

UNIT SEVEN

Is it Fair ?

VOCABULARY مفردات

SB – page 16

Collocations متلازمات	Meaning
contaminate fresh water supplies	تلوث إمدادات المياه العذبة
provide water filters	تزويد/ توفير فلاتر مياه
environmental problems	مشاكل بيئية
install new toilets	تركيب حمامات جديدة
look at the problem from a different angles	النظر الى المشكلة من زوايا مختلفة
share thoughts	بشارك الأفكار
broken pipes	انابيب مكسورة
natural disasters	كوارث طبيعية
gender equality	المساواة بين الجنسين
bright ideas	أفكار رائعة
prove-d (proven) (something) right	يثبت صحة شيء / رأي ما

Words	Meaning
intern متدرب	a (usually young) person who does a job to get experience of it and to learn شخص (عادة ما يكون شابًا) يقوم بعمل ما للحصول على خبرة فيه والتعلم
Proceeds منافع / عائدات	the total money received from selling or organising something إجمالي الأموال المستلمة من بيع أو تنظيم شيء ما
foundation مؤسسة	an organisation started for a specific purpose, such as research منظمة بدأت لغرض محدد، مثل البحث
commission عمولة	money that is paid to a salesperson for selling something المال الذي يُدفع إلى البائع مقابل بيع شيء ما
industrious كادح	being busy or working very hard أن تكون مشغولاً أو تعمل بجد
anonymous مجهول	referring to someone whose name is not known or not made public يشير إلى شخص لا يُعرف اسمه أو لم يتم الإعلان عنه
integral متكامل	very important to, or an essential part of something, مهم جدًا أو جزء أساسي من شيء ما
ill-equipped غير متسلح بـ (مهارات/خبرات)	not having the correct tools or skills to do something عدم امتلاك الأدوات أو المهارات الصحيحة للقيام بشيء ما

word	meaning	word	meaning
facilities مرافق	racism عنصرية		
homelessness التشرذم	unemployment بطالة		
immigration هجرة	opportunities فرص		
institution مؤسسة	equal متساوي		
expand يتوسع	enforce يجبر/ ينفذ قانون		
prove يثبت	justify يبرر		

Verbs	Meaning	Arabic meaning
set up	put in position	يُشْرَع بـ
set out	begin a task with a particular aim or goal	يُجَهِّز
deal with	take action to solve a problem	يَتَعَامَل مَعَ
eat from	eat out of	يَأْكُل مِّنْ
protect against	take care of someone or something	يُحْمِي مِّنْ
survive on	stay alive	يَبْقَى حَيًّا / يَنْجُو
participate in	take part in something	يُشَارِكُ فِي
call to	say something loudly	يُنَادِي عَلَيَّ

1. SPEAKING

Read the quote. What do you think it means?

(SB 1 16)

“Our lives begin to end the day we become silent about things that matter.”

تبدأ حياتنا في النهاية في اليوم الذي نصمت فيه عن الأشياء المهمة

2. Listen to a radio report about a charity. What does the charity do? (SB 2 16)

استمع إلى تقرير إذاعي عن مؤسسة خيرية. ماذا تفعل المؤسسة الخيرية؟

The charity brings clean water to villages, providing taps, water filters and toilets.

تقوم الجمعية الخيرية بتوصيل المياه النظيفة إلى القرى، من خلال توفير الصنابير ومرشحات المياه والحمامات

3. Use the words in the box to complete the phrases and collocations. (SB 3 16)

استخدم الكلمات التالية لاستكمال العبارات والتراكيب.

مكسور يلوث بيئي تثبيت/يركب طبيعي يوفر
 broken contaminate environmental install natural provide

1. -----fresh water supplies
2. -----water filters
3. -----problems
4. -----pipes
5. -----new toilets
6. -----disasters

Answers : 1. contaminate 2. provide 3. environmental 4. broken 5. install 6. natural

4 7.1 Listen again. Which of the above is the charity doing to help people? (SB 4 16)

Answers

- Providing water filters
- Repairing broken pipes
- Installing new toilets

LESSON 2A - VOCABULARY : Social issues

1. SPEAKING

Which of these social issues has been in the news recently? What was the story? (SB 1 18)

المشاكل البيئية المساواة بين الجنسين الصحة التشرد الهجرة
environmental problems gender equality health homelessness immigration
الفقر العنصرية البطالة
poverty racism unemployment

2. Read the **fact file** about social issues that the Jordanian Royal Family help with and complete it with the correct words. (SB 2 18)

البيئة المرافق المنازل الفرص الفقر
environment facilities homes opportunities poverty

Social issues helped by the Jordanian Royal Family

القضايا الاجتماعية التي ساعدت فيها العائلة المالكة

1. helps to move people out of -----
تساعد على إخراج الناس من الفقر
2. aims to give better work----- to women and young people
تهدف إلى توفير فرص عمل أفضل للنساء والشباب
3. helps to improve health-----
تساعد على تحسين المرافق الصحية
4. helps refugees to find----- as well as with their education, finance and work opportunities
تساعد اللاجئين في العثور على منازل وكذلك في تعليمهم وتمويلهم وفرص عملهم
5. promotes sustainable development that does not harm the -----
تعزز التنمية المستدامة التي لا تضر بالبيئة

Answers : 1. poverty 2. opportunities 3. facilities 4. homes 5. environment

3. Match the social issues from Exercise 1 with the facts from Exercise 2. (SB 3 18)

Which social problem isn't included in the factfile?

ما هي المشكلة الاجتماعية التي لم يتم تضمينها في ملف الحقائق؟

1. helps to move people out of **poverty**.
poverty
2. aims to give better work **opportunities** to women and young people
gender equality, unemployment
3. helps to improve health **facilities**.
health
4. helps refugees to find **homes** as well as with their education, finance and work opportunities
immigration, homelessness, unemployment
5. promotes sustainable development that does not harm the **environment**.
environmental problems

Answers :

1. poverty
2. gender equality, unemployment
3. health
4. immigration, homelessness, unemployment
5. environmental problems

The social problem not included in the fact file is racism.

LESSON 2B - VOCABULARY : **Social issues**

1. Match the two parts of the sentences.

(WB 1 14)

1. Businesses are now very aware of the importance of gender

c. equality, and women should have the same pay as men.

أصبحت الشركات الآن مدركة تمامًا لأهمية المساواة بين الجنسين ، ويجب أن تحصل النساء على نفس أجر الرجال.

2. The city is trying to do more about the problem of homelessness,

f. and shelters are available for people who need a bed for the night.

تحاول المدينة بذل المزيد من الجهود بشأن مشكلة التشرد، وتتوفر الملاجئ للأشخاص الذين يحتاجون إلى سرير ليلاً.

3. Youth unemployment is a problem in many countries,

d. which is why we are training young people in new skills.

البطالة بين الشباب مشكلة في العديد من البلدان، ولهذا السبب نقوم بتدريب الشباب على مهارات جديدة.

4. Climate change doesn't need to be a problem

a. if all countries work against it.

لا ينبغي أن يكون تغير المناخ مشكلة إذا عملت جميع البلدان ضده.

5. The university is against racism,

b. and will help people of any nationality.

الجامعة ضد العنصرية، وستساعد الأشخاص من أي جنسية.

6. We are hoping to reduce poverty

e. by giving more people better paid jobs.

نأمل في الحد من الفقر من خلال منح المزيد من الناس وظائف ذات أجور أفضل

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

5. Write a short news report based on one of the topics in Exercise 1.

(WB 5 14)

LESSON 3B - VOCABULARY

Vocabulary extension

(WB 1 15)

1. Complete the collocations in bold with the correct forms of the words from the box.

angle **bright** **prove** **share**

1. His parents said he wasn't working hard enough and his terrible exam results have **proven** them right.

قال والداه إنه لم يكن يبذل جهدًا كافيًا، وقد أثبتت نتائج السينة في الامتحانات صحة ما قاله

2. Does anyone have any ----- **ideas** for Maha's surprise family party?

هل لدى أي شخص أفكارًا رائعة لحفلة عائلية مفاجئة لمها؟

3. To find a solution I think we need to **look at the problem from a different** ----- .

لإيجاد حل، أعتقد أننا بحاجة إلى النظر إلى المشكلة من زاوية مختلفة

4. Please ----- **your thoughts** on what you think went wrong.

يرجى مشاركة أفكارك حول ما تعتقد أنه حدث خطأ

Answers : 2. bright 3. angle 4. share

LESSON 4A - READING AND VOCABULARY

1. In pairs, look at the titles of the texts on page 21. What do you think they mean?

(SB 1 20)

A - MOVING MOUNTAINS

الجبال المتحركة

As a teenager, the sight of Mount Kilimanjaro rising majestically above the Serengeti made
عندما كان مراهقًا، كانت رؤية جبل كليمنجارو يرتفع بشموخ فوق سيرينجيتي تجعل

Vern Jones desperately want to climb it. Finally in 2014, at the age of 62, Vern finally
فيرن جونز يريد بشدة في تسلقه. وأخيرًا في عام 2014، وفي سن الثانية والستين،

realised his dream while accompanied by his daughters and their husbands. However, he was
حقق فيرن حلمه أخيرًا برفقة بناته وأزواجهن. ومع ذلك، كان

all too aware that he couldn't have succeeded without the help of the guides. These young
مدركا تمامًا أنه لم يكن لينجح بدون مساعدة المرشدين. هؤلاء الشباب،

men, who are often ill-equipped themselves and poorly paid, work daily in dangerous
الذين غالبًا ما يكونون غير مجهزين جيدًا وأجورهم ضئيلة، يعملون يوميًا في ظروف خطيرة

conditions to help climbers achieve their goals. Vern's response was to found *Kili Summit*
لمساعدة المتسلقين على تحقيق أهدافهم. وكان رد فعل فيرن هو تأسيس نادي قمة كليمنجارو

Club which raises money to help the guides from the proceeds of mountain gear sales. They
والذي يجمع الأموال لمساعدة المرشدين من عائدات مبيعات معدات الجبال.

receive footwear and equipment to help them with their work, as well as commission from
يتلقون الأحذية والمعدات لمساعدتهم في عملهم، بالإضافة إلى عمولة من

sales, allowing climbers to support them long after their adventure is over.
المبيعات، مما يسمح للمتسلقين بدعمهم لفترة طويلة بعد انتهاء مغامرتهم.

