

UNIT 10 : UP THE LADDER

	PAGES
Lesson 01	151
Lesson 02	157
Lesson 03	165
Lesson 04	169
Lesson 05	174
Lesson 06	177

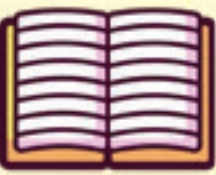
REVISION	182	CULTURE SPOT	193
LITERATURE SPOT	197		

Unit Ten

LESSON 1A

VOCABULARY AND SPEAKING

call it a day	ينتهي العمل	
constant connectivity	اتصال دائم	being 'on call', always present and ready to respond online
draw a line (between something)	يضع حدًا	being able to divide your time appropriately between work and private life
grasp the significance	يُدرك الأهمية	making a great effort to achieve something
intrude on something	يتدخل في	
Juggle(all) the unremitting demands	يوازن بين مطالب متواصلة	multi-tasking
learn the ropes	يتعلم الأساسيات	
maintain a balance	يحافظ على توازن	keeping your work and personal life separate
meet targets	يحقق الأهداف	
meet work demands	يلبّي متطلبات العمل	
pay dividends	يؤتي ثماره	be very useful and valuable, especially for the future
sign up for something	يسجّل في	
strike the right balance	يحقق التوازن المناسب	understanding the importance of certain tasks
strive for something	يسعى إلى	spending the right amount of time on work compared with time spent on personal life
work your socks off	يعمل بجدٍ كبير	

 **1) SPEAKING | Work in pairs. Think about the last few days. What percentage of the time did you spend doing the things in the box? Do you think the balance was right? Say why. Rank (صنف) the activities in order of importance during a typical day. P.48 SB**

doing sports or a hobby multi-tasking sleeping
relaxing with friends or family studying using social media

 **2) SPEAKING | In pairs, answer the questions. P.48 SB**

1. Look at the photos. What jobs can a teenager get? Think about summer/parttime jobs, vocational training, etc.
2. What kind of job do you expect to do when you leave school? How will you find it? What do you think your responsibilities will be? What do you think you will and won't enjoy about it?_

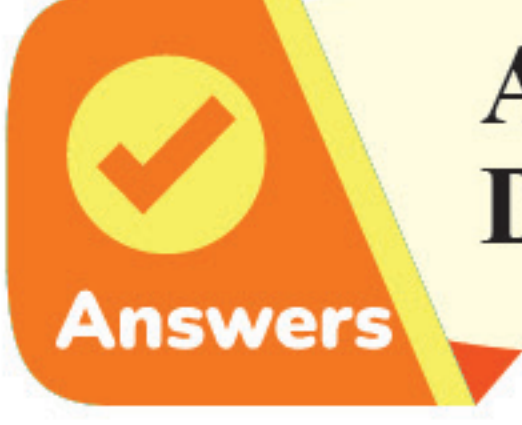


1 garden work (mowing, raking, earth removal, possibly for local garden companies), babysitting, cleaning houses, house sitting, doing small jobs around the house (hanging shelves, setting up a TV), tutoring (Maths, English), working in a shop or café.

Unit Ten



3(Read an advert for an internship (تدريب). What do you think are the advantages and disadvantages of this job? P.48 SB



Advantages: challenge; international team; full training, no experience required
Disadvantages: busy role; customer queries might be challenging

Looking for a challenge?

Our international division in Irbid is looking for a content marketing intern. Full training provided, no previous experience required.

قسمنا الدولي في إربد يبحث عن متدرب في التسويق بالمحتوى. يُقدّم تدريب كامل، ولا يُشترط وجود خبرة سابقة.

Responsibilities will include: المهام تشمل:

- supporting the Marketing Assistant دعم مساعد التسويق
- writing content for our website and our social media channels
- كتابة محتوى لموقعنا الإلكتروني وقنوات التواصل الاجتماعي
- co-operating with the sales team التعاون مع فريق المبيعات
- responding to customers' queries الرد على استفسارات العملاء

What we offer: ما نقدمه:

- training in different online marketing tools تدريب على أدوات تسويق إلكتروني مختلفة
- remuneration: 400 dinars a month الأجر: 400 دينار شهرياً



5) 10.2 Listen to the rest of the programme and answer the questions. P.49 SB

1. What did Holly and Bradley do during their internships and what were their duties?

Were they satisfied with their internships? Say why.




1 Holly was an assistant providing support to the sales team. Bradley was an intern in the marketing dept; he had to write content for the website and their social media channels and respond to customers' queries. 2 Holly thinks she was lucky – the company followed good employment practices; her internship was brilliant as she was able to strike the right work-life balance; her health improved, and she never thought about throwing it all in. She got a permanent job at the company. Bradley's loved the work but it was difficult to strike the right work-life balance; he wasn't able to draw a line between work and his personal life as he was expected to be on call, always ready to respond to clients; he got anxious about his personal life and felt guilty about popping down to the gym after work in case the boss called him about something that needed doing urgently. Although money was good, he didn't want to work full-time for the company.



