

Influences

اللغة الانجليزية

الوحدة
الثالثة



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03

Influences

Vocabulary

Phrases for ways of behaving

مفردات

عبارات عن طرق التصرف

Word الكلمة	Meaning in English المعنى بالانجليزي (الكلمات المضللة مطلوبة فقط)	Arabic المعنى بالعربي
be the peacemaker	to help other people resolve an argument	كن صانع السلام
blow things out of proportion	to react as if what has happened is much worse than it is	ردة فعل غير مناسبة
burst into tears	to suddenly start crying	يجهش بالبكاء
empathise with somebody	to be able to understand how someone else feels	التعاطف مع شخص ما
fall out with somebody	to argue with someone and stop being friendly with them	يتجادل مع شخص ما
give somebody a compliment	to say something nice about (someone)	تمدح او تجامل شخص
have a go at somebody	to criticise someone	تنتقد شخص
let somebody down	to disappoint someone	تخذل شخص
lose your temper	to suddenly become angry	تفقد اعصابك
make a fuss of somebody	to give someone a lot of attention	يهتم بشخص كثيراً
make fun of somebody	to be unkind to someone and laugh at or cause others to laugh at the person	تسخر من شخص
make up with somebody	to forgive someone and be friendly with them again	تتصالح مع شخص
mess about	to behave in a silly way	التصرف بطريقه سخيفه

put up with somebody/something	to accept an unpleasant situation or experience, or someone who behaves unpleasantly	تحمل شخص أو شيء
show off	to try and impress somebody	يحاول اقناع شخص
talk behind somebody's back	without someone's knowledge	التحدث خلف الشخص
tell somebody off about something	to speak to somebody angrily about something wrong that they have done	التحدث مع شخص بغضب
wind somebody up	to say things in order to annoy somebody	التهجم على شخص لاغضابه

تمرين الكتاب صفحة 30

2. Look at the phrases describing ways of behaving towards other people. Are these positive or negative things to do? Can you add any other phrases?

empathise with somebody / fall out with somebody / give somebody a compliment / let somebody down / lose your temper / make fun of somebody/something / make up with somebody / put up with somebody/something / talk behind somebody's back

Answers:

Positive: empathise with somebody, give somebody a compliment, make up with somebody

Negative: fall out with somebody, let somebody down, lose your temper, make fun of somebody/something, put up with somebody/something, talk behind somebody's back

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

be the peacemaker / blow things out of proportion / burst into tears / have a go at somebody / make a fuss of somebody / mess about / show off / tell somebody off / wind somebody up

1. to say things in order to annoy somebody
2. to react as if what has happened is much worse than it is
3. to try and impress somebody
4. to suddenly start crying
5. to behave in a silly way
6. to criticise someone
7. to give someone a lot of attention
8. to help other people resolve an argument
9. to speak to somebody angrily about something wrong that they have done

Answers: 1 wind somebody up 2 blow things out of proportion 3 show off
4 burst into tears 5 mess about 6 have a go at somebody 7 make a fuss of
somebody 8 be the peacemaker 9 tell somebody off

Critical thinking

1 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?

.....

أسئلة مقترحة - Suggested questions

1. When the argument between the two friends escalated, Jane decided to ----- and mediate the situation.

A) blow things out of proportion

C) lose her temper

B) be the peacemaker

D) wind somebody up



2. After hearing the news, she couldn't help but ----- . The emotions were just too overwhelming.

- A) burst into tears
B) make fun of somebody
C) show off
D) let somebody down

3. It's important to -----when someone is going through a tough time, even if you don't fully understand their situation.

- A) wind somebody up
B) empathise with somebody
C) make a fuss of somebody
D) put up with somebody

4. Tom didn't mean to -----, but he just couldn't resist making a sarcastic remark when he saw John's new haircut.

- A) make up with somebody
B) make fun of somebody
C) mess about
D) tell somebody off about something

5. After their big argument, they both realized it was silly and decided to -----

- A) fall out with somebody
B) make up with somebody
C) show off
D) let somebody down

6. Every time I ask him to do something, he just -----instead of taking it seriously.

- A) messes about
B) makes a fuss of somebody
C) shows off
D) empathises with somebody

7. I know he can be difficult to deal with, but you just have to -----until the project is finished.

A) put up with him

C) fall out with him

B) tell him off

D) wind him up

8. He always -----when he's nervous, trying to hide his anxiety by exaggerating his achievements.

A) empathises with somebody

C) shows off

B) makes a fuss of somebody

D) tells somebody off

9. It's not fair to -----about what happened without giving them a chance to explain their side.

A) tell somebody off

C) talk behind somebody's back

B) make fun of somebody

D) give somebody a compliment

10. She's always been the type to -----, turning small issues into major problems.

A) give somebody a compliment

C) let somebody down

B) blow things out of proportion

D) be the peacemaker

11. When he didn't deliver the project on time, I couldn't help but -----.
It was so frustrating!

A) make fun of him

C) lose my temper

B) give him a compliment

D) wind him up

12. I didn't mean to -----, but I just had to say something about the way you handled that situation.

A) give you a compliment

C) tell you off

B) wind you up

D) make up with you

13. She was so upset when he forgot her birthday that she couldn't help but feel like he -----her.

- A) let her down
B) made fun of her
C) showed off
D) talked behind her back

14. He tends to -----his little brother just for fun, even though it sometimes makes him cry.

- A) make up with
B) wind up
C) empathise with
D) give a compliment to

15. Even though they had a big fight, she decided to -----and try to reconcile.

- A) put up with him
B) make up with him
C) blow things out of proportion
D) show off

16. Her mother always -----her whenever she visits, making her feel so special.

- A) makes a fuss of
B) lets her down
C) talks behind her back
D) winds her up

17. He didn't like what I said, so he -----me about it in front of everyone.

- A) empathised with
B) told off
C) showed off
D) gave a compliment to

18. After that huge misunderstanding, they completely -----each other and haven't spoken since.

A) made up with

C) put up with

B) fell out with

D) empathised with

19. Despite her trying to explain, he kept -----her and making her feel worse.

A) letting down

C) empathising with

B) winding up

D) making up with

20. She really appreciated it when he -----her on her hard work; it made her day.

A) let down

C) gave a compliment to

B) put up with

D) made fun of

Model Answers – الاجابات النموذجية

1 – B 2 – A 3 – B 4 – B 5 – B 6 – A 7 – A 8 – C 9 – C 10 – B 11 – C
12 – C 13 – A 14 – B 15 – B 16 – A 17 – B 18 – B 19 – B 20 – C

تمرين الكتاب صفحة 31

5. Read the short texts. Which one describes an only or oldest child, a middle child and a youngest child? Go to page 95 to check your ideas.

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

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.

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.

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

B أخي يتباهى دائماً. لست متأكداً من أنه يدرك أنه يفعل ذلك. سيتحدث باستمرار عن مدى روعة أدائه في المدرسة، ودائماً ما يثير الجميع ضجة كبيرة بشأنه. إنه يغضبني حقاً. لكن إذا قلت أي شيء، يخبرني والدي أنني أشعر بالغيرة. هذا ليس عادلاً.

C يحظى أخي بالاهتمام لكونه رائعاً في المدرسة، وأختي هي مهرجة العائلة. أنا؛ لست متأكداً حقاً من دوري. أنا بالتأكيد صانع السلام عندما يتجادل أخي وأختي. إنهم صاخبون وعاطفيون حقاً. بينما أنا أميل إلى الاحتفاظ بمشاعري لنفسية. حقاً. لا أنفجر بالبكاء بسهولة أو أبدأ بالصراخ.