B - KINDNESS IS AS EASY AS PIE

اللطف سهل مثل الفطيرة

In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when
في خريف عام 2012، بدأت ليزا لودوينسكي عملها من مطبخ والديها عندما

she made and sold 40 pies. The reaction to them was so positive that she kept going. What
صنعت وابتعت 40 فطيرة. كان رد الفعل تجاههم إيجابيًا للغاية لدرجة أنها استمرت.

followed was an industrious few years. Lisa took a business class, took on an intern and
ما تلا ذلك كان بضع سنوات بجهد. أخذت ليزا دورة في إدارة الأعمال، وتدربت

raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising
وجمعت المال لمخبزها الخاص في ديترويت، ميشيغان. حتى أنها قامت بنشاط لجمع التبرعات على مدار 24 ساعة،

activity, bringing in \$26,593, which allowed her to open *Sister Pie* in April, 2015. Integral to
وحققت 26593 دولارًا، وذلك مكنها ان تفتح محل سيستر باي في ابريل 2015. جزء لا يتجزأ

Lisa's business philosophy is making *Sister Pie* a part of the community. Due to this, she
من فلسفة عمل ليزا هو ان تصنع سيستر باي كجزء من المجتمع. وبفضل هذا،

operates a 'Pie it Forward' system where customers can purchase a coupon. This is then
فهي تدير نظام (ادفع لاحدهم مسبقا) حيث يتيح للعملاء شراء قسيمة. بعد ذلك

kept on the wall and can be used by strangers, who may not have enough money, to enjoy a
بتم الاحتفاظ بها على الحائط ويمكن استخدامها من قبل الغرباء، الذين قد لا يكون لديهم ما يكفي من المال، للاستمتاع

slice of the delicious pies.

بقطعة من الفطائر اللذيذة.

C - THE MILK OF HUMAN KINDNESS

حليب (أثر) اللطف البشري

In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. 3 Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain **anonymous**, wanted to donate \$10,000 to the **foundation** in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

في عام 2015، كانت تريسي وارشال في طابور في متجر مزدحم خلال موسم العطلات عندما أدرك الرجل أمامها أنه نسي محفظته. دفعت تريسي ثمن الحليب للرجل الغريب أدرك الرجل أمامها أنه نسي محفظته. دفعت تريسي ثمن الحليب للرجل الغريب other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain **anonymous**, wanted to donate \$10,000 to the **foundation** in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

A - MOVING MOUNTAINS

As a teenager, the sight of Mount Kilimanjaro rising majestically above the Serengeti made Vern Jones desperately want to climb it. Finally in 2014, at the age of 62, Vern finally realised his dream while accompanied by his daughters and their husbands. However, he was all too aware that he couldn't have succeeded without the help of the guides. 1 These young men, who are often **ill-equipped** themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals. Vern's response was to found Kili Summit Club which raises money to help the guides from the **proceeds** of mountain gear sales. They receive footwear and equipment to help them with their work, as well as **commission** from sales, allowing climbers to support them long after their adventure is over.

B - KINDNESS IS AS EASY AS PIE

In the Autumn of 2012, Lisa Ludwinski started her business from her parents' kitchen when she made and sold 40 pies. The reaction to them was so positive that she kept going. What followed was an **industrious** few years. Lisa took a business class, took on an **intern** and raised money for her own bakery in Detroit, Michigan. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015. **Integral** to Lisa's business philosophy is making Sister Pie a part of the community. Due to this, she operates a 'Pie it Forward' system where customers can purchase a coupon. 2 This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

C - THE MILK OF HUMAN KINDNESS

In 2015, Tracy Warshal was in the queue at a busy shop during the holiday season when the man in front of her realised he'd forgotten his wallet. 3 Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way. She thought no more of it until a month later when she was contacted by colleagues at the cancer charity where she worked. They told her that the man, who wished to remain **anonymous**, wanted to donate \$10,000 to the **foundation** in her name. As she was wearing a T-shirt with the charity's name on it at the shop, he was able to track her down. She told reporters, 'I'm just so excited that one small gesture made a huge difference and impact on a lot of people. I hope it makes some people think twice about doing something small to somebody.'

industrious commission intern integral proceeds foundation

Words and Phrases	Definition	Meaning
industrious	being busy or working very hard الانشغال أو العمل الجاد	مجتهد
commission	money that is paid to a salesperson for selling something المال الذي يُدفع إلى بائع لبيع شيء ما	عمولة
intern	a (usually young) person who does a job to get experience of it and to learn شخص (شاب عادة) يقوم بعمل ما للحصول على خبرة فيه والتعلم	متدرب
integral	very important to, or an essential part of, something أمر مهم للغاية أو جزء أساسي من شيء ما	جزء مهم
ill-equipped	not having the correct tools or skills to do something عدم امتلاك الأدوات أو المهارات الصحيحة للقيام بشيء ما	غير مجهز
anonymous	referring to someone whose name is not known or not made public الإشارة إلى شخص لا يُعرف اسمه أو لا يتم الإعلان عنه	غير معروف
proceeds	the total money received from selling or organising something إجمالي الأموال المستلمة من بيع أو تنظيم شيء ما	عائدات
foundation	an organisation started for a specific purpose, such as research منظمة تم تأسيسها لغرض محدد، مثل البحث	مؤسسة

4. Choose the correct answers.

(SB 4 20)

1. In text A, why did Vern Jones choose to go to Mount Kilimanjaro?

- He felt it would be a good opportunity to start a business.
- He wanted to join his family who were planning to go there.
- He'd been inspired by images of the area from a young age.
- He wanted to learn how to help other people climb it.

في النص الأول، لماذا اختار فيرن أن يذهب لجبل كيليمانجارو

- شعر بأنها فرصة جيدة للبدء بتجارة
- أراد الانضمام لعائلته التي كانت تخطط للذهاب هناك
- كان ملهم بصور للمنطقة منذ صغره
- أراد أن يتعلم كيف يساعد الناس الآخرين لتسلقه

2. In text A, what difference has Kili Summit Club made?

- It helps guides find well-paid work in other areas.
- It raises money and provides resources for guides.
- It reduces the risk of accidents for guides.
- It ensures guides receive a higher salary than before.

في النص الأول، ما الفرق الذي أحدثه نادي قمة كيل

- يساعد المرشدين ليجدوا عمل بأجر جيد في مناطق أخرى
- يجمع مال ويوفر مصادر للمرشدين
- يقلل خطر الحوادث للمرشدين
- يضمن أن يحصل المرشدين على راتب أعلى من السابق

3. In text B, what is mentioned as being important for Lisa about her business?

- It needs to be a place where all local people feel welcome.
- It should raise as much money as possible for charities.
- It has to be successful enough to open more bakeries in the area.
- It must become the most famous place in Detroit for pies.

في النص الثاني، ما المذكور بأنه مهم حول تجارة ليزا

- يحتاج أن يكون مكان يشعر فيه السكان المحليون بالترحيب
- يجب أن يجمع أكبر قدر ممكن من المال للجمعيات الخيرية
- يجب أن ينجح لدرجة أن يفتتحوا مخابز أكثر في المنطقة
- يجب أن يكون المكان الأشهر للفطائر في ديترويت

4. In text C, what was the result of Tracy's actions?

- Tracy was given a job with more money and responsibility.
- People suffering from illness were able to receive additional help.
- There was an increase in the number of donations to her charity.
- Tracy was able to meet the stranger and thank him for his help.

في النص الثالث، ماذا كانت نتيجة تصرفات تريسي

- حصلت على عمل بأجر ومسؤولية أكبر
- استطاع الناس الذين يعانون من المرض أن يتلقوا مساعدة إضافية
- كان هناك زيادة في عدد التبرعات لجمعيتها الخيرية
- كانت تريسي قادرة على مقابلة الغريب وشكره لمساعدته

5. What made Vern Jones desperately want to climb

- Because Vern finally realised his dream.
- The sight of Mount Kilimanjaro rising majestically above the Serengeti.
- He was too aware that he couldn't have succeeded.
- He likes climbing mountains.

Answers

1. c 2. b 3. a 4. B 5. B

ACTIVE READING :

Understanding complex and compound sentences

فهم الجمل المعقدة والمركبة

Long sentences often include a mixture of dependent and independent clauses,

غالبًا ما تتضمن الجمل الطويلة مزيجًا من الجمل المستقلة (لها معنى مفهوم) وغير المستقلة (التابعة) - (لا معنى لها وتحتاج لجمل أخرى توضيحها)

e.g. She even did a 24-hour fund-raising activity, bringing in \$26,593, which allowed her to open Sister Pie in April, 2015.

مثال : قامت أيضًا بنشاط لجمع التبرعات لمدة 24 ساعة، وحققت 26,593 دولارًا، مما سمح لها بفتح (سيستر باي) في أبريل 2015

• A clause which makes sense on its own is known as an independent clause,

الجملة التي لها معنى (فيها منطوق) في حد ذاتها تُعرف باسم الجملة المستقلة،

e.g. She even did a 24-hour fund-raising 'danceathon' which allowed her to open Sister Pie in April, 2015.

قامت بتنظيم "ماراثون رقص" لجمع التبرعات لمدة 24 ساعة، مما سمح لها بفتح (سيستر باي) في أبريل 2015

• A clause which doesn't make sense on its own is known as a dependent clause,

الجملة التي لا معنى لها في حد ذاتها (لا يوجد فيها منطوق) تُعرف باسم الجملة التابعة (غير المستقلة) ،

e.g. ... , bringing in \$26,593

Breaking the sentence down into its separate elements can help you understand the meaning better

إن تقسيم الجملة إلى عناصرها المنفصلة يمكن أن يساعدك على فهم المعنى بشكل أفضل

3. Study Active Reading. Then look at the underlined sentences (1 – 3) in the text and separate the clauses out in the same way. (SB 3 20)

These young men, who are often ill-equipped themselves and poorly paid, work daily in dangerous conditions to help climbers achieve their goals.

هؤلاء الشباب، الذين غالبًا ما يكونون غير مجهزين جيدًا ويتلقون أجورًا ضعيفة، يعملون يوميًا في ظروف خطيرة لمساعدة المتسلقين على تحقيق أهدافهم

Answer

1. The young men are ill-equipped and poorly paid.

The young men also work daily in dangerous conditions to help climbers achieve their goals.

الشباب غير مجهزين بشكل جيد ويتقاضون أجورًا زهيدة.
كما يعمل الشباب يوميًا في ظروف خطيرة لمساعدة المتسلقين على تحقيق أهدافهم.

This is then kept on the wall and can be used by strangers, who may not have enough money, to enjoy a slice of the delicious pies.

ثم يتم الاحتفاظ بها على الحائط ويمكن استخدامها من قبل الغرباء، الذين قد لا يكون لديهم ما يكفي من المال، للاستمتاع بقطعة من الفطائر اللذيذة

Answer

2. The coupon can be used by strangers to enjoy a slice of the delicious pies.

The strangers may not have enough money to buy the slices themselves without the coupon.

يمكن للغرباء استخدام القسيمة للاستمتاع بشريحة من الفطائر اللذيذة.
قد لا يكون لدى الغرباء ما يكفي من المال لشراء الشرائح بأنفسهم بدون القسيمة.