Unit Ten

Work-life balance idioms

 **6) 10.2 Listen again and complete the sentences with the correct forms of the verbs from the box. P.49 SB**

call intrude learn meet (x2) sign work

1. I got to _____ the ropes...
2. It really wasn't what I'd _____ up for.
3. Sometimes I just felt like _____ it a day.
4. It was the way it _____ on my personal life that was the problem.
5. I know everyone is under considerable pressure to _____ targets at work.
6. There were permanent staff there _____ their socks off trying to _____ their work demands.



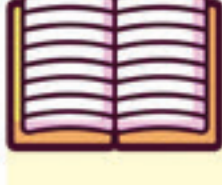
1 learn 2 signed 3 calling 4 intruded 5 meet 6 working/meet

ACTIVE VOCABULARY | Register

Language register is the level of formality that we use when speaking or writing. The register depends on who we are talking to, what we are talking about, and how light-hearted or formal we wish to sound. You will be safe using neutral register.

السجل اللغوي هو مستوى الرسمية الذي نستخدمه عند التحدث أو الكتابة. ويعتمد السجل اللغوي على الشخص الذي نوجه له الكلام، وموضوع الحديث، ومدى رغبتنا في أن يكون الأسلوب خفيفاً أو رسمياً. وسيكون من الآمن استخدام السجل المحايد.

Register

 **7) Read Active Vocabulary. Then look at the sentences and decide what register they are: formal (F), neutral (N) or informal (I). P.49 SB**

1. ___ Give me a call.
2. ___ Online marketing knowledge is not required.
3. ___ Should you decide to continue in our employment, we may offer you a longterm position in the firm.
4. ___ My dad subscribes to the theory that employees should always talk about what's bothering them.
5. ___ It was the way it intruded on my personal life that was the problem.
6. ___ I got to learn the ropes and it gave me a real taste for the job.



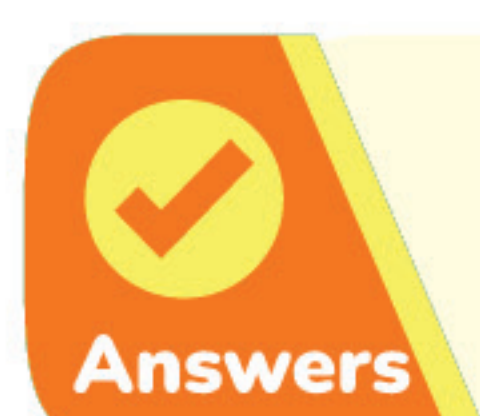
1 I 2 F 3 F 4 N 5 N 6 I

Unit Ten

 **8) SPEAKING** | Some people say that flexibility of working times and places is the most important thing to consider when looking for a job. How far do you agree? P.49 SB

 **1) Choose the correct words to complete the sentences. P.36 WB**

- 1) It can often prove difficult to strike the right *connectivity* / *balance* between work and leisure time.
- 2) For students who study hard all the time, this will definitely pay *returns* / *dividends* in the future.
- 3) At first, I didn't grasp the *signification* / *significance* of what the teacher was saying.
- 4) People need to learn how to juggle the *unremitting* / *unacceptable* demands of work and family.
- 5) We need to be able to draw a *line* / *target* between our work and private life.
- 6) If you don't meet your *targets* / *demands* at work during the week, you may have a stressful weekend.
- 7) *Consistent* / *Constant* connectivity can be of great benefit or a great burden these days.

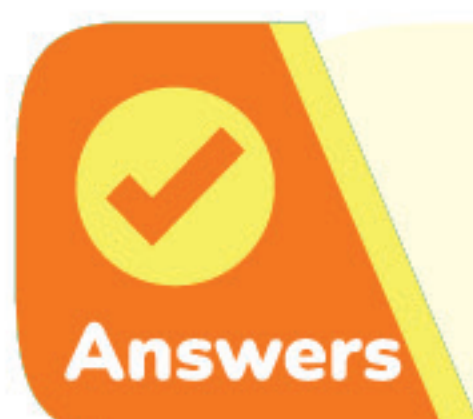


1 balance 2 dividends 3 significance 4 unremitting 5 line 6 targets 7 Constant

 **2) Complete the text with the correct verbs and collocations. P.36 WB**

I have been in work now for a couple of years and here's the advice I would have given my teenage self.

You've got many years of hard studying ahead of you, so applying yourself to your studies now will ¹pay *dividends* when you go to college. Try to identify some aims and ambitions for the future and ²s _____ for them. You'll find yourself ³j _____ unremitting d _____ from school and your social network, but you need to ⁴s _____ the right b between work and play – both are important in the right measures. Some students forego social activities in favour of working non-stop, but they're not ⁵g _____ the significance of the part relationships play in our lives. A good support system to see us through the college years is a must so we need to ⁶m _____ a b _____ and develop hobbies to give us wider experiences. ⁷C _____ c _____ will be a challenge and provide a continual distraction, so try to ⁸d _____ a l _____ between when you're available to chat and when you need to focus. It's going to be a hard but fascinating decade. Good luck!



