

Al-Rahaf

English Mastery Guide

Teacher Rahaf Suleiman

Grade 11
Semester 1

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Unit 3
Unit 4

Jordan
High
Note
Grade 11
Semester 1



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جداول الحفظ للوحدة الثالثة

تم تلخيص جميع الجداول المطلوبة من الوحدة الثانية في هاتين الصفحتين

مصطلحات تدل على سلوكيات إيجابية وسلبية

Positive	Negative
empathise with somebody يتعاطف مع شخص ما	fall out with somebody يتخاصم مع شخص ما
give somebody a compliment يمدح شخص ما	let somebody down يخيب أمل شخص ما
make up with somebody يصالح	lose your temper يفقد أعصابه
	make fun of somebody/something يسخر من شخص ما أو شيء ما
	put up with somebody/something يصبر على شخص ما أو شيء ما
	talk behind somebody's back يتحدث عن شخص ما من وراء ظهره

مصطلحات تدل على السلوكيات

be the peacemaker	يكون مصلح	to help other people resolve an argument
blow things out of proportion	يضخم الأمور	to react as if what has happened is much worse than it is
burst into tears	يبكي بشدة	to suddenly start crying
have a go at somebody	ينتقد شخصاً ما	to criticise someone
make a fuss of somebody	يثير ضجة حول شخص ما	to give someone a lot of attention
mess about	يتصرف بطريقة ساذجة	to behave in a silly way
show off	يتباهى	to try and impress somebody
tell somebody off	يوبخ شخصاً ما	to speak to somebody angrily about something wrong that they have done
wind somebody up	يزعج شخصاً ما	to say things in order to annoy somebody

عبارات عن النمو من خلال تحديات الحياة

wasn't doing me any favours	لم يكن يفعل لي أي معروف	wasn't helpful to me
things don't immediately go my way	لا يبدو أن هناك شيئاً يسير على طريقتي	things don't immediately happen in the way I want
turn out to be positive in the long run	يتضح أنه جيد فيما بعد	to happen in a positive way or have a positive result later in the future, not immediately
the value of sticking at something	أهمية المثابرة والاستمرار لتحقيق النجاح	the importance of continuing to do something in a determined way in order to achieve something

تعريف على بعض الصفات الإيجابية والسلبية

immature	غير ناضج	behaving in a way that is not sensible for your age
charming	جذاب	very pleasing
hypocritical	منافق	pretending to be a good person or to believe in something you do not really believe
dedicated	متفان	working very hard at something because you think it is important
sincere	صادق	honest, really believing what you say

compassionate	عطوف	kind and sympathetic to people who have problems
idealistic	خيالي	believing in ideas that cannot be achieved in real life
inspirational	ملهم	giving you the idea to be as good or successful as possible
capable	قادر	having the skills and ability to do something
decent	محترم	honest and good
conceited	مغرور	constantly telling people how great you are
pushy	مُصرّ	determined to get what you want
passionate	شغوف	feeling very strongly about something
modest	متواضع	not talking in a proud way about your achievements
hypocritical	منافق	saying one thing, but doing something different
trustworthy	جدير بالثقة	can always be trusted
tough	صارم	able to deal with difficult situations
bigoted	متعصب	intolerant of other people's beliefs and practices

القدوة الحسنة والقدوة السيئة

Good role models	bad role models
a good/shining example of ... خير مثال على	a bad influence (on somebody) تأثير سيء على شخص ما
Admire يحترم	despise يحتقر
find somebody inspirational تجد شخصا ما ملهما	loathe يكره
follow in somebody's footsteps تمشي على خطى شخص ما	look down on تعتقد أنك أفضل من شخص ما
Idolize الإعجاب بشخص ما بشكل كبير	
look up to تحترم شخص ما	
put somebody on a pedestal تعتقد أن هذا الشخص هو مثالي	
set a good example يكون قدوة	

تعريف من نص أوليفر تويست

housekeeper	مديرة منزل	a person whose job is to look after a house
orphan	يتيم	a child whose parents have died

- make ends meet	يغطي نفقاته	to have just enough money to buy what you need
- a subsistence	عيش الكفاف	
- hand-to-mouth	يعيش بما تيسر	
- living day-to-day	يعيش كل يوم بيومه	dealing with things without thinking about the future
- go hungry	يبقى جائع	didn't have enough food
- huddled together	تلاصقوا	sat or stood very close to other people
- gathered together	اجتمعوا معا	
- to beg	يتوسل	asked for money or food from strangers
- Skinny	نحيل جدا	very thin
- malnourished		
- feel at home	يشعر وكأنه بمنزله	be comfortable in a particular place
- sense of belonging	يشعر بالانتماء	

Unit 3

LESSON 1A VOCABULARY AND GRAMMAR/ 30 كتاب الطالب صفحة

Q1: In pairs, ask and answer the questions.

- 1- Look at the photos. What are the benefits of being from a small/large family?
- 2- What do you think are the good and bad things about being an only child?

Q2: THINK BACK 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?

مصطلحات تدل على سلوكيات إيجابية وسلبية

Positive	Negative
empathise with somebody يتعاطف مع شخص ما	fall out with somebody يتخاصم مع شخص ما
give somebody a compliment يمدح شخص ما	let somebody down يخيّب أمل شخص ما
make up with somebody يصلح	lose your temper يفقد أعصابه
	make fun of somebody/something يسخر من شخص ما أو شيء ما
	put up with somebody/something يصبر على شخص ما أو شيء ما
	talk behind somebody's back يتحدث عن شخص ما من وراء ظهره

Q3: Match the definitions 1–9 with the phrases for ways of behaving from the box.

مصطلحات تدل على السلوكيات

be the peacemaker	يكون مصلح	to help other people resolve an argument
blow things out of proportion	يضخم الأمور	to react as if what has happened is much worse than it is
burst into tears	يبكي بشدة	to suddenly start crying
have a go at somebody	ينتقد شخصاً ما	to criticise someone
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mess about	يتصرف بطريقة ساذجة	to behave in a silly way
show off	يتباهى	to try and impress somebody
tell somebody off	يوبخ شخصاً ما	to speak to somebody angrily about something wrong that they have done
wind somebody up	يزعج شخصاً ما	to say things in order to annoy somebody

Q4: SPEAKING In pairs, talk about how you get on with members of your family. Do you think being the oldest, youngest or middle child, or an only child, affects your personality?

Q5: 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.

An only or oldest child, a middle child and a youngest child?

forever طوال الوقت	Naughty شقي	dressed up ارتديت ملابس تنكرية	hilarious مضحك جدًا	blew it out of proportion بالغوا في الأمر
telling me off يوبخونني	mess about يتصرف بشكل فوضوي	Pretending التظاهر	get the joke فهمت المزحة	wasn't that bad لم أكن سيئًا جدًا

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!

* أسئلة خارجية من المعلمة

1. What did he dress up as when he was little?
2. Where did he go while pretending to be his dad?
3. Why did his parents take his antics seriously?
4. How did he feel when his parents didn't find it funny?
5. What did his parents say when they found out about his dress-up adventure?

showing off التباهي	go on and on يستمر في الحديث	winds me up يثيرني	fair عادل
realise يدرك	makes a big fuss يبالغ في الاهتمام	jealous غيور	my parents والداي

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.

6. What does his brother constantly do?
7. What do parents say when he complains?
8. Who in the family gets attention for being great at school?
9. Where does his brother show off his accomplishments?

argue يتجادل	argue يتجادل	emotional عاطفي	burst into tears ينفجر في البكاء
loud صاخب	loud صاخب	keep my emotions أكتم مشاعري	shouting الصراخ

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.

10. When does he act as the peacemaker?
11. How does he describe their siblings' behavior during arguments?
12. Quote the sentence that reflects his feelings about his own role in the family.

الاجوبة
Answers

1. He dressed up in his dad's clothes and pretended to be him!
2. He went down the High Street, walking around like he owned the place!
3. They probably thought he was being naughty and needed to teach him a lesson!
4. He felt a bit disappointed because he just wanted to make them laugh and have fun together.
5. They were shocked and said he should never do that again, as it was inappropriate!
6. His brother is always showing off about how well he's doing at school.
7. They tell him that he is being jealous.
8. His brother gets attention for being great at school.
9. His brother goes on and on at home about his school achievements.
10. He acts as the peacemaker when his brother and sister argue.
11. They are loud and emotional.
12. "I'm not really sure what my role is."

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

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

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

Al-Rahaf

Past and present habits

في حياتنا اليومية، نقوم بالعديد من الأفعال التي تصبح جزءاً من روتيننا. نعرف هذه الأفعال بالعادة، والتي يمكن تقسيمها إلى نوعين رئيسيين: العادات الماضية والعادات الحالية.

Present

Present Simple

- a repeated action in the present
(You always mess about in class.)

Present Continuous

- When the speaker finds an unexpected or annoying repeated habit in the present.
- always / constantly / forever
(She's always complaining about the weather.)

Will + infinitive

- To talk about behaviour which is typical or characteristic of the person in the present.
(She'll turn up at 11 o'clock and act as if nothing's wrong.)

Past

Past Simple

- a repeated past action or state; it might still happen in the present
(We watched that show every week.)

Past Continuous

- When the speaker finds an unexpected or annoying repeated habit in the past.
- always / constantly / forever (She was forever arguing with her parents when she was younger.)

Would + infinitive

- To talk about behaviour which is typical or characteristic of the person in the past.
(We'd spend the afternoons reading.)
- a habit or repeated action in the past, but not a state
(My uncle would always take me swimming.)
- when the topic has been established and we usually specify the time. (My dad used to work nights. He would come home at six in the morning and we 'd have breakfast together.)

used to + infinitive

- to introduce new topics and we do not need to specify a time/ to set the scene. (I used to eat a lot of chips and burgers, but now I eat healthy food. (NOT I'd eat ...))
- to talk about a past state or a situation that doesn't happen any longer.
(I used to feel very negative about my job.)

Choose the suitable answer from those given between brackets.

1. I didn't do well at school. My concentration span.....very short.
a. was, b. will, c. is
2. When I was a child, we.....in a house by the sea, but now we live in a city.
a. lived, b. lives, c. live
3. Fadia isn't trustworthy—she.....the doors unlocked and forget to turn off the lights.
a. will leave, b. used to leave, c. would leave
4. A- Why did you stop playing rugby?
B- Because they.....constantly.....themselves.
a. will injury, b. were injuring, c. are injuring
5. A- Jameel is thinking of travelling again.
B- yes, well he.....-stay in one place for more than a few months.
a. didn't, b. wouldn't, c. won't
6. My brother was the baby of the family and everybody..... a big fuss of him.
a. would make, b. make, c. will make
7. Hamed: Have you fallen out with your sister?
Ali: to be honest, my sister and I.....always.....upsets me.
a. will-fall, b. are-falling out, c. am-falling out
8. Why.....you always shouting at me? -Because you annoy me.
a. will, b. are, c. is
9. My brother can't keep a secret. He.....anything you tell him on his blog immediately.
a. posted, b. is posting, c. post
10. Husam: Why don't you like the twins?
Osama: they.....forever.....-behind people's back.
a. are-talking, b. will-talk, c. is-talking
11. She.....into tears just to get attention.
a. would burst, b. is bursting, c. burst
12. When I was a little, my parents were forever.....me off.
a. telling, b. tell, c. told
13. He.....forever.....things out of proportion.
a. will-blow, b. was-blowing, c. were-blowing
14. Iargue with my sister every day when we were young.
a. use to, b. will, c. would
15. A- My parents don't let my brother use their car.
B- Well, he.....go too fast whenever he drives.
a. is, b. would, c. will
16. A- You didn't use to lose your temper so often.
B- that's because you.....constantly winding me up!
a. weren't, b. wasn't, c. aren't
17. A- Why did Amani lose her job?
B- She.....constantly being late and didn't seem interested in her work.
a. has, b. was, c. is
18. Faten never lost her temper and.....forever asking to play sports with my brothers and other older children.
a. would, b. were, c. was
19. I often.....bored in the class.
a. felt, b. will feel, c. feels
20. One time I.....in a test!
a. fallen, b. falls, c. fell
21. He.....mess about and then blame it on me.
a. would, b. will, c. is
22. I.....to what the teacher was saying.
a. doesn't listen, b. didn't listen, c. don't listen
23. My brother can't keep a secret. He.....anything you tell him on his blog immediately.
a. would post, b. posted, c. will post
24. Lama's hearing is getting really bad.
B- Well, she.....keep listening to loud music.

a. did, b. will, c. would

25.A- My parents don't let my brother use their car.

B- Well, he.....go too fast whenever he drives.

a. is, b. would, c. will

26.A- Jameel is thinking of travelling again.

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

a. didn't, b. wouldn't, c. won't

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

a. was, b. will, c. is

28.He.....behind my back and then deny it.

a. will talk, b. talked, c. was talking

29.A- Why did you stop playing rugby?

B- Because they.....constantly.....themselves.

a. will injury, b. were-injuring, c. are-injuring

30.The most annoying thing my sister does is that she..... the drums on Saturday morning.

a. used to play, b. will play, c. would play

Q6: Look at the examples showing two forms which can be used to talk about past and present habits. Find more examples of such forms in the texts in Exercise 5.

Habits in the present

My brother is always showing off.

Habits in the past

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

= Habits in the present: realises he's doing it, he's doing at school, I'm being jealous

Habits in the past: I was quite naughty, I really wasn't that bad

Q7: PRONUNCIATION Listen to sentences about present and past habits. Does each speaker sound neutral (N) or annoyed (A)? How does the intonation change?

1- My friend is always telling me about how his favourite football team is better than mine! **A**

2- I used to like a football team that were very successful, but they are not very good now. **N**

3- My grandfather tends to talk about life in the past a lot, but it can be interesting! **N**

4- My brother will go on and on about the time I broke his favourite toy, but it was an accident! **A**

5- Everyone always goes to the park on Saturday morning to go for a run. **N**

6- Dad, Ali is being noisy again! I'm trying to do my homework! **A**

7- When I stayed with my cousin, she was forever losing her phone! **A**

Q8: Look at sentences a–d and complete rules 1–3 with used to or would.

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

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

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

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

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

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

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

Q9: 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!

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

Q10: VALUES Why is it important not to make fun of people? Discuss in pairs.

It is not kind or funny. We are all different and that should not be important.

LESSON 1B VOCABULARY AND GRAMMAR/ 24 كتاب التمارين صفحة**Past and present habits****Q1: Match sentences 1–7 with their meanings a–g.**

Imad was forever bursting into tears.	a repeated past action or state; it might still happen in the present
Asma is constantly showing off.	a typical characteristic of a person
Lubna will forget to take her contact lenses out.	a repeated action in the present
My uncle would always take me swimming.	an annoying repeated habit in the past
I used to love winding my brother up.	a past state or action which no longer exists
We watched that show every week.	a habit or repeated action in the past, but not a state
You always mess about in class.	an annoying repeated habit in the present

Q2: 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 1 _____ (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

Q3: 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 _____ (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.

Q4: Match sentences 1–4 with responses a–d. Then complete the responses with will/won’t or would/wouldn’t.

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

Q5: Complete the mini-conversations with one word or a contraction in each gap.

- **Adnan** Did you 1 _____ 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!

Q6: Choose all the correct forms to complete the text. Sometimes more than one answer is correct.

I didn’t do well at school. My concentration span 1 _____ (a. would be b. used to be c. was) very short, and I was constantly getting into trouble for not listening. I often 2 _____ (a. would feel b. felt c. used to feel) bored in class. I 3 _____ (a. would stare b. used to stare c. was staring) out of the window all the time and daydream. I 4 _____ (a. didn't b. wouldn't c. didn't use to) listen to what the teacher was saying and found it hard to focus. One time I 5 _____ (a. fell b. used to fall c. would fall) asleep in a test!

Q7: Write a paragraph comparing your English language skills as a beginner with your current abilities. Use structures from this lesson.