Tracy paid for the stranger's milk and other items, and after thanking her and asking her name, he was on his way.

دفع تريسي ثمن الحليب وبعض الأشياء الأخرى للغريب، وبعد أن شكرها وسألها عن اسمها، كان في طريقه

Answer

3. Tracy paid for the stranger's milk and other items.

The stranger thanked her, then asked her name, and then left (went on his way).

دفعت تريسي ثمن حليب الغريب وغيره من الأشياء.
شكرها الغريب، ثم سألها عن اسمها، ثم غادر (استمر في طريقه)

5. REFLECT : Society

Discuss the question.

(SB 5 20)

Have you ever been given help by someone you didn't know, or helped someone you didn't know?
What happened?

هل سبق لك أن حصلت على مساعدة من شخص لا تعرفه، أو ساعدت شخصًا لا تعرفه؟ ماذا حدث؟

What do you think you could do as a kindness for people in the community you live in even if you don't know them?

ما الذي تعتقد أنه يمكنك فعله كنوع من الإحسان للأشخاص في المجتمع الذي تعيش فيه حتى لو كنت لا تعرفهم؟

ACTIVE PRONUNCIATION : Aspiration

اللفظ النشط: السقط في الاصوات

We sometimes add an extra puff of air after /p/ , /t/ and /k/ before we move on to the next sound. This happens only if:

نضيف أحيانًا نفخة إضافية من الهواء بعد (الاصوات المذكورة) قبل الانتقال إلى الصوت التالي. يحدث هذا فقط إذا

1. the sound is at the beginning of a stressed(or the only) syllable.

الصوت يأتي في بداية المقطع المشدد (أو المقطع الوحيد)

2. the sound is immediately followed by a vowel (e.g. phaper, char, thouch).

يأتي الصوت بعد حرف العلة مباشرة (على سبيل المثال)

2. Listen to some sentences from about films, focusing on the underlined syllables. (WB 2 15)
Can you hear any extra sound there?

1 In the film, a man lives on a road with no pavement - his home is Australia in case you couldn't tell!

2 This film is about a talent show where actors spend their time trying to win the show to raise a bit of cash.

Answers :

There is an extra sound (a puff of air which sounds like the /h/ sound) after the first sound.

3. Listen and repeat the words. The aspirated sounds have been underlined. (WB 3 15)

/ph/

poor

Polish

unpopular

important

/th/

talent

time

return

pothential

/kh/

current

capital

occur

uncommon

4. Tick the words where the underlined sounds include aspiration. (WB 4 15)

Listen and check. Practise saying the words.

1. vitamins 2. repair 3. drop 4. location 5. tortoise

6. clock 7. mechanic 8. computer

Answers : 4. ✓ 5. ✓ 7. ✓

الكلام المنقول (غير المباشر) Reported Speech

11. Reported Speech : V1 → V2 → had + V3 → had + V3

عند التحويل من الكلام المباشر الى الكلام المنقول يجب الانتباه الى تغيير ثلاثة اشياء في الجملة وهي :
1. الفعل 2. الضمائر 3. الظروف المكانية والزمانية واسماء الاشارة

1. Tense changes :

تغيير الزمن

direct	Reported	direct	Reported
V1 (Present)	⇒ V2 (Past)	may	⇒ ight
V2	⇒ had + V3	might	⇒ might
had + V3	⇒ had + V3	ought to	⇒ ought to
will	⇒ would	must	⇒ must / had to
would	⇒ would	have to	⇒ had to
shall	⇒ shall	has to	⇒ had to
should	⇒ should	had to	⇒ had to
can	⇒ could		
could	⇒ could		

don't	⇒ didn't	has	⇒ had
doesn't	⇒ didn't	have	⇒ had
didn't + V-inf.	⇒ hadn't + V3	had	⇒ had had
am	⇒ was	had + V3	⇒ had + V3
is	⇒ was	do	⇒ did
are	⇒ were	did	⇒ had done
was	⇒ had been		
were	⇒ had been		

2. Pronouns :

الضمائر الانعكاسية

ضمائر الفاعل

ضمائر المفعول به

صفات الملكية

Reflexive Pronouns	Subject Pronouns	Object Pronouns	Possessive Adjectives
myself	↻ I	↻ me	↻ my
himself	↻ he	↻ him	↻ his
herself	↻ she	↻ her	↻ her
ourselves	↻ we	↻ us	↻ our
themselves	↻ they	↻ them	↻ their
yourself - yourselves	You + V	V + you	your

3. Adverbs and demonstratives changes :

تغيير الظروف المكانية والزمانية واسماء الاشارة

today	that day	ago	before
tonight	that night	tomorrow	the day after
at the moment	at that moment	tomorrow	the following day
now	then – at that time	next	the following / after
yesterday	the day before	this	that
last week	the week before	these	those
last week	the previous week	here	there
last month	the month before		
last month	the previous month		

this → that (in time expressions)

this / that → the

agree-d	يوافق	insist-ed	يصر	deny-denied	ينكر
warn-ed	يحذر	recommend-ed	يوصي	threaten-ed	يهدد
explain-ed	يوافق	admit-ted	يعترف	encourage-d	يشجع
promise-d	يعد	advise-d	ينصح	praise-d for	يمدح
regret-ed	يندم	suggest-ed	يقترح	accuse-d of	يُتهم
refuse-d	يرفض	remind-ed	يذكر	apologise-d for	يعتذر
order-ed	يامر	ask-ed	يطلب / يسأل	object-ed to	يعترض على
decide-d	يقرر	persuade-d	يقنع	congratulate-d on	يهنيء بمناسبة
blame-d	يلوم	invite-d	يدعو / يعزم	complain-ed	يتذمر / يشكو
critisied-ed	ينتقد	offer-ed	يعرض	propose-d	يقترح
demand	يتطلب				

Basic rules

When we report what people said, we:

تحويل الجملة الخبرية

أشهر أفعال نقل الكلام للجميل هي : say-said , tell-told

1. move the original verb 'one tense back'

'I've found **you** a new phone.'
He told me (that) **he** had found **me** a new phone.

8. ارجع الفعل زمن للخلف ما عدا الماضي التام والأفعال الشكلية وغير الضمانر

2. use say (that)

I will come .
He **said** he would come.

2. استخدم كلمة (قال) وبعدها that بدون مفعول به

3. use tell + object (that)

I will come .
He **told** me he would come.

3. استخدم كلمة (اخبر) وبعدها that ثم مفعول به

Examples

1. " **I go** to school on foot."
Ahmad said that **he went** to school on foot.

2. " **I live** in Amman"

He said (that) -----

3. "My baby **is** sleeping **now**".

She said (that) -----

4. " **I was** waiting for you yesterday"

Sami told Fatima (that) -----

5. " **I was** waiting for **you**"

Alia told Omar (that) -----

6. 'I've found **you** a new phone.'

He told me (that) -----

7. Muna said that **they had** a big house.

"-----"

8. The teacher said that **they had visited** Petra"

"-----"

تحويل الأوامر commands

told + object + to / ordered + object + to

ترتيب الأمر المنقول: أشهر فعل نقل الأمر هو:

- Meet me here today .
He **told me to meet** him there that day.
- “**Don’t come late tomorrow!**”
He ordered me -----

استخدم **tell + object + (to) + infinitive**
إذا كان الأمر / الطلب بالنفي نضع **not** بعد المفعول به ونحذف **Don’t**
use **told + object + (not) + infinitive**

تحويل الطلبات Requests

asked + object + to

ترتيب الطلب المنقول: أشهر فعل نقل الطلب هو:

- “**Buy the fish.**”
He asked me **to buy** the fish.
- “**Close the window, please.**”
She asked her son -----

استخدم **asked + object + (to) + infinitive**

تحويل الاسئلة

When we report what people asked , we:

Wh- questions

- “**Where is he ?**”
He asked where he was .
- “**When do they play ?**”
He asked me when he played .
- “**What does he study ?**”
He asked what he studied .
- “**What did he study ?**”
He asked me what he had studied .
- “**Where was he ?**”
He asked me where he had been .

Yes/ No questions

use **ask + (object) + if / whether** for yes/ no questions

- He asked (me) **if / whether** I could write.

- “**Is he Ali ?**”
He asked me if he was Ali .
- “**Do you speak English ?**”
He asked me if I spoke English.
- “**Does he speak English ?**”
He asked me if he spoke English .
- “**Did he speak English ?**”
He asked me if he had spoken English.

ترتيب السؤال المنقول: أشهر أفعال نقل السؤال هي:

ask-ed/ want-ed to know / inquire-d

يصبح ترتيب السؤال عند نقله كترتيب الجملة حتى أننا لا نضع علامة سؤال في النهاية

7. استخدم كلمة (سأل) وبعدها **if / whether** (إذا) لاسئلة نعم / لا

- عند تحويل السؤال :

- اذا بدأ السؤال بفعل مساعد نضع كلمة **if / whether** ثم الترتيب فاعل + فعل

- اذا بدأ السؤال ب **WH** او **How** نضعها كما هي ثم الفاعل + الفعل المساعد

- اذا وجد في السؤال كلمة **do** تحذف ويحول الفعل الى **V2**

- اذا وجد في السؤال كلمة **does** تحذف ويحول الفعل الى **V2**

- اذا وجد في السؤال كلمة **did** تحذف ويحول الفعل الى **had + V3**

- اذا لم يوجد في السؤال **do-does-did** يعكس الفاعل مع الفعل ويحول حسب الزمن

“**Why are you annoying me?**”

He wanted to know -----

No change

It is not necessary to change verbs when:

ليس من الضروري تغيير الأفعال عندما :

1. we use a Present Simple / Present Perfect reporting verb:
He **says** he'll be back next week.

1. عندما نستخدم المضارع البسيط للحديث عن الأفعال

2. we use a Present Simple / Present Perfect reporting verb:
He **has said** he'll be back next week

2. عندما نستخدم المضارع التام للحديث عن الأفعال

3. the statement is reported soon after it was said so the situation is still relevant:
He **said** he'll be back next week. (It's the same week.)

3. عندما تنقل العبارة بعد وقت قصير من قولها، لذا فإن الوضع لا يزال ذا صلة

4. the reporter believes that the fact / opinion is still true
Dad **said** he is very happy.

4. عندما يعتقد القائل أن الحقيقة / الرأي لا يزال صحيحا

Reporting Verbs

Lesson 5A

We use a variety of verbs that have more than one pattern.

نستخدم مجموعة متنوعة من الأفعال التي لها أكثر من نمط.