Answers:

Text A describes a typical youngest child – they are usually rebellious and a bit naughty.

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

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

Vocabulary

أحداث الحياة – Life events

مفردات

Word الكلمة	Examples مثال للتوضيح	Arabic المعنى بالعربي
academically gifted	e.g. Sarah is academically gifted ; she consistently scores at the top of her class in every subject.	موهوب أكاديمياً
be challenged enough	e.g. John is so talented in math that his teacher worries he might not be challenged enough by the regular curriculum.	لديه ما يكفي من التحدي
clash between you and a sibling	e.g. There was a big clash between you and your sibling over who would get to use the car this weekend.	صراع بينك وبين أحد اخوتك
colic	e.g. The newborn cried every night due to colic , making it difficult for the parents to get any sleep.	المغص
do somebody a favour	e.g. Could you do me a favor and pick up my dry cleaning on your way home?	أن تصنع معروفاً لأحدهم
go my way	e.g. I was hoping the meeting would go my way , but they decided to implement a different plan.	ان تسير الامور كما ارجب
handle a situation	e.g. I wasn't sure how to handle the situation when the client started shouting, but I managed to stay calm.	التعامل مع الموقف
have a hard time	e.g. I have a hard time understanding advanced calculus, no matter how much I study.	لديه وقت عصيب (يعاني من صعوبة)
in the long run	e.g. Saving money now might be tough, but it will pay off in the long run .	على المدى الطويل
make ends meet	e.g. After losing his job, he struggled to make ends meet and had to take on two part-time jobs.	تلبية احتياجات العيش
stick at something	e.g. Learning a new language can be difficult, but if you stick at it , you'll eventually become fluent.	الاستمرار في المحاولة
turn out	e.g. Despite the initial challenges, the project turned out better than we expected.	يتحول الى

a newborn baby in the family	e.g. Having a newborn baby in the family brought everyone closer together, as we all helped take care of her.	طفل حديث الولادة في العائلة
a row with your best friend	e.g. I had a row with my best friend last night, and now I'm not sure if we'll ever be as close as we were.	شجار مع صديقك المفضل
flunking an important exam	e.g. Flunking that important exam was a wake-up call for me to take my studies more seriously.	الرسوب في امتحان
relocating to a different town or country	e.g. Relocating to a different town for my job was challenging, but it also opened up new opportunities.	الانتقال الى مدينة او بلد اخر

أسئلة مقترحة - Suggested questions

- Despite being -----, John often felt bored in class because the material was too easy for him.
 - academically gifted
 - challenged enough
 - flunking an important exam
 - having a hard time
- If students are not -----, they may lose interest in their studies and underperform.
 - in the long run
 - challenged enough
 - academically gifted
 - making ends meet
- The -----over who would inherit the family business caused years of tension.
 - colic
 - clash between you and a sibling
 - row with your best friend
 - handle a situation
- Taking care of a -----can be exhausting, especially when they suffer from -----.
 - newborn baby in the family; colic
 - academically gifted; colic
 - newborn baby in the family; flunking an important exam
 - newborn baby in the family; challenged enough

Vocabulary

Personal qualities and behaviour

مفردات

الصفات الشخصية و السلوك

Word الكلمة	Meaning & Examples معاني + امثلة للتوضيح	Arabic المعنى بالعربي
bigoted	intolerant of other people's beliefs and practices	متعصب
capable	She is highly capable of managing the entire project on her own.	قادر
charming	The hotel was so charming that everyone immediately felt at ease in its views.	جذاب
compassionate	Her compassionate nature made her a beloved figure among the volunteers.	عطوف
conceited	constantly telling people how great you are	مغرور
decent	He is a decent person who always tries to do the right thing, even when it's difficult.	محترم
dedicated	The dedicated teacher stayed late every day to help her students succeed.	مخلص
defensive	He became defensive when his work was criticized, even though the feedback was meant to be constructive.	دفاعي
Hypocritical	saying one thing, but doing something different	منافق
idealistic	Her idealistic vision of a perfect world often clashed with the harsh realities of life	مثالي
immature	His immature behavior during the meeting showed that he was not ready for a leadership role.	غير ناضج
inspirational	Her story of overcoming adversity was truly inspirational and motivated many to never give up.	ملهم
modest	not talking in a proud way about your achievements	متواضع
passionate	feeling very strongly about something	عاطفي/ شغوف
pushy	determined to get what you want	متسلط
sincere	His sincere apology solve the problem between them and allowed them to move forward.	صادق
tough	able to deal with difficult situations	صارم/قاسي
trustworthy	can always be trusted	جدير بالثقة

تمرين الكتاب صفحة 33

4 Complete the sentences with the remaining words.

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

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

5 Complete the description with some of the adjectives.

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



Answers: 1 dedicated 2 compassionate 3 passionate 4 capable 5 inspirational

Critical thinking p. 33

1 Do famous people have a responsibility to be good role models? Say why.

2 Who has more influence on you – public figures, your friends or your family?

كتاب التمارين صفحة 27

1 ★ Choose the correct words to complete the sentences.

1. Mrs Baqer is a very capable / conceited teacher and I'm sure you'll benefit from her lessons.
2. She's such a (n) inspirational / tough teacher that all her students want to be like her.
3. The doctor was always very bigoted / charming and knew what to say to help her patients relax.
4. It's fine to be hypocritical / idealistic, but sometimes you have to be practical too.
5. Truly dedicated / pushy musicians are constantly practising.
6. Why can't you act your age and stop being so dedicated / immature?
7. Nawal proved she was compassionate / charming by volunteering to help out at an animal shelter.
8. He's a very inspirational / decent person and will always act in the proper way.
9. Omar would always get defensive / trustworthy if a teacher criticised his written work.

10. Was the politician being sincere / modest when he said the government would tackle climate change?

Answers:

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

2 ★ Match the words from the box with their definitions.

bigoted / conceited / hypocritical / modest / passionate / pushy / tough / trustworthy

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

Answers:

- 2 pushy 3 passionate 4 modest 5 hypocritical 6 trustworthy 7 tough 8 bigoted

3 ★★ Use the words from Exercise 2 to complete the descriptions.

1. Nasser says he's worried about climate change, but he drives everywhere and goes on holiday by plane twice a year. He's hypocritical.
2. Sawsan won't take 'no' for an answer. She'll keep asking until she gets what she wants. She's -----.
3. Laith is a highly skilled pianist, but he doesn't show off about it. He's -----.

4. Suha hates anyone who is different from her. She's really -----.
5. Huda is in a lot of pain from her illness, but she doesn't complain or feel sorry for herself. She's -----.
6. Jameela believes she's a better person than all her friends. She's so -----.
7. If you want to be sure a secret is kept, tell Randa. She's -----.
8. Khalil's life is completely dedicated to tackling pollution. He's -----about it.

Answers:

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

- 4 ★★ Complete the online comment with one word in each gap.

MY SAY!

Share it with the world at haveyoursay.com

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

Answers:

2 admire 3 influence
4 idolise 5 inspirational
6 pedestal 7 shining
8 to 9 hypocritical



كتاب الطالب صفحة 40

1 Complete the text with the words/phrases from the box. There are two extra words.

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

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

Answers:

1 decent/compassionate 2 compassionate/decent 3 Modest 4 making a fuss
5 pushy 6 showing 7 influence 8 idolise

2 Choose the correct words/phrases to complete the sentences.

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

Answers: 1 lost my temper 2 the peacemaker 3 talk about 4 make ends meet
5 sincere 6 loathe 7 trustworthy



OLIVER TWIST

READING AND VOCABULARY

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، كان كثير من الناس يأتون إلى المدن للعمل. وكانت هناك أماكن تسمى دور العمل حيث كان أفقر الناس يعيشون ويعملون ويأكلون لسد احتياجاتهم. لكن الحياة في دور العمل لم تكن سهلة، حيث كان الناس يتمكنون بطريقة ما من تدبير سبل العيش، ويعيشون يوماً بيوم، ويتجمعون معا للتدفئة.