Answers

- Q1:** 1 d 2 g 3 b 4 f 5 e 6 a 7 c
- Q2:** 1 are always falling out 2 was constantly being 3 are/’re forever talking 4 were constantly injuring
- Q3:** 1 used to share 2 did you use to stay 3 used to/would make 4 didn’t use to think 5 used to/would suddenly start
- Q4:** 1 d, will 2 a, won’t 3 c, would 4 b, will
- Q5:** 1 use 2 would 3 didn’t 4 always/constantly/forever 5 am/’m 6 are 7 use 8 weren’t
- Q6:** 1 b/c 2 b/c 3 a/b 4 a/b/c 5 a
- Q7:** Students’ own answers

LESSON 2A LISTENING AND VOCABULARY/ كتاب الطالب صفحة 32

Q1: Which of the life events in the box can you see in photos A–C? Which of them can be the most challenging?

A relocating to a different town or country

B a row with your best friend/ flunking an important exam

C a newborn baby in the family/ a clash between you and a sibling

Q2 Listen to the first part of a radio programme and answer the questions.

1- Why does the speaker think that what happens to us can influence our personality?

Because events cause the brain to make new connections, which changes us.

2- Does the speaker think that negative events are to be avoided? Say why.

No, because negative events can also influence us positively. It depends what we learn from them.

Q3: CRITICAL THINKING

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

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

ACTIVE LISTENING| Distinguishing between facts and opinions.

• **An opinion is an individual's belief or viewpoint.**

It is subjective, rather than being based on evidence. It may be signalled by the use of such words as feel, believe or think or phrases such as:

If you ask me ... / I have the impression that ... **Example:**

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

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

The data shows ... / The research indicates ... **Example:**

We know from recent findings in neuroscience, that the brain makes new connections based on what we learn from events which have happened to us, and that changes who we are.

Q4: Listen to the rest of the programme and make notes for the four speakers: Habib, Lama, Dalia and Jawad.

Habib

1. Transferring from primary to secondary school.
2. He did badly at school.
3. He often got into trouble at school.
4. He learnt that he should put in more of an effort and not be scared of failing.

Lama

1. The birth of her little sister Majeda.
2. She couldn't accept the fact that her parents gave all their attention to her sister.
3. She felt unhappy.

4. She saw that even when things don't immediately go her way, they may still turn out positive in the long run.

Dalia

1. Her family relocated to Germany for two years.
2. She hated not being able to communicate with people.
3. She felt down in the dumps.
4. She learnt the value of sticking at something even when it's not easy.

Jawad

1. He was bullied when he started secondary school.
2. He felt upset a lot of the time.
3. He burst into tears.
4. He realised he doesn't have to worry about what other people think of him.

Q5: Listen again and choose the correct answers.

- 1- What prevented Habib from doing well at secondary school?
 - a. He wasn't being challenged enough.
 - b. He wasn't very academically gifted.
 - c. He was friends with people who didn't pay attention in class.
- 2- Which of the following is an opinion?
 - a. Colic can have a variety of causes.
 - b. Colic is usually worse at night.
 - c. Lying flat makes colic more of a problem.
- 4- What was the hardest thing for Dalia when she went to school in Germany?
 - a. Struggling to communicate with people.
 - b. Leaving her old friends behind.
 - c. Not being treated well by the other kids.
- 5- The bullies stopped teasing Jawad because
 - a. the new pupil defended Jawad.
 - b. Jawad grew taller as he got older.
 - c. Jawad learnt to ignore them.

1 a 2 c 3 a 4 c

Q6: SPEAKING In pairs, discuss the meaning of these phrases from the recording.

wasn't doing me any favours	لم يكن يفعل لي أي معروف	wasn't helpful to me
things don't immediately go my way	لا يبدو أن هناك شيئاً يسير على طريقي	things don't immediately happen in the way I want
turn out to be positive in the long run	يتضح أنه جيد فيما بعد	to happen in a positive way or have a positive result later in the future, not immediately
the value of sticking at something	أهمية المثابرة والاستمرار لتحقيق النجاح	the importance of continuing to do something in a determined way in order to achieve something

LESSON 2B LISTENING AND VOCABULARY/ 25 كتاب التمارين صفحة

Q1: Listen to a radio programme about the influence of books. Match speakers 1–4 with types of books they chose a–d.

- 1- Faisal: historical non-fiction
- 2- Alia: young adult novel
- 3- Nadia: semi-autobiographical novel
- 4- Hassan: self-help

Q2: Listen again and choose the correct answers.

1- In the introduction, which of the following is presented as an opinion and not a fact?

- a. Young people are particularly influenced by books.
- b. Older people read less than younger people.
- c. People read books for many reasons.

2- Faisal didn't expect the book to be so

- a. challenging.
- b. easy.
- c. boring.

3- Why did Alia feel a personal connection to the book?

- a. It has a character who is similar to her.
- b. It deals with an issue which affects her.
- c. It made her extremely emotional.

4- What does Nadia say about the book she read?

- a. It wasn't fun to read.
- b. It changed her life.
- c. It taught her a valuable lesson.

5- When Hassan got the book, he felt

- a. surprised.
- b. excited.
- c. disappointed.

Q3: Listen to some pairs of sentences from the recording in Exercise 1, paying particular attention to how the underlined words differ from each other. What do you notice about their pronunciation?

1- a Some pick up a book in order to learn something new or find out information. b It contains some really inspirational ideas about how to make the most of your life.

2- a Faisal, let's start with you.

b Can you believe that?

ACTIVE PRONUNCIATION

Weak vowel forms

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

- determiners (e.g. some, this)
- conjunctions (e.g. than, and)
- pronouns (e.g. he, them)
- auxiliary verbs (e.g. can, have)
- prepositions (e.g. at, of) When these words are emphasised, quoted or said at the end of the sentence, they can be pronounced with full vowels.

Q4+5: Listen to these sentences. Which of the underlined words are strong forms?

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

Q6: Which words in these sentences have a weak form? Listen and check.

Q7: Now practise saying the sentences.

- 1- He's always put him on a pedestal.
- 2- Some artists tend to be hypocritical.
- 3- Entertainment can be seen as a distraction.
- 4- Millennials and baby boomers could not be more different.

Answers

Q1: 1 b 2 d 3 c 4 a

Q2: 1 b 2 b 3 b 4 c 5 c

Q3: Sentences 1a and 2a feature a strong version of the word – full vowel, articulate. Sentences 1b and 2b feature a weak version of the word – neutral, relaxed vowel.

Q4+5: 1 At [strong] the time, I didn't know him at all.

2 Maher's charming and trustworthy, and [strong] he's very hard-working. 3 I have checked that we have [strong] all the documents.

4 She's thinking of taking some time off [strong].

Q6: 1 He's always put him on a pedestal. 2 Some artists tend to be hypocritical.

3 Entertainment can be seen as a distraction. 4 Millennials and baby boomers could not be more different.

Q7: Students' own answers

LESSON 3A VOCABULARY | Personal qualities and behaviour/ كتاب الطالب صفحة 33**Q1: In pairs, ask and answer the questions.**

Abdullah Shelbayh: is a Jordanian tennis player, the first from Jordan to break into the top 300 ATP rankings, marking a milestone in Jordanian tennis.

Khetam Abuawad: is a Jordanian Paralympic archer, recognized for her achievements in international competitions. She has become an inspiring figure in Jordanian sports.

Mondher Rayahneh: is a Jordanian actor known for his roles in Arabic TV series and films. He has gained recognition for his versatile performances across drama and historical genres.

Ziyad Qasim: was a prominent Jordanian novelist, known for his influential works that depict life in Amman. He is considered one of Jordan's most significant literary figures.

1- Which of the people in the box do you recognise? What are they known for?

2- Do you admire any of them? Say why.

Q2: In pairs, decide if the adjectives in the box are positive or negative. Are there any which could be both?

Positive					
Capable قادر	Charming جذاب	Compassionate رحيم	Decent محترم	Dedicated مخلص	Modest متواضع
Idealistic خيالي	Passionate شغوف	Trustworthy جدير بالثقة	sincere صادق	inspirational ملهـم	
Negative					
Bigoted متعصب		conceited مغرور		defensive دفاعي	
Hypocritical منافق		immature صبياني		pushy مُصر	
Both					
Tough صارم					

Q3: Match the definitions you hear to ten of the words from Exercise 2.

immature	غير ناضج	behaving in a way that is not sensible for your age
charming	جذاب	very pleasing
hypocritical	منافق	pretending to be a good person or to believe in something you do not really believe
dedicated	متفان	working very hard at something because you think it is important
sincere	صادق	honest, really believing what you say
compassionate	عطوف	kind and sympathetic to people who have problems
idealistic	خيالي	believing in ideas that cannot be achieved in real life
inspirational	ملهـم	giving you the idea to be as good or successful as possible
capable	قادر	having the skills and ability to do something
decent	محترم	honest and good

Q4: Complete the sentences with the remaining words from Exercise 2.

He's really **Conceited**; مغرور

Always telling everyone how great he is.

She's so **Pushy**; ملح

She's determined to get what she wants.

He's so **Bigoted**; متعصب

That he refuses to accept anyone who thinks differently from him.

She's really **Passionate** about animals; they're so important to her. شغوف

He's quite **Modest**; متواضع

You would never know that he's a big star.

she's so **Defensive**; دفاعي

You can't say anything to criticise her at all or she gets angry

she's reliable, responsible and completely **Trustworthy**; She will look after your baby well جدير بالثقة

she's very **Tough**; صارم

She can deal with the most difficult situations

Q5: Complete the description with some of the adjectives from Exercise 2. Listen and check.

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

= 1 dedicated 2 compassionate 3 passionate 4 capable 5 inspirational

Q6+ 7: PRONUNCIATION Match the adjectives from Exercise 2 to the correct stress patterns in the table. There are several adjectives for some of the stress patterns.**Q8: Listen to Kareem and Jamal talking about good and bad role models. Tick the words and phrases which you hear.****Good role models**

a good/shining example of ...

خير مثال على

Admire يحترم

find somebody inspirational تجد شخصا ما ملهما

follow in somebody's footsteps تمشي على خطى شخص ما

Idolize الإعجاب بشخص ما بشكل كبير

look up to تحترم شخص ما

put somebody on a pedestal

تعتقد ان هذا الشخص هو مثالي

set a good example يكون قدوة

bad role models

a bad influence (on somebody)

تأثير سيء على شخص ما

despise يحتقر

loathe يكره

look down on تعتقد أنك أفضل من شخص ما

Q9: SPEAKING Ask and answer the questions.

- 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?

LESSON 3B VOCABULARY | Personal qualities and behaviour / كتاب التمارين صفحة 27**Q1: 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?

Q2: 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 _____
- 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 _____

conceited	مغرور	constantly telling people how great you are
pushy	مُصرّ	determined to get what you want
passionate	شغوف	feeling very strongly about something
modest	متواضع	not talking in a proud way about your achievements
hypocritical	منافق	saying one thing, but doing something different
trustworthy	جدير بالثقة	can always be trusted
tough	صارم	able to deal with difficult situations
bigoted	متعصب	intolerant of other people's beliefs and practices

Q3: 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 _____.
- 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.

Q4: Complete the online comment with one word in each gap.

MY SAY!

Don't you just 1 _____ 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!

Q5: Write a short news article about somebody famous who has been in the media recently. Use the words and phrases from this lesson.

Answers

Q1: 1 capable 2 inspirational 3 charming 4 idealistic 5 dedicated 6 immature 7 compassionate 8 decent 9 defensive 10 sincere

Q2: 1 conceited 2 pushy 3 passionate 4 modest 5 hypocritical 6 trustworthy 7 tough 8 bigoted

Q3: 1 hypocritical 2 pushy 3 modest 4 bigoted 5 tough 6 conceited 7 trustworthy 8 passionate

Q4: 1 loathe 2 admire 3 influence 4 idolise 5 inspirational 6 pedestal 7 shining 8 to 9 hypocritical

LESSON 4A READING AND VOCABULARY/ كتاب الطالب صفحة 34

Q1: SPEAKING In pairs, look at the cover of a book. Do you know this story? If not, what do you think it is about?

Q2: Read the summary of Oliver Twist and answer the questions below.

1- What kinds of people lived in a workhouse?

The poorest people at that time.

2- Why did Oliver decide to walk to London?

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

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

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

GLOSSARY

housekeeper

مدبرة منزل

a person whose job is to look after a house

orphan

يتيم

a child whose parents have died

Oliver Twist BY CHARLES DICKENS

arrived وصلت	Leave يغادر	ends meet تغطية احتياجاتهم	each other ببعضهم البعض
Live يعيش	Warm دافئ	although بالرغم من	Somehow بطريقة ما
Life الحياة	Night ليل	looked after اعتنوا	sad حزين

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.

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.

* أسئلة خارجية من المعلمة

- 1- What happened to Oliver's mother after giving birth to him?
- 2- Who named Oliver 'Oliver Twist'?
- 3- Where did Oliver live after being named?
- 4- How did Oliver feel about leaving the orphanage?
- 5- What kind of life did the orphans live at the house?

malnourished مصابون بسوء التغذية	encouraged شجعوا	managers المديرون	Introduced قدم	beg يتسول	Shocked مصدوم
take things يأخذون الأشياء	jewellery مجوهرات	escape هرب	gathered تجمعوا	learn يتعلم	thieves لصوص

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.

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!

- 6- What did the boys at the workhouse encourage Oliver to do?
- 7- How did the workhouse managers react when Oliver begged for more food?
- 8- Why did Oliver decide to escape to London?
- 9- Who did Oliver meet on his way to London?
- 10- Who did Jack introduce Oliver to in London?
- 11- What did Oliver realize about the boys at Fagin's house?

suddenly فجأة	skinny نحيف	arrest يعتقل	ran away هربوا	grabbed أمسكت	police officer شرطي
shouted صرخ	climb يتسلق	worried قلق	housekeeper الخادمة	country الريف	shot أطلق عليه النار

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. 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.

- 12- When did the man exclaim about the boys?
- 13- Who stopped the police officer from arresting Oliver?
- 14- What did Mr. Brownlow do after defending Oliver?
- 15- What happened when Oliver was better and walking in the streets?
- 16- What did Fagin ask Oliver to do with Mr. Sikes?
- 17- What injury did Oliver sustain during the robbery attempt?

kind لطيف	taken to أخذ إلى	rich غني	honest صادق	adopted تم تبنيه	luckily لحسن الحظ
survived نجا	explained شرح	owed مدين	watched راقب	country البلد	made to feel at home جعله يشعر في منزله

Luckily, he survived. When he was better, he was taken to Mr Brownlow, and was made to **feel at home**. Mr Brownlow explained that Oliver's mother was a rich woman. But his brother, a man called Monks, knew that Oliver would only get the money if Oliver was an honest person. So he watched Oliver and made sure that he met Jack Dawkins, and then Fagin. In this way, Oliver would never be honest and Monks could keep all the money. At the end of the story, Monks gives Oliver the money that is owed to him and leaves the country. Oliver is adopted by Mr Brownlow, which shows what a kind man he is.

- 18- Who took care of Oliver after he recovered from his injury?
- 19- What did Mr. Brownlow reveal about Oliver's mother?
- 20- Why did Monks want to ensure Oliver wasn't honest?
- 21- What happened to Monks at the end of the story?
- 22- What did Mr. Brownlow do for Oliver at the end?
- 23- Why was it important for Monks that Oliver wouldn't inherit the money?

Answers الأجوبة

- 1- She died shortly after giving birth.
- 2- A nurse gave him the name after his mother passed away.
- 3- He was sent to a house for orphans.
- 4- He was sad to leave the other orphans.
- 5- They lived hand-to-mouth but had a sense of belonging.
- 6- They encouraged him to beg for more food.
- 7- They were angry with him.
- 8- He was sad and malnourished.
- 9- He met Jack Dawkins.
- 10- He introduced him to Fagin.
- 11- They were thieves.
- 12- He shouted when he saw the boys taking a handkerchief from him.
- 13- Mr. Brownlow stopped the officer.
- 14- He took him to his house.
- 15- A woman grabbed him and took him back to Fagin.
- 16- He asked Oliver to help with a job. 17- He was shot.
- 18- Mr. Brownlow took him in.
- 19- She was a rich woman. 20- To keep all the money.
- 21- He gave Oliver the money and left the country." 22- He adopted him.
- 23- He thought Oliver wouldn't be honest.