Reporting verbs are used to summarise what someone said. They follow these patterns:

تستخدم أفعال الكلام المنقول لتلخيص ما قاله شخص ما. وهي تتبع هذه الأنماط

1. Verb + (that) + clause

explain , admit , agree, complain, deny, insist, promise, recommend, regret , suggest

- He **explained** (that) tickets were expensive.
- She **admitted** (that) she was wrong.

2. Verb + object + (that) + clause

warn , advise, persuade, promise, remind

He **warned him** (that) he was in danger.

3. Verb + to (not) infinitive

agree, decide, refuse, threaten , regret , advise , offer , promise

- He **offered** to pay them \$10 an hour.
- The publishers **promised to look** at her book.

4. Verb + object + to (not) infinitive

encourage , ask, invite, order, persuade, remind, tell, warn , advise

- They **encouraged him to** try again.

5. Verb + (not) gerund

suggest , admit, advise, deny, recommend , regret

يستخدم فعل regret عند نقل التمني باستخدام wish

- She **suggested getting** a job as a secretary.

6. Verb + preposition + object + (not) gerund

insist on, object to , apologize for

- They **apologised for not listening** to her.

7. Verb + object + preposition + (not) gerund

criticize somebody for / accuse somebody of, blame somebody/something for, congratulate somebody on, praise somebody for / warn somebody against / about

- He **criticised her answer for being** too short.

8. - We use **that + should** clause to provide information about the object.

- We use it with verbs that express the idea that an action is necessary,
نستخدمها مع الأفعال التي تعبر عن فكرة ان ذلك الإجراء ضروري
demand, recommend, suggest:

9. We can also use these verbs with **that + Present / Past Simple** clause
insist , propose

His boss **suggested that he should** take a holiday.
They **recommended that she should** drive.

He **insisted that they take / took** the money.
She **proposed that he take / took** a computer.

6. In pairs, discuss the questions, giving examples in each case from Exercise 5.

(SB 6 17)

1. What usually happens to tenses in reported speech?

We move the original verb 'one tense back'

2. How does the word order change when we report Wh- and Yes/No questions?

There is **no change** of word order of subject and verb

3. How do **will** and **can** change in reported speech?

will = would , can = could

4. Does **should** change in reported speech?

Should does not change

5. What happens to **pronouns, place and time phrases** in reported speech?

Subject pronouns change, e.g. 'I will go ...' = 'He said he would go ...',
here = there , now = then, etc.

7.2 THINK BACK

Look at these sentences reporting what people said in Exercise 2. (SB 5 17)

Write what they said originally in direct speech.

عند ارجاع الجملة المحولة الى الكلام المباشر :

1. نحذف افعال نقل الكلام من الجملة مع كلمة **that**
2. نرجع الافعال من التصريف الثاني الى الاول ومن **had + V3** الى **V2**
3. نعيد جميع الظروف واسماء الاشارة الى اصلها في الكلام المباشر
4. اذا وجدت كلمة **to** بعد فعل نقل الكلام نحذف ونبدأ الجملة بفعل الامر بعدها .

عند ارجاع السؤال المنقول الى السؤال المباشر :

1. نضع اداة السؤال التي تبدأ ب **WH** كما هي في السؤال المباشر
2. اذا كانت الجملة تحتوي على فعل مساعد وفاعل عند تحويله للسؤال المباشر نعكس الفعل **V2** الى **V1** ومن **had + V3** الى **V2** المساعد مع الفاعل مع ارجاعه من
3. نعيد جميع الظروف واسماء الاشارة الى اصلها في السؤال المباشر

Listen and check.

1. The reporter said that in today's programme, **they would look** at some of the amazing things that different charities **were** doing. 'In today's programme, we -----.'
1. **'ll look at some of the amazing things that different charities are doing.**
2. The professor said that others **had to** wash in rivers because they **didn't have** clean water in their houses to have a bath or shower.
'Others -----.'
2. **have to wash in rivers because they don't have clean water in their houses to have a bath or shower.**
3. The reporter asked **how** the charity could help these people.
'So how -----?'
3. **can the charity help these people?**
4. The professor said that dirty water **had mixed** with clean water and **that had made** people ill.
'Dirty water -----.'
4. **mixed with clean water and this made people ill.**
5. The reporter said that he **could see** the charity really should make a difference to people's lives.
'I -----.'
5. **can see the charity really should make a difference to people's lives.**
6. The professor told us to **remember** 90% of the world's natural disasters **were** related to water.
'-----.'
6. **Remember, 90% of the world's natural disasters are related to water.**

8. Look at examples a–c from the recording in Exercise 7.

(SB 8 17)

What do you notice about the use of tenses? Match the examples with rules 1–3 below.

a. 'He said he's going to do the same at another village next week as well.'

2. We may choose NOT to change direct speech when the action is still happening or is going to happen.

قد نختار عدم تغيير الكلام المباشر عندما يكون الإجراء لا يزال يحدث أو على وشك الحدوث

b. 'He says it's really important to help all the villages in the area.'

1. We do NOT change direct speech into reported speech when the reporting verb is in the present tense.

لا نقوم بتغيير الكلام المباشر إلى كلام منقول عندما يكون فعل الإبلاغ في المضارع

c. 'He says he's really determined to make the project work.'

3. We may also choose NOT to change when the direct speech describes a general truth or fact.

قد نختار أيضًا عدم التغيير عندما يصف الكلام المباشر حقيقة عامة

Answers : 1. b 2. a 3. c

9. Rewrite each statement in reported speech.

(SB 9 17)

Charity workers **installed** new drinking taps and a new toilet block in the village **last week**. The village **has not** had fresh water for many years, so the changes **will** make a big difference.

قام عمال الجمعيات الخيرية بتركيب صنابير مياه شرب جديدة ومجموعة مراحيض جديدة في القرية الأسبوع الماضي. لم تحصل القرية على مياه عذبة لسنوات عديدة، لذا فإن التغييرات ستحدث فرقاً كبيراً

1. The journalist said that charity workers **had installed** new drinking taps and a new toilet block in the village **last week**. The villagers **hadn't had** fresh water for many years, so the changes **would** make a big difference.

وقال الصحفي إن عمال الجمعية الخيرية قاموا بتركيب صنابير مياه شرب جديدة ومجموعة مراحيض جديدة في القرية الأسبوع الماضي. لم يكن لدى القرويين مياه شرب نقية لسنوات عديدة، لذا فإن التغييرات ستحدث فرقاً كبيراً

Many children **now go** to school for longer because they **don't** have to walk long distances to find water. I would like to thank the charity for helping **our** village. **I have** one question.

How soon **will** it be before all the villages in the area **have** the same help?

يذهب العديد من الأطفال الآن إلى المدرسة لفترة أطول لأنهم لا يضطرون إلى السير لمسافات طويلة للعثور على المياه. أود أن أشكر الجمعية الخيرية على مساعدتها لقريتنا. لدي سؤال واحد. متى ستحظى جميع القرى في المنطقة بنفس المساعدة؟

2. The villager said that many children **now** go to school for longer because they **don't have to** walk long distances to find water. **He thanked** the charity for helping **their** village **and asked** how soon **it would** be before all the villages in the area **had** the same help.

وقال أحد سكان القرية إن العديد من الأطفال يذهبون الآن إلى المدرسة لفترة أطول لأنهم لا يضطرون إلى السير لمسافات طويلة للعثور على المياه. وشكر المؤسسة الخيرية على مساعدتها لقريتهم وتساءل عن المدة التي ستستغرقها كل القرى في المنطقة قبل أن تحصل على نفس المساعدة

Reported speech

1 Read the reported statements and choose the correct forms to complete the sentences in direct speech. (WB 1 12)

1 She asked **what I had been thinking** about at the meeting.
'What were you thinking / **have you been thinking** about at the meeting?'

2 He said **we should only talk** about important things.
'We should only have talked / **only talk** about important things.'

3 He asked us **whether we believed** the weather was getting hotter.
'Did you / **Do you** believe the weather is getting hotter?'

4 She said people **had talked** about the effects of global warming.
'People **have talked** / talk about the effects of global warming.'

5 He said that **their recycling efforts would** help.
'Our recycling effort **will** / would help.'

Answers : 1. have you been thinking 2. only talk 3. Do you 4. have talked 5. will

2. Choose the correct forms to complete the news report. (WB 2 12)

Students went to a meeting about climate change yesterday. Our reporter asked student representative, Alia Altahhan why **had students / students** had joined the meeting. Alia said that they **are / were** extremely concerned about the state of the planet and **have / had** decided to join the discussion after hearing about similar meetings taking place around the world **the week before / last week**. When interviewed, Alia asked why **factories weren't / weren't** factories doing more about cutting pollution.

ذهب الطلاب إلى اجتماع حول تغير المناخ أمس. سأل مراسلنا ممثلة الطلاب، علياء الطحان، عن سبب انضمام الطلاب إلى الاجتماع. قالت علياء إنهم كانوا قلقين للغاية بشأن حالة الكوكب وقرروا الانضمام إلى المناقشة بعد سماعهم عن اجتماعات مماثلة عقدت في جميع أنحاء العالم في الأسبوع السابق. عند إجراء المقابلة، سألت علياء لماذا لا تبذل المصانع المزيد من الجهود للحد من التلوث.

Answers : 1. students had 2. were 3. had 4. the week before 5. factories weren't

3 . Complete the sentences with asked, said or told.

(WB 3 12)

- 1 The police officers **asked** me whether I was 18 years old.
- 2 The security guard----- us not to enter the building.
- 3 The firefighters----- we had to stay behind the barriers.
- 4 The conductor----- if he could see our tickets.
- 5 The driving instructor ----- you that you needed to slow down.

Answers

2. **told** 3. **said** 4. **asked** 5. **told**

USE OF ENGLISH

Choose the correct words a–c to complete the text.

(WB 4 12)

I met a guy at a talk last week. He looked a bit confused, so I asked him ----- 1 I could help him. He said that he wanted to know how he ----- 2 get to the lecture theatre. He told me that he ----- 3 to this university before. So I told him that I ----- 4 show him the way. He thanked me and we went -----5 .

- | | | |
|-----------------------|-----------------------|-----------------------|
| 1. a. that | b. why | c. if |
| 2. a. couldn't | b. could | c. wants |
| 3. a. wasn't | b. hadn't been | c. hasn't been |
| 4. a. can | b. will | c. would |
| 5. a. apart | b. other | c. together |

Answers

1. **c** 2. **b** 3. **b** 4. **c** 5. **c**

5. Complete the reported questions. Only change the tenses if necessary.

(WB 5 13)

1. 'Why are you leaving early?'
He asked us why we were leaving early.
2. 'Were you at the meeting yesterday?'
She wanted to know if I -----
3. 'What will you be asking for?'
She's just asked us----- .
4. 'How many people went to the meeting last week?'
He asked how many people -----
5. 'How long have you all been preparing the dinner?'
He wanted to know ----- dinner.
6. 'Are you hopeful the meeting will be successful?'
She often asks me -----

Answers

2. **had been at the meeting the day before**
3. **what we will be asking for**
4. **had gone to the meeting the week before**
5. **how long we had all been preparing the**
6. **if I am hopeful the meeting will be successful**

Report the comments and questions. Only change the tenses if necessary. (WB 6 13)

1. 'Could I ask you a few questions here and now?'

