرًا. خذ على سبيل المثال صديقتي القديمة مريم صباح. كانت مريم فتاة هادئة

everyone looked 2 ----- to because she always did the right thing. She was a dedicated

وكان الجميع يحترمها لأنها كانت دائمًا تفعل الشيء الصحيح. كانت طالبة مجتهدة

student who 3 ----- always come top of the class in everything. When she was 14, she

وكانت دائمًا تتصدر الصف في كل شيء عندما كانت في الرابعة عشرة من عمرها،

seemed to be very grown up in relation to the rest of us. She never behaved badly and always

كانت تبدو ناضجة جدًا مقارنةً بنا نحن الباقين. لم تكن تتصرف بسوء أبدًا، وكانت دائمًا

4 ----- a good example. Mariam never went out much but was a very popular girl.

قدوة حسنة. لم تكن مريم تخرج كثيرًا، لكنها كانت فتاة محبوبة جدًا.

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

Answer the following questions.

SB – page 38 - 1

1. Would you agree that families have less quality time together than in the past?

Yes, I agree. Nowadays, families spend less quality time together because of technology, and different daily routines.

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 التغيرات 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 بأنها "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 بعيداً 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 .

ما هي أطروحة (فكرة) المقال؟

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

ما الحجج التي يقدمها الكاتب لدعم الأطروحة؟

- Greater work-life balance means parents are more available to their children and able to spend more time together.
تحقيق توازن أكبر بين العمل والحياة يعني أن الآباء يكونون أكثر تفرغاً لأطفالهم وقادرين على قضاء وقت أطول معهم
- Greater automation of household has had a similar effect.
"زيادة أتمتة (استخدام التكنولوجيا) الأعمال المنزلية كان لها تأثير مماثل"
- The internet and social media give more opportunities for families to communicate with each other when at a distance.
الإنترنت ووسائل التواصل الاجتماعي توفر المزيد من الفرص للعائلات للتواصل مع بعضها البعض عند وجود مسافة بينهما

3. How does the thesis relate to the conclusion?

كيف ترتبط الأطروحة بالخاتمة؟

- 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 المتناسكة 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.

Many people prefer to message or post online instead of meeting and talking face-to-face. .
As a result, real-life conversations are becoming less frequent ,so people are interacting less.

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

Long hours at work and daily responsibilities leave parents with little energy or time at home. This often leads to less communication and fewer shared activities with their children

WRITING TASK

SB – page 39 - 8

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

1. People in your family are more influential in your life than your friends, or any other influence.

Do you agree?

Yes, I agree that people in my family are more influential in my life than friends or others.

Family members affect my beliefs, and habits from an early age. They support me in difficult times

While friends are important, the influence of family is often deeper and longer lasting.

نعم، أوافق أن أفراد عائلتي أكثر تأثيراً في حياتي من الأصدقاء أو غيرهم. فأفراد العائلة يؤثرون على معتقداتي وعاداتي منذ سن مبكرة. كما أنهم يدعمونني في الأوقات الصعبة. وعلى الرغم من أن الأصدقاء مهمون، إلا أن تأثير العائلة غالباً ما يكون أعمق وأطول

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

Yes, I agree that some parents put too much pressure on their children to succeed. They often expect high grades, top performance, or success in every area, which can cause stress and anxiety. Instead of feeling supported, children may feel afraid of failure and lose confidence in themselves.

نعم، أوافق أن بعض الآباء يضعون ضغطاً كبيراً على أطفالهم من أجل النجاح. فهم غالباً ما يتوقعون درجات عالية، وأداءً ممتازاً، أو النجاح في كل مجال، مما قد يسبب التوتر والقلق . وبدلاً من أن يشعر الطفل بالدعم، قد يشعر بالخوف من الفشل ويفقد ثقته بنفسه.