Q3: 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.

= 1 b 2 b 3 c

Q4: Match the highlighted words/phrases in the text with their definitions below. For some of the definitions there is more than one correct answer.

- make ends meet	يغطي نفقاته	to have just enough money to buy what you need
- a subsistence	عيش الكفاف	
- hand-to-mouth	يعيش بما تيسر	
- living day-to-day	يعيش كل يوم بيومه	dealing with things without thinking about the future
- go hungry	يبقى جائع	didn't have enough food
- huddled together	تلاصقوا	sat or stood very close to other people
- gathered together	اجتمعوا معا	
- to beg	يتوسل	asked for money or food from strangers
- Skinny	نحيل جدا	very thin
- malnourished		
- feel at home	يشعر وكأنه بمنزله	be comfortable in a particular place
- sense of belonging	يشعر بالانتماء	

Q5: REFLECT | Society How do you think poverty influences someone's life? Can there be any positive outcomes to being poor?

LESSON 4B READING AND VOCABULARY/ 28 كتاب التمارين صفحة

Q1: Read the text quickly. Tick the section of a newspaper where you would find this article.

A. BUISNESS B. PEOPLE C. LIFESTYLE D. BOOKS

CHARLES DICKENS AND THE POOR

successful ناجح	change يتغير	aware واع	fortunately لحسن الحظ	make ends meet لتلبية احتياجاتهم
received تلقى	owed مدين	difficult صعب	disagreed اختلف	hand-to-mouth العيش بالكاد
loathed كره	prison السجن	factory مصنع	compassionate متعاطف	putting labels وضع العلامات

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 1 make ends meet. He worked in a factory, putting labels onto bottles. He was paid very little and lived 2 hand-to-mouth. He loathed every minute of it.

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 3 compassionate writer he became, aware of the difficult lives many people were living.

* أسئلة خارجية من المعلمة

- 1- What happened to Dickens when he was 12?
- 2- What did he do in the factory?
- 3- What was Charles Dickens's financial situation while working in the factory?
- 4- How did this affect his writing?
- 5- When did he start working in the factory?

started off بدأ	law القانون	popular مشهور	published نشر	malnourished مصابون بسوء التغذية
journalist صحفي	beg يتسول	aware واع	shocked مصدوم	earlier stories القصص السابقة
capital city العاصمة	events أحداث	skinny نحيف	realise يدرك	looking for يبحث عن

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 4 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 5 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.

- 6- What job did Dickens take after school?
- 7- How did Dickens begin his writing career?
- 8- Where did Dickens live when he became aware of malnourished children?
- 9- What is Oliver Twist about?
- 10- How did Dickens' readers react to Oliver Twist?
- 11- What did many people not realize about London at that time?

escape الهروب	education التعليم	hidden مخفي	aspect جانب	Ragged المهملة	making fun of من السخرية
poverty الفقر	successful ناجح	entertain يسلي	ignored متجاهل	empathised تعاطف	shone a light سلط الضوء

Dickens certainly 6 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 7 feel at home and get a good education.

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 Dickens's novels which continue to entertain us today. They are great stories, and are often very funny, 8 making fun of people who think they are important because of their jobs or money. Many of his books have been made into films.

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.

- 12- What did Dickens believe could help escape poverty?
- 13- How did Dickens support education?
- 14- How did Dickens feel about the poor?
- 15- Who was Dickens able to help later in life?
- 16- Why was Dickens able to help these schools?
- 17- Which famous novels did Dickens write?
- 18- What types of characters often appear in Dickens' novels?
- 19- Have Dickens' novels been adapted into other forms of media?
- 20- What is the most important aspect of Dickens' novels?
- 21- Who linked poverty to crime?

الاجوبة Answers

- 1- His father went to prison, and Dickens had to work in a factory.
- 2- put labels on bottles.
- 3- He was paid very little and lived hand-to-mouth, struggling to make ends meet.
- 4- It made him compassionate toward the poor.
- 5- In 1824, at age 12.
- 6- He worked in law but became a journalist
- 7- Dickens began his writing career by writing stories for magazines.
- 8- In a part of London where there was a workhouse in the same street.
- 9- *Oliver Twist* is about a boy who spends time in a workhouse before living in poor areas of London where children had to beg or go hungry.
- 10- Dickens' readers were shocked when they learned that the story was based on real events and people in London.
- 11- Many people did not realize that there were malnourished children looking for work and food in London during that time.
- 12- Education.
- 13- He helped Ragged Schools for poor children.
- 14- He empathized with them.
- 15- Dickens was able to help schools and poor people.
- 16- Dickens was able to help because he became a very successful writer in later life.
- 17- Dickens wrote *Oliver Twist* (1839), *Nicholas Nickleby* (1839), *David Copperfield* (1850), and *Great Expectations* (1861).
- 18- Poor people often feature in Dickens' novels.
- 19- Yes, many of his books have been made into films.
- 20- The most important aspect is that he shone a light on the lives of people living in poverty, whose lives were often hidden or ignored at the time.
- 21- Charles Dickens.

Q2: Read again and complete the sentences with the correct word or phrase.

beg	compassionate	empathised	feel at home
hand-to-mouth	make ends meet	making fun of	malnourished

Q3: 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.

Answers

Q1: C

Q2: 2 hand-to-mouth 3 compassionate 4 malnourished 5 beg 6 empathised 7 feel at home 8 making fun of

Q3: 1 c 2 b 3 c 4 a 5 d 6 c

LESSON 5A GRAMMAR/ 36 كتاب الطالب صفحة**Q1+ 2: SPEAKING In pairs, discuss the question. What do you think is the origin of these phrases?**

cc an email	Carbon paper was something which people used to make a copy of a note or letter with. You would put it underneath the paper while you wrote or typed and the letters would press through onto another piece of paper. The copy made by the carbon paper was called the 'carbon copy' (cc).
go online	If you wanted to connect to the Internet, you had to have a cable that connected your computer with the telephone line.
hang up the phone	we say 'hang up the phone' because phones used to be in two parts.

Relative and participle clauses**1- Relative pronouns**

Who/ that – للعاقل	When – للزمان	Where – للمكان
Which/that – للغير عاقل	Whose – للملكية	Whom – المفعول به العاقل

احذر في حالة العاقل والمكان لأنهما تحتلان إجابتين.

2- relative clauses

Defining relative clauses جمل الوصل المعرفة
<ul style="list-style-type: none"> giving essential information (The person who/that designed the house is a world-famous architect.) (The land where the house is built is extremely picturesque.)
<ul style="list-style-type: none"> which تأتي بدون فواصل
<ul style="list-style-type: none"> that تستخدم
<p>(who/which/that). The house (which/that) the family has built is unique. (who/which/that). It was the woman who/that had arrived earlier that day.</p>
Non-Defining relative clauses جمل الوصل الغير معرفة
<ul style="list-style-type: none"> to give extra, non-essential information about the person or thing being talked about in the sentence (He had just arrived home with his wife, who had been working that afternoon.) (The building, which many considered ugly at first, is today a UNESCO World Heritage site.) to add a comment about the first part of the sentence. We always use which in these clauses (People from all over the world visit the museum, which shows how deeply they are interested in learning about science)
<p>-(which.....)-, تأتي بين فواصل</p>
<p>that لا تستخدم</p>

3- Prepositions in relative clauses حروف الجر في جمل الوصل

Prepositions usually go at the end of the clause in conversational English. In more formal written and spoken contexts, they can go at the beginning

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

(This house is more modern than the last house in which they lived)

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

4- Participle clauses

present participle	past participle
<ul style="list-style-type: none">• We use a present participle clause for an action or state that happened at the same time or after an event in the story• His system transformed their lives, enabling them to read and write. (because it enabled them)• Participle and main clauses must have the same subject.	<ul style="list-style-type: none">• We use a past participle to replace a relative clause with a passive verb• 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.



Q3: THINK BACK 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? (nondefining relative clause)

= 1 a 2 b

Q4: 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.

= 1 and 4 are defining

Q5: 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?

= 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.

Q6: 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.

= 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.

Q7: 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

= **1 an active 2 a passive**

Q8: SPEAKING In pairs, tell your partner about a piece of technology, using relative and participle clauses. Student A, go to page 94. Student B, go to page 96.

STUDENT A

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

STUDENT B

In the late 1980s and early 1990s, **1** a time **2** mobile phones were too expensive for most people, it was fashionable to carry a pager. This was a simple piece of technology, **3** designed to fit in your pocket and **4** sent out a notification **5** let you know that someone was trying to contact you. You then needed to find a phonebox **6** you could ring them. Pagers are still used nowadays in situations **7** you need to know when something is ready – like a food order in a restaurant for example.

Al-Rahaf

LESSON 5B GRAMMAR/ 30 كتاب التمارين صفحة

Relative and participle clauses

Q1: Choose the correct relative clause a–e to complete the sentences.

- 1- Bluetooth, __ , 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

Q2: Look at sentences 1–5 again and choose D for defining or ND for non-defining relative clause.

Q3: Tick the sentences from Exercise 1 where you can replace which with that. 1 ___ 2 ___ 3 ___ 4 ___ 5 ___

Q4: 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 _____ has been completely redesigned since the I-talk 6, is possibly the best new phone on the market. Produced in South Korea, 2 _____ I-talk has its headquarters, this is a bright new star in a competitive market. For those of you 3 _____ budget won't stretch to more expensive brands, we really recommend the I-talk 7. Virtually all of the quality issues 4 _____ affected the company's earlier models have been solved in the I-talk 7. Users 5 _____ care about the quality of their photographs will be happy with the new dual lens camera. The only complaint 6 _____ we can think of is that the range of colours is limited to blue, black and grey.

Q5: Rewrite each pair of sentences as one sentence using a relative clause.

- 1- I was talking about an app. It's 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.

Q6: Rewrite the sentences using participle clauses.

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

Q7: Write one sentence about each of the following topics using defining and non-defining relative clauses.

• an important personal possession

• a person you admire

• a place you enjoy going with friends

• your favourite social media platform

• a friend or relative's annoying habit

Answers

Q1: 1 b 2 e 3 a 4 c 5 d

Q2: 1 ND 2 D 3 ND 4 ND 5 D

Q3: sentences 2 and 5

Q4: 1 which 2 where 3 whose 4 which/that 5 who/that 6 that/which

Q5: 1 The app (which/that) I was talking about is really cool.// 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.

Q6: 1 What's the name of that website selling retro-tech?// 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.

Q7: Students' own answers

LESSON 6A SPEAKING/ كتاب الطالب صفحة 37

Q1: In small groups, look at memes A–D about different generations. What characteristics are they joking about? Are the jokes fair?

- A. Baby boomers: retired at 56 on a full pension – think young people are lazy.
Baby boomers have an easy time.
- B. How Gen X sent text messages.
Gen X are old-fashioned.
- C. Millennial elevator has three buttons: up, down and whatever.
Millenials are indecisive.
- D. Gen Z: You can’t say that – it hurts my feelings!
Gen Z are too sensitive.

Q2: Listen to a radio phone-in programme about three different generations and make notes.

	Baby boomers (born 1946– 1964)	Generation X (born 1965– 1980)	Millennials (born 1981– 2000)
Events which influenced them	Born not long after World War 2	Fall of the Berlin Wall	The health pandemic
Attitude towards work	Work harder than any other generation	Work hard, but also want a	Work the hardest – less
		good work-life balance	holiday, longer hours
Personality characteristics	Determined and resourceful	Value freedom, very independent	People say they are selfish and entitled

Q3: Study the Speaking box.

SPEAKING| Generalising

Talking about what is generally true
<ul style="list-style-type: none">- On the whole, ...- In general, ...- In some/many/most cases, ...- Broadly speaking, ...- By and large, ...- More often than not, ...- Nine times out of ten, ...- 90 percent of the time, ...- To some/a great extent, ...- ... tend to think/say/believe ...- There’s a tendency for ... to ...
Acknowledging that you are generalising
<ul style="list-style-type: none">- This is a bit of a sweeping statement, but ...- I may be overgeneralising, but ...- You might think this is an overgeneralisation, but ...

Q4: Rewrite the sentences as generalisations using the words in brackets.

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

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

Q5: 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?

Q6: REFLECT | Society How can society overcome generation gaps?

LESSON 6B SPEAKING/ 31 كتاب التمارين صفحة

Q1: Repeat the phrases. How do you say them in your language?

Talking about what is generally true
<p>On the whole, ... On the whole, I don't like taking risks.</p> <p>In general, ... In general, I'm a very calm person.</p> <p>In some/many/most cases, ...</p>
<p>In some/many/most cases, it's quicker to send an email than to talk on the phone.</p> <p>Broadly speaking, ... Broadly speaking, Gen Z have an entrepreneurial spirit.</p> <p>By and large, ... By and large, young people do more sport.</p> <p>More often than not, ... More often than not, young people communicate using messaging apps.</p> <p>Nine times out of ten, ... Nine times out of ten, I agree with her, but this time I think she's wrong.</p> <p>90 percent of the time, ... 90 percent of the time, I include emojis.</p> <p>To some/a great extent, ... To some/a great extent, electronic devices are a distraction in the classroom.</p> <p>... tend to think/say/believe ... Older people tend to think/say/believe that teenagers spend too much time relaxing.</p> <p>There's a tendency for ... to ... There's a tendency for elderly people to be suspicious of the Internet.</p>
Acknowledging that you are generalising
<p>This is a bit of a sweeping statement, but ... This is a bit of a sweeping statement, but younger people often take offence easily.</p> <p>I may be overgeneralising, but ... I may be overgeneralising, but I think young people are losing the art of conversation.</p> <p>You might think this is an overgeneralisation, but ... You might think this is an overgeneralisation, but old people can't handle technology.</p>

Q2: 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**

- 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**

Q3: Complete the conversation with the correct words from the Speaking box.

Teacher On the 1_____, 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.

Q4: Write a short paragraph in which you make several generalisations about life in the past in your country.

Answers

Q1: Students' own answers

Q2: 1 By and large, 2 Ninety percent of the time, 3 More often than not, 4 On the whole,

Q3: 1 whole 2 Broadly 3 tendency 4 extent 5 by 6 general

Q4: Students' own answers

LESSON 7A WRITING | An opinion essay/ 38 كتاب الطالب صفحة

Q1: In pairs, read the Fact Box and answer the questions.

- 1- Do any of the facts surprise you? If so, which ones? If not, why not?
- 2- Would you agree that families have less quality time together than in the past?
- 3- Are families less close than they used to be?

Q2: Read one student's answer to the essay question given below and compare it with your ideas from Exercise 1.

Some people think that families are not as close as they used to be. Do you agree? Write about ... • mobile technology • changes in working life • your own ideas

ARE FAMILIES AS CLOSE AS THEY USED TO BE?

relationships العلاقات	advent ظهور	interact يتفاعل	generally بشكل عام	attend يحضر	available متاح	activities أنشطة
generations أجيال	altered أُعيد	argue يجادل	remain يبقى	enables يُمكن	quality time وقت نوعي	balance توازن

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.

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 afterschool activities or to attend shows and concerts at the school. A better work-life balance also enables families to spend more quality time together.

* أسئلة خارجية من المعلمة

- 1- What do many people believe about family relationships today compared to previous generations?
- 2- Quote the sentence where the writer argues that families are still close.
- 3- What changes in working lives have affected family interactions?
- 4- How does a better work-life balance impact family time?
- 5- Why is it important for at least one parent to attend children's activities according to the text?

accepted مقبول	prior قبل	washing machine غسالة	entire day يوم كامل	run a household إدارة المنزل	labour-saving devices أجهزة توفير الجهد
decade عقود	usual معتاد	statistician إحصائي	doing laundry غسل الملابس	industrial revolution الثورة الصناعية	striking example مثال بارز
decreased انخفض	invention اختراع	liberated حرر	humble بسيط		

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.