He asked if he could ask me a few questions there and then.

2. 'They have been trying to find the answer to the maths problem.'

She said

3. 'We and a few other friends had a meeting last week.'

They say

4. 'Stop what you are doing right now!'

She ordered us

5. 'It has been a successful day at work today.'

They said

Answers

2. (that) they had been trying to find the answer to the maths problem

3. (that) they and a few other friends had a meeting last week

4. to stop what we were doing right then

5. (that) it had been a successful day at work (that day)

7. Report the sentences. If it's possible to report them in two ways, write both answers. (WB 7 13)

4. 'People are getting really upset about the issue.'

She said that people were getting really upset about the issue.

2. 'This conference is amazing.'

She says that

3. 'I love helping other people.'

She said that she

4. 'The conference has been a great success.'

She says that the conference

Answers

2. this conference is amazing

3. loves helping other people / loved helping other people

4. has been a great success

Use the prompts to report the conversation.

(WB 8 13)

Last week

Rashed : Are you going to the lecture this afternoon, Osama?

Osama : I'm not sure, but I might. Who else will be there?

Rashed : Salah and Talal will be going.

Osama : Did you tell Ziad about it?

Rashed : Yes, I did.

Osama : In that case, I've made up my mind. I'm definitely going to go.

1. Rashed asked Osama whether he was going to the lecture that afternoon.

2. Osama replied that -----

3. Then he asked -----

4. Rashed told him that -----

5. Osama wanted to know if -----

6. But he said that -----

Answers

2. he wasn't sure, but he might

4 Salah and Talal would be going

3. who else would be there

5. he had told Ziad about it

6. he had

LESSON 5B GRAMMAR

Reporting verbs

1. Put the words in order to make sentences.

(WB 1 16)

2. Match sentences in direct speech a-f with reported sentences 1-6 from Exercise 1.

(WB 2 16)

1. promised / the police officer / she / would / that / investigate the matter

The police officer promised that she would investigate the matter.

d. 'I'll look into this for you, Madam.'

2. was due next lesson / the teacher / the students / reminded / their homework / that

The teacher reminded the students that their homework was due next lesson.

c. 'Don't forget to hand in your essays next lesson.'

3. to collect / Salwa / agreed / from school / her sister

Salwa agreed to collect her sister from school.

e. 'OK, I'll pick her up, Mum.'

4. the doctor / us / much more exercise / to get / advised

The doctor advised us to get much more exercise.

b. 'You really should walk, run or swim more.'

5. for / apologised / waking / Noura / the baby

Noura apologised for waking the baby.

f. 'Oh, I'm so sorry I woke her up!'

6. insisted on / his original birth certificate / Rakan / bringing / the secretary

The secretary insisted on Rakan bringing his original birth certificate.

a. 'I'm afraid we need to see the original, not a copy.'

3. Choose the correct words a–c to complete the sentences.

(WB 3 16)

1. Mazen agreed the old man was discriminated against.
a. that b. to c. she
2. The man at the information desk advised to leave our phone number.
a. that b. we c. us
3. Nader offered lend Maher his car for the weekend.
a. to b. for c. he would
4. The musician objected playing only his hits at the concert.
a. that b. to c. for
5. The police praised Imad saving the man's life.
a. on b. of c. for

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

4. Rewrite the sentences in reported speech using a suitable reporting verb. (WB 4 16)

1. 'I wish I hadn't bought white trainers.'

Osama regrets / regretted buying white trainers.

2. 'I will cook for you on Saturday.'

Nadia -----

3. 'I was wrong.'

Muna -----

4. 'Why don't we have a picking-up-litter day?'

Rashed -----

5. 'Ali is so negative.'

Tareq -----

Answers

2. promised to cook for me on Saturday

3. admitted that she had been wrong

4. suggested having a picking-up-litter day

5. accused Ali of being negative

LESSON 5A GRAMMAR

Sacked for being too old !

أقيل لكونه كبير في السن

A university professor, Paul Ewart, has won an age discrimination claim when he was sacked after being told he was too old to do his job. Under age discrimination laws in the UK, it is illegal to discriminate in any way on the basis of age. Oxford University introduced a rule to say that senior staff had to retire the September before they were 69 in the hope of recruiting younger staff. Professor Ewart said he was previously told he could work until he was 69. The judge agreed and said Oxford had to give him his job back. He was awarded the sum of £30,000 compensation.

فاز الأستاذ الجامعي بول إيوارت بمطالبة بالتمييز على أساس السن عندما تم فصله بعد أن قيل له إنه أكبر من أن يتمكن من القيام بعمله. بموجب قوانين التمييز على أساس السن في المملكة المتحدة، من غير القانوني التمييز بأي شكل من الأشكال على أساس السن. أصدرت جامعة أكسفورد قاعدة تنص على أنه يتعين على كبار الموظفين التقاعد في سبتمبر قيل أن يبلغوا 69 عامًا على أمل تعيين موظفين أصغر سنًا. وقال البروفيسور إيوارت إنه قيل له في وقت سابق إنه يمكنه العمل حتى يبلغ 69 عامًا. وافق القاضي وقال إن أكسفورد يجب أن تعيد له وظيفته. حصل على تعويض قدره £30.000.

2. Read the news headline. What do you think happened? (SB 1 22)

2. Now read the report. Do you agree that the situation was unfair? (SB 2 22)
Do you think the outcome was the right one? Say why.

4. Complete these extracts from the recording with the correct forms of the verbs in brackets. (SB 4 22)

1. The university where he worked **admitted that** ----- him leave before he was 69. (make)
2. But they **agreed** ----- him continue working until he was 69. (let)
3. I'm not surprised the professor **criticised** them for ----- him? (sack)
4. Maybe they **regretted** ----- that he could work for longer. (agree)
5. It's a pity someone didn't **advise** them ----- him for being too old. (not sack)

Answers : 1. they had made 2. to let 3. sacking 4. agreeing 5. not to sack

5. Choose five of the reporting verbs from this lesson and use them to report things that people have said to you recently. (WB 5 16)

2. Rewrite the sentences in reported speech, making any necessary changes. (WB 2 18) - Revision

1. 'The report the newspaper published yesterday has caused a lot of discussion'.

Mr Bager said -----

2. 'Don't block the doors of the building!'

We ordered them -----

3. 'Why can't you listen to what we are saying?'

He asked us -----

4. 'Everyone who has taken part in the beach clean-up today will come back next week.'

We told the journalists that -----

5. 'We are going to be at the meeting this afternoon.'

They said that -----

Answers :

1. (that) the report the newspaper had published the day before had caused a lot of discussion

2. not to block the doors of the building

3. why we couldn't listen to what they were saying

4. everyone who had taken part in the beach clean-up that day would come/go back the following week

5. they were going to be at the meeting that afternoon

Rewrite the sentences in reported speech, using the reporting verbs from the box. (WB 3 18) - Rev

يُؤدِّعُ يَنْصَحُ يَعْذَرُ يَنْكُرُ يَصْرُحُ عَلَى إِتْهَامُ
accuse advise apologise deny insist promise

1. Rana: 'I didn't take a photo of her!'

2. Nasser: 'I'll work hard at university, honestly!'

3. 'I'm really sorry I criticised your idea,'

Rola said to me -----

4. Khalil: 'You really must come to the talk next week!'

5. The teacher: 'I think you copied the essay from the Internet.'

6. Majeda: 'It's a good idea to arrive early.'

1. Rana denied taking a photo of her.

2. Nasser promised to work hard at university.

3. Rola apologised for criticising my idea.

4. Khalil insisted on me coming to the talk the following week.

5. The teacher accused me of copying the essay from the Internet

6. Majeda advised me to arrive early.

6. Rewrite the sentences in reported speech, using verbs from the Grammar box. (SB 6 22)

1. **Abeer** : 'It was that man who stole the money!'

2. **Adel** : 'I didn't break Jamal's phone!'

3. **Habib** : 'I'll help you with the boxes.'

4. **Laith** : 'You should get more exercise, Omar.'

5. **Hamed** : 'I'll always remember you!'

6. **Nour** : 'I hear you've graduated, Samia. Congratulations!'

7. **Reem** : 'I'm really sorry I forgot your birthday, Suha.'

Answers

1. **Abeer** accused a man of stealing the money.
2. **Adel** denied breaking Jamal's phone.
3. **Habib** offered to help with the boxes.
4. **Laith** encouraged Omar to get more exercise.
5. **Hamed** promised that he would always remember me.
6. **Nour** congratulated Samia on her graduation.
7. **Reem** apologised for forgetting Suha's birthday.

5 Read the three texts in Getting Your Message Across. Match the sentences below to the correct person A–C. (WB 5 19) - Rev

GETTING YOUR MESSAGE ACROSS

إيصال رسالتك

Have you ever supported a social issue?

هل سبق لك أن دعمت قضية اجتماعية؟

We asked three people to tell us what they think about the different ways people make themselves heard.

لقد طلبنا من ثلاثة أشخاص أن يخبرونا برأيهم في الطرق المختلفة التي يجعل بها الناس أنفسهم مسموعين

A Some people say you need a lot of money in order to help a charity, and if they don't have this, they do nothing. Having money is important, but in reality all you need is determination and a little time. I've been trying to persuade people in my community to help an environmental charity by donating just a few coins each week. At first people were not keen, but my persistence has paid off and now a lot of people give me a little money – and that is really helping the charity.

أ. يقول بعض الناس أنك بحاجة إلى الكثير من المال لمساعدة مؤسسة خيرية، وإذا لم يكن لديهم مال، فلن يفعلوا شيئاً. إن الحصول على المال أمر مهم، ولكن في الواقع كل ما تحتاجه هو التصميم والقليل من الوقت. لقد كنت أحاول إقناع الناس في مجتمعي بمساعدة مؤسسة خيرية ببنية من خلال التبرع ببضع عملات معدنية فقط كل أسبوع. في البداية لم يكن الناس حريصين، لكن إصراري أتى بثماره والآن يمنحني الكثير من الناس القليل من المال – وهذا يساعد المؤسسة الخيرية حقاً

B As far as I'm concerned, social media is the obvious way to get your message across. All you need to do is to pay for a good Internet connection which most people have anyway these days. On a more personal level, I let my friends know my views on social networks and I would support a campaign to protect animal rights.