2 strive 3 juggling, demands 4 strike, balance 5 grasping 6 maintain, balance 7 Constant connectivity 8 draw, line

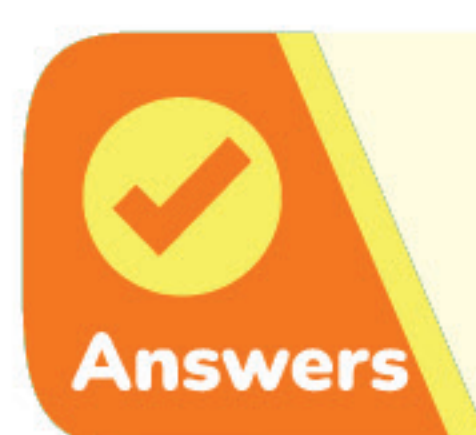
Unit Ten



3) Match the two parts of the sentences. P.36 WB

- 1) _____ It is never advisable to throw
- 2) _____ Sometimes you can work
- 3) _____ If you're looking at a blank screen with
- 4) no ideas, it may be time to call
- 5) _____ Most companies give you time to learn
- 6) _____ When he took on the job, he didn't sign
- 7) _____ It's time to change a job when it starts
- 8) to intrude
- 9) _____ It can be difficult to meet

- a. up to be working all weekend and every evening.
- b. it a day and go home.
- c. targets in a highly competitive environment.
- d. the ropes when you start a new job.
- e. your socks off and get nowhere.
- f. on family life and leisure time.
- g. a sickie (إجازة مرضية) because someone may find out.



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



4) Find and correct one mistake in each sentence. P.37 WB

- 1) I've run out of ideas, so I'll just **sign** it a day. call
- 2) All that studying I did for the exams is really starting to give dividends.
- 3) My parents never let their work strike on our family life when I was growing up.
- 4) The manager has asked me to help a new recruit throw the ropes this week.
- 5) I've just checked my contract and I definitely didn't strive up for all this overtime.
- 6) If you start up a new business, you'll have to pay your socks off for the first year at least.



2 give pay 3 strike intrude 4 throw learn 5 strive sign 6 pay work



5) Match the underlined parts of the sentences with idioms a-h with a similar meaning. P.37 WB

- 1) ___ Would it be OK if I quickly went down to the restaurant for half an hour?
- 2) ___ Sometimes, it can be hard to do everything that is asked of you at work.
- 3) ___ It is obvious that Asma will pass all her exams with the highest grades.
- 4) ___ I know it's difficult, but you have to be honest about your other commitments.
- 5) ___ It's important in meetings for each person to give an opinion about the issues discussed.
- 6) ___ It has been a difficult time at work, but I'm not about to resign.
- 7) ___ The company doesn't usually expect employees to work on a Saturday; this will happen only once.
- 8) ___ Getting work experience in the office gave me a really positive feeling about what the work was like and I've decided to apply for a full-time position there.

Unit Ten

- a. it's a given
- b. throw it all in
- c. real taste for the job
- d. meet your work demands

- e. have their say
- f. upfront
- g. be a one-off
- h. popped down



1 h 2 d 3 a 4 f 5 e 6 b 7 g 8 c



6) Complete the sentences with the correct form of the idioms from Exercise 5. P.37 WB

- 1) There's no question about whether Zeinab will be offered the job. It is a given.
- 2) Don't worry! You'll be able to _____ at the school council meeting next Friday.
- 3) My sister is such a hard worker. Nothing discourages her so you'll never see her _____.
- 4) The manager has asked me to stand in for him while he's away next Monday. It's _____, but it shows that they value my work.
- 5) I fear that the work on this project requires more than just one person. I ought to be _____ about it so they can bring someone else in.
- 6) It's obvious that Zaid is trying hard to _____ at the moment and I think he'll need a break.
- 7) Could you _____ to the snack bar and bring us all some sandwiches, please?
- 8) Shadowing someone at work can sometimes give you a _____, and help you see how everything works.



2 have your say 3 throw it all in 4 a one-off 5 upfront 6 meet his work demands 7 pop down 8 real taste for the job



7) Write a paragraph about a part-time job you would like to try. Say why. P.37 WB



Unit Ten

LESSON 2A

GRAMMAR

Gerunds

- We use the gerund after:
- certain verbs / verbal phrases: **بعد أفعال معينة**

admit	appreciate	avoid	can't bear	suggest	understand
يعترف	يقدر	يتجنب	لا يتحمل	يقترح	يفهم

prepositions جروف : after, before, by, for, in, on, with, without

- verb + preposition:

apologise for	succeed at/ in	think about/of
يعتذر من	ينجح في	يفكر في

- noun + preposition:

congratulations on	the idea of	a good chance of
تهنئة على	الفكرة من	قرصة جيدة لـ

- adjective + preposition:

famous for	good at	be used to	worried about
مشهور في	جيد في	متعود على	قلق بشأن

Infinitives

We use the infinitive without to after:

- modal verbs: must, can, should, could, will, etc.
- certain verbs / verb phrases: had better, would rather, let, make
- most nouns:

aim	ambition	attempt	decision	fool	mistake	need	nuisance
الهدف	الطموح	المحاولة	القرار	الغباء	الخطأ	الحاجة	غثيان

- most adjectives:

able	advisable	afraid	anxious	bound	careful	certain	dangerous
قادر	قابل للنصح	خائف	قلق	متأكد	حذر	واثق - محدد	خطير

- indefinite pronouns: somewhere, nothing, someone, etc.