One night, a woman arrived at a workhouse. She gave birth to a baby but then sadly died. A nurse called the baby Oliver Twist and he was sent to a house for orphans until he was nine. Then he was sent to a workhouse to work. Oliver was sad to leave the other orphans. Although the boys lived **hand-to-mouth**, they had a **sense of belonging** at the house and looked after each other.

في إحدى الليالي، وصلت امرأة إلى دار رعاية. أنجبت طفلاً ثم ماتت للأسف. أطلقت ممرضة على الطفل اسم أوليفر تويست وأرسلته إلى دار للأيتام حتى بلغ التاسعة من عمره. ثم أرسل إلى دار رعاية ليعمل. حزن أوليفر لترك الأيتام الآخرين. ورغم أن الأولاد كانوا يعيشون على الكفاف، إلا أنهم كانوا يشعرون بالانتماء إلى الدار 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.

في دار العمل، كان جميع الأولاد الآخرين يعانون من سوء التغذية مثل أوليفر. وفي أحد الأيام، شجعوا أوليفر على التسول للحصول على المزيد من الطعام، لكن هذا أثار غضب مديري دار العمل.

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 لكنه لم يكن لديه طعام وظل جائعاً لأيام، قبل أن يلتقي بصبي آخر يدعى جاك داونز. أرشد أوليفر إلى الطريق إلى المدينة. قدم جاك أوليفر إلى رجل عجوز يدعى فاجن، الذي أعطى أوليفر بعض الطعام وسريراً للنوم عليه. في اليوم التالي، رأى أوليفر العديد من الأولاد الآخرين يأتون إلى منزل فاجن. تجمع الأولاد معاً لإعطاء الرجل العجوز الساعات والمجوهرات. ثم أخبر فاجن أوليفر بالخروج إلى الشوارع مع الأولاد الآخرين والتعلم منهم. صدم أوليفر عندما رأى الأولاد يسرقون أشياء من جيوب الناس. لقد فهم أنهم لصوص!



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

وفجأة، رأى رجل الصبيين يخرجان منديلاً من جيبه. فصرخ في الصبيين، وبينما كانا يركضان بعيداً، حاول ضابط شرطة إلقاء القبض على أوليفر. لكن رجلاً يدعى السيد براونلو أخبر ضابط الشرطة أن أوليفر لم يأخذ أي شيء. كان السيد براونلو قلقاً على الصبي النحيف وأعادته إلى منزله، حيث كانت مدبرة المنزل تعتني 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 تحسنت حالة أوليفر، كان يسير في الشارع عندما أمسكت به امرأة. أخذته إلى منزل فاجن. ثم طلب فاجن من أوليفر مساعدة السيد سايكس في الحصول على وظيفة في الريف. طلبا من أوليفر أن يتسلق عبر نافذة صغيرة في أحد المنازل. وعندما فعل ذلك، أطلق عليه الرصاص.

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.

لحسن الحظ. نجا. وعندما تحسنت حالته، تم نقله إلى السيد براونلو، حيث شعر وكأنه في منزله. أوضح السيد براونلو أن والدة أوليفر كانت امرأة ثرية. لكن شقيقه، وهو رجل يدعى مونكس، كان يعلم أن أوليفر لن يحصل على المال إلا إذا كان أوليفر شخصاً أميناً. لذلك راقب أوليفر وتأكد من أنه التقى بجاك داكنز، ثم فاجن. وبهذه الطريقة، لن يكون أوليفر أميناً أبداً ويمكن لمونكس الاحتفاظ بكل الأموال.

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.

في نهاية القصة، يعطي مونكس لأوليفر المال المستحق له ويغادر البلاد. يتبنى السيد براونلو أوليفر، وهو ما يظهر مدى لطفه.

قائمة المصطلحات – GLOSSARY

Word الكلمة	Meaning in English المعنى بالانجليزي (مطلوب)	Arabic المعنى بالعربي
housekeeper	a person whose job is to look after a house	مدبرة منزل
Orphan	a child whose parents have died	يتيم
- make ends meet - a subsistence - hand-to-mouth	to have just enough money to buy what you need	نكبية احتياجات المعيشة
living day-to-day	dealing with things without thinking about the future	العيش يوماً بيوم
went hungry	didn't have enough food	جائع
- huddled together - gathered together	sat or stood very close to other people	التجمع بالقرب من بعضهم
beg	asked for money or food from strangers	يشحد
skinny, malnourished	very thin	نحيف جداً
feel at home, sense of belonging	be comfortable in a particular place	الشعور بالراحة في مكان ما

تمرين الكتاب صفحة 34

2 Read the summary of Oliver Twist and answer the questions below.

1 What kinds of people lived in a workhouse?

2 Why did Oliver decide to walk to London?

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

Answers:

1 The poorest people at that time.

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

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

3 Read the text again and choose the correct answers.

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

a It was where he was born.

b The orphans helped each other.

c He had plenty to eat there.

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

a He wanted to help the poor orphans of London.

b He wanted Oliver to trust him and then work for him.

c He was a rich man in a smart, modern house.



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

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

Answers: 1 – B 2 – B 3 – C

Critical thinking p. 35

How do you think poverty influences someone's life? Can there be any positive outcomes to being poor?

كيف تعتقد أن الفقر يؤثر على حياة الإنسان؟ هل يمكن أن تكون هناك أي نتائج إيجابية للفقر؟

أسئلة مقترحة - Suggested questions

1. Why did people come to the cities in England during the 1800s?
 - A) To attend school
 - B) To find work
 - C) To visit family
 - D) To travel
2. What was the main purpose of workhouses in the 1800s?
 - A) To educate children
 - B) To provide medical care
 - C) To offer a place to live, work, and eat for the poorest people
 - D) To train soldiers

3. How did Oliver Twist end up at a workhouse?

- A) He was found on the streets
- B) He was sent there after his mother died
- C) He chose to go there
- D) He was taken by Fagin

4. Why were the boys at the workhouse malnourished?

- A) They refused to eat
- B) The workhouse managers took their food
- C) They were given very little food
- D) They gave their food to Oliver

5. Who introduced Oliver to Fagin?

- A) Mr. Brownlow
- B) Mr. Sikes
- C) A police officer
- D) Jack Dawkins

6. What was Oliver's reaction when he saw the boys working for Fagin?

- A) He was excited to join them
- B) He was shocked to learn they were thieves
- C) He ignored them
- D) He reported them to the police

7. How did Mr. Brownlow come to care for Oliver?

- A) He found Oliver stealing
- B) He was asked by Fagin to look after Oliver
- C) He saw Oliver being wrongly accused of theft
- D) He was related to Oliver

8. What happened to Oliver when he was asked to help Mr. Sikes with a job?

- A) He ran away
- B) He was arrested by the police



- C) He was shot while climbing through a window
 D) He stole a handkerchief
9. What was Monks' plan to prevent Oliver from inheriting his mother's money?
 A) He tried to kill Oliver
 B) He made sure Oliver would become a thief
 C) He hid Oliver's identity
 D) He gave all the money to Fagin
10. How does the story of Oliver Twist end?
 A) Oliver becomes a thief
 B) Oliver is arrested
 C) Oliver inherits the money and is adopted by Mr. Brownlow
 D) Oliver stays with Fagin

الاجابات النموذجية – Model Answers

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

CHARLES DICKENS AND THE POOR

READING AND VOCABULARY

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

مثل العديد من الأشخاص الذين أصبحوا فيما بعد كتّاباً ناجحين، نشأ تشارلز ديكنز في منزل جميل وتلقى تعليماً جيداً. ومع ذلك، تغير هذا عندما كان يبلغ من العمر 12 عاماً فقط. في عام 1824، اكتشف والده أنه مدين للناس بالكثير من المال وتم إرساله إلى السجن مع والدته تشارلز. كان على تشارلز التوقف عن الذهاب إلى المدرسة والعيش بمفرده والحصول على وظيفة لتغطية نفقاته. عمل في مصنع. ووضع الملصقات على الزجاجات. كان يتقاضى أجراً ضئيلاً للغاية ويعيش بالكاد. كان يكره كل دقيقة من ذلك.