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 اكاديميا
challenged enough	يواجه تحديا كافيا
clash 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 أو الاعتقاد الشخصي – هو ذاتي وليس مبني على دليل – يمكن الإشارة إليه 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

كن الإشارة إليه بعبارات مثل - الحقيقة هي شيء مبني على دليل موضوعي حيث يمكن التحقق منه أو اثباته – ويم

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

New expressions

SB – page 36 - 2

1. I've got to bounce

"I have to leave" or "I need to go now

"لازم أروح" أو "لازم أمشي الآن". (تُستخدم بين الأصدقاء أو في مواقف غير رسمية)

2. I'll ping you.

"I'll message you" or "I'll contact you", **often by text or online**

"سأواصل معك" أو "سأرسل لك رسالة" (تُستخدم كثيرًا في بيئات العمل التقنية أو بين الأصدقاء)

1. The phrase “ **wind somebody up** ” which describes ways of behaving means -----
 a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
 c. to try and impress somebody d. to suddenly start crying
2. The phrase “ **blow things out of proportion** ” which describes ways of behaving means -----
 a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
 c. to try and impress somebody d. to suddenly start crying
3. The phrase “ **show off** ” which describes ways of behaving means -----
 a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
 c. to try and impress somebody d. to suddenly start crying
4. The phrase “ **burst into tears** ” which describes ways of behaving means -----
 a. to say things in order to annoy somebody b. to react as if what has happened is much worse than it is
 c. to try and impress somebody d. to suddenly start crying
5. The phrase “ **mess about** ” which describes ways of behaving means -----
 a. to give someone a lot of attention b. to behave in a silly way
 c. to help other people resolve an argument d. to criticise someone
6. The phrase “ **have a go at somebody** ” which describes ways of behaving means -----
 a. to give someone a lot of attention b. to behave in a silly way
 c. to help other people resolve an argument d. to criticise someone
7. The phrase “ **make a fuss of somebody** ” which describes ways of behaving means -----
 a. to give someone a lot of attention b. to behave in a silly way
 c. to help other people resolve an argument d. to criticise someone
8. The phrase “ **be the peacemaker** ” which describes ways of behaving means -----
 a. to give someone a lot of attention b. to behave in a silly way
 c. to help other people resolve an argument d. to criticise someone
9. The phrase “ **tell somebody off** ” which describes ways of behaving means -----
 a. to suddenly start crying b. to behave in a silly way
 c. to speak to somebody angrily about something wrong that they have done d. to criticise someone
10. Complete the following phrase which describes ways of behaving : “ ----- **with somebody** ”
 a. compliment b. empathise c. make up d. B+C
11. Complete the following phrase which describes ways of behaving : “ **give somebody a -----** ”
 a. compliment b. empathise c. make up d. lose
12. Complete the following phrase which describes ways of behaving : “ ----- **with somebody** ”
 a. compliment b. empathise c. make up d. lose
13. Complete the following phrase which describes ways of behaving : “ ----- **your temper** ”
 a. compliment b. empathise c. make up d. lose
14. Complete the following phrase which describes ways of behaving : “ ----- **with somebody** ”
 a. let b. make fun c. fall out d. put up
15. Complete the following phrase which describes ways of behaving : “ ----- **somebody down** ”
 a. let b. make fun c. fall out d. put up
16. Complete the following phrase which describes ways of behaving : “ ----- **of somebody** ”
 a. let b. make fun c. fall out d. put up

17. Complete the following phrase which describes ways of behaving : “ ----- with somebody ”
 a. let b. make fun c. empathise d. put on
18. Complete the following phrase which describes ways of behaving : “ talk behind somebody’s ----- ”
 a. back b. temper c. down d. fun
19. The following phrases and words describe **the youngest child** in the family :
 a. high achievers and want to please their parents.
 b. rebellious and can be a bit naughty.
 c. don’t have such clear typical characteristics, quieter and good at negotiating.
20. The following phrases and words describe **the middle child** in the family :
 a. high achievers and want to please their parents.
 b. rebellious and can be a bit naughty.
 c. don’t have such clear typical characteristics, quieter and good at negotiating.
21. The following phrases and words describe **the older child** in the family :
 a. high achievers and want to please their parents.
 b. rebellious and can be a bit naughty.
 c. don’t have such clear typical characteristics, quieter and good at negotiating.
22. The phrase and words “**a subsistence / make ends meet / hand-to-mouth** ” mean -----
 a. to have just enough money to buy what you need b. didn’t have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
23. The phrase “ **living day-to-day** ” means -----
 a. to have just enough money to buy what you need b. didn’t have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
24. The phrase “ **went hungry** ” means -----
 a. to have just enough money to buy what you need b. didn’t have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
25. The phrases “ **huddled together / gathered together** ” mean -----
 a. to have just enough money to buy what you need b. didn’t have enough food
 c. dealing with things without thinking about the future d. sat or stood very close to other people
26. The word “ **beg** ” means -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
27. The phrases “ **feel at home / a sense of belonging** ” mean -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
28. The word “ **housekeeper** ” means -----
 a. very thin b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
29. The word “ **orphan** ” means -----
 a. a child whose parents have died b. asked for money or food from strangers
 c. be comfortable in a particular place d. a person whose job is to look after a house
30. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. capable b. compassionate c. charming d. bigoted

31. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. passionate b. conceited c. sincere d. trustworthy
32. One of the following adjectives which describe personal qualities and behavior is **positive** :
 a. defensive b. hypocritical c. dedicated d. immature
33. One of the following adjectives which describe personal qualities and behavior is **negative** :
 a. pushy b. idealistic c. inspirational d. modest
34. One of the following adjectives which describe personal qualities and behavior is **positive** :
 a. defensive b. decent c. dedicated d. immature
35. One of the following adjectives which describe personal qualities and behavior is **positive and negative** :
 a. defensive b. decent c. dedicated d. tough
36. Mrs Baqer is a very ----- teacher and I'm sure you'll benefit from her lessons.
 a . capable b . conceited
37. She's such a(n) ----- teacher that all her students want to be like her.
 a. tough b. inspirational
38. The doctor was always very ----- and knew what to say to help her patients relax.
 a. bigoted b. charming
39. It's fine to be -----, but sometimes you have to be practical too.
 a. hypocritical b. idealistic
40. Truly ----- musicians are constantly practising.
 a. dedicated b. pushy
41. Why can't you act your age and stop being so -----?
 a. dedicated b. immature
42. Nawal proved she was ----- by volunteering to help out at an animal shelter.
 a. compassionate b. charming
43. He's a very ----- person and will always act in the proper way.
 a. inspirational b. decent
44. Omar would always get ----- if a teacher criticised his written work.
 a. defensive b. trustworthy
45. Was the politician being ----- when he said the government would tackle climate change?
 a. sincere b. modest
46. "telling people how great you are" means -----.
 a. conceited b. pushy c. passionate d. modest
47. "determined to get what you want" means -----
 a. conceited b. pushy c. passionate d. modest
48. "feeling very strongly about something" means -----
 a. conceited b. pushy c. passionate d. modest
49. "not talking in a proud way about your achievements" means -----
 a. conceited b. pushy c. passionate d. modest

50. "saying one thing, but doing something different" means -----

- a. bigoted b. trustworthy c. tough d. hypocritical

51. "can always be trusted" means -----

- a. bigoted b. trustworthy c. tough d. hypocritical

52. "able to deal with difficult situations" means -----

- a. bigoted b. trustworthy c. tough d. hypocritical

53. "intolerant of other people beliefs and practices" means -----

- a. bigoted b. trustworthy c. tough d. hypocritical

54. Complete the description with the correct word :

Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's -----.

- a. bigoted b. trustworthy c. tough d. hypocritical

55. Complete the description with the correct word :

Sawsan won't take 'no' for an answer.

She'll keep asking until she gets what she wants. She's -----

- a. pushy b. trustworthy c. conceited d. hypocritical

56. Complete the description with the correct word :

Laith is a highly skilled pianist, but he doesn't show off about it. He's -----

- a. passionate b. modest c. bigoted d. trustworthy

57. Complete the description with the correct word :

Suha hates anyone who is different from her. She's really -----

- a. passionate b. modest c. bigoted d. trustworthy

58. Complete the description with the correct word :

Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself.

She's -----

- a. passionate b. modest c. bigoted d. tough

59. Complete the description with the correct word :

Jameela believes she's a better person than all her friends. She's so -----

- a. conceited b. hypocritical c. trustworthy d. bigoted

60. Complete the description with the correct word :

If you want to be sure a secret is kept, tell Randa. She's -----

- a. conceited b. hypocritical c. trustworthy d. bigoted

61. Complete the description with the correct word :

Khalil's life is completely dedicated to tackling pollution. He's -----about it.