Unit Ten

Gerund or infinitive


- The following verbs can be followed by an infinitive or a gerund, with a difference in meaning.


VERB	MEANING	EXAMPLE
forget + gerund:	lose a memory of something you have done نسيان القيام بشيء ما	I will never forget seeing The Grand Canyon for the first time – what a spectacular view!
forget + infinitive	fail to do something because it slips your mind الفشل في القيام بشيء ما لأنه راح من بالك	Caitlin forgot to tell her manager about a meeting and she is in trouble now.
go on + gerund:	continue with the same activity الاستمرار بنفس النشاط	Brian went on practising martial arts despite his numerous injuries.
go on + infinitive	start another activity after finishing something else البدء بنشاط جديد بعد الانتهاء من نشاط آخر	After Frank had quit his office job, he went on to become a farmer.
like + gerund	to enjoy something الاستمتاع بشيء ما	I really like knitting – it's so relaxing
like + infinitive	to do something because it is a good idea القيام بشيء ما لأنه فكرة جيدة	Sometimes I just like to switch my phone off
mean + gerund	involve, result in something يشمل، ينتج من شيء ما	Accepting this job meant getting up early.
mean + infinitive	intend to do something ينوي القيام بشيء ما	I meant to call you yesterday to tell you about the concert, but I completely forgot.
propose + gerund	suggest a plan يقترح خطة	I proposed having a garden party, but nobody liked the idea.
propose + infinitive	intend to do something ينوي القيام بشيء ما	How do you propose to resolve this problem?
regret + gerund	be ashamed of having done something الندم على القيام بشيء ما	I honestly regret lying to you
regret + infinitive	feel bad about doing something at the moment of speaking الشعور بالسوء في لحظة التكلم	We regret to inform you that your application has been rejected.
remember + gerund	have a memory of something you have done تذكر شيء ما قمت به	I remember locking the door.
remember + infinitive	keep something in your mind in order to do it تذكر ثم افعل	Please remember to keep your rooms clean.
stop + gerund	to no longer do something التوقف عن القيام بالشيء للأبد	I stopped drinking fizzy drinks.
stop + infinitive	to stop something in order to do something else التوقف من أجل القيام بشيء ما	We stopped to ask for directions because our Sat-Nav wasn't working properly.
try + gerund	do something to see what it's like/if it works القيام بشيء ما لمعرفة طبعه	If you're stuck with your essay, try taking a break.
try + infinitive	make an effort to do something القيام بمجهود	We tried to convince Mum to go on holiday in the mountains this summer, but she just loves the beach too much to change her mind.

Unit Ten

 **1) SPEAKING** In pairs, discuss the questions. P. 50 SB


- 1) Who is the most successful person you know personally? Do you admire them? Say why.
- 2) What qualities does a person need to become successful? Say why.

 **2) Read the text. Does Fadia have any of the qualities (الصفات) you mentioned in Exercise 1? P. 50 SB**

 **Answers** Follows instinct, believes in her dream, creativity, tenacity


Since a local enterprise competition encouraged her to create a product, 18-year-old Fadia from Basira hasn't looked back. The 150 JOD that was given to her in the competition enabled her to produce sandals made from recycled materials. Her father let her use his workshop to try out different designs, and her first batch brought her a 100 JOD profit! Most entrepreneurs tend to succeed because they follow their instinct, like Fadia. At times, they risk losing everything, but they fail to be deterred by this and continue to follow their conviction. Fadia has never stopped believing in her dream. She envisaged producing affordable, reasonably priced sandals that would reuse previously discarded plastics, and she has managed to do that. She is grateful her parents didn't make her follow a fixed educational path (she decided against going to university) and to one customer who had difficulty believing that Fadia, at 18, could possibly be running her own business! I can't help admiring Fadia's creativity and tenacity. She'll go a very long way, and will have to get used to being a very successful businesswoman. Students (like Fadia used to be) need encouraging to find fulfilment that a more traditional educational path cannot always provide.