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

لحسن الحظ بالنسبة لتشارلز، لم يمكث والده في السجن لفترة طويلة. ورغم أن والدته أرادت أن يواصل تشارلز العمل في المصنع، إلا أن والده لم يوافق على ذلك، فعاد تشارلز إلى المدرسة. ومع ذلك، كانت خبرته في العمل مع الفقراء الآخرين في المصنع هي التي جعلت من ديكنز الكاتب الرحيم الذي أصبح عليه الآن، والذي أدرك الحياة الصعبة التي يعيشها كثير من الناس.

When he left school, Dickens started off working in the law, but he always loved writing, and soon became a journalist. He started writing stories in magazines, and his stories were very popular. When he was older, Dickens used to live in a part of London where there was a workhouse in the same street. He was aware of the malnourished children who had to live and work in these terrible places. And so he wrote Oliver Twist, about a boy who spent time in a workhouse before living in places in London that were so poor that children had to beg or go hungry. Like his earlier stories, Oliver Twist was published in a magazine, which his readers could read part of every month. His readers were shocked when they learnt that this was not only a story, but based on real events and people in the capital city. Many people did not realise that there were skinny children looking for work and food in London at that time.

عندما ترك المدرسة، بدأ ديكنز العمل في مجال القانون، لكنه أحب الكتابة دائماً، وسرعان ما أصبح صحفياً. بدأ في كتابة القصص في المجلات، وكانت قصصه تحظى بشعبية كبيرة. عندما كبر، اعتاد ديكنز أن يعيش في جزء من لندن حيث كان هناك دار رعاية في نفس الشارع. كان على دراية بالأطفال الذين يعانون من سوء التغذية والذين اضطروا للعيش والعمل في هذه الأماكن الرهيبة. لذلك كتب أوليفر تويست، عن صبي قضى وقتاً في دار الرعاية قبل أن يعيش في أماكن في لندن كانت فقيرة للغاية لدرجة أن الأطفال اضطروا إلى التسول أو الجوع. مثل قصصه السابقة، نشر أوليفر تويست في مجلة، وكان قراؤه يستطيعون قراءة جزء من كل شهر. صدم قراؤه عندما علموا أن هذه لم تكن مجرد قصة، بل كانت تستند إلى أحداث وأشخاص حقيقيين في العاصمة. لم يدرك الكثير من الناس أنه كان هناك أطفال نحيفون يبحثون عن عمل وطعام في لندن في ذلك الوقت.



Dickens certainly empathised with the poor, but he also believed that being poor often led to a life of crime. We can see this in the character Fagin in *Oliver Twist*, who makes poor children work for him as thieves. For Dickens, the best escape from poverty was through education. Dickens did not forget that he had to stop going to school when his father was sent to prison and he later helped to support the so-called Ragged Schools, where children of the poorest families in the country could feel at home and get a good education.

لا شك أن ديكنز كان يتعاطف مع الفقراء، ولكنه كان يعتقد أيضاً أن الفقر غالباً ما يقود إلى حياة الجريمة. ونستطيع أن نرى هذا في شخصية فاجن في رواية أوليفر تويست، الذي يجعل الأطفال الفقراء يعملون لصالحه كصوص. وبالنسبة لديكنز، كان أفضل مخرج من الفقر هو التعليم. ولم ينس ديكنز أنه اضطر إلى التوقف عن الذهاب إلى المدرسة عندما أرسل والده إلى السجن، وساعد لاحقاً في دعم ما يسمى بالمدارس المتهالكة، حيث يمكن لأطفال أفقر الأسر في البلاد أن يشعروا وكأنهم في وطنهم ويحصلوا على تعليم جيد.

Dickens was able to help schools like this because in later life, he was a very successful writer. As well as *Oliver Twist* (1839), Dickens wrote many other famous novels including *Nicholas Nickleby* (1839), *David Copperfield* (1850) and *Great Expectations* (1861). Poor people often feature in Dicken's novels which continue to entertain us today.

كان ديكنز قادراً على مساعدة المدارس مثل هذه لأنه كان كاتباً ناجحاً للغاية في وقت لاحق من حياته. بالإضافة إلى أوليفر تويست (1839)، كتب ديكنز العديد من الروايات الشهيرة الأخرى بما في ذلك نيكولاس نيكليبي (1839)، وديفيد كوبرفيلد (1850)، وتوقعات عظيمة (1861). غالباً ما يظهر الفقراء في روايات ديكنز التي لا تزال تسلينا حتى اليوم.



They are great stories, and are often very funny, making fun of people who think they are important because of their jobs or money. Many of his books have been made into films.

إنها قصص رائعة، وغالباً ما تكون مضحكة للغاية، وتسخر من الأشخاص الذين يعتقدون أنهم مهمون بسبب وظائفهم أو أموالهم. تم تحويل العديد من كتبه إلى أفلام.

Perhaps the most important aspect of his novels, however, is that he shone a light on lives of poverty that were often hidden or ignored at that time.

و لعل أهم جانب في رواياته هو أنه ألقى الضوء على حياة الفقراء الذين غالباً ما كانوا يخفونها أو يتجاهلونهم في ذلك الوقت.

كتاب التمارين صفحة 29

3 Read the text again and choose the correct answers.

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

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

2 What two experiences helped Dickens to write Oliver Twist?

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

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

- a They were always good people.
- b They were often lazy.

- c They needed an education or they might become criminals.
d They were usually bad people or thieves.
- 4 What made Dickens want to help the Ragged Schools?
a He wanted to help poor people get an education.
b He wanted to use some of the money he got from writing.
c He wanted to feel at home at the schools.
d He wanted to learn about poor children's education.
- 5 Why does the author think Dickens' novels have been so successful?
a They are all very funny.
b They have been made into films.
c They make fun of people.
d They are really good stories.
- 6 What does the author think Dickens' novels have taught us?
a How to stop people being poor.
b How to make fun of important people.
c To be aware of poverty.
d How to write great stories.

الاجابات النموذجية - Answers

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

أسئلة مقترحة - Suggested questions

1. Why did Charles Dickens have to stop going to school when he was 12 years old?
a) He became ill.
b) His father went to prison.
c) He moved to another country.
d) His family became wealthy.
2. What job did Charles Dickens do when he was 12?
a) He worked as a journalist.
b) He worked in a law office.