- a. conceited b. modest c. passionate d. pushy

62. He's really ----- ; always telling everyone how great he is.

- a. conceited b. modest c. passionate d. pushy

63. She's so ----- ; she's determined to get what she wants.

- a. conceited b. modest c. passionate d. pushy

64. He's so ----- that he refuses to accept anyone who thinks differently from him.

- a. defensive b. modest c. passionate d. bigoted

65. She's really ----- about animals; they're so important to her.

- a. defensive b. modest c. passionate d. bigoted

66. He's quite ----- ; you would never know that he's a big star.
 a. defensive b. modest c. passionate d. bigoted
67. You can't say anything to criticise her at all or she gets angry; she's so ----- .
 a. defensive b. modest c. passionate d. bigoted
68. She will look after your baby well; she's reliable, responsible and completely ----- .
 a. defensive b. trustworthy c. bigoted d. modest
69. She can deal with the most difficult situations; she's very ----- .
 a. modest b. tough c. conceited d. pushy
70. Abeer a hard-working and ----- nurse who works at a children's hospital.
 a. dedicated b. conceited c. pushy d. defensive
71. Abeer is ----- about the environment and thinks we should all help to stop climate change.
 a. dedicated b. conceited c. pushy d. passionate
72. Abeer is now an ----- figure for everyone in her family.
 a. dedicated b. inspirational c. pushy d. capable
73. Don't you just ----- it when someone you admire proves to be a bad influence on others?
 a. loathe b. idolize c. pedestal d. shining
74. News stories about ----- citizens who help old women do make the news from time to time.
 a. decent b. idolize c. despise d. immature
75. I lost my ----- with my sister last night. I usually control myself.
 a. peacemaker b. temper c. loathe d. empathised
76. He's the ----- and always does his best to resolve arguments.
 a. peacemaker b. temper c. capable d. empathised
77. A good friend should never ----- you behind your back.
 a. fall out with b. sincere c. talk about d. make ends meet
78. She doesn't earn much money and finds it hard to ----- .
 a. fall out with b. sincere c. talk about d. make ends meet
79. They are both very ----- and always tell the truth.
 a. fall out with b. sincere c. talk about d. defensive
80. I ----- people who behave like that. What she did was unacceptable!
 a. admire b. loathe c. talk about d. trustworthy
81. You can always count on her. She's the most ----- person I know.
 a. admire b. loathe c. compassionate d. trustworthy
82. The social media service would have over two billion ----- users 15 years later.
 a. dedicate b. dedicates c. dedicated d. dedicating
83. ----- enough, it is not the youngest generations that are the most addicted to this service.
 a. Oddly b. Odd c. Odds d. Odly
84. ----- the older app, the newer apps is faster .
 a. Like b. Unlike c. Likely d. Unlikely
85. The youngest generation of social media users have a real sense of ----- while on these apps.
 a. is belonging b. belong c. belongs d. belonging

86. The new service provides users with a feeling of ----- and relative privacy.
 a. securing b. secures c. secure d. security
87. -----, Baby Boomers and Gen X do not realise what they are missing.
 a. Apparently b. Apparent c. Apparents d. Apparenting
88. “ cc an email” means -----
 a. The copy made by the carbon paper that called the ‘carbon copy’.
 b. Something which people used to make a copy of a note or letter with.
 c. Something you would put it underneath the paper while you wrote or typed the letters.
 d. The copy paper
89. Why do people say ‘hang up the phone’ ?
 a. Because phones used to be in a high place. c. Because phones used to be in two parts.
 b. Because phones used to be huge. d. Because phones used to be one part .
90. The phrase “On the whole” which indicates **Generalisation** has the same meaning as -----
 a. In general b. In most cases c. By and large d. There is a tendency fo
91. The phrase “more often than not” which indicates **Generalisation** has the same meaning as -----
 a. In general b. In most / some / many cases c. By and large d. There is a tendency for
92. The phrase “Broadly speaking, ” which indicates **Generalisation** has the same meaning as -----
 a. In general b. In most / some / many cases c. By and large d. There is a tendency for
93. The phrase “Nine times out of ten,” which indicates **Generalisation** has the same meaning as -----
 a. Ninety percent of a time b. In general c. By and large d. There is a tendency for
94. The phrase “Older people tend to think,” which indicates **Generalisation** has the same meaning as -----
 a. Ninety percent of a time b. In general c. By and large d. There is a tendency for
95. One of the following sentences **doesn’t** indicate “Acknowledging that you are generalizing” :
 a. In general , I don’t like taking risks .
 b. This is a bit of a sweeping statement, but younger people often take offence easily.
 c. I may be overgeneralising, but I think young people are losing the art of conversation.
 d. You might think this is an overgeneralisation, but old people can’t handle technology.
96. On the -----, do you think life was better for your parents’ generation, Zeina?
 a. broudly b. tendency c. whole d. extinct
97. There’s a ----- for young people to think that life must have been worse without technology.
 a. broudly b. tendency c. whole d. extinct
98. ----- speaking, I think our lives are better than my parents’ generation.
 a. Broudly b. Tendency c. Whole d. Extinct
99. To some ----- , I think people were more able to appreciate the simple pleasures in life.
 a. broudly b. tendency c. whole d. extinct
100. I suppose in ----- , I believe life is better these days.
 a. speaking b. cases c. extinct d. general
101. The phrase “ wasn’t doing me any favours” means -----
 a. wasn’t helpful to me
 b. things don’t immediately happen in the way I want
 c. happen in a positive way in the future
 d. the importance of continuing to do something in a determined way in order to achieve something.