- 6- What effect have labor-saving devices had on household management?
- 7- Why does the author refer to the washing machine as 'the greatest invention of the industrial revolution'?
- 8- How much time did people spend doing laundry before the invention of washing machines?
- 9- What impact did labor-saving devices have on family relationships?

reply رد	conclusion خاتمة	bringing together التقريب بين	living apart العيش بعيداً	social media وسائل التواصل الاجتماعي	communicate يتواصل	flexibility مرونة
Society المجتمع	aided مدعوم	distraction تشيت	keep in touch البقاء على اتصال	video calls مكالمات فيديو	face-to-face وجهاً لوجه	working patterns أنماط العمل

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. 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.

FACT BOX Internet use in Jordan

- Around 50% of children in Jordan can access the internet.
- Around 97% of these children spend up to 6 hours a day online.
- Around 74% of these children who are under 10 use video-sharing sites online.
- 94% of students use the internet for online discussions, doing research and using messaging apps.

- 10- Mention two ways technology has changed family communication.
- 11- What does the writer believe about communication among family members today?
- 12- Quote the conclusion the writer makes about the closeness of families today.
- 13- What were some challenges family members faced in communicating in the past?

Answers الأجوبة

- 1- They believe families are not as close as before.
- 2- I would argue that families generally remain as close as they ever were.
- 3- Parents are seeking a greater work-life balance.
- 4- It allows families to spend more quality time together.
- 5- It helps parents stay involved in their children's lives.
- 6- They have reduced the time needed to run a household.
- 7- Because it freed up time for parents to be with their children."
- 8- It was usual to spend an entire day doing laundry.
- 9- They allowed parents to spend more time with their children.
- 10- More communication methods like social media and quicker responses.
- 11- Families communicate more than in the past.
- 12- Families remain as close as they were, aided by technology.
- 13- They had to write letters and wait a long time for a reply.

Q3: Read the essay again. Which paragraphs are about the topics listed in the essay question?

Paragraph 4 is about mobile technology.

Paragraph 2 is about changes in working life.

Paragraph 3 includes the writer's own idea: how modern labour-saving technology allows family members to spend more time together.

Q4: Study the Writing box and answer the questions.

1- What is the thesis of the essay?

Families remain as close as they ever were

2- What arguments does the writer give to support the thesis? Greater work-life balance means parents are more available to their children and able to spend more 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- How does the thesis relate to the conclusion?

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.

WRITING| An opinion essay

Content and organisation

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.

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.

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

Style and register

- **Use semi-formal or quite formal register.**

- **Give your personal opinion using:**

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: 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: Nevertheless, ..., In addition, ..., Therefore, ...**

Q5: Complete the Writing box with the underlined phrases from the essay.

Q6: CRITICAL THINKING Study Active Writing. Then underline the topic sentences in paragraphs 2, 3 and 4 of the model essay in Exercise 2.

Paragraph 2: Topic sentence: Increasingly, parents are seeking a greater work-life balance. The main idea is that parents have more availability for their family nowadays because of flexible working practices.

Paragraph 3: Topic sentence: 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. The main idea is that technology has made running a household less time-consuming than in the past, allowing more family time.

Paragraph 4: Topic sentence: Going online can be seen as a way of bringing families together as well as a distraction. The main idea is that mobile technology and the Internet can connect families more, rather than pulling them apart.

LESSON 7B WRITING | An opinion essay/ كتاب التمارين صفحة 32

1 It is sometimes held that in our busy and technologically advanced world, teenagers have little to learn from the elderly. However, **2** I 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. **3** In 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, **4** my 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 **5** for instance, or perhaps how to cook, bake, fix a bike or decorate a house. In conclusion, **6** I would say that there are a great many things that teenagers can learn from their grandparents including family history, life lessons and practical skills.

Q1: Read the task. Tick three topics that you could include as 'your own ideas'.

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

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

Q2: Now read the essay. Which topic from Exercise 1 did the author include as her own idea?

Q3: Read the underlined phrases in the essay. What are they used for?

(P = personal opinion, I = impersonal view, E = example)

1 P / I / E 2 P / I / E

3 P / I / E 4 P / I / E

5 P / I / E 6 P / I / E

Q4: WRITING TASK Read the task and write an opinion essay.

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

Answers

Q1: 1, 3, 5

Q2: Topic 5

Q3: 1 I 2 P 3 P 4 P 5 E 6 P

Q4: Students' own answers

Revision

Q1: 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!

Q2: 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.

Q3: Complete the sentences. Use the Present Continuous or Past Continuous, will, used to or would. Sometimes more than one answer is possible.

- 1- My sister _____ forever _____ (borrow) my clothes without asking me. It's very irritating!
- 2- When I was a child, we _____ (live) in a house by the sea, but now we live in a city.
- 3- My brother can't keep a secret. He _____ (post) anything you tell him on his blog immediately.

Q4: Rewrite the sentences as one sentence using a defining or nondefining 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 _____.

Q5: 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?

Q6: Complete the text.

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

Q7: Read the article and complete the notes with 1–4 words in each gap.

HOW SMARTPHONES AFFECT FRIENDSHIPS

magic سحري	obvious واضح	amazing مذهل	pull apart يفرق	keep in touch البقاء على اتصال
joke نكتة	benefits فوائد	message رسالة	connected متصل	shared experiences التجارب المشتركة
advice نصيحة	awesome رائع	existing موجود	meaningful ذو معنى	create opportunities خلق الفرص

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.

* أسئلة خارجية من المعلمة

1. What is one of the main benefits of smartphones for friendships?
2. How do smartphones help strengthen existing friendships?
3. What opportunity do smartphones create for users regarding friendships?
4. What can friends easily do when they need advice?
5. How can smartphones enhance someone's day according to the text?
6. What do some people worry about regarding technology and friendships?
7. What does the text suggest about the overall impact of smartphones on friendships?
8. In what ways do smartphones help friends support each other?
9. Quote the sentence that describes how smartphones affect the quality of friendships.

الاجوبة Answers

1. They make it easy to keep in touch with friends no matter where they are.
2. By allowing for shared experiences and activities with friends.
3. They create opportunities to make new connections.
4. They can message each other for support or advice.
5. By sharing a joke or listening when someone needs to talk.
6. They worry that technology might pull us apart.
7. Smartphones actually bring us closer together and strengthen friendships.
8. They provide easy communication for sharing jokes or listening during tough times.
9. "They help us stay connected, have fun, and be there for each other, making our friendships even stronger and more meaningful."

- 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.

Q8: 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.**

Al-Rahaf

Unit 4

LESSON 1A VOCABULARY AND GRAMMAR/ كتاب الطالب صفحة 42

Q1+Q2: In pairs, discuss the questions.

1- What is fake news?

Fake news is news that is not true or from unreliable sources.

2- What fake news stories have you heard of?

Students' own answers.

3- When do you think fake news started?

It started hundreds of years ago

Q3: Check you understand the words in the box. Find two synonyms for each word 1–8 below.

decrease (v)	drop, go down
fake (n)	fraud, hoax
reliable	dependable, trustworthy
mystery	enigma, puzzle
signs	clues, hints
state (v)	claim, maintain
strange	bizarre, weird
uncover	expose, reveal

Q4: Complete the questions with words from Exercise 3. Sometimes more than one answer is possible. Then listen again and answer the questions.

1- Why did a news report **stated** that social media accounts would close if users made a spelling mistake?

2- Why do you think a newspaper reported **strange** animals living on the moon?

3- Why did egg companies want the newspaper to say egg prices had **dropped**?

4- How did the city newspaper **uncover** the truth that the other city newspaper was copying its stories?

5- Which of the **fake** news stories in the podcast do you think is the best one?

Grammar

Narrative tenses; Past Perfect Simple and Continuous

<p>Past Perfect simple: Structure: Subject + had + V3</p>	<p>Past Perfect Continuous Structure: Subject + had + been + (verb + ing)</p>
<p>Function: The past perfect is used to show that an action was completed before another action or a specific time in the past. It's often used with the simple past to show the order of events. يُستخدم الماضي التام للتعبير عن أن حدثاً ما اكتمل قبل حدث آخر أو قبل وقت معين في الماضي. يُستخدم عادةً مع الماضي البسيط لتوضيح ترتيب الأحداث.</p>	<p>Function: continuous is used to show that an action started in the past and continued up until another action or time in the past. It emphasizes the duration or ongoing nature of the action before the past action يُستخدم الماضي المستمر للتعبير عن حدث بدأ في الماضي واستمر حتى حدث آخر أو وقت معين في الماضي، ويُركز على استمرارية الحدث قبل وقوع الحدث الماضي الآخر.</p>
<p>Examples:</p> <p>1. She had finished her homework before she went to bed. Explanation: "Had finished" happened before "went to bed."</p> <p>2. By the time they arrived, the party had already ended. Explanation: The party was already over when they arrived.</p>	<p>Examples:</p> <p>1. She had been studying for hours when her friend called. Explanation: "Had been studying" was a continuous action that happened over time and was interrupted by "called."</p> <p>2. They had been working on the project since morning when the manager asked for a report. Explanation: The work on the project was ongoing before the manager asked for a report.</p>

1. By the time we opened the door, the noises already _____ (stop).
a) had stopped b) has stopped c) stopped d) were stopping
 2. Suddenly, I _____ (hear) a noise, so I went upstairs and opened the door to the attic.
a) was hearing b) heard c) hear d) had heard
 3. The hikers _____ (walk) in the mountains for six hours when they saw something strange.
a) were walking b) had been walking c) had walked d) walked
 4. While he _____ (perform), the actor forgot what to say.
a) had been performing b) was performing c) performed d) had performed
 5. While I _____ (row) a boat across the sea, a large dolphin suddenly appeared in the water next to me!
a) was rowing b) rowed c) had rowed d) am rowing
 6. When Nasser arrived at the party, the other boys _____ (already/eat) the food.
a) had already eaten. b) has already eaten c) ate already d) are already eating
 7. There was a strong smell because someone _____ (cook) fish.
a) was cooking b) had cooked c) has cooked d) cooked
 8. Loud music _____ (play) and the guests were dancing or chatting to each other.
a) was playing b) had played c) played d) has played
 9. Rakan _____ (wait) all week for the chance to play football with his friends.
a) had waited b) was waiting c) waited d) had been waiting
 10. While they _____ (dance), there was a power cut and the music stopped.
a) were dancing b) had danced c) danced d) has danced
 11. They lit some candles and then everyone _____ (sit) in a circle and told stories.
a) was sitting b) had sat c) sat d) sits
 12. Ali was very tired because he _____ (study) for his English exam all night.
a) had studied b) had been studying c) was studying d) studied
 13. It _____ (be) dark for ten hours and now it was getting light.
a) was b) had been c) has been d) is
 14. For many weeks, he _____ (worry) about this exam.
a) had worried b) was worrying c) had been worrying d) worrie
 15. He _____ (never/fail) an English exam before, but this one was special: if he passed it, he could go to a good college.
a) had never failed b) has never failed c) never fails d) was never failing
- Use the prompts to write questions ?
16. How long _____ (Abbas/work) at the hotel when he disappeared?
a) had Abbas worked b) was Abbas working c) had Abbas been working d) did Abbas work
 17. How _____ (the staff/plan) to celebrate?
a) had the staff been planning b) was the staff planning c) had the staff planned d) did the staff plan
 18. What _____ (happen) to Abbas?
a) had happened b) happened c) has happened d) was happening
 19. _____ (he/go) to the Caribbean?
a) Had he gone b) Was he going c) Did he go d) Has he gone
 20. _____ (he/get) a job at a bigger hotel?
a) Had he gotten b) Was he getting c) Did he get d) Has he gotten

1. She _____ (finish) her homework before dinner.
a) had finished b) has finished c) finished d) was finishing
2. They _____ (not see) each other before the party.
a) had not seen b) has not seen c) did not see d) not see
3. I _____ (wait) for two hours before he arrived.
a) had waited b) has waited c) waited d) was waiting
4. He _____ (live) in London before moving to Paris.
a) had lived b) has lived c) lived d) was living
5. We _____ (not finish) the project when the deadline came.
a) had not finished b) have not finished c) did not finish d) were not finishing
6. She _____ (study) for three hours before the exam started.
a) had studied b) has studied c) studied d) was studying
7. They _____ (play) soccer for two hours before it started to rain.
a) had played b) has played c) played d) were playing
8. I _____ (never see) such a beautiful sunset before that day.
a) had never seen b) has never seen c) never saw d) was never seeing
9. He _____ (work) at the company for five years when he got promoted.
a) had worked b) has worked c) worked d) was working
10. They _____ (arrive) at the station before the train left.
a) had arrived b) has arrived c) arrived d) were arriving
11. She _____ (not eat) breakfast before leaving for work.
a) had not eaten b) has not eaten c) did not eat d) was not eating
12. We _____ (discuss) the project for an hour before the meeting started.
a) had discussed b) has discussed c) discussed d) were discussing
13. I _____ (forget) my umbrella before it started to rain.
a) had forgotten b) has forgotten c) forgot d) was forgetting
14. He _____ (play) video games for three hours before his mom called him.
a) had played b) has played c) played d) was
15. They _____ (travel) for a month before returning home
a) had traveled b) has traveled c) traveled d) were traveling
16. She _____ (not finish) her report before the deadline.
a) had not finished b) has not finished c) did not finish d) was not finishing
17. We _____ (clean) the house for hours before the guests arrived.
a) had cleaned b) has cleaned c) cleaned d) were cleaning
18. I _____ (read) the book before watching the movie.
a) had read b) has read c) read d) was reading
19. He _____ (study) for the exam for weeks before he took it.
a) had studied b) has studied c) studied d) was studying
20. They _____ (not see) the results until the next day.
a) had not seen b) has not seen c) did not see d) were not seeing

Q5: THINK BACK Which past tense is used in each of the underlined parts?

A few years later, in 1835, a newspaper in New York 1 published a series of amazing stories about the findings of the famous British astronomer, John Herschel. The newspaper said that while he 2 was studying the moon, he 3 found lots of strange animals living there. They later admitted that the reports were not true, but by that time, sales of the newspaper 4 had increased dramatically.

- 1- Past Simple, it happened once in the past
- 2- Past Continuous, an action that continued for a time in the past
- 3- Past Simple, it happened once in the past
- 4- Past Perfect, the earlier of two events in the past (they later admitted it was not true is the other event)

Q6: Match the underlined phrases in the extracts to the descriptions.

- 1- They reported a fake news story about a man who was in hospital after he had been shot at a mine. (b)
- 2- They later had to admit that they had been copying the other newspaper for years. (a)
 - a. This is an action in progress in the past.
 - b. This is a completed action.

Q7: Complete the rules by writing (Past Perfect Simple, Past Perfect Continuous or both.)

- 1- We use **both** to make clear that a past action happened earlier than another past action.
- 2- We use **Past Perfect Simple** to talk about an earlier completed action.
- 3- We use **Past Perfect Continuous** to talk about a situation or action which continued up to a certain time in the past.

Q8: Study Watch Out! Then complete the text with the correct past tense forms of the verbs in brackets.

WATCH OUT!

- We use the Past Perfect Continuous when we want to focus on the length of an activity or when we explain a past result, e.g. He was tired as he had been flying for hours.
- We do not use the Past Perfect Continuous with repeated actions when we say how frequently something happened, e.g. She had been visiting him regularly.