- c) He worked in a factory, putting labels on bottles.
d) He worked as a teacher.
3. How did Charles feel about working in the factory?
a) He loved every minute of it.
b) He didn't mind the work.
c) He loathed every minute of it.
d) He found it exciting.
4. What did Dickens's father want for Charles after he was released from prison?
a) To continue working in the factory.
b) To go back to school.
c) To become a lawyer.
d) To write stories.
5. Why did Charles Dickens write the story of Oliver Twist?
a) To entertain people with stories of adventure.
b) To show how rich people lived in London.
c) To highlight the terrible conditions poor children faced in London.
d) To tell a story about his own life.
6. What was shocking to Dickens's readers about Oliver Twist?
a) It was based on real events and people.
b) The story was very long.
c) The story was not very interesting.
d) The story had a happy ending.
7. What was Dickens's opinion about poverty and crime?
a) He believed that poor people always committed crimes.
b) He thought education was the best way to escape poverty.
c) He believed rich people caused crime.
d) He thought poverty had no connection to crime.
8. What did Dickens help to support later in life?
a) Wealthy schools for the rich.
b) Schools for poor children, called Ragged Schools.
c) Factories for young workers.
d) Prisons for poor people.

9. What is one reason Charles Dickens's novels are still popular today?
- They are full of action and adventure.
 - They make fun of people who think they are important because of their jobs or money.
 - They only tell stories about rich people.
 - They are very difficult to read.
10. What important theme did Dickens highlight in his novels?
- The importance of becoming rich.
 - The hidden lives of poor people.
 - The advantages of working in factories.
 - The lives of famous people.

Model Answers – الاجابات النموذجية

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

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HOW SMARTPHONES AFFECT FRIENDSHIPS

كيف تؤثر الهواتف الذكية على الصداقات

كتاب الطالب صفحة 41

HOW SMARTPHONES AFFECT FRIENDSHIPS

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.

كيف تؤثر الهواتف الذكية على الصداقات

الهواتف الذكية هي أداة سحرية عندما يتعلق الأمر بالصداقة! ومن بين الفوائد الأكثر وضوحاً مدى سهولة التواصل مع أصدقائك أينما كانوا. الأمر أشبه بوجود أصدقائك في جيبك!

و الأمر الرائع حقاً هو كل الأشياء المذهلة التي يمكنك القيام بها مع أصدقائك على الهواتف الذكية. لا تعمل هذه التجارب المشتركة على تقوية الصداقات القائمة فحسب، بل إنها تخلق أيضاً فرصاً لك لتكوين علاقات جديدة.

وعندما تحتاج إلى بعض النصائح، فإن أصدقائك على بعد رسالة واحدة فقط. سواء كان الأمر يتعلق بمشاركة نكتة لجعل يوم شخص ما أفضل أو الاستماع عندما يحتاج إلى شخص للتحدث معه، فإن الهواتف الذكية تجعل من السهل دعم بعضنا البعض.

لذا، في حين يخشى بعض الناس أن تفرقنا التكنولوجيا، فإن الهواتف الذكية في الواقع تقربنا من بعضنا البعض. فهي تساعدنا على البقاء على اتصال والاستمتاع والتواجد بجانب بعضنا البعض، مما يجعل صداقاتنا أقوى وأكثر أهمية.

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

1 When it comes to friendship smartphones are -----.

2 Wherever you are smartphones help you -----with your friends.

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

Answers:

1 a magic tool

2 keep in touch / stay connected

3 (shared) experiences / fun

4 (some) advice / someone to talk to / support

5 even stronger / more meaningful

أسئلة مقترحة - Suggested questions

1. Smartphones make it easy to keep in touch with your friends, no matter where they -----.
- a) sleep b) work c) are d) play
2. Using smartphones with friends helps to make friendships -----.
- a) weaker b) boring c) stronger d) shorter
3. When you need advice, your friends are just a ----- away.
- a) letter b) message c) phone d) call
4. Smartphones make it easy to ----- with your friends, whether it's sharing jokes or listening when they need to talk.
- a) argue b) fight c) connect d) compete
5. Some people worry that technology might pull us -----.
- a) apart b) closer c) stronger d) louder
6. Smartphones actually help us ----- together and make our friendships more meaningful.
- a) work b) grow c) pull d) stay

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

مهارات التحدث – Speaking Skills

التعميم - Generalising

Situation - الموقف	المصطلح - Expression or term
Talking about what is generally true التحدث عما هو صحيح بشكل عام	<ol style="list-style-type: none"> 1. On the whole, ... 2. In some/many/most cases, ... 3. Broadly speaking, ... 4. More often than not, ... 5. Nine times out of ten, ... 6. 90 percent of the time, ... 7. To some/a great extent, ... 8. ... tend to think/say/believe ... 9. There's a tendency for ... to ... 10. In general, ... 11. By and large, ...
Acknowledging that you are generalizing الاعتراف بأنك تقوم بالتعميم	<ol style="list-style-type: none"> 1. This is a bit of a sweeping statement, but ... 2. I may be over generalising, but ... 3. You might think this is an over generalisation, but ...

تمرين الكتاب صفحة 37

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

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)

الاجابات النموذجية – Answers

- 1 In general, Generation Z spend a lot of time online.
- 2 On the whole, they know how to make the best of social media.
- 3 They tend to take offence very easily.
- 4 Nine times out of ten, they have an entrepreneurial spirit.
- 5 In some/many/most cases, they like getting a bargain.
- 6 To a great/some extent, they are into experiences rather than material possessions.

كتاب التمارين صفحة 31

SPEAKING | Generalising

WHAT YOU THINK IS GENERALLY TRUE

On the whole, I don't like taking risks.

In general, I'm a very calm person.

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

Broadly speaking, Gen Z have an entrepreneurial spirit.

By and large, young people do more sport.

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

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

90 percent of the time, I include emojis.

To some/a great extent, electronic devices are a distraction in the classroom.

Older people tend to think/say/believe that teenagers spend too much time relaxing.

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

ACKNOWLEDGING THAT YOU ARE GENERALISING

This is a bit of a sweeping statement, but younger people often take offence easily.

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

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

- 2 Replace the underlined parts of the sentences with the correct phrases from the Speaking box. Use the words in bold.

1 Broadly speaking, Generation Z lead healthier lifestyles than Generation X did in the past. **LARGE**

By and large

2 Nine times out of ten, a person's outlook on life becomes similar to that of their parents. **PERCENT**

3 In most cases, what seems shocking to one generation appears normal to the next. **OFTEN**

4 In general, our generation is no better or worse behaved than the previous one. **WHOLE**

الاجابات النموذجية – Answers

- 2 **Ninety percent of the time, a person's outlook on life becomes similar to that of their parents.**
- 3 **More often than not, what seems shocking to one generation appears normal to the next.**
- 4 **On the whole, our generation is no better or worse behaved than the previous one.**

3 Complete the conversation with the correct words from the Speaking box.

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


Zeina No, I don't. ²_____ speaking, I think our lives are better. I mean - imagine having no phones or Internet!

Teacher Well, yes. What about you, Amina?

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

Teacher I see. And you Khawla?

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

5  In pairs, discuss the questions and prepare a short presentation about your generation.

- 1 Do you feel you belong to Generation Z?
- 2 Do you agree with the generalisations about Generation Z in Exercise 4? Say why.
- 3 Can you think of any generalisations that people make about other generations?

6 **REFLECT | Society** How can society overcome generation gaps?

الاجابات النموذجية – Answers
 2 Broadly 3 tendenc 4 extent 5 by 6 general

4 ★★★ Write a short paragraph in which you make several generalisations about life in the past in your country.