102. The phrase “ **turn out to be positive in the long run** ” means -----
a. wasn't helpful to me
b. things don't immediately happen in the way I want
c. happen in a positive way in the future
d. the importance of continuing to do something in a determined way in order to achieve something.

103. The phrase “ **the value of sticking at something** ” means -----
a. wasn't helpful to me
b. things don't immediately happen in the way I want
c. happen in a positive way in the future
d. the importance of continuing to do something in a determined way in order to achieve something.

104. The phrase “ **things don't immediately go my way**” means -----
a. wasn't helpful to me
b. things don't immediately happen in the way I want
c. happen in a positive way in the future
d. the importance of continuing to do something in a determined way in order to achieve something.

105. The “**introduction**” in the opinion essay -----
a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
c. summarise the main points of the essay and restate your opinion or thesis on the topic.

106. The “ **main body** ” in the opinion essay -----
a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
c. summarise the main points of the essay and restate your opinion or thesis on the topic.

107. The “ **conclusion** ” in the opinion essay -----
a. include 2 or 3 paragraphs setting out your arguments. Each paragraph should be about one main idea.
b. summarise the topic of the essay and state your position (thesis) with regard to the topic.
c. summarise the main points of the essay and restate your opinion or thesis on the topic.

108. One of the following phrases gives “ **personal opinion** ”
a. It is often argued that ...
b. My personal conviction is that ...
c. Many people today feel that
d. It is commonly accepted that

109. One of the following phrases doesn't give “ **impersonal views** ”
a. It is often argued that ...
b. My personal conviction is that ...
c. Many people today feel that
d. It is commonly accepted that

110. One of the following phrases doesn't give “**personal opinion** ”
a. I would say that
b. Personally, ...
c. I would argue that
d. It is widely believed that ...

111. One of the following words is not a **kind of linkers** :
a. Personally ,
b. Therefore,
c. In addition ,.....
d. Nevertheless,.....

112. “ **A topic sentence** “ means : -----
a. the sentence which gives further details, reasons or examples.
b. the sentence which contains the main idea of the paragraph.
c. the sentences which supports the topic sentence.
d. the sentence which conclude the paragraph.

113. One of the following phrases gives “ **an example** ”

- a. Nevertheless, b. On the other hand, c. On the contrary, d. For instance,

114. ----- is an individual’s belief or viewpoint. It is subjective, rather than being based on evidence.

- a. An opinion b. A fact c. A theory d. A thesis

115. ----- is something for which there is some objective evidence which can be checked or verified.

- a. An opinion b. A fact c. A theory d. A thesis

116. **An opinion** may be signalled by the use of such words or phrases as -----

- a. The data shows.. b. the research indicates.. c. It is proved that.. d. feel , believe or think

117. One of the following words or phrases doesn’t indicate **a fact** -----

- a. The data shows.. b. the research indicates.. c. It is proved that.. d. feel , believe or think

118. One of the following words or phrases doesn’t indicate **an opinion** -----

- a. If you ask me.... b. I have the impression that c. the data shows... d. feel , believe or think

119. **I sometimes** ----- **out with my brothers and sisters.**

- a. fall b. make c. give d. put

120. **My older brother often made** ----- **of me.**

- a. down b. up c. fun d. fall

121. **My mother was always a peacemaker and I always made** ----- **with my brother.**