ARCHAEOLOGISTS DISCOVER ANCIENT WALLS

Before the Eastern Badia Archaeological Project (EBAP) visited the Black Desert of Jordan, nobody 1 _____ (explore) the archaeology of this large area. When the archaeologists started work, stones from ancient houses 2 _____ (lie) under the ground for more than 8,000 years. The people who built these houses also 3 _____ (build) amazing long walls called 'kites' to catch animals with. The walls were many kilometres long and they met at a point. Animals that 4 _____ (run) away from the people could not escape from this point in the walls. Archaeologists think that the walls at Jibal al-Khashabiyeh might be the oldest in the world: nobody 5 _____ (made) anything like this before. The kites show that the people who lived in the Black Desert 6 _____ (work) together in large teams to find food much earlier than they expected.

= 1 had explored 2 had been lying 3 had built 4 had been running 5 had made 6 had been working

Q9: PRONUNCIATION Listen to the sentences from the text. What do you notice about the way that the words had and been are pronounced?

- 1- Before the EBAP visited the Black Desert of Jordan, nobody had explored the archaeology of this large area.
- 2- Animals that had been running away from the people could not escape from this point in the walls.

= They are pronounced using a weak form.

Q10: SPEAKING In pairs, discuss why people believe fake news. Go to page 95.

Use the prompts in the box to invent a real or fake news story. Practise telling the story using Past Perfect Simple or Continuous where appropriate and some of the vocabulary from Unit 4 Lesson 1. When you tell your story to the class. Can they tell if it is real or fake?

a bizarre theory	a famous person	a film review	a secret
a sports event	a weather event	clues	

LESSON 1B VOCABULARY AND GRAMMAR/34 كتاب التمارين صفحة

Q1: Put the sentences in order to make a story.

- I stopped my car, got out and stood in the road to see what it was. 1 Last night, I was driving back home.
- I felt tired as I had been driving all day.
- By the time I got to the field, the object had disappeared.
- Suddenly, I saw an object in the sky.
- While I was watching the object, it fell into a field.

Q2: Now match the sentences with their meanings a–f.

Past Simple
a. an action started/finished in the past b. actions which follow each other in a story
Past Continuous
c. an action in progress at a specific time d. an interrupted past action
Past Perfect Simple
e. an action which took place before another
Past Perfect Continuous
f. a situation or an action which continued

Q3: Use the prompts to write sentences in the Past Perfect Continuous.

- 1- Reem got into trouble at school for using her phone. She / text / during lessons

- 2- Nader had ink all round his mouth. He / chew / his pen /during the exam

- 3- The central square was underwater. It / rain / for five days

- 4- The gang was convicted of fraud. They / print / fake money

- 5- The man became ill while giving a speech. He / speak / at a business meeting

Q4: Complete the text with the forms from the box.

had been	had he forgotten	had been studying	had he been revising
had fallen	had been worrying	had never failed	

Ali was very tired because he 1 _____ for his English exam all night. It 2 _____ dark for ten hours and now it was getting light. He took the bus to school. For many weeks, he 3 _____ about this exam. He 4 _____ an English exam before, but this one was special: if he passed it, he could go to a good college. He opened the paper and looked at the questions. He was shocked. He could not understand any of it! 5 _____ the wrong things? Or 6 _____ everything he looked at the night before? Then he felt something touch his shoulder. He jumped and suddenly he was back in his chair. His mother was shaking his shoulder. He 7 _____ asleep at his desk!

Q5: Complete the sentences with the correct Past Perfect Simple or Past Perfect Continuous forms of the verbs in bold.**1- PLAY**

- a. Hanan's music player _____ for 19 hours when the battery ran out.
 b. Hanan's music player _____ nearly 200 songs when the battery ran out.

2- ELIMINATE

- a. The police officer _____ all the other suspects when he arrested the criminal.
 b. The police officer _____ suspects at an impressive rate.

Q6: Tick the correct sentences. Then rewrite the remaining sentences to make them correct.

1- Until that night, Raed had never seen snow.

2- By the time we opened the door, the noises already stopped.

3- The other day, I was talking to a man who said he had seen a famous footballer in our street.

4- Suddenly, I was hearing a noise, so I was going upstairs and opening the door to the attic.

5- The hikers had been walking in the mountains for six hours when they saw something strange.

6- While he was performing, the actor had forgotten what to say.

7- While I rowed a boat across the sea, a large dolphin suddenly appeared in the water next to me!

Q7: Complete the sentences with the correct forms of the verbs in brackets.

- 1- When Nasser arrived at the party, the other boys _____ (already/eat) the food.
 2- There was a strong smell because someone _____ (cook) fish.
 3- Loud music _____ (play) and the guests were dancing or chatting to each other.
 4- Rakan _____ (wait) all week for the chance to play football with his friends.
 5- While they _____ (dance), there was a power cut and the music stopped.
 6- They lit some candles and then everyone _____ (sit) in a circle and told stories.

Q8: Complete the story with the correct forms of the verbs from the box.

come	disappear	do	find	leave
organise	switch	take	wait	work

The mystery of Abbas Akel

I was reading a newspaper the other day when I 1 _____ across a fascinating story. It was about a cleaner who 2 _____ in mysterious circumstances. Abbas Akel 3 _____ at the East Hotel for exactly 25 years on the day he vanished. He was a popular with everyone and he always 4 _____ his job well. The staff 5 _____ a surprise party to celebrate Abbas’s work anniversary. Everyone 6 _____ for him in the dining room when the hotel manager stood up, 7 _____ on the microphone and announced that Abbas couldn’t be found anywhere. While everyone 8 _____ the dining room, the rumours began. Some said he 9 _____ a lot of money in a hotel room and gone to the Caribbean. Someone said he 10 _____ a job at a bigger hotel. Abbas was never seen again.

Q9: Use the prompts to write questions about the story in Exercise 8. Use the Past Perfect Simple or Past Perfect Continuous.

- 1- How long / Abbas / work / at the hotel / when / disappear?

- 2- How / the staff / plan / to celebrate?

- 3- What / happen / Abbas?

- 4- go / the Caribbean?

- 5- get job / a bigger hotel?

Answers

- Q1:** 4 I stopped my car, got out and stood in the road to see what it was.// 1 Last night, I was driving back home.// 2 I felt tired as I had been driving all day.// 6 By the time I got to the field, the object had disappeared.// 3 Suddenly, I saw an object in the sky.// 5 While I was watching the object, it fell into a field.
- Q2:** a 3 b 4 c 1 d 5 e 6 f 2
- Q3:** 1 She'd been texting during lessons.// 2 He had/d been chewing his pen during the exam.// 3 It had/d been raining for five days.// 4 They had/d been printing fake money. 5 He had/d been speaking at a business meeting.
- Q4:** 1 had been studying 2 had been 3 had been worrying 4 had never failed 5 Had he been revising 6 had he forgotten 7 had fallen
- Q5:** 1a had been playing 1b had played 2a had eliminated 2b had been eliminating
- Q6:** 1 check 2 By the time we opened the door, the noises had already stopped. 3 check 4 Suddenly, I heard a noise, so I went upstairs and opened the door to the attic. 5 check 6 While he was performing, the actor forgot what to say. 7 While I was rowing a boat across the sea, a large dolphin suddenly appeared in the water next to me!
- Q7:** 1 had already eaten 2 had been cooking/was cooking 3 was playing 4 had been waiting 5 were dancing 6 sat
- Q8:** 1 came 2 disappeared 3 had been working 4 did 5 had organised 6 was waiting 7 switched 8 was leaving 9 had found 10 had taken
- Q9:** 1 How long had Abbas been working at the hotel when he disappeared?// 2 How had the staff been planning to celebrate?// 3 What had happened to Abbas?// 4 Had he gone to the Caribbean?// 5 Had he got a job at a bigger hotel?

LESSON 2A VOCABULARY | News reporting/ 44 كتاب الطالب صفحة**Q1: In pairs, look at the headlines and discuss the questions.****1- Why do you think news sites write these kinds of headlines?**

To attract people's attention

2- Do you think the information in these kinds of stories is reliable? Say why.**Trending now****SHARK SURPRISE!**

A father and son from Irbid tried out their device to protect swimmers from shark attacks. You won't believe what happened next!

SECRETS OF SHRIMP FARMING

The devastating truth behind those delicious prawns. This story will melt your heart!

Q2: Listen to a clickbait journalist talking about his work. Why does he think news sites write these kinds of headlines?

Each page view is worth money in terms of advertising revenue.

Q3: Study Active Vocabulary and find two more examples of collocations in the headlines in Exercise 1.**ACTIVE VOCABULARY| Collocations** A collocation is a combination of two or more words, e.g. disprove a theory The most common structures for collocations are:

- adjective + noun, e.g. a bizarre theory
- verb + noun, e.g. reveal the truth
- adverb + adjective, e.g. potentially embarrassing
- verb + adverb, e.g. discuss calmly

= devastating truth, melt your heart

Q4: Complete the sentences with the words from the box to make collocations. Listen again and check.

clickbait headlines	عناوين جذب الانتباه	hit the headlines	تصدّر العناوين
go viral	تصبح شائعة بشكل كبير	in the public interest	في مصلحة العامة
generate revenue	توليد الإيرادات	expose corruption	كشف الفساد
attention span	مدى الانتباه	verify sources	التحقق من المصادر
shed light on something	يسلط الضوء على شيء	present both sides of the story	عرض كلا الجانبين من القصة

1- I'm responsible for creating all those **clickbait headlines that attract attention.****2- If the posts I write **go viral**, that could mean hundreds of thousands of thousands of page views, which **generates** more advertising **revenue** for the news site.****3- Articles published online need to be very brief because everyone has such a short **attention span** these days.****4- The articles I write rarely **shed** much **light** on the key issues that have **hit the headlines**.****5- I'd love to cover traditional news stories which are **in the public interest**, where I could **expose corruption**.****6- I'd also prefer to have the time to **verify my sources** or the space to **present both sides of the story**.**

Q5: Match the adjectives from the box with their definitions 1– 10. Are the adjectives related to clickbait viral news stories?

hard-hitting	قوي الانتقاد	includes strong criticism
quirky	غريب بطريقة مثيرة للاهتمام	unusual in an interesting way
heartbreaking	محزن للغاية	very sad
newsworthy	جدير بالتغطية الإعلامية	interesting enough to be reported
balanced	متوازن	considering all sides equally
topical	ذي صلة بالأحداث الحالية	related to things that are happening
off the record	غير مخصص للنشر	not meant to be publicly reported
sensational	مثير وصادم، غير جاد	shocking and exciting, not serious
exclusive	حصري	(a news story) published only in one place
heartwarming	مسبب لمشاعر السعادة	causing feelings of happiness

Q6: SPEAKING Would you like to work as a journalist? Say why.

LESSON 2B VOCABULARY | News reporting/ 36 كتاب التمارين صفحة

Q1: Match the two parts of the sentences.

1. I never click on clickbait	a. attention spans than goldfish.
2. The band's amazing video had gone	b. public interest to reveal the details of the recent crime.
3. Their app is great, but it will never generate	c. headlines, though sometimes I'm tempted.
4. Scientists have suggested that humans have shorter	d. enough revenue to keep their business alive.
5. A new experiment could finally shed	e. both sides of a story and give the full picture.
6. A Singaporean couple have hit	f. corruption in a large international business.
7. A judge has ruled it is not in the	g. the headlines after giving birth to quintuplets.
8. As a serious newspaper we always attempt to present	h. viral before the song had even become a hit.
9. I rarely trust a sensational report unless I can verify its	i. sources multiple times on the Internet.
10. The journalist had tried to expose	j. light on the mysteries of dark matter.

Q2: Choose the correct adjectives to complete the extract from a radio show.

AND IN TODAY’S PAPERS ...

The Courier leads with a *1 balanced / off-the-record* article about climate change. Leading scientists from around the world give detailed facts about what is happening to the planet, and though it reports the dramatic weather events that might happen, the report never tries to be *2 sensational / topical*. The Gazette has a *3 heartwarming / heartbreaking* report on the thousands of victims of Hurricane Ivona and The Record leads with the same. The Record also has *4 a topical / an exclusive* interview with United manager, Cyriac Jones, about his decision to leave the club after 22 years. And in The Star it’s the usual *5 sensational / viral* celebrity nonsense. Salwa, back to you ...

Q3: Complete the text with the words from the box.

awareness	balanced	corruption	light	newsworthy
public	revenue	sensational	sides	verify

THE DAILY TARGET: OUR CORE VALUES

We believe it is the media’s role to act in the *1* _____ interest and to report a range of *2* _____ stories and relevant opinions which inform readers and allow them to make up their own minds about current events. The Daily Target will never produce *3* _____, onesided stories, but instead will seek to raise *4* _____ of important issues and only report information from sources we have been able to *5* _____. We believe in *6* kind news articles that present all *7* _____ of a story. In our reporting, we aim to shed *8* _____ on the way in which our country is run and to expose *9* _____ wherever we find it. We generate *10* through advertising, but also through the kind contributions of our readers.

Q4: Write a paragraph saying whether you agree or disagree with the following statement, and why. Most young people are not interested in world news.

Answers

- Q1:** 1 c 2 h 3 d 4 a 5 j 6 g 7 b 8 e 9 i 10 f
Q2: 1 balanced 2 sensational 3 heartbreaking 4 an exclusive 5 sensational
Q3: 1 public 2 newsworthy 3 sensational 4 awareness 5 verify 6 balanced 7 sides 8 light 9 corruption 10 revenue
Q4: Students’ own answers

LESSON 3A GRAMMAR/ كتاب الطالب صفحة 45**Q1 Read the newspaper article. What type of text is it? How do you know?**

book/film review	celebrity profile	gossip column
<u>human interest story</u>	news item	opinion piece

Meet two readers who have had experiences with extreme weather

island جزيرة	villagers القرويون	hide يختبئون	roof سقف	survive ينجو	desert صحراء	guide دليل	plants نباتات	flying objects أجسام طائرة
cyclone إعصار	shelter ملاجأ	storm عاصفة	basement قبو	holiday إجازة	Bedouin بدوي	stars نجوم	imagine يتخيل	extreme heat حرارة شديدة

Take Shelley, who lived on the island of Vanuatu. The people in her village knew a large cyclone was heading their way. The villagers decided to take shelter in one house, but in no way could they imagine how strong the cyclone would be. When the wind got stronger, they told the children to hide under the beds and under no circumstances should they come out. But as the storm was passing over their house, it took the roof off and soon their room was full of flying objects. No sooner had they huddled together in the basement than the wind blew a hole into the basement. Luckily, they were able to survive until the storm passed. Noura's family were lucky to win a holiday in Wadi Rum, where they were taught traditional techniques to survive in the desert from a local Bedouin guide. The guide showed Noura how to find her way using the sun or the stars. She found out that wearing long black clothes can help people stay cool in extreme heat. The family found out about where to find water in the desert. Little did they imagine how much was growing there. They realised how full of plants the desert really was.

* أسئلة خارجية من المعلمة

1. What did the villagers in Vanuatu do when they learned a cyclone was approaching?
2. What precaution did the villagers take to protect the children during the cyclone?
3. What unexpected event happened when the storm was passing over Shelley's house?
4. What did the villagers do after the wind blew a hole into the basement?
5. Where did Noura's family win a holiday?
6. What survival technique did Noura learn from the Bedouin guide?
7. What clothing did Noura discover helps people stay cool in extreme heat?
8. What did Noura's family realize about the desert during their holiday?
9. Quote the sentence that describes the villagers' survival during the cyclone.

Answers

1. They decided to take shelter in one house.
2. They told the children to hide under the beds.
3. The wind took the roof off and filled the room with flying objects.
4. They huddled together in the basement for safety.
5. In Wadi Rum.
6. She learned how to find her way using the sun or the stars.
7. Long black clothes.
8. They realized how full of plants the desert really was.
9. Luckily, they were able to survive until the storm passed.