شرح القواعد

Past and present habits

التعبير عن العادات في الماضي و المضارع

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

نستخدم المضارع المستمر أو الماضي المستمر مع الظروف التالية always / constantly / forever للتحدث عن عادة تتكرر أكثر من المعتاد، والتي يجدها المتحدث غير متوقعة أو مزعجة.

- انتبه ان مكان الظرف بين الفعل المساعد و الفعل الرئيسي
- She's **always** complaining about the weather. (present)
- She **was forever** arguing with her parents when she was younger. (past)

We use will/would + infinitive to talk about behaviour which is typical or characteristic of the person. They can describe both pleasant and annoying habits

نستخدم **will / would + infinitive** للتعبير عن التصرف الذي اصبح عادياً او من صفات الشخص. و يمكن أن يوصف العادات السارة و المزعجة

- She'll **turn up** at 11 o'clock and act as if nothing's wrong. (present)
- We'd **spend** the afternoons reading. (past)

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

نستخدم صيغة **used to + infinitive** للتعبير عن حالات الماضي او احداث الماضي المتكررة و يكون الشكل كالتالي:

- **Affirmative** : Subject + **used to + infinitive** + Object + compliment
- **Negative**: Subject + **didn't use to + infinitive** + Object + compliment
- **Interrogative**: **Did** + subject + **use to + infinitive** + Object ...?



- I **used to feel** very negative about my job.
- At our old house I **used to spend** a lot of time with my friends.

- لا نحتاج الى استخدام اي تعابير زمنية لتحديد الوقت مع **used to** لذلك يجوز استخدامها للتعبير عن مواضيع جديدة
- I **used to eat** a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat ...)

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

نستخدم **would** عندما يتم تحديد الموضوع وعادةً تستخدم في تحديد الوقت في الماضي

- 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.
 - لا يجوز استخدام **would** للتعبير عن الحالات في الماضي
- ملاحظة: تحتوي معظم النصوص التي تصف العادات على مزيج من هذه الأشكال.

كتاب الطالب صفحة 31

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

- As a child, I **used to spend** my weekends playing with my friends. We **would play** all day together.
- I was an only child and I **used to feel** bored at home on my own.
- On Saturdays, I **would go** swimming with my dad.
- I **used to get up** early when I was younger, but I nearly always have a lie-in now.

- We often use ----- to set the scene, and then, when the time reference is clear, we can use ----- for other examples of past habitual behaviour.
- We DON'T use ----- to describe a past state.
- We use ----- to talk about a past state or a situation that doesn't happen any longer.

Answers: 1 used to 2 would 3 would 4 used to

9 Complete the short text with used to or would.

Sometimes both are possible. When he was younger, Hamzah 1----- play basketball. He 2----- be quite tall for his age, but then all the other boys caught up. In fact, his younger brother, who 3----- be tiny, is now quite a bit taller than him. Hamzah 4----- be the best player in the basketball team, but now he prefers football!

Answers: 1 used to (setting the scene and a habit) 2 used to (state)
3 used to (state) 4 used to (state)

Critical thinking

10. Why is it important not to make fun of people?

كتاب التمارين صفحة 24

1 ★ Match sentences 1–7 with their meanings a–g.

- 1 Imad was forever bursting into tears.
- 2 Asma is constantly showing off.
- 3 Lubna will forget to take her contact lenses out.
- 4 My uncle would always take me swimming.
- 5 I used to love winding my brother up.
- 6 We watched that show every week.
- 7 You always mess about in class.

- a) a repeated past action or state; it might still happen in the present
- b) a typical characteristic of a person
- c) a repeated action in the present
- d) an annoying repeated habit in the past
- e) a past state or action which no longer exists
- f) a habit or repeated action in the past, but not a state
- g) an annoying repeated habit in the present

Answers: 1 d 2 g 3 b 4 f 5 e 6 a 7 c

2 ★ Complete the mini-conversations with the correct Present or Past Continuous forms.

Hamed: Have you fallen out with your sister?

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

Hala: Why did Amani lose her job?

Fatima: She 2----- (constantly/be) late and didn't seem interested in her work.

Husam: Why don't you like the twins?

Osama: They 3----- (forever/talk) behind people's backs.

Mazen: Why did they stop playing rugby?

Salah: Because they 4----- (constantly/injure) themselves.

Answers: 2 was constantly being 3 are/'re forever talking 4 were constantly injuring

3 ★★ Complete the sentences with the correct forms of used to or would and the verbs in brackets. Sometimes more than one answer is possible.

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

Answers:

2 did you use to stay

3 used to/would make

4 didn't use to think

5 used to/would suddenly start



4 ★★ Match sentences 1–4 with responses a–d. Then complete the responses with will/won't or would/wouldn't.

- 1 'My parents don't let my brother use their car.'
- 2 'Jameel is thinking of travelling again.'
- 3 'I never really believed anything he said.'
- 4 'Lama's hearing is getting really bad.'
- a) 'Yes, well, he won't stay in one place for more than a few months.'
- b) 'Well, she -----keep listening to loud music.'
- c) 'That's not surprising. He -----tell the most ridiculous stories.'
- d) 'Well, he -----go too fast whenever he drives.'

Answers: 1 d, will 2 a, won't 3 c, would 4 b, will

5 ★★ Complete the mini-conversations with one word or a contraction in each gap.

- 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!

Answers: 2 would 3 didn't 4 always/constantly/forever 5 am/'m 6 are 7 use 8 weren't

أسئلة مقترحة

1. James ----- the piano in the middle of the night, and it kept waking up the neighbors.
a) constantly plays b) is constantly playing c) played d) was constantly playing
2. Whenever we visit my grandmother, she ----- make us her special cookies.
a) will b) is c) can d) has
3. My family ----- visit the countryside every summer when I was a child.
a) would b) use to c) used to d) will
4. After we arrived at the beach, we ----- swim in the ocean all afternoon.
a) would b) used to c) had d) will
5. Sarah ----- complaining about her homework every day last year.
a) is always b) was forever c) would always d) will forever
6. Tom ----- losing his keys. He needs to be more careful.
a) is constantly b) would constantly c) was d) will constantly
7. Whenever John is nervous, he ----- tap his foot.
a) will b) would c) is d) used to
8. As a child, my brother ----- hide behind the couch when he didn't want to go to school.
a) will b) would c) is d) had
9. We ----- live in a small town before moving to the city.
a) will b) used to c) are used to d) would
10. I ----- ride my bike to school every day when I was in primary school.
a) would b) used to c) am d) was
11. Every summer, we ----- visit my aunt and spend weeks by the lake.
a) used to b) would c) had d) was
12. When we were children, our father ----- read us bedtime stories every night.
a) used to b) would c) will d) was

Answers

1 - D 2 - A 3 - C 4 - A 5 - B 6 - A 7 - A 8 - B 9 - B 10 - B 11 - B 12 - B

Participle clauses

اسم الفاعل و اسم المفعول

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 صيغة اسم الفاعل لفعل أو حالة حدثت في نفس الوقت أو بعد حدث في القصة و يتم تكوينها من خلال إضافة **ing** للفعل المجرد
- تستخدم صيغة اسم الفاعل بدلاً من جملة السبب (because – since – as) بأضافة ing للفعل
 - 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 أن يكون لجملي الصفة و الجمل الرئيسية نفس الفاعل.
- A present (starting) or past (started) participle is often used to replace a relative clause
- غالباً ما يتم استخدام صيغة اسم الفاعل المضارع (starting) أو اسم المفعول الماضي (started) لاستبدال جملة الوصل

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

- **مهم جداً:** تستخدم صيغة اسم الفاعل المضارع لاستبدال جملة وصل تحتوي على فعل مبني للمعلوم (الفاعل يكون موجود و لا نستخدم فعل مساعد عادة في هذه الجملة)
- 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

• **مهم جداً:** نستخدم صيغة اسم المفعول الماضي لاستبدال جملة وصل بفعل مبني للمجهول (نستخدم فعل مساعد عادة في هذه الجملة)

- 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.