- a. down b. up c. fun d. fall

122. **I look** ----- **to people who have achieved something against all the odds.**

- a. down b. up / against c. in d. at

123. **When he lost his job, his life turned upside** ----- **.**

- a. down b. up c. in d. at

124. **I’m lost** ----- **thought when I’m plugged in .**

- a. down b. up c. in d. at

125. **After the accident, he tried to live day- to- day, one day** ----- **a time.**

- a. down b. up c. in d. at

126. **He always** ----- **his friend a favour.**

- a. make b. do c. does d. makes

Read the following paragraph about How smartphones affect friendship, and then answer the questions :

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! 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. And when you need some advice, your friends are just a message away. Whether it’s sharing a joke to make someone’s day better or listening when they need someone to talk to, smartphones make it easy to support each other. So, while some people worry that technology might pull us apart, smartphones actually bring us closer together. They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful.

127. **What does the author describe smartphone as when it comes to friendship ?**

- a. strong b. a magic tool c. meaningful d. beneficial

128. **Wherever you are smartphones help you** ----- **with your friends.**

- a. keep in touch b. create opportunities c. create jobs d. pull us apart

129. With smartphones you don't need to be with your friends to have ----- together.

- a. keep in touch b. create opportunities c. shared experience d. advice

130. You can send a message to your friends if you need ----- .

- a. keep in touch b. create opportunities c. a magic tool d. advice

131. Our friendships can become ----- as smartphones help us stay connected.

- a. connected b. opportunities c. a magic tool d. stronger and more meaningful

132. Shared experience on smartphones can affect friendships in two ways . What are they ?

- a. Make existing friendships stronger and create opportunities for you to make new connections.
 b. All the amazing stuff you can do with your friends on smartphones and create opportunities.
 c. Stay connected and have fun and create opportunities.
 d. Making our friendships stronger and make new connections.

133. Smartphones make it easy to support friends in many ways. What are they ?

- a. Make existing friendships stronger and create opportunities for you to make new connections.
 b. sharing a joke to make someone's day better and listening when they need someone to talk to.
 c. Stay connected and have fun and create opportunities.
 d. Making our friendships stronger and make new connections.

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

- a. Make existing friendships stronger and create opportunities for you to make new connections.
 b. sharing a joke to make someone's day better and listening when they need someone to talk to.
 c. Stay connected and have fun and create opportunities.
 d. Smartphones actually bring us closer together and help us stay connected, have fun, and be there for each other.

135. The word which means "chances" is -----

- a. matters b. opportunities c. connections d. advice

136. One of the most obvious benefits of the smartphones is ----- .

- a. how easy it is to keep in touch with your friends no matter where they are.
 b. what you can do with your friends on smartphones and create opportunities.
 c. creating opportunities.
 d. making our friendships stronger .

1	A	15	A	29	A	43	B	57	C	71	D	85	D	99	D	113	D	127	B
2	B	16	B	30	D	44	A	58	D	72	B	86	D	100	D	114	A	128	A
3	C	17	C	31	B	45	A	59	A	73	A	87	A	101	A	115	B	129	C
4	D	18	A	32	C	46	A	60	C	74	A	88	A	102	C	116	D	130	D
5	B	19	B	33	A	47	B	61	C	75	B	89	C	103	D	117	D	131	D
6	D	20	C	34	C	48	C	62	A	76	A	90	A	104	B	118	C	132	A
7	A	21	A	35	D	49	D	63	D	77	C	91	B	105	B	119	A	133	B
8	C	22	A	36	A	50	D	64	D	78	D	92	C	106	A	120	C	134	D
9	C	23	C	37	B	51	B	65	C	79	B	93	A	107	C	121	B	135	B
10	D	24	B	38	B	52	C	66	B	80	B	94	D	108	B	122	B	136	A
11	A	25	D	39	B	53	A	67	A	81	D	95	A	109	B	123	A		
12	C	26	B	40	A	54	D	68	B	82	C	96	C	110	B	124	C		
13	D	27	C	41	B	55	A	69	B	83	A	97	B	111	A	125	D		
14	C	28	D	42	A	56	B	70	A	84	B	98	A	112	B	126	C		