Grammar

Negative inversion

Structure:	Negative Adverbial + Auxiliary Verb + Subject + Clause
Uses:	<p>1. Emphasis: To emphasize the negative aspect of the sentence. For example, "Never have I experienced such kindness." نستخدم الانعكاس السلبي للتأكيد على شيء لم يحدث أو كان نادر الحدوث</p> <p>2. Literary or Formal Writing: It often appears in literature or formal speeches to create a dramatic effect. في الكتابة الأدبية والرسمية: يستخدم غالبًا في الأدب والخطابات الرسمية لإضافة لمسة درامية</p> <p>3. After Negative Adverbs: When starting a sentence with negative adverbs like "never," "seldom," "rarely," "not only," etc. (نادرًا) "seldom"، (أبداً) "never" عند بدء الجملة بظرف سلبي: مثل For example: Seldom do we see such dedication</p>
Examples:	<ol style="list-style-type: none"> 1. Never had I seen such a beautiful view. 2. Rarely do we get such weather. 3. Seldom have I heard a more moving speech. 4. Not once did she complain about the situation. 5. Hardly had I arrived when the meeting started. 6. No sooner had they left than it started to rain.
Common Negative Adverbs and Phrases	<ul style="list-style-type: none"> - Never - Rarely - Seldom - Not once - Hardly - Barely - No sooner - At no time - In no way

1. _____ had I seen such a breathtaking performance before I _____ (attend) the theater last week.
a) **Never / attended** b) **Rarely / attended** c) **Hardly / had attended**
2. _____ do I want to hear that story again, especially after you _____ (tell) it three times already.
a) **Not once / told** b) **At no time / told** c) **Seldom / have told**
3. _____ will I allow you to leave the room until you _____ (finish) your homework.
a) **Under no circumstances / finish** b) **In no way / have finished** c) **No sooner / finished**
4. _____ had he completed his meal when they _____ (serve) dessert.
a) **Scarcely / served** b) **Barely / had served** c) **Not only / served**
5. _____ did she mention that she was moving away, even though she _____ (know) I'd be upset.
a) **Little / knew** b) **No sooner / had known** c) **Rarely / knew**
6. _____ had I completed my report than my boss _____ (ask) for changes.
a) **Hardly / asked** b) **At no time / asked** c) **Seldom / had asked**
7. _____ had I finished my exam when the teacher _____ (call) for the papers.
a) **Barely / called** b) **Rarely / called** c) **Not once / had called**
8. _____ do I believe what you say unless you _____ (provide) proof.
a) **At no time / provide** b) **Seldom / have provided** c) **Hardly / provided**
9. _____ had they started the meeting when the power _____ (go) out.
a) **No sooner / went** b) **Scarcely / had gone** c) **Rarely / had gone**
10. _____ had I received the invitation than I _____ (realize) I was busy that day.
a) **Hardly / realized** b) **Not once / had realized** c) **Barely / have realized**
11. _____ did she admit her mistake after she _____ (make) a fool of herself.
a) **Little / mad** b) **Rarely / has made** c) **No sooner / had made**
12. _____ I encountered a problem, I _____ (find) a solution quickly.
a) **Scarcely / found** b) **At no time / had found** c) **Hardly / had found**
13. _____ had they finished their lunch when they _____ (decide) to go for a walk.
a) **Not once / decided** b) **Seldom / had decided** c) **Barely / decided**
14. _____ will I allow you to use my phone until you _____ (clean) your room.
a) **Under no circumstances / clean** b) **No sooner / cleaned** c) **Hardly / have cleaned**
15. _____ had I realized my mistake when he _____ (point) it out to me.
a) **Rarely / pointed** b) **Little / had pointed** c) **Not once / pointed**

Q2 Look at sentences a–b from the article and answer questions 1–2. Then study the box and check. Find more examples of negative adverbials in the text.

- a. No sooner had they huddled together in the basement than the wind blew a hole in the basement.
- b. Little did they imagine how much was growing there.

1- What do you notice about the word order after the negative adverbials?

=The subject and verb are inverted, so more like a question.

2- What effect does using negative adverbial phrases like these have on the reader?

=It makes the phrase stronger.

= In no way could they imagine how strong the cyclone would be.

Under no circumstances should they come out.

- In no way am I as tall as my father.
- Little did we know about him when we hired him.
- Under no circumstances should we allow this to happen.
- Rarely did they speak to each other.
- Not once did she look at me at the party.
- Only when I sleep can I forget about the incident.
- No sooner had the shop opened its doors when it went bankrupt.

Negative inversion

We use negative inversion to add emphasis to a sentence. After a negative adverb or phrase the word order changes: I had never felt so afraid. → Never had I felt so afraid.

Some common adverbs and adverbial phrases:

- hardly/barely/scarcely ... when ...
- never/at no time
- under no circumstances/in no way
- no sooner
- not only ... but also ...
- little (did I/they know/imagine ...)

Q3 Rewrite the sentences without changing their meaning.

- 1- They had only just left when the house exploded.
Scarcely had they left when the house exploded.
- 2- You should not approach the animal, which is dangerous.
Under no circumstances should you approach the animal, which is dangerous.
- 3- As well as winning the race, she also broke a world record.
Not only did she win the race, but she also broke a world record.
- 4- He didn't imagine that his friend was a spy!
Little did he imagine that his friend was a spy!

Q4 Listen and write the sentences. Then rewrite each of them using a negative adverbial.

- 1- Scarcely/Hardly/Barely had the film begun when people started to walk out. / No sooner had the film begun than people started to walk out.
- 2- Rarely/Seldom have I seen anything more shocking.
- 3- In no way had he intended / did he intend to offend anyone.
- 4- Not only is he tall, but he is also attractive.
- 5- Under no circumstances would he do it again.
- 6- Little did they know who he really was.

Q5 SPEAKING In pairs, look at the sentences you wrote in Exercise 3. Imagine each one is part of a different news story. What could each news story be about?

Students'own answer

LESSON 3B GRAMMAR/ كتاب التمارين صفحة 37

Negative inversion

Q1: Choose the correct forms to complete the sentences.

- 1- At no time is / it is the use of such language acceptable.
- 2- Not only did I feel / felt I relaxed, but also happy and safe.
- 3- Under no circumstances I will ever / will I ever do that again.
- 4- Seldom I had seen / had I seen such a lucky escape.
- 5- Little did they know / they did know that I had more money in my back pocket.
- 6- Scarcely the tickets had gone / had the tickets gone on sale when they were sold out.

Q2: USE OF ENGLISH Choose the correct words a–c to complete the text below.

- 1- a-he arrived b-did he arrive c-had he arrived
- 2- a would he b he would c were he
- 3- a-Little they did know b-Little did they know c-Little they were known
- 4- a-they'd begun b-had they begun c-they began
- 5- a-Not only my father is b-My father is not only c-Not only is my father

A LUCKY ESCAPE

While travelling in Thailand in 2001, my dad and his friends had a very lucky escape. He was at a station hoping to catch a train to Bangkok. He joined the queue for tickets, but no sooner 1 _____ at the ticket window than he was told that the train was full. According to the clerk, under no circumstances 2 _____ and his travelling companions be able to travel to Bangkok that day as planned, as the next available seats were not until the following day. 3 _____ how lucky they were.

Disappointed, the group left the station, went for some food and then later found a cheap hotel for the night. Once in their hotel room, they switched on the TV news, and hardly 4 _____ to watch when they realised what a lucky escape they had had. That afternoon, there had been a terrible storm and some rocks had fallen onto the railway line. The train hit the rocks and crashed. 5 _____ lucky to be alive, but, as I wouldn't be living today without him, so am I.

Q3: Correct the sentences.

- 1- No sooner Ibrahim arrives at work than people start knocking on his office door.

- 2- At no circumstances are students allowed to take exam papers out of the room.

- 3- In no way this article represents my views.

- 4- Scarcely the film had started when members of the audience began to walk out of the cinema.

Q4: Complete the sentences with the words in brackets and an appropriate auxiliary verb.

- 1- _____ (we/arrived/barely) when dinner was served.
- 2- _____ (left/no/they/sooner) the hostel than it started to rain.
- 3- _____ (only/it/not) the worst holiday we'd ever had, but also the most expensive!
- 4- _____ (in/way/saying/I/no) it is your fault, but we do need to find a solution.
- 5- _____ (rarely/felt/I) so unwelcome at someone's house.
- 6- _____ (imagine/Tareq/little) that Samer was actually working for the police.

Q5: Write a short news report about a survival story.

Answers:

Q1: 1 is 2 did I feel 3 will I ever 4 had I seen 5 did they know 6 had the tickets gone

Q2: 1 c 2 a 3 b 4 b 5 c

Q3: 1 No sooner does Ibrahim arrive at work than people start knocking on his office door// 2 Under no circumstances are students allowed to take exam papers out of the room// 3 In no way does this article represent my views// 4 Scarcely had the film started when members of the audience began to walk out of the cinema.

Q4: 1 Barely had we arrived// 2 No sooner had they left// 3 Not only was it// 4 In no way am I saying// 5 Rarely have I felt// 6 Little did Tareq imagine

Q5: Students' own answers

Al-Rahaf

LESSON 4A READING AND VOCABULARY/ 46 كتاب الطالب صفحة

Q1: In pairs, look at the photos from two news reports. What do you think the reports are about?

Q2: Read the news reports and answer the questions.

1- What opportunities does the development bring according to the first report?

A new luxury hotel will bring work and other improvements to the area around the beach.

2- What other things will be built as well as the hotel? A new road and new restaurants. **3- Why does the second report think the development won't be good?** Jobs won't go to local people. The new road will affect bird and animal life.

4- What do the protesters want to happen?

They want a suspension of the building work until they know how many jobs will go to local people.

The news reports

NEW HOTEL IS JUST WHAT THE AREA NEEDS

luxury فاخر	talks مناقشات	lorries شاحنات	protesters المحتجون	obstruction عرقلة	illegal غير قانوني	improvements تحسينات	seize the opportunity اغتنام الفرصة
support دعم	Realise يدرك	promote يروج	activists النشطاء	accusation اتهام	opportunities الفرص	pavements الأرصفة	beach restaurants مطاعم الشاطئ
solve يحل	tourism السياحة	excited متحمس	reported أبلغت	replacement استبدال	developments التطورات	incident حادثة	local workers العمال المحليين

When developers released a statement that they were going to build a luxury new hotel at the local beach, everyone in the town was very excited. 1 There have been talks for years about opportunities for new developments, but they never seem to happen. We all have to seize the opportunity and realise that the hotel will not only give us work, but offer improvements to the whole area around the beach. The developers have promised a new road with wide pavements to and from the beach and a replacement of the sad old beach restaurants which have been there for years. We have asked for such development for years and I'm so happy that the developers have come up with a solution to help local people. 2 Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive. I was very surprised to hear that there are protesters who are against the plan. Just last week, some activists tried to stop lorries from entering the beach to start building work, and I reported the incident to the police. 3 Everyone has the right to protest, but such obstruction is illegal. There has even been an accusation that I am working to promote the hotel company, but this is not true. We must remember that the hotel will solve many of the problems in our area, and I support it 100%.

* أسئلة خارجية من المعلمة

1- What was the community's initial reaction to the new hotel?

2- What improvements do the developers promise?

3- What jobs will the hotel create?

4- What did the activists do last week?

5- What is the author's view on the protests?

6- Why does the author support the hotel?

NEW HOTEL, BUT NO NEW HOPE FOR LOCALS

When we first received information about a new hotel at our local beach, many local people were pleased and thought that the development could give us job security. 4 But when I put in a request to find out more about the developers on the internet, I quickly changed my mind. It is very clear that the hotel is an international company and in all its branches, it employs an international staff. It also uses the same building contractors for all its hotels, and none of them are from our area. In addition, the developers plan to replace the traditional restaurants which have been on the beach for years with new, upmarket restaurants, also with their own staff. These restaurants will be too expensive for most people in our neighbourhood. 5 I am also sure that locals who work at the old restaurants will probably lose their jobs. My investigation also revealed a plan to build several new roads to the beach which will affect bird and animal life in a sensitive nature area. I am not an activist and I refute the allegation that I tried to obstruct building work last week. 6 However, people should have the freedom to protest about things they do not agree with. I plan to join the other protesters who want a suspension of the building work until we know exactly how many jobs will go to local people. Tension will also continue until the plans for new roads are moved away from the sensitive nature areas.

- 7- How did locals initially feel about the hotel?
- 8- What did the author discover after researching the developers?
- 9- What concern does the author have about the new restaurants?
- 10- What environmental issue is raised in the passage?
- 11- What is the author's stance on protests?
- 12- What does the author want before supporting the hotel development?

Answers الأجوبة

- 1- They were very excited.
- 2- A new road with wide pavements and replacing old beach restaurants.
- 3- Local jobs and tourism-related jobs.
- 4- Tried to stop lorries from entering the beach to start construction.
- 5- The protests are illegal.
- 6- It will solve local problems and create jobs.
- 7- They were pleased and hopeful for job security.
- 8- The hotel employs international staff and non-local contractors.
- 9- They will be too expensive for locals and cause job losses.
- 10- New roads will harm bird and animal life in a sensitive area.
- 11- Supports the right to protest and plans to join.
- 12- Clarity on local jobs and suspension of work to protect the environment.

Q3: Read the reports again. Match sentences A–H with gaps 1–6 in the texts. There are two extra sentences.

- A. However, people should have the freedom to protest about things they do not agree with.
- B. Everyone has the right to protest, but such obstruction is illegal.
- C. There have been talks for years about opportunities for new developments, but they never seem to happen.
- D. People were furious and took to the streets in protest.
- E. I am also sure that locals who work at the old restaurants will probably lose their jobs.
- F. Not only will the hotel need local workers but there are sure to be other jobs in tourism when the hotel guests start to arrive.
- G. But when I put in a request to find out more about the developers on the internet, I quickly changed my mind.
- H. She stressed it was ridiculous to believe the residents could be guilty of harming the workers.

Q4: CRITICAL THINKING Study Active Reading. Then read the news reports again and find examples which demonstrate bias. Why is it important to recognise bias?

ACTIVE READING| Recognising bias

Very few texts are completely balanced or objective, but there are some key indicators that a text is more strongly biased:

- **facts are missing or exaggerated:** there are sure to be other jobs in tourism
- **there are overgeneralisations:**
everyone in the town was very excited, We have asked for such development for years
- **there is little respect for different opinions:**

I was very surprised to hear that there are some protesters who are against the plan. I am not an activist and I refute the allegation that I tried to obstruct building work last week.

- **there are quotation marks to indicate that the writer does not agree with a different opinion:**

There has even been an accusation that I ‘am working to promote the hotel company,’ but this is not true.

Q5: Find examples of nouns in the news reports with the suffixes in the table.

Suffixes	Nouns
-ment	improvement, pavement, replacement, development
-tion	solution, accusation, addition, investigation, allegation, obstruction
-sion/-cion	suspension
-ist	activist
-er/-or	developer, protester, contractor
-ity	security
-hood	neighbourhood
-dom	freedom

Q6: Complete the sentences with the correct noun forms of the words from the box.

allege improve replace solve

- 1- The two sides need to sit down and find a(n) _____.
- 2- It will be difficult to find a suitable _____ for Laila when she leaves her post.
- 3- The _____ against him are shocking, but he denies all of them.
- 4- There has been a(n) _____ in the standard of living in my country.

= 1 solution 2 replacement 3 allegations 4 improvement

Q7: Complete the collocations from the articles with the correct verbs from the box. Then check your answers in the text. come up with refute release report

- 1- The accident was bad enough for them to **report the incident to the police**.
- 2- Locals living on the street **refuted the allegation** that they did anything illegal.
- 3- Perhaps they can try to **come up with a solution**.
- 4- The developers **released a statement** about their ‘improvement’ scheme.

report the incident to the police	الإبلاغ عن الحادث للشرطة
refuted the allegation	دحض الادعاء
come up with a solution	التوصل إلى حل
released a statement	أصدر بياناً

LESSON 4B READING AND VOCABULARY/ 38 كتاب التمارين صفحة

Q1: Read two short web posts about the popularity of radio. Match photos A–D with the texts in which they are mentioned.