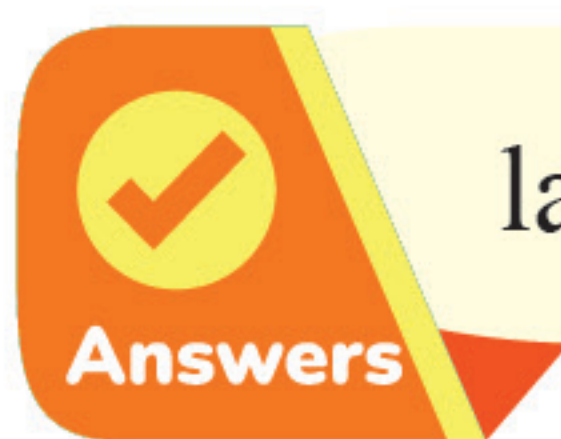
Gerunds and infinitives

 **3) THINK BACK** Put the underlined verbs or verb phrases from the text in the correct categories. P. 50 SB


verb, e.g. appreciate / deny / admit (to) / can't bear + gerund	<u>risk, stop, envisage, decide against, have difficulty, can't help, get used to, need</u>
verb, e.g. choose / happen + infinitive with to	<u>tend, fail, continue, manage</u>
verb, e.g. hope / force / help + object + infinitive with to	<u>encourage, enable</u>
verb, e.g. notice + object + infinitive without to	<u>let, make</u>

Unit Ten

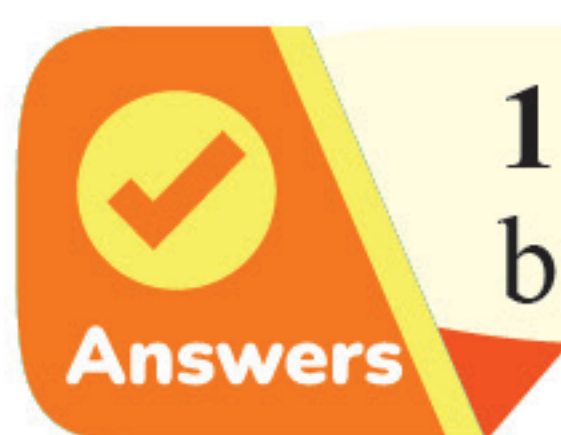
 **4) 10.3 What difficulties might someone who has become successful face? Listen to an entrepreneur talking about his success to a group of students and compare your answers. P.50 SB**



lack of money, failing to maintain ideas or lost creativity, have self-doubt, be afraid of failing

 **5) 10.4 There are various forms of both the gerund and the infinitive depending on time aspect and verb pattern. Complete the sentences with the correct forms of the verbs in brackets. Listen and check. P.51 SB**

- 1) I was lucky _____ (give) a reasonable amount of money by my parents.
- 2) Despite _____ (work) on the film for ages, I hadn't expected to be rewarded.
- 3) It was wonderful _____ (work) on something I loved.
- 4) Although I was a success, I needed _____ (maintain) it.
- 5) I remembered _____ (tell) once about an author who'd said 'You're only as good as your last book'.
- 6) Most successful people will admit _____ (experience) self-doubt at points in their career.
- 7) One temptation is to avoid _____ (take) risks so that you don't fail.
- 8) Everyone would prefer _____ (turn out) success after success.
- 9) Success needs _____ (put) into perspective.
- 10) Otherwise, you risk _____ (remember) or one thing only.

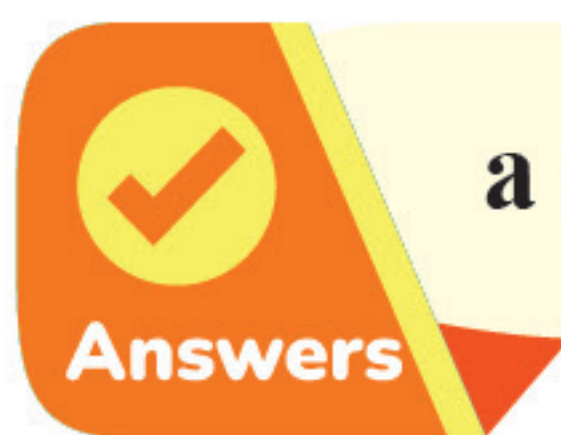


1 to have been given 2 having been working 3 to have been working 4 to maintain 5 having been told 6 to having experienced 7 taking 8 to be turning out 9 to be put 10 being remembered

 **6) Look at the sentences in Exercise 5 again. P.51 SB**

Which forms:

- a. are gerunds or infinitives?
- b. are active or passive?
- c. refer to a time before another time in the past?



a gerunds: 2, 3, 5, 6, 7, 10 infinitives: 1, 4, 8, 9 b active: 2, 3, 4, 6, 7, 8 passive: 1, 5, 9, 10 c 1, 2, 3, 5, 6

Unit Ten



7 Read the pairs of sentences and decide if they have the same meaning. P.51 SB

1. **a** I regret to say that there is no more work for you.
b I regret saying that there is no more work for you.
2. **a** The teacher went on to tell us about the new project.
b The teacher went on telling us about the new project.
3. **a** Starting a new job means getting up early in the morning.
b To start a new job means getting up early every morning for it.
4. **a** I propose to discuss the issue with the boss.
b I propose discussing the issue with the boss.