Grammar

1. The sentence "As a child, I **used to** spend my weekends playing with my friends. " indicates -----
a. a past state or a situation that doesn't happen any longer.
b. a past habitual behavior that is still happening now .
c. a repeated action and not a state in a past.
d. the time reference which is not clear in the past .
2. The sentence " **Emad was forever bursting into tears.** " indicates -----
a. an annoying repeated habit in the present
b. a typical characteristic of a person
c. an annoying repeated habit in the past
d. a habit or repeated action in the past, but not a state
3. The sentence " **Asma is constantly showing off.** " indicates -----
a. an annoying repeated habit in the present
b. a typical characteristic of a person
c. an annoying repeated habit in the past
d. a habit or repeated action in the past, but not a state
4. The sentence " **Lubna will forget to take her contact lenses out.** " indicates -----
a. an annoying repeated habit in the present
b. a typical characteristic of a person
c. an annoying repeated habit in the past
d. a habit or repeated action in the past, but not a state
5. The sentence " **My uncle would always take me swimming.** " indicates -----
a. an annoying repeated habit in the present
b. a typical characteristic of a person
c. an annoying repeated habit in the past
d. a habit or repeated action in the past, but not a state
6. The sentence " **I used to love winding my brother up.** " indicates -----
a. a past state or action which no longer exists
b. a repeated past action or state; it might still happen in the present
c. a repeated action in the present
d. a habit or repeated action in the past, but not a state
7. The sentence " **We watched that show every week.** " indicates -----
a. a past state or action which no longer exists
b. a repeated past action or state; it might still happen in the present
c. a repeated action in the present
d. a habit or repeated action in the past, but not a state
8. The sentence " **You always mess about in class.** " indicates -----
a. a past state or action which no longer exists
b. a repeated past action or state; it might still happen in the present
c. a repeated action in the present
d. a habit or repeated action in the past, but not a state
9. My sister and I ----- and it really upsets me .
a. am always falling out b. are always falling out c. always falling out d. are falling out always
10. Amani is constantly ----- late and didn't seem interested in her work .
a. be b. been c. being d. has
11. They are ----- talking behind people's backs .
a. never b. sometimes c. usually d. forever
12. When we were younger, my sister and I ----- a bedroom.
a. use to share b. used to share c. used to sharing d. is used to sharing
13. How ----- in touch with your friends before you got the phone?
a. do you use to saty b. you used to stay c. do you use to staying d. did you use to stay
14. I ----- I would ever become an adult.
a. didn't use to think b. wouldn't think c. used to think d. would think
15. A : 'My parents don't let my brother use their car.'
a. will b. would c. won't d. wouldn't
B : 'Well, he ----- go too fast whenever he drives.'

16. A : 'Jameel is thinking of travelling again .'

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

- a. will b. would c. won't d. wouldn't

17. A : 'I never really believed anything he said.'

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

- a. will b. would c. won't d. wouldn't

18. A : Lama's hearing is getting really bad.'

B : 'Well, she ----- keep listening to loud music .'

- a. will b. would c. won't d. wouldn't

19. My sister -----forever----- my clothes without asking me. It's very irritating!

- a. is – borrow b. is - borrowed c. is - borrowing d. was - borrowing

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

- a. used to live b. will live c. would live d. a + c

21. My brother can't keep a secret. He ----- anything you tell him on his blog immediately.

- a. used to post b. would post c. won't post d. will post

22. Did you ----- walk to school when you were little ?

- a. used to b. use to c. constantly d. will

23. My sisters ----- argue, but these days they are always falling out.

- a. used to b. would c. didn't use to d. use to

24. A : Why ----- you always shouting at me ? B : Because you annoy me !

- a. do b. did c. does d. are

25. I didn't do well at school. My concentration span ----- very short.

- a. would be b. used to be c. was d. B + C

26. I was constantly getting into trouble for not listening. I often ----- bored in class.

- a. would feel b. felt c. used to feel d. B + C

27. I -----listen to what the teacher was saying and found it hard to focus.

- a. didn't b. wouldn't c. didn't use to d. A + B + C

28. One time, I ----- asleep in a test!

- a. fell b. used to fall c. would fall d. didn't use to fall

29. The person ----- designed the house is a world-famous architect.

- a. whose b. who c. whom d. which

30. The land ----- the house is built is extremely picturesque.

- a. when b. that c. where d. which

31. The house ----- the family has built is unique.

- a. where b. that c. which d. B + C

32. It was the woman ----- had arrived earlier that day.

- a. which b. that c. whose d. whom

33. This house is more modern than the last house which / that they lived in.

The sentence which has the correct structure is -----

- a. This house is more modern than the last house in which / in that they lived.
b. This house is more modern than the last house in which they lived.
c. This house is more modern than the last house in that they lived.
d. This house is more modern than the last house which they lived.