'Against' post: __ __

'For' post: __ __

AT FORANDAGAINST.NET EVERY STORY HAS TWO SIDES

Against: by Reem, 19 yrs

selection اختيار	advert الإعلانات	nonsense كلام فارغ	headspace المساحة العقلية	practically dead ميت عملياً	streaming services خدمات البث	listening habits عادات الاستماع
confirmed أكدوا	eliminate تزيل	intentionally عن قصد	enthusiastic متحمس	out of date قديم الطراز	take it with you تأخذه معك	digital generation جيل الرقميات
passing الممرور	playlists قوائم التشغيل	millennials جيل الألفية	abandoning التخلي	unless إلا إذا	commercial stations المحطات التجارية	anecdotal evidence دليل قصصي

The last time I visited my grandfather, he was singing along to the old radio he still has in the corner of his kitchen. It struck me that I hadn't intentionally sat down and listened to the radio for as long as I could remember. 1 When I asked my friends about their listening habits the following weekend, they all confirmed the same thing. None of us ever listens to the radio, unless we happen to hear it at our grandparents' or when passing a building site!

As a source of music and information, it seems that radio is out of date in the eyes (or more appropriately, the ears) of the digital generation. Statistics support this anecdotal evidence. 2 They reveal that we are abandoning radio in huge numbers. Major radio stations seem to be satisfied with keeping their older audience happy. Conversely, streaming services now account for over 50% of millennials' daily listening. It should come as no surprise that those aged 15 to 19 do nearly half their listening on smartphones. Never has it been easier to choose your own music, or to take it with you wherever you go. In fact, I have to wonder why anyone would want to listen to someone else's selection when it's so easy to create your own playlists. 3 If you do this, you never have to listen to music you don't like. Plus, if you pay for your streaming service, you also eliminate the annoying adverts that invade your headspace constantly on many commercial stations.

If I'm relaxing, I usually choose to watch rather than listen. This means I look online, and never check the radio. If I'm working, the last thing I want is an enthusiastic DJ talking nonsense, followed by a song I don't like, and then another three minutes of boring adverts. No, I'm afraid I can only conclude that radio is practically dead and gone.

* أسئلة خارجية من المعلمة

- 1- What was Reem's observation about her grandfather?
- 2- What did Reem and her friends think about radio listening?
- 3- What percentage of millennials listen to streaming services?
- 4- Why does Reem prefer streaming?
- 5- What is Reem's conclusion about radio?
- 6- What specific evidence does Reem provide to support her view?
- 7- How does Reem feel about the convenience of creating playlists?
- 8- What does Reem imply about the content on commercial radio stations?

For: by Manal, 15 yrs

enigma لغز	live feeds بث مباشر	tune in digitally يستمع رقمياً	streaming services خدمات البث	in the morning في الصباح	plunged into silence غارق في الصمت
discover يكشف	factual shows برامج واقعية	quietly confident واثق بشكل خافت	in the background في الخلفية	first thing أول شيء	switched itself off انطفأ تلقائياً
lifetime مدى الحياة	half-listening نصف الاستماع	digital receiver جهاز استقبال رقمي	recent allegations مزاعم حديثة	printed media الإعلام المطبوع	moving with the times يوافق العصر

The fact that anyone under the age of 40 would tune in at all is a total enigma to me. Just a few minutes ago, the digital receiver in the living room switched itself off automatically. 4 After being plunged into silence, I realised that as usual, I'd been half-listening to the radio for the last eight hours. This happens a lot in our house. My dad switches the news on first thing in the morning and the station ends up playing all day long. To be honest, I enjoy the noise and music: home wouldn't be home without it.

Radio has been around forever and despite recent allegations in printed media that it is dying, there is evidence to suggest it is very much alive. 5 According to research, 89% of people over the age of 15 listened to the radio every week in 2022. The medium is also moving with the times and over half of all listeners now tune in digitally, whether at home, in the car or on the move. You can even 'watch' your favourite radio shows via live feeds online.

Sure, there are streaming services and with them access to more music than you could possibly listen to in a lifetime. While I don't claim to speak for all young people, I'm quietly confident that most of us don't want to have to choose our own music all the time. 6 This is especially true when we are busy studying, exercising, cooking or whatever else we do with music in the background. In fact, radio is a great way to discover new songs, artists and even styles of music that you might never think to search for yourself. Let's not forget that radio is also much more than just music. There's news, sports, discussion, interviews, factual shows and a whole lot more besides. Radio is here to stay so turn on, tune in, and listen up!

- 9- What does Manal enjoy about radio at home?
- 10- What statistic does Manal provide about radio listening?
- 11- How do most listeners tune in today?
- 12- What advantage does radio have over streaming?
- 13- What types of content does radio provide besides music?
- 14- What does Manal mean by "I've been half-listening to the radio"?
- 15- How does Manal describe the presence of radio in her home?
- 16- What evidence does Manal offer to counter the idea that radio is dying?
- 17- What activities does Manal say people engage in while listening to the radio?
- 18- What does Manal encourage others to do regarding radio?

الاجوبة

- 1- He was singing to the radio.
- 2- They don't listen to it.
- 3- Over 50%.
- 4- To avoid ads.
- 5- It is practically dead.
- 6- Statistics show a significant decline in radio listening among the younger generation.
- 7- She believes it's easy to choose music you like instead of listening to someone else's selection.
- 8- She finds the DJs and advertisements annoying.
- 9- The noise and music.
- 10- 89% listened weekly in 2022.
- 11- Digitally.
- 12- Discovering new music.
- 13- News, sports, discussions, interviews, and factual shows.
- 14- She often listens to it in the background without fully concentrating.
- 15- She views it as an integral part of her home life.

- 16- She mentions the high percentage of weekly listeners and digital adaptation of radio.
- 17- Studying, exercising, and cooking.
- 18- To turn on, tune in, and listen up.

Q2: Skim the web posts and answer the questions.

- 1- What, according to Reem, is the main reason why young people seldom listen to the radio?
- 2- What three advantages to listening to the radio does Manal mention?

Q3: Read the web posts again. Complete gaps 1-6 in the text with sentences A–H. There are two extra sentences.

- A. If you do this, you never have to listen to music you don't like.
- B. After being plunged into silence, I realised that as usual, I'd been half-listening to the radio for the last eight hours.
- C. According to research, 89% of people over the age of 15 listened to the radio every week in 2022.
- D. That of course requires a reliable Internet connection and decent battery life.
- E. They reveal that we are abandoning radio in huge numbers.
- F. This is especially true when we are busy studying, exercising, cooking or whatever else we do with music in the background.
- G. Unfortunately, such services are still too expensive for many young people.
- H. When I asked my friends about their listening habits the following weekend, they all confirmed the same thing.

Answers

Q1: 'Against' post: A, D 'For' post: B, C

Q2: 1 Because of the popularity of streaming services.

2 It's not always convenient to choose what music to listen to. It can introduce you to new music. It includes a wide range of programmes, not just music.

Q3: 1 H 2 E 3 A 4 B 5 C 6 F

LESSON 5A LISTENING AND VOCABULARY/ كتاب الطالب صفحة 48

Q1: Check you understand the highlighted words. Then look at photos A–D and match them with these descriptions.

- 1- The shot looks like he is moving forward, but is not **cropped** very well because the background is actually a photo.
- 2- The image really **captures** the close relationship she developed with all the animals she worked with over her long career. It also shows a likeness between people and chimpanzees.
- 3- The men are shown having their lunch break; they look very natural, not as if they were **posing**.
- 4- This **poignant** photo is carefully **composed**; it looks like he is standing alone.

Q2: Listen to four people (1–4) talking about famous photos. Match each speaker with their statement (a–d).

Speaker: 1 □ 2 □ 3 □ 4 □

- a. The photographer knew immediately that the photo would become iconic.
- b. The photo shows how much designs have changed.
- c. The photo was taken as a kind of positive propaganda.
- d. The subject of this photo only became well-known after it was taken. **1 c 2 b 3 d 4 a**

Q3: Listen again and answer the questions.

- 1- Why is the year that the photo of the workers was taken significant?
Because it was in the middle of the Great Depression.
- 2- What had just happened when the photo was taken of William Walker Martin?
He had just won a six-day cycling race.
- 3- Why was it surprising that Martin was such a fast cyclist? He had one leg shorter than the other.
- 4- Why was Jane's relationship with David Greybeard particularly important?
Because once he had accepted her, the rest of the tribe followed. This enabled her to carry out important research.
- 5- Who took the photo of Buzz Aldrin? Neil Armstrong
- 6- What evidence is there that Buzz Aldrin was not alone when the photo was taken?
You can see Neil Armstrong reflected in the glass visor of Buzz Aldrin's helmet.

Q4: SPEAKING In pairs, share some of your favourite photos. Ask and answer the questions.

- 1- Who or what is the subject matter of the photo?
- 2- What does the photo mean to you and what does it capture? 3- What had happened just before the photo was taken?

LESSON 5B LISTENING AND VOCABULARY/ كتاب التمارين صفحة 40

Q1: 4.7 Listen to a radio phone-in show. Put the photos in the order they are described. There is one extra photo.

Q2: 4.7 Listen again. What does each person say about the photographs? Match speakers 1–3 with sentences a–h. There are two extra sentences.

1 presenter 2 Amani 3 Saleem

- a. I think it had been taken outside, because you can see grass on the ground.
- b. To take the best photographs, you needed special training and you needed to buy the best equipment.
- c. The photographer had told some of the older boys to climb up the tree so you can see them posing on a branch.
- d. It is a very unusual subject matter.

- e. The photographer had probably told them not to smile or move because that would spoil the photo!
- f. It's a very large, landscape photo.
- g. The photo evokes a very different feel to the last photo we looked at.
- h. It's certainly a poignant photo which captures a proud family.

Q3: Match the words from the radio phone-in show with the definitions.

subject matter	الموضوع	what people are talking or writing about in art, pictures, etc.
poignant	محزن	causing a feeling of sadness
capture	التقاط (صورة)	succeed in showing something using pictures
landscape	منظر طبيعي	a view of the land or countryside
crop	اقتصاص (جزء من الصورة)	remove parts of a picture, leaving the most important parts
pose	الوقوف في وضعية معينة للتصوير	stay in a particular position for a photo or painting
evoke	استحضار ذكري	make someone remember or feel an emotion

Q4: Write a short paragraph about a photo that is important to you.

Q5: Read some sentences from the radio show in Exercise 1. Find the stressed syllables in the underline words. What happens to the unstressed syllables? Listen and check.

- 1- You're listening to Imad Haidar on Seaside FM.
- 2- Today, we can all be great photographers.
- 3- But it is easy to forget that before the invention of the digital camera, photography was a real art.
- 4- I've seen children posing for many school photos, but this one is very different to the usual ones, isn't it?

ACTIVE PRONUNCIATION | /ə/ sound in adjectives

/ə/ is the most common vowel sound in English. It is found in unstressed syllables and it can be spelt with any vowel letter. It appears in many words, including the suffixes used to create adjectives:

- -ous /əs/ (e.g. dangerous)
- -al /əl/ (e.g. intentional)
- -able/ible /əbl/ (e.g. comfortable)
- -ful /fəl/ (e.g. painful)
- -less /ləs/ (e.g. restless)

Q6: Listen and find the unstressed syllable with the sound /ə/ in each adjective.

1 edible 3 different 2 beautiful 4 dangerous

Q7: Practise saying the words from Exercise 6.

Answers

Q1: 1 B 2 A (C is the extra photo)

Q2: a 2 b 1 c 3 e 1 g 1 h 2

Q3: 1 subject matter 2 poignant 3 capture 4 landscape 5 crop 6 pose 7 evoke

Q4: Students' own answers

Q5: Students' own answers

Q6: 1 edible 2 beautiful 3 different 4 dangerous

Q7: Students' own answers

LESSON 6A SPEAKING/ كتاب الطالب صفحة 49

Q1: What is an urban myth? Discuss in pairs

An urban myth is a story that is usually completely false, though it may be based on some truth. It often has some elements of humour and/or horror

Q2: Listen and decide which stories are true, false or partly true? Then go to page 95 to check the answer.

- 1- This story is probably false, but the writer Douglas Adams claims it happened to him in 1976. There are many similar legendary tales about people who accidentally become thieves in England and the US.
- 2- This story is definitely false. It was invented as a newspaper April Fool’s story.
- 3- This story is probably false, though a robot camera did find a large alligator living in the sewers in Florida.

Q3+ 4: Study the Speaking box and complete it.

Guess what? I was travelling on the bus, when . . . It was probably the most embarrassing moment of my life! Obviously, I was a bit taken aback. You’ll never believe what happened to me . . .

SPEAKING Telling an anecdote
Saying that an anecdote is about to start <ul style="list-style-type: none">- You’ll never believe what happened to me ...- That reminds me of (a time when)- Have I ever told you about ...?- A friend of a friend told me this story.
Giving background information - I was travelling the bus, when ... <ul style="list-style-type: none">- Well, I’m not sure if you know ..., but ...- There was this guy who ...
Introducing a turning point <ul style="list-style-type: none">- Anyway, to cut a long story short, ...- Suddenly, ...- No sooner had ... than ...- Hardly had we ... when ...- It turned out that ...- Before we knew what was happening ... - Guess what?
Showing the speaker’s attitude <ul style="list-style-type: none">- Obviously, I was a bit taken aback.- I couldn’t believe what was happening.- Obviously/Presumably/Unbelievably, etc.- And then, to top it all, ... □I mean – I’ve done it, haven’t you? - No word of a lie!- Would you believe it?
Rounding off the anecdote <ul style="list-style-type: none">- It was probably the most embarrassing moment of my life!- I’ll never forget ...- I’ll never ... again.

Q5: Choose the most suitable comment adverb to complete the sentences. In pairs, explain your choices.

- 1- Obviously, / Theoretically, you don't need any help with this – you're doing brilliantly!
 - 2- Disappointingly, / Foolishly, I forgot to take an umbrella. I should have known it would rain.
 - 3- Presumably, / Apparently, attention spans are getting shorter – I read that somewhere.
 - 4- Surely, / Fortunately, you don't expect me to believe that.
 - 5- Presumably, / Unbelievably, he doesn't like vegetables; I've never seen him eating any.
 - 6- Personally, / Surely, I like him, but a lot of people can't stand him.
 - 7- Theoretically, / Clearly, your job is not important to you, or you wouldn't keep turning up late.
 - 8- Unbelievably, / Surely, she was rude to a customer not just once, but four times!
- = 1 Obviously 2 Foolishly 3 Apparently 4 Surely 5 Presumably 6 Personally 7 Clearly 8 Unbelievably

Q6: Plan an anecdote that could become an urban myth. Then tell your anecdote in pairs. Are there any true parts in your partner's story?

LESSON 6B SPEAKING/ كتاب التمارين صفحة 41

Q1: Listen and repeat the phrases.

SPEAKING Telling an anecdote
SAYING THAT AN ANECDOTE IS ABOUT TO START
You'll never believe what happened to me the other day. That reminds me of the pop star I met in my local supermarket. Have I ever told you about the time we went to England? A friend of a friend told me this story.
GIVING BACKGROUND INFORMATION
I was travelling down to Amman on the bus. Well, I'm not sure if you know my colleague, Sameer, but he's actually related to a famous actor!
INTRODUCING A TURNING POINT
Suddenly, I heard a loud noise. No sooner had I got on the bus than I noticed it was going in the wrong direction. It turned out that the bus was the express service to Aqaba. Before we knew what was happening, the train pulled out of the station. Guess what?
SHOWING THE SPEAKER'S ATTITUDE
I couldn't believe what was happening. Obviously, he was trying to travel without a ticket. Presumably, he had left his wallet in the taxi. Unbelievably, he had spent the whole journey sleeping. Apparently, another passenger had bought a ticket for him. And then, to top it all, I had lost my wallet! I mean – I've done it, haven't you? Would you believe it?
ROUNDING OFF THE ANECDOTE
It was probably the most embarrassing moment of my life! I'll never do that again.