ب. بالنسبة لي، وسائل التواصل الاجتماعي هي الطريقة الواضحة لتوصيل رسالتك. كل ما عليك فعله هو الدفع مقابل اتصال جيد بالإنترنت يتمتع به معظم الأشخاص على أي حال هذه الأيام. وعلى مستوى شخصي أكثر، أخبر أصدقائي بأرائي على شبكات التواصل الاجتماعي وسأدعم حملة لحماية حقوق الحيوان

C Last year, I joined a group that wanted to clean up one of the beaches near Aqaba, where I live. It is very popular with tourists who often leave litter there. I used to go to the beach every weekend and pick up the litter, all for free! I soon realised that volunteering like this helped but didn't solve the problem. The only way is to change tourists' attitudes to litter. We have encouraged the council to put more litter bins around the beaches as well as signs reminding people not to litter in English and Arabic.

ج. في العام الماضي، انضمت إلى مجموعة أرادت تنظيف أحد الشواطئ القريبة من العقبة، حيث أعيش. تحظى بشعبية كبيرة لدى السياح الذين غالبًا ما يتركون القمامة هناك. كنت أذهب إلى الشاطئ في نهاية كل أسبوع وألتقط القمامة بدون مقابل! وسرعان ما أدركت أن مثل هذا العمل التطوعي ساعد ولكن لم يحل المشكلة. الطريقة الوحيدة هي تغيير مواقف السائحين تجاه القمامة. لقد شجعنا المجلس على وضع المزيد من صناديق القمامة حول الشواطئ بالإضافة إلى لافتات تذكر الناس بعدم رمي القمامة باللغتين الإنجليزية والعربية. اقرأ النص التالي الذي فيه 3 فقرات. في أي فقرة تجد الشخص الذي ...

Which person ...

1. has used social media to try and get changes made? **B**
2. realised what they were doing wasn't effective? **C**
3. believes you don't need a lot of money to campaign for change? **A**

SPEAKING

6. Read the texts in Getting Your Message Across again. In groups discuss the following questions.

(WB 6 19) - Rev

1. Which of the people do you agree with most? Say why.

2. Which of the issues do you think is the most important? Say why.

3. Some people think the social issues we are concerned about change as we get older. Do you agree? Say why.

WRITING

7. You saw this advertisement on a student website. Write your article.

(WB 7 19) - Rev

ARTICLES WANTED

Are the same subjects popular with girls and boys?

Are there any differences between the careers boys and girls are encouraged to follow?

Write an article answering these questions.

ACTIVE VOCABULARY : Word building اشتقاق

A suffix added to the base form of a word can often indicate what class of word it is.

To form **nouns** we commonly use:

2. Complete the tables with these words, making any necessary changes. (WB 2 14)

Can you add any words?

comfort form free govern home organise product short use weak

To form nouns we commonly use

-dom	freedom
-ment	government , entertainment
-tion /sion /cion	organization , production , conclusion , suspesion
-ness	weakness ,shortness - e.g. shortness of breath
-ity	equality
-ance / ence	reliance, defence
-ice	practice

To form verbs we commonly use

-ate	complicate
-ify	clarify
-en	shorten , weaken
-ute	commute

To form adjectives we commonly use

-able / ible	comfortable , governable , useable , flexible
-al	formal
-ful	useful
-ive	productive
-less	homeless , comfortless, formless , useless

4. Study Active Vocabulary and complete the table.

(SB 4 18)

Verb	Noun	Adjective	Meaning
enforce	enforcement	enforceable	يجبر
equalise	(in)equality	equal	يساوي
expand	expansion	expansive	يوسع
discriminate	discrimination	discriminatory	يميز
institutionalise	institution	institutional	يؤسس
justify	justification	justifiable/ justified	يبيرر

Derivation

(adj + noun + verb + adverb + adjective + noun)

verb	ate	ise	ize	en	fy				
noun	ion / ness	ity / age	ment	ence	ancy	gy / ure	ing / dom	ist / isme	er / or
adjective	al	ive	ant	ent	ful	ous	ible	able	ic / ing / ed
adverb	ly								

الاسماء Nouns	الأفعال Verbs
---------------	---------------

<p>1. After: (a / an / the) :</p> <p>2. After prepositions (in / on / of / at / with / for / by / from / without)</p> <p>3. After the possessives ('s / s')</p> <p>4. After : (my / his / her / their / your / our / its)</p> <p>5. After adjectives :</p> <p>6. After numbers : one / first / all / every / each / enough / several</p> <p>7. After the words (this / these / that / those)</p> <p>8. After (much / many / few / some / any / little / more)</p> <p>9. At the beginning of the sentence as subjects</p> <p>10. After (No)</p> <p>11. After : (need) – (cause) – (keep) – (see)</p>	<p>1. After (to)</p> <p>2. After : (always / usually / often / seldom / rarely / sometimes / never)</p> <p>3. After (would rather / had better / let / make / help)</p> <p>4. After the (verbs to do) : (do / does / did)</p> <p>5. After (will / would / shall / should / may / might / can / could / must)</p> <p>6. Between the subject and the object = (N + V + N)</p>
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

الصفات Adjectives	الحال / الظرف Adverbs
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<p>1. Adjectives describe nouns</p> <p>2. After (verbs to be)</p> <p>3. After adverbs (adverb + adjective)</p> <p>4. " be " + (as adj as)</p> <p>5. " be " + (very / too / so / quite / a bit / absolutely / extremely)</p> <p>6. After these verbs (look / feel / sound / seem / become / find / taste / smell / get / turn)</p> <p>7. After (be + more / the most)</p>	<p>1. Adverbs describe verbs - V + adv / V + n + -----</p> <p>2. We use the adverbs before adjectives : (be + ly)</p> <p>3. Adverbs (without verbs) . ----- ,</p> <p>4. " verb " + (very / too / so / quite)</p> <p>5. " verb " + (as adv as)</p> <p>6. subject + ly + verb - n+-----v am - is - are + -----ly----- + V3 / am - is - are + V3 + ----ly-----</p> <p>has / have + -----ly----- + V3 / has / have + V3 + -----ly-----</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

3. Choose the correct words to complete the sentences.

(WB 3 14)

- This is a good law, but I am not sure it is **enforce** / **enforceable**.
هذا قانون جيد، لكنني لست متأكدًا من إمكانية تطبيقه.
- The factory has grown recently, and has been more successful since the **expanse** / **expansion**.
لقد نما المصنع مؤخرًا، وأصبح أكثر نجاحًا منذ التوسع.
- The university in our city is an important **institution** / **institutionalise**.
الجامعة في مدينتنا مؤسسة مهمة.
- How can the factory **justify** / **justifiable** polluting the river like that?
كيف يمكن للمصنع تبرير تلويث النهر بهذه الطريقة؟
- It is good that men and women get **equal** / **equality** pay in this business.
من الجيد أن يحصل الرجال والنساء على أجر متساوٍ في هذا العمل.
- Keep your argument simple and try not to **complicate** / **complicated** it.
اجعل حجتك بسيطة وحاول ألا تعقدتها.

Answers : 1. enforceable 2. expansion 3. institution 4. justify 5. equal 6. complicate

4. USE OF ENGLISH

Complete the text with the correct words formed from the words in bold.

(WB 4 14)

University Equality Policy

سياسة المساواة في الجامعة

At this university, we reject any and all discrimination (**discriminate**) based on race, gender, religion or age. We believe in ----- 2 (**free**) of speech and will never accept any ----- 3 (**persecute**) of individuals based on their ----- 4 (**person**) beliefs. Should anybody feel they have suffered ----- 5 (**victim**), an ----- 6 (**investigate**) will be carried out and suitable disciplinary action will be taken.

في هذه الجامعة، نرفض أي **تمييز** على أساس العرق أو الجنس أو الدين أو العمر. نؤمن بحرية التعبير ولن نقبل أبدًا أي **اضطهاد** للأفراد بناءً على معتقداتهم **الشخصية**. إذا شعر أي شخص أنه تعرض **للظلم**، فسيتم إجراء **تحقيق** واتخاذ إجراءات تأديبية مناسبة.

Answers : 2. freedom 3. persecution 4. personal 5. victimization 6. investigation

VOCABULARY AND GRAMMAR

1. Complete the sentences with the correct form of the words from the box.

(WB 1 18) - Revision

يقبل يميز يوظف يساوي يقضي / يحكم
accept discriminate employ equal judge

- He ----- how many sandwiches he would need for the family party and didn't make enough.
a. judging b. misjudged c. misjudgment
- We think some of the boss's attitudes are ----- as he tends to give men more opportunities than women
a. discriminatory b. discriminate c. discriminating
- The school called the boy's parents because his behaviour in class was completely ----- .
a. unaccept b. unaccepting c. unacceptable
- means that everyone has exactly the same rights.
a. Equality b. Equal c. Equally
- Some countries have very high ----- and it is difficult for young people to find a job.
a. unemployed b. unemployment c. unemploy

Answers : 1. misjudged 2. discriminatory 3. unacceptable 4. Equality 5. unemployment

USE OF ENGLISH

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

(WB 4 18) - Rev

STRATEGY : Word formation

First, decide if you need a noun /verb /adjective, etc. in each gap.

For example, if you have a determiner

(e.g. the, a / an, my / your / their, etc.) in a sentence, you need to form a noun.

The Student Union

The Student Union is an ----- 1(**organise**) that helps students when they go to a Jordanian university. The Union aims to help students interact with other students and teaching staff as well as helping them in their studies. Some students are quite young when they start their studies and can feel ----- 2(**comfort**) in their first weeks. The Union will be pleased to ----- 3(**clear**) any doubts students have, however small you might think they are. The Student Union also aims to raise students' awareness of Jordanian culture and helps them to interact in a positive way to the local community. Finally, the Union can help students enjoy the ----- 4(**entertain**), social and sports activities available to them at university.

اتحاد الطلبة هو منظمة تساعد الطلاب عندما يذهبون إلى إحدى الجامعات الأردنية. ويهدف الاتحاد إلى مساعدة الطلاب على التفاعل مع الطلاب الآخرين وأعضاء هيئة التدريس بالإضافة إلى مساعدتهم في دراستهم. يكون بعض الطلاب صغارًا جدًا عندما يبدأون دراستهم ويمكنهم الشعور بالراحة في أسابيعهم الأولى. ويسعد الاتحاد بتوضيح أي شكوك لدى الطلاب، مهما كانت صغيرة. ويهدف اتحاد الطلبة أيضًا إلى زيادة وعي الطلاب بالثقافة الأردنية ومساعدتهم على التفاعل بطريقة إيجابية مع المجتمع المحلي. وأخيرًا، يمكن للاتحاد مساعدة الطلاب على الاستمتاع بالأنشطة الترفيهية والاجتماعية والرياضية المتاحة لهم في الجامعة.