34. The architect knew the couple who / that he had designed the house for.

The sentence which has the correct structure is -----

- a. The architect knew the couple for whom he had designed the house.
- b. The architect knew the couple for who he had designed the house.
- c. The architect knew the couple for whose he had designed the house.
- d. The architect knew the couple who he had designed the house for.

35. Complete the following sentence with the correct clause :

Bluetooth, ----- , is actually a kind of wireless connection.

- a. that often look rather strange
- b. which sounds like a dental problem
- c. that can play records at different speeds
- d. where my mum used to play her music on when she was a teenager

36. Complete the following sentence with the correct clause :

The head set ----- is really uncomfortable to wear.

- a. where often look rather strange
- b. which came with my phone
- c. who can play records at different speeds
- d. when my mum used to play her music on when she was a teenager

37. Complete the following sentence with the correct clause :

Ergonomic keyboards, -----, make typing more comfortable.

- a. which often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

38. Complete the following sentence with the correct clause :

This record player, -----, was made in Italy.

- a. who often look rather strange
- b. that came with my phone
- c. which can play records at different speeds
- d. that my mum used to play her music on when she was a teenager

39. Complete the following sentence with the correct clause :

This is the Walkman -----.

- a. who often look rather strange
- b. whose came with my phone
- c. where can play records at different speeds
- d. which my mum used to play her music on when she was a teenager

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

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. The app (which / that) I was talking about is really cool.
- b. The app , that I was talking about, is really cool.
- c. The app I was talking about (which / that) is really cool.
- d. The app ,which I was talking about, is really cool.

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

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. Sami who I play football with lives round the corner.
- b. Sami, who I play football with, lives round the corner.
- c. Sami, whom I play football , lives round the corner.
- d. Sami, who I play football with him , lives round the corner.

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

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. These headphones, which I paid a fortune for, stopped working after two days.
- b. These headphones, for which I paid a fortune, stopped working after two days.
- c. These headphones, for whom I paid a fortune, stopped working after two days.
- d. A + B

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

Choose the sentence which is formed from the two sentences above with the suitable relative pronoun :

- a. The shop where I bought my computer from has closed down.
- b. The shop from which I bought my computer has closed down.
- c. The shop that / which I bought my computer from has closed down.
- d. A + B + C

44. What's the name of that website that sells retro-tech?

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. What's the name of that website selling retro-tech?
- b. What's the name of that website sells retro-tech?
- c. What's the name of that website is sold retro-tech?
- d. What's the name of that website are selling retro-tech?

45. The flip phone, which was designed in the 1990s, is rapidly becoming popular again.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. The flip phone, was desined in 1990s, is rapidly becoming popular again .
- b. The flip phone, desining in 1990s, is rapidly becoming popular again .
- c. The flip phone, desined in 1990s, is rapidly becoming popular again .
- d. The flip phone, which desined in 1990s, is rapidly becoming popular again .

46. There are very few people who are still using analogue televisions.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. There are very few people still used analogue televisions.
- b. There are very few people still using analogue televisions.
- c. There are very few people are still using analogue televisions.
- d. There are very few people are still using analogue televisions.

47. Users who are used to the old system may find the new one confusing.

Choose the sentence which is formed from the sentence above with the correct participle clause:

- a. Users are used to the old system may find the new one confusing.
- b. Users used to the old system may find the new one confusing.
- c. Users who used to the old system may find the new one confusing.
- d. Users using to the old system may find the new one confusing.

1	A	2	C	3	A	4	B	5	D	6	A	7	B	8	C	9	B	10	C
11	D	12	B	13	D	14	A	15	A	16	C	17	B	18	A	19	C	20	A
21	D	22	B	23	C	24	D	25	D	26	D	27	D	28	A	29	B	30	C
31	D	32	B	33	B	34	A	35	B	36	B	37	A	38	C	39	D	40	A
41	B	42	D	43	D	44	A	45	C	46	B	47	B						

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