1 a present meaning b happened in the past 2 a started speaking about a new topic b continued speaking about a new topic 3 same meaning 4 a speaker states what he/she intends to do b speaker makes a suggestion



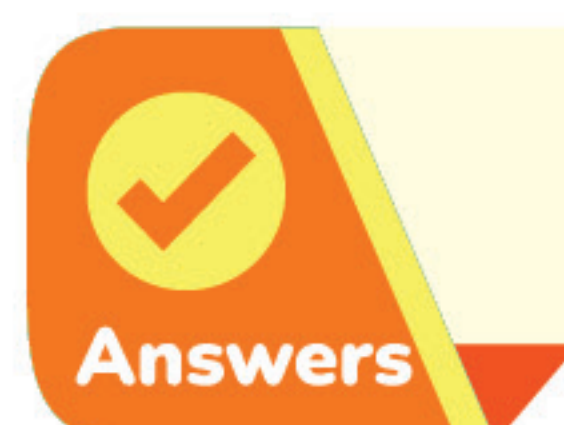
8) In pairs, think of examples of the following situations and talk about them. P.51 SB

1. Something you can't bear people doing.
2. Something you are ashamed of having done in your life so far.
3. An opportunity you were lucky to have been given when you were younger.
4. An event you regret attending over the last few months.
5. A mistake you went on to make again in recent days.
6. What trying to achieve your dream will mean for you.



1) Match the two parts of the sentences. P.38 WB

- | | |
|------------------------------------|---|
| 1. ___ Abeer is really good at | a. to start working soon. |
| 2. ___ Adnan is going to volunteer | b. seeing you last week. |
| 3. ___ Eman is desperate | c. to tell me about the meeting. |
| 4. ___ Farid is nervous about | d. changing jobs a few years ago. |
| 5. ___ Faten didn't mention | e. to help out at his school gym club. |
| 6. ___ Hisham's decision | f. taking his Maths exam next week. |
| 7. ___ Salah neglected | g. to get some work experience was a good idea. |
| 8. ___ My dad contemplated | h. prioritising her workload. |



1 h 2 e 3 a 4 f 5 b 6 g 7 c 8 d

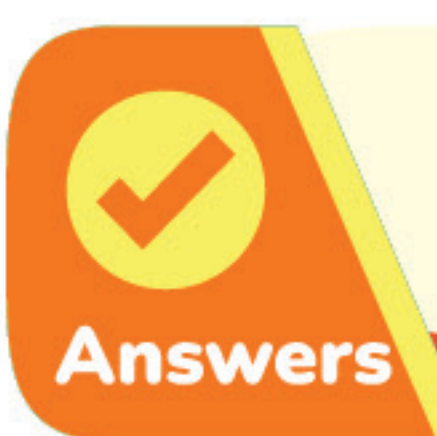
Unit Ten



2) Complete the sentences with the correct forms of the verbs from the box. P.38 WB

be able call do finish know lay off leave make not ask smoke think

1. Despite *leaving* half an hour earlier than usual, we reached work ten minutes after the start of the meeting.
2. It's time _____ the decision about which of the new recruits will stay on for the second month.
3. There'll be nothing _____ after _____ this work, so you should _____ it a day.
4. I apologise for _____ for permission to take a break. I did it without _____.
5. We are delighted _____ to let you _____ that the decision staff has been reversed.
6. It is forbidden _____ in most workplaces.



2 to be offered 3 being cheated 4 to be reassured 5 being given 6 to be seen

Answers

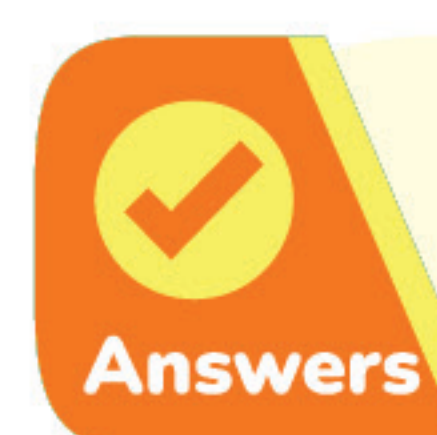


3) Choose the correct words to complete the text. In one case, both words are possible.

P.38 WB

Baking your way to success

When Ellie was growing up, she managed ¹*to save / saving* over a hundred dollars. Later, she decided ²*to earn / earning* some extra money and had the idea of ³*sell / selling* cakes and biscuits she'd made at home. Ellie's little business was extremely successful and she ended up ⁴*to make / making* a lot of money and ⁵*to invest / investing* it back into her baking. As she grew older, she dreamed about ⁶*to start / starting* her own real business and contemplated ⁷*to study / studying* business management at university. However, she was tempted ⁸*to interrupt / interrupting* her studies to try ⁹*to go / going* it alone. Her teachers eventually persuaded her ¹⁰*to take / taking* a degree and continue to develop her business ideas in her free time. Ellie found that studying and running a business at the same time was hard ¹¹*to do / doing*. The long hours compelled her ¹²*to give up / giving* up her other hobbies and ¹³*to work / working* for herself full time. This proved ¹⁴*to be / being* the right decision. Ellie is now a successful entrepreneur and she advises other budding entrepreneurs ¹⁵*to do / doing* the same as she has done. She believes that if you happen ¹⁶*to have / having* a particular dream, you need ¹⁷*to follow / following* your heart.