Q2: Put the words in order to make sentences.

1- what / to us / couldn't / I / believe / was happening

2- I / have / I / told you / about the time / a shooting star / saw / ever / ?

3- knew / was running / before / towards us / the bull / was happening / we / what / !

4- never / to me / the other day / what / happened / you'll / believe

Q3: Put the sentences in order to make an anecdote. Listen and check.

That reminds me of a story I heard not long ago ...

- a. Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.
- b. Apparently, he went inside to check the room when suddenly the door closed behind him.
- c. So he started to bang on the door and hoped someone could hear him.
- d. He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.
- e. He was just about to give up when suddenly the door opened.
- f. Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.
- g. There was this waiter who was the last person left in a restaurant at the end of the day.

Q4: Write a funny or scary anecdote.

Answers

Q1: Students'own answer

Q2: 1. I couldn't believe what was happening to us. 2 .Have I ever told you about the time I saw a shooting star?

3. Before we knew what was happening, the bull was running towards us!

4. You'll never believe what happened to me the other day.

Q3: 1. There was this waiter who was the last person left in a restaurant at the end of the day.

2. He was just getting ready to go home late one evening when he saw that the door to the walk-in freezer was open and the light was on.

3. Apparently, he went inside to check the room when suddenly the door closed behind him.

4. Obviously, he was terrified. He knew that he would not be able to spend the night in such cold temperatures.

5. So he started to bang on the door and hoped someone could hear him.

6. He was just about to give up when suddenly the door opened.

7. Would you believe it? Another waiter had forgotten his bag and had gone back to the restaurant to find it. He was able to save his friend.

Q4: Students'own answers

LESSON 7A WRITING | A story/ 50 كتاب الطالب صفحة

Q1: Work in pairs. Read the story. What do you think happens at the end?

The man in black

yelled صرخ	furiously بشدة	aimlessly بلا هدف	peered حدّق	Glanced لمحت	Grabbed أمسك	toppling يتهاوى	hero بطل	bellowed صاح بصوت عالٍ	Curiously بفضول
pounding ينبض بقوة	wandering يتجول	muttering يتمتم	distracted مشتت	chest صدر	crane رافعة	shame خجل	saved أنقذ	occasionally بين الحين والآخر	falling يسقط

‘Hey, stop!’ he yelled. a I turned round and saw the man in black. I could see that he was running towards an old lady. She was probably about 75, walking slowly with a leather handbag. He probably thought it would be very easy to take something from a person like that. b My heart was pounding furiously in my chest as the man raced towards her. I thought I knew what he planned to do.

c The day had started so well. d I had been wandering aimlessly around the city, taking photographs, stopping occasionally for an ice cream or a coffee, without a care in the world. I first spotted him walking along the beach. He looked out of place among the families and young couples. e He was wearing a black suit and tie with dark glasses, and looked typical of a bad guy in films. He was muttering into a phone.

I watched him as he sat down on a bench. He peered curiously at me as I walked past him, but his attention was soon distracted by another call on his phone.

f The old woman glanced at the man and stopped as she was walking past. ‘Stop!’ He bellowed again. Then, he grabbed her by the arm.

At that moment, I saw something falling from the sky. A crane from a building site across the road was toppling over some bricks. No sooner had the man pulled the woman away than crane crashed on the ground where she had been standing! Shame flooded through me. I had thought he was a criminal, but in fact he was a hero who had saved her!

* أسئلة خارجية من المعلمة

1. What did the man in black seem to be planning to do?
2. How old was the old lady?
3. What was the narrator's initial reaction?
4. How did the day start for the narrator?
5. What was the man's appearance?
6. What distracted the man in black?
6. What happened when he grabbed the old woman?
7. How did the narrator feel about the man in black after the incident?

الاجوبة Answers

1. He seemed to be planning to steal from the old lady.
2. She was about 75 years old.
3. He felt his heart pounding.
4. He was wandering the city, taking photos, and enjoying ice cream.
5. He wore a black suit and tie with dark glasses.
6. He was distracted by another phone call.
7. A crane crashed where she had been standing.
8. He felt shame for misjudging him; he was a hero.

Q3: Study the Writing box and find examples of: negative inversion, different verbs to describe speaking, looking and moving.

WRITING| A story

Title
Give your story a catchy/interesting title.

Structure
You could try starting the story in the middle of the action for dramatic effect.

- Language**
- Use a variety of language/tenses.
 - Use time expressions to sequence events, e.g. before, after, first.
 - Use direct speech to make your story more interesting, e.g. ‘Hey! Stop!’ he yelled.
 - Use negative inversion to add emphasis, e.g. No sooner had ...

Negative inversion:	No sooner had the man pulled the woman away that the crane crashed to where she had been standing.
Speaking:	yelled, muttering, bellowed
Looking:	spotted, watched, peered, glanced
Moving:	running, walking, raced, wandering

Q4: Read underlined sentences a–f in the story. Which past tenses are used in each example?

- a. Past Simple
- b. Past Continuous and Past Simple
- c. Past Perfect
- d. Past Perfect Continuous
- e. Past Continuous
- f. Past Simple and Past Continuous

Q5: Now match sentences a–f in the story with functions 1–5 below.

- 1- Describing an ongoing action that forms the background to a story. **d, e**
- 2- Contrasting an event in progress with a single action that interrupts it. **f**
- 3- Describing an action which was completed before a time in the past. **c**
- 4- Describing a single completed action in the past. **a**
- 5- Describing a situation or action which was in progress at or up to a time in the past. **B**

Q6: Match the highlighted words in the story with their definitions.

peer	يحدق بتأنٍ	to look at something closely and carefully
glance	يلقي نظرة سريعة	to take a quick look at something
spot	يلاحظ	to notice something or someone
bellow	يصيح بغضب بصوت عميق	to shout angrily in a low deep voice
yell	يصرخ بصوت عالٍ (للحماس أو الغضب)	to shout loudly, because you are excited or angry
mutter	يتمتم بصوت منخفض	to speak so quietly that you cannot be heard easily
race	يسرع للوصول إلى مكان ما	to go somewhere as quickly as possible
wander	يتجول بلا هدف	to walk in a casual way, often in no particular direction

Q7: Study Watch Out! Then put the words in the correct order to make sentences.**1- he / in my ear / yelled loudly**

He yelled loudly in my ear

2- she / blankly / at him / for several seconds / stared

She stared at him blankly for several seconds./ For several seconds, she stared blankly at him.

3- they / worked / all day / very hard / in the factory

They worked very hard in the factory all day. /They worked very hard all day in the factory

4- I / on the bench / sat / for over two hours / patiently

I sat patiently on the bench for over two hours./ I patiently sat on the bench for over two hours

WATCH OUT!**Positions for adverbs within a clause:**

- 1- At the end of a clause (for adverbs of manner, place and time), e.g. I ran away quickly. / I'm sitting here. / I've been waiting for ages.
- 2- Before the main verb (adverbs of manner can go in this position), e.g. I quickly ran away.
- 3- At the beginning of a clause to add emphasis (adverbs of place and time can go in this position), e.g. With my back to the wall, I waited.

• If all three types of adverb are used in the same clause, the order is: manner → place → time

I drove aimlessly around the city for hours.

LESSON 7B WRITING | A story/ 42 كتاب التمارين صفحة**MISSING IN THE DESERT**

vanished اختفى	fork مفترق	spotted لمح	shock صدمة	unpacking يفتك	movement حركة
path مسار	thin air الهواء الطلق	guided قاد	deer غزال	drones طائرات بدون طيار	exhausted مرهق
familiar مألوف	visibility الرؤية	rescue إنقاذ	steep شديد الانحدار	society جمعية	off-road للطرق الوعرة
stunning مذهلة	utterly تمامًا	yelled صرخ	deserted مهجور	pounding ينبض بقوة	motorbike دراجة نارية

Fadi had vanished into thin air. He and 1 Hamed had taken their familiar Saturday morning bus ride from the city to the country, then hiked up into the stunning desert hills. When they reached a fork in the path, Hamed stopped to consult the map. 2 The wind was blowing and, though visibility was poor, Hamed was sure that Fadi had been just behind him. Glancing round now though, he found himself utterly alone. An hour later and 3 Hamed was still searching when suddenly, he spotted a movement to his left. His heart started pounding. 'Fadi!' he yelled, 'Is that you?' Again, there was movement followed by the sudden shock of a deer crashing out of some trees and racing down the steep hill. 4 Hamed had been searching unsuccessfully for Fadi for several hours. Not only was he desperately worried about Fadi, but he was also hot and tired. He came across a deserted looking hill-top café, and hoping for a cold drink, he went inside. To his surprise, 5 he found a group of young people chatting and unpacking their drones. 'We're the Desert Drone Society' said a young man brightly, 'I'm Kamal. Is everything alright?' Hamed asked for help and within minutes, six drones with cameras had joined the search. 'I think I see him!' yelled one of the pilots suddenly. 'Hold tight!' warned Kamal as, guided by one of the drones, he and Hamed sped off to the rescue on his off-road motorbike. When they reached the spot, Hamed called out, and all of a sudden there was Fadi, exhausted but alive.

* أسئلة خارجية من المعلمة

1. Who had vanished?
2. Where did Fadi and Hamed travel?
3. What did Hamed do at the fork in the path?
4. What did Hamed notice after glancing around?
5. What did Hamed see after searching for hours?
6. What did Hamed find at the hill-top café?
7. What was the name of the group Hamed encountered?
8. What helped Hamed locate Fadi?
9. How did Hamed and Kamal reach the search area?
10. What was Fadi's condition when found?

الاجوبة Answers

1. Fadi.
2. From the city to the country.
3. He consulted the map.
4. He was alone.
5. A deer.
6. A group of young people with drones.
7. The Desert Drone Society.
8. The drones with cameras. 9. On an off-road motorbike.
10. Exhausted but alive.

Q1: Read the story and choose the statement that is true.

The twist in the story is that ...

- a. it was all one of the characters' dreams.
- b. Hamed is not alone in the desert.
- c. the story takes place in the future.

Q2: Match underlined parts 1–5 from the story with their functions a–e. Then write what tense the underlined parts are in.

- a. a single completed action in the past _____
- b. an action completed before a time in the past _____
- c. an event in progress interrupted by a single action _____
- d. an ongoing action forming the background to a story _____
- e. a situation or action in progress up to a time in the past _____

Q3: Find adverbs and adverbial phrases in the story and write them in the correct column.

Manner	Place	Time

Q4: WRITING TASK Write your story.

ACTIVE WRITING | A story 1 Write your story.

- Use a variety of past tenses and time linkers, interesting verbs and adverbs.
- Include some direct speech for interest and negative inversion for emphasis. 2 Check that ...
- you have correctly placed the adverbs you used.
- there are no spelling, grammar or punctuation mistakes.

Answers

Q1: b

Q2: a 5 Past Simple b 1 Past Perfect Simple c 3 Past Continuous and Past Simple d 2 Past Continuous e 4 Past Perfect Continuous

Q3: Manner: suddenly, utterly, unsuccessfully, desperately, brightly/ Place: into thin air, to his left/ Time: now, within minutes

Q4: Students' own answers

Revision

Q1: Choose the correct words.

- 1.The journalist / **claimed** his story was true, although it is difficult to believe him.
- 2.Tourists love **posting** / peering for photos in front of famous buildings.
- 3. She spent four years in prison for hoax / **fraud**.
- 4. No one will ever know what really happened. It remains a clue / **an enigma**.
- 5.The men refuted the expression / **allegation** that they had committed the crime.
- 6. I love taking **landscape** / composed photos of the countryside.
- 7. This photo captures / **evokes** a feeling of nostalgia.

Q2: Complete the dialogue.

- A:** I'd like to work in journalism. I think it would be very rewarding to help **1 expose** corruption.
- **B:** I agree, although it depends what type of a journalist you are! Some don't work in the **2 public** interest. They love exaggerating and write **3 sensational** stories about things that aren't really very important at all, just to get people to read their reports. People seem to love clicking on their clickbait **4 headlines**, whatever the story.
 - **A:** True. What makes a story worth publishing depends on the newspaper or site. Some of them seem to think that stories about absolute rubbish are **5 newsworthy**. I'd like to write **6 balanced** articles presenting both **7 sides** of a story. I'd really like to shed **8 light** on issues of real importance that people should know about.
 - **B:** What if you had to write a really sad, **9 heartbreaking** story? Could you do it?
 - **A:** I guess so, but I'd like to work on happy, **10 heartwarming** ones too which help readers feel good.

Q3: Circle the odd one out.

- 1.glance / **race** / spot / peer
- 2. shuffle / **snap** / wander / tiptoe
- 3. bellow / yell / shriek / **whisper**

Q4: Complete the sentences with the correct form of the verbs in brackets.

- 1- They were delighted as they **had just solved** (just / solve) the puzzle.
- 2- Mustafa **broke** (break) his leg last week. Before he **fell** (fall), he **had been trying** (try) to climb to the top of the mountain.
- 3- The concert was great, but when the band **was/were playing** (play) their second song, the lights **went** (go) out. It was a shame because it is my favourite song!
- 4- The protesters **had been standing** (stand) outside the mine for two hours when the reporters **arrived** (arrive).
- 5- The airport **closed** (close) two days ago because someone **had phoned** (phone) to say there **was** (be) a bad storm coming. Luckily, it **was** (be) only a hoax.

Q5: Complete the sentences with the phrases from the box.

Little did	Never have I heard	No sooner had
Not only did	Scarcely had	Under no circumstances

- 1- **Never have I heard** such a weird story!
- 2- **Under no circumstances** should you leave the building.
- 3- **Not only did** he run a marathon, but he did it alone!
- 4- **No sooner had** she made the statement than she realised she had made a big mistake.
- 5- **Little did** he know what a lucky escape he had had.
- 6- **Scarcely had** she started reading when she realised it was a hoax.

Q6: Complete the text with the correct words formed from the verbs in bold.

THE DEATH OF THE PRINT MEDIA?

By the year 2000, online news sites had begun to spread, although the vast 1. **majority** (**MAJOR**) of people still read their news in a traditional print newspaper. Soon after, many people switched to online news sites because of rapid 2. **improvements** (**IMPROVE**) in mobile Internet technology and the digital media itself. Many employees of print media 3. **organisations** (**ORGANISE**) lost their jobs due to the widespread closures of local and regional press offices. In order to survive, the national daily print newspapers took the opportunity to develop digital media alternatives. 4. **Clearly** (**CLEAR**), this strategy worked as it pleased both readers who preferred print and the new online readership. However, and perhaps 5. **unbelievably** (**BELIEVE**), not only are the big printed dailies still here, but they are still the preferred form for people to get news. In the UK, 25% of adults still read a printed newspaper. So, we can perhaps conclude that digital media isn't simply a 6. **replacement** (**REPLACE**) for old-fashioned print media, but rather a compliment. Anyway, surely it is the 7. **freedom** (**FREE**) of the press that matters, rather than the way information is presented to us?

Q7: You are going to hear part of a radio interview with a journalist. Listen and choose the correct answer.

1 Who or what influences people the most?

a the Internet b the mass media c people we know and respect

2 Why does Mazen tell the story about The War of the Worlds broadcast?

a To show what a good writer Orson Welles was b To demonstrate people usually trust the media c To show that Americans don't believe fiction.

3 What opinion about the media does Mazen express?

a It should keep people informed about important subjects and people. b Journalists should be better trained. c It is often deliberately biased.

4 What does Mazen say about fake news?

a The social media is responsible for it. b People enjoy passing round untrue stories. c It is passed round because people believe it.

5 How does Mazen feel about people's attitude to news?

a confused b worried c frustrated

WRITING

Q8: You read this advertisement on your college website about a competition and decide to enter.

Writing Club

Write a story beginning or ending with the sentence:

It was the most unusual day Omar had ever had! We look forward to reading your story!

Writing Club Write your story.

Students' own answer