Answers : 1. organisation 2. comfortable 3. clarify 4. entertainment

Pronunciation / Stress اللفظ / التشديد على مقطع

Write **S** (same) when the main stress in both words is on the same syllable, and **D** (different) when the word stress changes.

(SB 5 18)

أكتب (نفسه) عندما يكون التشديد على نفس المقطع في أزواج الكلمات و(مختلف) عندما يتغير

- | | | |
|--------------------------------------------|------------------|-------|
| 1. <input type="checkbox"/> equality | equalise | S / D |
| 2. <input type="checkbox"/> discrimination | discriminatory | S / D |
| 3. <input type="checkbox"/> institution | institutionalise | S / D |
| 4. <input type="checkbox"/> enforcement | enforceable | S / D |
| 5. <input type="checkbox"/> justify | justifiable | S / D |

Answers : 1. D 2. D 3. S 4. S 5. D

LESSON 3A - LISTENING AND VOCABULARY

SPEAKING

1. Look at the photos below. Have you seen any of these films? (SB 1 19)
Do you like it when films have a serious message? Say why.

2. Read the descriptions of three documentary films. What social issues do they touch? (SB 2 19)

A. Chasing Coral

1. Chasing Coral is a documentary that follows a group of divers and scientists as they capture the damage being done to the coral reefs in our seas. The documentary illustrates that our oceans are dying and it is the fault of humans.

The conclusion: immediate action is required to prevent further issues.

مطاردة المرجان

مطاردة المرجان هو فيلم وثائقي يتتبع مجموعة من الغواصين والعلماء وهم يلتقطون صورًا للضرر الذي يلحق بالشعاب المرجانية في بحارنا. يوضح الفيلم الوثائقي أن محيطاتنا تموت وأن هذا خطأ البشر. الاستنتاج: يلزم اتخاذ إجراءات فورية لمنع حدوث المزيد من المشكلات

B. A Beautiful Planet

2. A Beautiful Planet as filmed by astronauts from the International Space Station, and looks at our planet from above. It shows how humans are changing our planet through industrialisation and clearing our forests.

كوكب جميل

2. كوكب جميل كما صورته رواد الفضاء من محطة الفضاء الدولية، وينظر إلى كوكبنا من الأعلى. ويوضح كيف يغير البشر كوكبنا من خلال التصنيع وإزالة الغابات

C. Unconquered: Helen Keller in Her Story

3. Unconquered: Helen Keller in Her Story is a documentary first made in 1955. It may be old, but it is an award-winning film about a remarkable woman, Helen Keller, who achieved great things despite being deaf and blind.

غير مهزومة: هيلين كيلر في قصتها

غير مهزومة: هيلين كيلر في قصتها هو فيلم وثائقي تم إنتاجه لأول مرة في عام 1955. قد يكون قديمًا، لكنه فيلم حائز على جائزة عن امرأة رائعة، هيلين كيلر، حققت أشياء عظيمة على الرغم من كونها صماء ومكفوفة

3. Listen to three people talking about the documentary films in Exercise 2. (SB 3 19)

Decide if statements 1–6 are true (T), false (F) or if the information is not given (NG).

1. The documentary Chasing Coral filmed 25% of all life in the sea.
قام الفيلم الوثائقي بتصوير 25% من جميع أشكال الحياة في البحر.
2. The film used a special technique to show what is actually happening.
استخدم الفيلم تقنية خاصة لإظهار ما يحدث بالفعل.
3. You can see different kinds of weather on Earth from space.
يمكنك رؤية أنواع مختلفة من الطقس على الأرض من الفضاء.
4. The documentary will help to solve the problems of climate change.
سيساعد الفيلم الوثائقي في حل مشاكل تغير المناخ.
5. Helen Keller could not see or hear when she was born.
لم تتمكن هيلين كيلر من الرؤية أو السمع عندما ولدت.
6. Helen's disability did not stop her from helping other people and even writing books.
لم تمنع إعاقة هيلين من مساعدة الآخرين وحتى كتابة الكتب

Answers : 1. F 2. T 3. T 4. NG 5. F 6. T

4. In pairs, compare sentences a with sentences b.

(SB 4 19)

Work out the differences in meaning of the highlighted words.

- a. They **set out** to discover why and reveal the mysteries of the underwater world.
- b. The cameras were **set up** in different locations.

set out - begin a task with a particular aim or goal;
set up - put in position

انطلقوا لاكتشاف السبب وكشف أسرار العالم تحت الماء.
تم تثبيت الكاميرات في مواقع مختلفة.
ينطلق / يشرع ب - يبدأ مهمة بهدف معين؛
يجهز / ينصب - وضع الشيء في مكان ما حتى يعمل

- a. Every day, **over** 10,000 acres of trees are lost.
- b. You can see storms in clouds passing over different countries, ... all filmed from 400 kilometres **above** our planet.

over - is used with certain numbers (ages, speed, amounts) to
above - is used to mean higher than; mean more than

كل يوم، يتم فقدان أكثر من 10000 فدان من الأشجار.
يمكنك رؤية العواصف في السحب التي تمر فوق بلدان مختلفة، ... تم تصويرها جميعًا من ارتفاع 400 كيلومتر فوق كوكبنا.
يستخدم ليعني أعلى من أو أكثر
يستخدم مع أرقام معينة (الأعمار، السرعة، الكميات) ليعني أكثر من

- a. Doctors **tested** her and discovered she would be permanently deaf and blind.
- b. The documentary **proves** that having a disability does not always stop people from doing amazing things.

test - take measures to check something;
prove - use evidence to show the truth

قام الأطباء باختبارها واكتشفوا أنها ستصاب بالصمم والعمى بشكل دائم.
ثبت الفيلم الوثائقي أن الإعاقة لا تمنع الناس دائمًا من القيام بأشياء مذهلة.
يفحص - يتخذ التدابير اللازمة للتحقق من شيء ما؛
يثبت - يستخدم الأدلة لإظهار الحقيقة

- a. **The fact** that she could not see or hear did not stop her from enjoying the same things as all of us.
- b. **In fact** she also helped many other people with disabilities.

The fact - refers forward to what is being discussed;

In fact - refers to the truth of a situation, especially if we didn't expect this to be the case

تشير إلى ما تتم مناقشته؛ في الواقع
يشير إلى حقيقة الموقف، خاصة إذا لم نتوقع أن يكون الأمر كذلك

5. SPEAKING In pairs or small groups, discuss the questions.

(SB 5 19)

1. What social issues did you hear discussed in the recording?
2. What other documentary films can you think of that have tried to raise awareness of social issues?
How successful were they in this?

LESSON 6A SPEAKING

1. Read the message board.

(SB 1 23)

Which suggestions do you agree or disagree with? Say why.

Its Noura added a question Jul 19

I'm curious, is there any behaviour you feel is unacceptable today?
For example, people shouldn't play loud music on public transport.

Ranagirl added an answer Jul 19

I've got loads of ideas:
I'd like to talk about queue jumping and why people do it.

Samar S added an answer Jul 20

Personally, I think we should do more to protect animals.
I think hunting for sport is really cruel.

3. Study the Speaking box. Listen again and complete the phrases.

(SB 3 23)

concerned debatable entitled expert frankly goes inclined principle
saying see shadow tend

SPEAKING : Expressing opinions

المحادثة / التعبير عن الرأي

function	Examples	معنى
strong opinion رأي قوي	- It goes without saying that ... - Without a shadow of a doubt, ... - Frankly , I think it's obvious that ...	وغني عن القول أن ... دون أدنى شك، ... بصراحة، أعتقد أنه من الواضح أن
less strong opinion رأي أقل قوة	- As far as I'm concerned , ...	بالنسبة لي،
counter opinion رأي مضاد	- It's a good idea in principle , but ... - I can see where they're/you're coming from, but...	إنها فكرة جيدة من حيث المبدأ، لكن ... أستطيع ان أفهم (أرى) من أين جاءت (الأفكار) / جئت بـ (الأفكار) ولكن ...
tentative opinion رأي مبدئي	- I'm no expert , but ... - I tend to think (that) ... - I'm inclined to think (that) ...	أنا لست خبيراً، ولكن ... أميل إلى التفكير (أن) ... أنا أميل إلى التفكير (أن) ...
challenging somebody else's opinion تحدي رأي شخص آخر	- That's debatable , isn't it? - You're entitled to your opinion, but ... - Are you saying that ...?	هذا قابل للنقاش، أليس كذلك؟ يحق لك إبداء رأيك، لكن ... هل تقول ذلك...؟

Answers

1. goes 2. shadow 3. Frankly 4. concerned 5. principle 6. see
7. expert 8. tend 9. inclined 10. debatable 11. entitled 12. saying

Which speaker in each pair sounds as if they have a strong (S) opinion?

SB 5 P 23

Which speaker sounds more tentative (T)? Say why.

من هو المتحدث في (1-3) الذي يبدو كما لو كان لديه رأي قوي أو مبدئي؟ برر اجابتك.

- S1:** I find it really annoying so I agree it shouldn't be allowed. **S**
S2: Well, I'm no expert, but I do think it would be difficult to do anything about it. **T**
 المتحدث الأول: أجد ذلك مزعج حقا لذا اوافق انه لا يجب السماح به
 المتحدث الثاني: حسنا، أنا لست خبيراً، ولكن لا أعتقد أنه من الصعب القيام بشيء بخصوص الأمر
- S1:** Maybe the best thing is to talk to the person and find out why they're behaving like that. **T**
S2: I see what you mean, but it can be really annoying. **S**
 المتحدث الأول: ربما أفضل شيء هو التحدث مع الشخص ومعرفة لماذا يتصرفون بتلك الطريقة
 المتحدث الثاني: أفهم ما تعنيه، ولكن يمكن أن يكون ذلك مزعجاً
- S1:** Without a shadow of a doubt hunting for sport is cruel. **S**
S2: Well, that's debatable, isn't it? **T**
 المتحدث الأول: بدون أدنى شك فإن الصيد هو رياضة قاسية
 المتحدث الثاني: حسناً، ذلك قابل للنقاش، أليس كذلك؟

Answers: 1. Speaker 1 **S**, Speaker 2 **T** 2. Speaker 1 **T**, Speaker 2 **S** 3. Speaker 1 **S**, Speaker 2 **T**

4. Look again at the phrases in the Speaking box.

(SB 4 23)

What makes the phrases stronger or more tentative?

The intonation of the speaker

6. **SPEAKING** In groups, discuss the questions.

(SB 6 23)

Try to use some of the phrases from the Speaking box.

1. What do you think about the behaviour mentioned in the message board discussion?

.....
.....

2. Are there any other kinds of behaviour that you find annoying? Say what and why.

.....
.....