كتاب الطالب صفحة 36

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.

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

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

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

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

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

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

Answers 1 an active 2 a passive

كتاب التمارين صفحة 30

6 ★★★ Rewrite the sentences using participle clauses.

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

What's the name of that website selling retro-tech?

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

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

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

الاجابات النموذجية – Answers

2 The flip phone, designed in the 1990s, is rapidly becoming popular again.

3 There are very few people still using analogue televisions.

4 Users used to the old system may find the new one confusing.

كتاب الطالب صفحة 40

5 Replace the underlined phrase with a participle clause.

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

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

Answers: 1 wanting to make 2 parked

أسئلة مقترحة

1. The man walked down the street, ----- a song to himself.

- a) sings b) sang c) singing d) sung

2. She read the letter, ----- tears of joy.

- a) shed b) shedding c) sheds d) to shed

3. The man ----- in the park is my uncle.
a) walks b) walking c) walked d) to walk
4. The students ----- their homework early will get extra credit.
a) completing b) completed c) complete d) to complete
5. The car ----- by the mechanic is now running smoothly.
a) fixing b) fixed c) fixes d) to fix
6. The documents ----- for the meeting were lost.
a) prepared b) prepares c) preparing d) prepare
7. He sat at his desk, ----- about the upcoming exam.
a) worry b) worried c) worrying d) to worry
8. They walked through the forest, ----- the sounds of nature.
a) enjoy b) enjoyed c) enjoying d) to enjoy
9. She looked out the window, ----- the rain start to fall.
a) see b) seeing c) saw d) to see
10. Mark finished his meal, ----- satisfied.
a) feel b) felt c) feeling d) to feel
11. The man ----- the guitar is my music teacher.
a) play b) playing c) played d) to play
12. Animals ----- in the wild should not be kept as pets.
a) live b) living c) lived d) to live
13. The company ----- the lowest prices attracts many customers.
a) offer b) offering c) offered d) to offer

Answers: 1 - C 2 - B 3 - B 4 - A 5 - B 6 - A 7 - C 8 - C 9 - B 10 - C 11 - B 12 - B 13 - B

جمل الوصل – Relative clauses

نستخدم جمل الوصل بعد الأسماء، أو العبارات الاسمية، لوصف أو إعطاء معلومات عن شخص، أو شيء، أو ممتلكات، أو أماكن، أو وقت، تبدأ جملة الوصل بضمير وصل كالتالي:

- 1- نستعمل (who) عندما يكون الإسم عاقل في موقع الفاعل
The student **who** won the prize is Ibrahim
- 2- نستعمل (whom) عندما يكون الإسم عاقل في موقع المفعول به فقط
The man **whom** we want is coming now
- 3- نستعمل (which) عندما يكون الاسم غير عاقل
This is the book **which** Ibrahim wrote many years ago
- 4- نستعمل (that) عندما يكون الإسم عاقل أو غير عاقل
The person **that** won the lottery is my neighbor
This is the car **that** I bought last week
- 5- نستعمل (whose) في حالة الملكية ويجب أن يتبعها اسم
This is the lady **whose** daughter you met yesterday
- 6- نستعمل (when) مع الزمان
1914 is the year **when** the first world took place
- 7- نستعمل (where) مع المكان
That is the **where** my uncle lives
- 8- (why) مع السبب
There reason **why** he resigned is still mysterious

هناك نوعين من جمل الوصل و هما: جمل الوصل المعرفة و جمل الوصل غير المعرفة

جمل الوصل المعرفة - Defining clauses

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

إن **الجمل المعرفة** ضرورية لتقديم معلومات أساسية حول الشخص/الشيء الذي يتم الحديث عنه بالضبط في الجملة. ولا يتم استخدام الفواصل مطلقاً.

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

يمكننا استخدام **that** بدلاً من **who/which** في الجمل المعرفة.

1. The person **who/that** designed the house is a world-famous architect.
2. The land **where** the house is built is extremely picturesque.

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

عندما يكون ضمير الوصل هو **المفعول** لجملة الوصل، يمكنك حذف **who/which/that**.

1. The house (**which/that**) the family has built is unique.
2. The book (**which/that**) I bought is interesting.
3. The movie (**which/that**) we watched last night was fantastic.

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

عندما يكون ضمير الوصل هو **فاعل** جملة الوصل، لا يمكنك حذف **who/ which/that**.

1. It was the woman **who/that** had arrived earlier that day.
2. The woman **who/that** helped me was very kind.

جمل الوصل غير المعرفة - Non- Defining clauses

• هناك نوعين من جمل الوصل غير المعرفة:

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

لإعطاء معلومات إضافية غير أساسية حول الشخص أو الشيء الذي يتم الحديث عنه في الجملة:

1. He had just arrived home with his wife, who had been working that afternoon.
2. 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:

لإضافة تعليق حول الجزء الأول من الجملة، نستخدم دائماً **which** في هذه الجمل:

1. People from all over the world visit the museum, which shows how deeply they are interested in learning about science.
2. He missed the deadline, which was unfortunate.

- **Note 1:** 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.

• **ملاحظة 1:** تحتاج الجمل غير المعرفة دائماً إلى الفواصل: على كلا الجانبين إذا كانت في منتصف الجملة، أو قبلها إذا كانت في النهاية.

- **Note 2:** We never use that in non-defining clauses.

• **ملاحظة 2:** لا نستخدم **that** مطلقاً في الجمل غير المعرفة.

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):



عادة ما تأتي حروف الجر في نهاية الجملة في اللغة الإنجليزية العامية. و لكن في السياقات المكتوبة والمنطوقة الأكثر رسمية، يمكن أن تأتي في البداية، ولكن يجب أن تتبعها كلمة **which** (بالنسبة لغير العاقل) أو **whom** (بالنسبة للعاقل):

1. 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.
2. 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.

الربط بأستخدام جمل الوصل

الربط يكون حسب موقع الاسم المتكرر بين الجملتين. لاحظ الامثلة التالية:

1. The woman was young. The woman gave him the money.
The woman **who** gave him the money was young.
2. The woman was young. I met her in the club.
The woman **whom** I met in the club was young.
3. I cut down the tree. The tree was fruitless.
I cut down the tree **which** was fruitless.
The tree **which** I cut down was fruitless.
4. I bought the car. I gave it my father.
I bought the car **which** I gave to my father.
The car **which** I bought I gave to my father.

كتاب الطالب صفحة 36

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

a The house which we just walked past belongs to my grandfather.

b My grandfather's house, which I love, isn't very modern.

1 Which sentence gives essential information that cannot be omitted? (defining relative clause)

2 Which sentence gives extra information that can be omitted? (non-defining relative clause)

Answers: 1 a 2 b

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

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

Answers: 1 and 4 are defining

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

1. In which type of relative clause can we use that instead of which or who?
2. In which sentence can you omit the relative pronoun without affecting the meaning? Why is this?
3. What does the relative pronoun in Sentence 2 refer to?
4. In which sentence is the relative clause a comment on the whole of the main clause?

Answers:

1 In defining relative clauses.

2 The pronoun can be omitted in sentence 1. When the relative pronoun is the object of the clause in a defining relative clause, we can omit it.