1 to save 2 to earn 3 selling 4 making 5 investing 6 starting 7 studying 8 to interrupt 9 to go / going 10 to take 11 to do 12 to give up 13 to work 14 to be 15 to do 16 to have 17 to follow

Unit Ten



4) Complete the sentences with the correct passive forms of the verbs in brackets. P.39 WB

1. Despite *being made* (make) locally, these products are continuing to rise in price.
2. I'm happy _____ (offer) overtime any weekday evening.
3. You risk _____ (cheat) out of a lot of money if you click on links like these.
4. Everyone needs _____ (reassure) that they are not being taken for granted at work.
5. After _____ (give) an agenda for the day, trainees will be directed to the relevant rooms.
6. To attract investment, it's important for your work _____ (see) by the right people.



2 to make 3 to do/finishing/call 4 not asking/thinking 5 to be able/know/to lay off 6 to smoke



5) USE OF ENGLISH| Complete the second sentence using the word in bold so that it means the same as the first one. Use between three and six words, including the word in bold. P.39 WB

1. It was the director who decided to lay off ten people from the workforce. **MAKE**
It was the director's *decision to make* ten people from the work force redundant.
2. From reading the email chain, I think he's been scheduling meetings without letting everyone know. **APPEARS**
From reading the email chain, he _____ scheduling meetings without letting everyone know.
3. I'm really glad that they've chosen me to represent the college in the debating competition. **BEEN**
I'm really glad _____ to represent the school in the debating competition.
4. When you finish college, do you think you'll work here or abroad? **ENVISION**
On _____ here or abroad?
5. If you're famous, people will always recognise you in the street. **AVOID**
If you're famous, you _____ in the street.



2 appears to be 3 to have been chosen 4 finishing college, do you envisage working 5 won't avoid being recognised



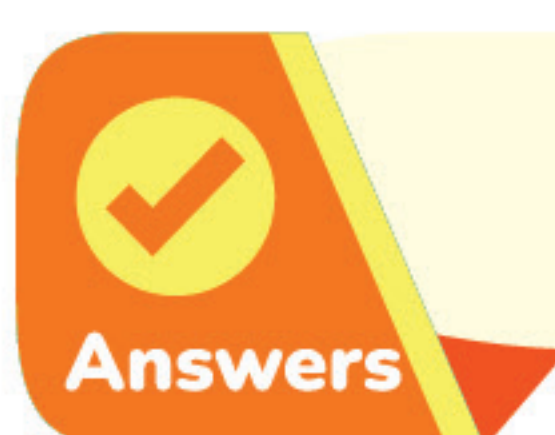
Unit Ten



6) Complete the text with the correct forms of the verbs in brackets. P.39 WB

SMART JOBS FOR HOMEBODIES

How do you imagine your future work life 1 unfolding (unfold)? Are you thinking about a nine-to-five office job which could prove mundane and repetitive and result in your 2 _____ (work) your socks off, or could you imagine 3 _____ (give) the chance to sit back, chill out and earn money for 4 _____ (do) relatively little? If the answer is the latter, then it's likely that you would be looking at 5 _____ (work) from home, and perhaps 6 _____ (become) a professional expert or consultant. I confess to 7 _____ (advise) to follow this route by more than one friend! I was amazed 8 _____ (learn) that some experts are known 9 _____ (choose) their careers specifically because they can work from home. Of course, it goes without 10 _____ (say) that you first need 11 _____ ((have) some expertise! However, this could be simply something that you find interesting and fun, but which may seem difficult or not worth 12 _____ (worry) about for others. So, stop 13 _____ (reflect) on how you can have a relaxing and enjoyable working life by not 14 _____ (put) in too much time and effort, and get out there and promote your expertise! You might make a small fortune.



2 working 3 being given 4 doing 5 working 6 becoming 7 being advised 8 to learn 9 to have chosen 10 saying 11 to have 12 worrying 13 reflecting 14 putting



7) Write a short paragraph about what people have advised you to do for a future job or career and how you have viewed their advice and why. P.39 WB




Unit Ten


LESSON 3A

READING AND VOCABULARY

calling	مهنة	dream profession
covet	يشتهي بشدة	desire
envisage	يتصور	imagine
pipe dream	حلم بعيد المنال	impossible to realise
play something down	يقلل من شأن شيء	
realise your dreams	يحقق أحلامه	
scope for something	مجال لـ	a lot of opportunities
shape your future	يشكل مستقبلك	
spark one's interest	يثير اهتمام شخص	
top your list	يتصدر قائمتك	

 **1) SPEAKING| In pairs, look at the chart on the opposite page and discuss the questions. P.52 SB**

- 1) What can you notice about the top career aspirations (طموحات) for young people?
- 2) How do they change over the years?
- 3) Why do you think they change?