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عبدالله بن الزهر

LESSON 7A - WRITING AND VOCABULARY : An article

1. SPEAKING

What do you know about hyenas? Read the article to check your ideas. (SB 1 24)
ماذا تعرف عن الضباع؟ اقرأ المقال لتتأكد من أفكارك

Happy hyenas help people of Harar

الضباع السعيدة تساعد سكان هرر

Hyenas are big, ugly and dangerous animals and they are the most common large predator in Africa. They often **survive on** eating animals that are already dead, but they will also attack and eat live animals – including cows, sheep, goats and even people. It goes without saying that most people in Ethiopia are scared of hyenas and don't want them around. But in the old walled city of Harar, the hyenas are no longer a danger to people. Why do you think this is?

الضباع حيوانات كبيرة وقبيحة وخطيرة وهي أكثر الحيوانات المفترسة شيوعًا في إفريقيا. غالبًا ما تعيش على أكل الحيوانات الميتة، لكنها تهاجم أيضًا الحيوانات الحية وتأكلها - بما في ذلك الأبقار والأغنام والماعز وحتى البشر. وغني عن القول أن معظم الناس في إثيوبيا يخافون من الضباع ولا يريدونها في الجوار. ولكن في مدينة هرر القديمة المسورة، لم تعد الضباع تشكل خطرًا على الناس. لماذا تعتقد ذلك؟

In the past, the animals often attacked people living in the city, so the people found a way to **deal with** them: they cut holes in the city walls and threw food to the hyenas. They realised that the hyenas were no longer hungry because of this, and attacked people less often. Later, a farmer called Yusuf Salleh chose to do the same thing to **protect** his farm animals **against** the hyenas: he fed them each day, and it worked!

في الماضي، كانت الحيوانات في كثير من الأحيان تهاجم الناس الذين يعيشون في المدينة، لذلك وجد الناس طريقة للتعامل معها: قاموا بقطع ثقب في أسوار المدينة وألقوا الطعام للضباع. وأدركوا أن الضباع لم تعد جائعة بسبب هذا، فهاجمت الناس بشكل أقل. في وقت لاحق، اختار مزارع يدعى يوسف صالح أن يفعل الشيء نفسه لحماية حيوانات مزرعته من الضباع: كان يطعمها كل يوم، وقد نجح الأمر

Yusuf's son, Abbas Yusuf, has continued his father's tradition but in a slightly different way. Every day, when it is getting dark, he **calls out** to attract the hyenas. Then he picks up some meat and holds it out for them. The animals come up to him and **take** the meat **from** his hands. The sight is so amazing that many tourists visit to watch him feed the hyenas(although it is too dangerous for them to **participate in** the feeding)! Abbas Yusuf says the hyenas are now his friends, and he even has names for them.

وقد واصل ابن يوسف، عباس يوسف، تقليد والده ولكن بطريقة مختلفة قليلاً. ففي كل يوم، عندما يحل الظلام، ينادي لجذب الضباع. ثم يلتقط بعض اللحوم ويقدمها لهم. فتأتي الحيوانات إليه وتأخذ اللحم من يديه. والمنظر مذهل لدرجة أن العديد من السائحين يزورونه لمشاهدته وهو يطعم الضباع (على الرغم من أن مشاركتهم في التغذية أمر خطير للغاية)! ويقول عباس يوسف إن الضباع أصبحت الآن أصدقائه، بل إنه أطلق عليها أسماء

People explain that nobody in Harar has been attacked by a hyena for 200 years, and some people even say they are useful around the city because they help to **eat** some of the rubbish **from** the rubbish tips, helping to discourage flies and other insects from breeding diseases. When people see a hyena in the streets, they do not worry about them any more. The people and the hyenas accept each other.

يوضح الناس أن أحداً في هرر لم يتعرض لهجوم من قبل الضبع منذ 200 عام، ويقول بعض الناس حتى أن الضبع مفيد في المدينة لأنه يساعد في أكل بعض القمامة من مكبات القمامة، مما يساعد في تثبيط الذباب والحشرات الأخرى عن تكاثر الأمراض. عندما يرى الناس ضبعاً في الشوارع، فإنهم لا يقلقون بشأنه بعد الآن. يتقبل الناس والضباع بعضهم البعض

I think this simple solution could help save the lives of people and animals. The hyenas are no longer hungry and everyone is happy. Can we learn from this and hope for something similar with other dangerous animals?

أعتقد أن هذا الحل البسيط قد يساعد في إنقاذ حياة البشر والحيوانات. لم تعد الضباع جائعة وأصبح الجميع سعداء. هل يمكننا أن نتعلم من هذا ونأمل في حدوث شيء مماثل مع حيوانات خطيرة أخرى؟

2. Read the Writing task.

(SB 2 24)

In which paragraph of the article does the writer address the underlined parts of the task?

ي أي فقرة من المقال يتناول الكاتب الأجزاء التي تحتها خط من المهمة؟

You recently found out about an initiative to help reduce the dangers of a wild animal. Write an article for a youth magazine in which you **describe the initiative** and **express your opinion** on it.

قد علمت مؤخرًا بمبادرة للمساعدة في تقليل مخاطر الحيوانات البرية. اكتب مقالاً لمجلة شبابية **تصف فيه المبادرة** و **تعبر عن رأيك** فيها

Answers

1. Describe the initiative – paragraphs 2 and 3

2. Express your opinion - paragraph 5

3. Study the Writing box and discuss the questions.

(SB 3 24)

1. Which tip from the Writing box does the writer use in the title?

He uses alliteration.

ما هي النصائح التي يستخدمها الكاتب في العنوان من مربع الكتابة؟
إنه يستخدم السجع / الجناس

2. Which tips in the Writing box does the writer use to make the introduction engaging?

He addresses the readers directly.

ما هي النصائح التي يستخدمها الكاتب في مربع الكتابة لجعل المقدمة جذابة؟
إنه يخاطب القراء بشكل مباشر

3. How does the conclusion emphasise the ideas in the introduction?

He repeats words from the title, he asks a thought-provoking question, he gives a personal opinion.

كيف يؤكد الاستنتاج على الأفكار الواردة في المقدمة؟
إنه يكرر كلمات من العنوان، وي طرح سؤالاً مثيراً للتفكير، ويقدم رأياً شخصياً

4. Many verbs are often followed by a specific preposition.

(SB 4 24)

Complete the table with examples from the article on page 24.

Preposition	Phrasal Verbs
against	A. protect against
from	B. take , eat , learn from
in	C. live , participate in
on	D. survive on
to	E. call out , danger , help to
with	F. deal with

Answers : 1. protect 2. eat 3. participate 4. survive 5. call out 6. deal

5. Verbs with similar meanings often use the same dependent preposition. Look at the groups of verbs A–F in the table in Exercise 4 and match them with the general meanings 1–6 below. (SB 5 24)

Phrasal Verbs	meanings
A. protect against يحمي من	5. take care of someone or something يعتني بشخص أو بشيء
B. eat from يتناول الطعام من	3. eat out of يتناول الطعام
C. participate in يشارك في	6. take part in something يشارك في شيء
D. survive on يبقى على قيد الحياة	2. stay alive by using the object of the sentence يبقى على قيد الحياة باستخدام المفعول به في الجملة
E. call out to يستدعي / ينادي	4. say something loudly يقول شيئاً بصوت عالٍ
F. deal with يتعامل مع	1. take action to solve a problem ينخذ إجراء لحل مشكلة

Answers : 1. F 2. D 3. B 4. E 5. A 6. C

6. Complete the sentences with a correct preposition in each gap.

(SB 6 24)

- Monkeys live ----- fruit and nuts.
- Monkeys live ----- trees.
- We eat soup ----- of a bowl.
- We need to deal ----- the climate crisis.

تعيش القردة على الفاكهة والمكسرات.

تعيش القردة في الأشجار.

نأكل الحساء من وعاء.

نحتاج إلى التعامل مع أزمة المناخ

Answers : 1. on 2. in 3. out 4. with

7. Match the sentences in Exercise 6 with the topics from the box.

(SB 7 24)

- الوعاء الغذاء الموطن البيئة
- container diet habitat the environment

- Monkeys live on fruit and nuts. = diet
- Monkeys live in trees. = habitat
- We eat soup out of a bowl. = container
- We need to deal with the climate crisis. = the environment

Answers : 1. diet 2. habitat 3. container 4. the environment

Writing An article

Title العنوان	Attract your reader's attention with a catchy/ interesting title. You could: اجذب القارئ بعنوان ممتع وملفت للنظر. بإمكانك : <ul style="list-style-type: none"> • use a question form, e.g. Can we like the hyena? استخدام صيغة سؤال • use a pun, e.g. Food for thought استخدام التورية وهو استخدام كلمات لها معنى مخفي غير ما هو ظاهر • use alliteration, e.g. Happy hyenas help people of Harar. استخدام الجناس وهو استخدام كلمات متتالية تبدأ بنفس الحرف
Introduction المقدمة	Clearly define what your article is about. You could: عرّف بوضوح موضوع مقالتك. بإمكانك : <ul style="list-style-type: none"> • address your readers directly, مخاطبة القارئ مباشرة • give a surprising fact or statistic, إعطاء حقائق مفاجئة أو إحصائيات • tell a personal anecdote, رواية حكاية شخصية • ask a rhetorical question. طرح سؤال بلاغي
Main paragraphs الفقرات الرئيسية	<ul style="list-style-type: none"> • Each paragraph should have a clear topic. كل فقرة فيها موضوع واضح • Use an informal, chatty style throughout. استخدام أسلوب غير رسمي وحكواتي طول الوقت • Use informal punctuation, e.g. exclamation marks. استخدام علامات ترقيم غير رسمية مثل علامة التعجب
Conclusion الخاتمة	Return to the main idea from the introduction; leave the reader with something to think about. You could: عد إلى الفكرة الرئيسية من المقدمة؛ اترك للقارئ شيئاً للتفكير فيه. بإمكانك <ul style="list-style-type: none"> • repeat the words from the title, إعادة الكلمات من العنوان • make a suggestion, قدم اقتراحات • give a personal opinion, قدم رأيك الشخصي • ask a thought-provoking question. اطرح سؤالاً مثيراً للتفكير

8. Read the Writing task. Use the Writing box to help you.

(SB 8 24)

Write a topic sentence for each paragraph.

Write an article about an environmental issue you feel strongly about and explain what you want to be done about it.

اكتب مقالاً عن قضية بيئية تهتمك بشدة وشرح ما تريد القيام به بشأنها

WRITING TASK Write your article.

- Use your notes and topic sentences.
- Use a lively, informal style.
- Don't forget to include a range of dependent prepositions.

استخدم ملاحظاتك وجمل الموضوع.

استخدم أسلوباً حيويًا وغير رسمي.

لا تنس تضمين مجموعة من حروف الجر التابعة