3 It refers to a place.

4 Sentence 5.

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

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

Answers:

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

كتاب الطالب صفحة 40

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

1. That boy's mum is Japanese. He's fluent in five languages.

That boy

2. My grandma's house has no Wi-Fi. It's very annoying.

My

3. They go to that beach in summer. It's their favourite place.

The beach

Answers:

- 1 That boy, **whose** mum is Japanese, is fluent in five languages.
- 2 My grandma's house has no Wi-Fi, **which** is very annoying.
- 3 The beach **where** they go in summer is their favourite place.
The beach (**which**) they go to in summer is their favourite place.



كتاب التمارين صفحة 30

1 ★ Choose the correct relative clause a–e to complete the sentences.

1. Bluetooth, **b**, is actually a kind of wireless connection. D / ND
 2. The headset ----- 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

Answers: 2 e 3 a 4 c 5 d

2 Look at sentences 1–5 again and choose D for defining or ND for non-defining relative clause.

Answers: 1 ND 2 D 3 ND 4 ND 5 D

4 ★★ Complete the text with who, which, that, where or whose. Find the sentence where you can omit the pronoun.

I-talk 7 review ★★★★★

The I-talk 7, 1 which has been completely redesigned since the I-talk 6, is possibly the best new phone on the market. Produced in South Korea, ----- I-talk has its headquarters, this is a bright new star in a competitive market. For those of you ----- budget won't stretch to more expensive brands, we really recommend the I-talk 7. Virtually all of the quality issues ----- affected the company's earlier models have been solved in the I-talk 7. Users ----- care about the quality of their photographs will be happy with the new dual lens camera. The only complaint ----- we can think of is that the range of colours is limited to blue, black and grey.

Answers: 2 where 3 whose 4 which/that 5 who/that 6 that/which

The relative pronoun can be omitted in 6.

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

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

The app (which/that) I was talking about is really cool.

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

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

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

Answers:

2 Sami, who I play football with, lives round the corner.

Sami, with whom I play football, lives round the corner.

3 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 The shop where/from which I bought my computer has closed down.

The shop (that/which) I bought my computer from has closed down.

الكتابة

مقالة رأي An opinion essay

في الكتابة الرسمية يجب الالتزام بالتعليمات التالية:

Content and organisation

المحتوى والتنظيم

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: قم بتلخيص موضوع المقال، باستخدام كلماتك الخاصة قدر الإمكان، ووضح موقفك (أطروحتك) فيما يتعلق بالموضوع.

Main body: Include two or three 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.

الهيكل الرئيسي: قم بتضمين فقرتين أو ثلاث فقرات توضح فيها حججك. يجب عليك تضمين الموضوعين المذكورين في سؤال المقال، بالإضافة إلى فكرة خاصة بك. يجب أن تتناول كل فقرة فكرة رئيسية واحدة.

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

الخاتمة: قم بتلخيص النقاط الرئيسية للمقالة وأعد صياغة رأيك أو أطروحتك حول الموضوع.

Style and register

الاسلوب

- Use semi-formal or quite formal register. استخدم أسلوباً شبه رسمي أو رسمي إلى حد ما.

- Give your personal opinion using: أعط رأيك الشخصي باستخدام:

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: ويتضمن المزيد من وجهات النظر غير الشخصية باستخدام:

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: حاول استخدام مجموعة متنوعة من الروابط

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

ARE FAMILIES AS CLOSE AS THEY USED TO BE?

Writing: An opinion essay

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 كثير من الناس اليوم بأن العلاقات بين أفراد الأسرة الواحدة ليست وثيقة كما كانت قبل بضعة أجيال. ولا شك أن التغييرات التي طرأت على حياتنا العملية وظهور التكنولوجيا قد غيرت من كيفية تفاعل أفراد الأسرة. ولكنني أزعّم أن أفراد الأسرة عموماً يظلون على نفس القدر من التقارب الذي كانوا عليه في أي وقت مضى.

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

يسعى الآباء بشكل متزايد إلى تحقيق توازن أكبر بين العمل والحياة. وهذا يعني أنه حتى في الأسرة التي يعمل فيها كلا الوالدين، فإنهم غالباً ما يتمكنون من ضمان توفر أحد الوالدين على الأقل لاصطحاب أطفالهم إلى الأنشطة بعد المدرسة أو لحضور العروض والحفلات الموسيقية في المدرسة. كما يتيح التوازن الأفضل بين العمل والحياة للأسر 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 المتفق عليه عموماً أن الوقت اللازم لإدارة شؤون المنزل قد انخفض أيضاً على مدى العقود القليلة الماضية مع اختراع المزيد والمزيد من الأجهزة الموفرة للعمالة. ومن الأمثلة البارزة على ذلك الغسالة المتواضعة، التي وصفها هانز روسلينج، الإحصائي السويدي الشهير، بأنها "أعظم اختراع في الثورة الصناعية" بسبب الطريقة التي حرر بها الآباء لقضاء المزيد من الوقت مع أطفالهم. وقبل اختراعها، كان من المعتاد أن يقضي الآباء يوماً كاملاً 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 الاتصال بالإنترنت وسيلة لجمع أفراد الأسرة معاً، فضلاً عن كونه وسيلة لتشتيت الانتباه. ففي الماضي كان أفراد الأسرة الذين يعيشون منفصلين يضطرون إلى كتابة الرسائل وغالباً ما ينتظرون وقتاً طويلاً للحصول على رد، ولكن في الوقت الحاضر هناك العديد من الطرق الأخرى للحفاظ على التواصل، مثل وسائل التواصل الاجتماعي ومكالمات الفيديو. وبشكل عام، أعتقد أن أفراد الأسرة يتواصلون مع بعضهم البعض أكثر من 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.

وفي الختام، أود أن أقول إنه على الرغم من أن المجتمع قد تغير، فإن العائلات لا تزال قريبة من بعضها البعض كما كانت، بمساعدة التكنولوجيا والمرونة الأكبر في أنماط العمل.

كتاب التمارين صفحة 39

4 Study the Writing box and answer the questions.

- 1 What is the thesis of the essay?
- 2 What arguments does the writer give to support the thesis?
- 3 How does the thesis relate to the conclusion?

Answers:

1 Families remain as close as they ever were.

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

3 The conclusion restates the thesis: ... while society may have changed, families remain as close as they were, aided by technology and greater flexibility in working patterns.

Summarise the topic of the essay and state your position.

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

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

Include one idea of your own.

For each argument, give further details, reasons and examples.

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

¹It is sometimes held that in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, ²I firmly believe that there are many ways teens can benefit from the wisdom and experience of their grandparents. Perhaps the most obvious topic which grandparents can tell us about is the past. ³In my opinion, hearing our grandparents' stories helps us understand the past in new ways.

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

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

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



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 الأكاديمية، تحتوي كل فقرة على "جملة موضوعية" تحتوي على الفكرة الرئيسية للفقرة. يجب أن تدعم الجمل الأخرى جملة الموضوع، مع تقديم المزيد من التفاصيل أو الأسباب أو الأمثلة. ستحتوي الفقرة المتماسكة على جمل مرتبة منطقيًا.

WRITING TASK 1

الأستاذ

7 For each topic sentence below, write a paragraph with two supporting sentences.

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

0796714010

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

WRITING TASK 3

Read the task below.

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

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

الأستاذ
عمر ملكاوي
0796714010

Influences

اللغة الانجليزية



بتقدر تابعنا على جميع مواقع التواصل الإجتماعي



أ. عمر ملكاوي