 **2) Read the article and compare with your ideas in Exercise 1. P.52 SB**

الأحلام تُشكّل مستقبلك Dreams shape your future

Dreams and aspirations are what fuel us when we're young and often shape our future. Whatever our abilities, there is always a fulfilling career within reach, but these dreams are apt to change at various stages of our lives.

الأحلام والطموحات هي ما يمنحنا الدافع عندما نكون صغاراً، وغالباً ما تُشكّل مستقبلنا. ومهما كانت قدراتنا، فهناك دائماً مسار مهني مُرضٍ في متناول اليد، إلا أن هذه الأحلام تكون عرضة للتغيير في مراحل مختلفة من حياتنا.

Preschoolers often envisage their future careers as copies of their parents, such as a teacher or a truck driver, for example, or perhaps as the princess or prince they see in their storybooks. However, as they grow older, the scope for dreaming extends too. At primary school, children's ambitions tend towards the fantastic – perhaps not quite as unrealistic as the princesses or princes of fairytales, but actors and athletes are high on the lists today, and interestingly money as well as success are prime motivators. A nine-year-old may well covet the idea of being a famous actor while another may set their mind on being a proud owner of numerous aeroplanes one day. Realistically, the chances of achieving these aims are incredibly slim. The probability of becoming an astronaut (another favourite) is remarkably low as is the possibility of winning medals at the Olympics. But primary school is the time to dream big and be optimistic.

Unit Ten

غالبًا ما يتصوّر أطفال ما قبل المدرسة مستقبلهم المهني على أنه نسخة عن مهن والديهم، مثل أن يكون أحدهم معلّمًا أو سائق شاحنة، أو ربما كالأميرة أو الأمير الذين يرونهم في قصصهم. ومع تقدّمهم في العمر، يتّسع أيضًا مجال الأحلام. ففي المرحلة الابتدائية، تميل طموحات الأطفال إلى الخيال؛ قد لا تكون غير واقعية تمامًا كالأميرات أو الأمراء في الحكايات الخرافية، لكن التمثيل والرياضة يتصدران القوائم اليوم، ومن المثير للاهتمام أن المال إلى جانب النجاح يُعدّان من أبرز الدوافع. فقد يشتهي طفل في التاسعة من عمره فكرة أن يصبح ممثلًا مشهورًا، بينما قد يعقد طفل آخر العزم على أن يكون يومًا ما مالغًا فخورًا لعدد كبير من الطائرات. ومن الناحية الواقعية، فإن فرص تحقيق هذه الأهداف ضئيلة للغاية. فاحتمال أن يصبح الشخص رائد فضاء (وهو حلم شائع آخر) منخفض جدًّا، وكذلك إمكانية الفوز بميداليات في الألعاب الأولمبية. ومع ذلك، فإن المرحلة الابتدائية هي الوقت المناسب للحلم الكبير والتفاؤل.

- 1) What careers do preschoolers often envisage for their future?
- 2) Why do children's ambitions change as they grow older?
- 3) Quote the sentence which indicates that money and success motivate children's ambitions.
- 4) Write down the sentence which indicates that the chances of achieving some childhood dreams are very low.
- 5) The text states some unrealistic childhood ambitions. Write them down.

Aspirations generally change at secondary school, and the dreams become less glamorous. Rather than taking off, dreams of flying spaceships plummet. Possible future careers are more informed by someone's personality traits, interests and talents, and careers in science, writing, engineering and teaching top the lists. What is also having a considerable impact on ambitions for this age group is the rocketing popularity of online gaming and social media celebrities. Vloggers, professional gamers and game designers are valid career options today and are beginning to beat the more traditional career paths teenagers used to aspire to follow.

بشكل عام، تتغيّر الطموحات في المرحلة الثانوية، وتصبح الأحلام أقلّ بريقًا. فبدلًا من الانطلاق عاليًا، تهبط أحلام التحليق في مركبات فضائية. وتصبح المهن المستقبلية المحتملة أكثر

ارتباطًا بسمات الشخصية والاهتمامات والمواهب، حيث تتصدر مجالات مثل العلوم والكتابة والهندسة والتعليم القوائم. كما أن الانتشار المتسارع للألعاب الإلكترونية عبر الإنترنت ومشاهير وسائل التواصل الاجتماعي له تأثير كبير أيضًا على طموحات هذه الفئة العمرية. فصانعو المحتوى (الفلوقرز)، واللاعبون المحترفون، ومصممو الألعاب يُعدّون اليوم خيارات مهنية حقيقية، وبدأوا يتفوّقون على المسارات المهنية التقليدية التي كان المراهقون يطمحون إليها سابقًا.

WHAT DO KIDS TODAY WANT TO BE?

Top career aspirations for young people today by age group.

Age	Job	Percentage
1-3	ballerina	18.6%
	classical musician	14.3%
	doctor	11.4%
4-7	astronaut	9.8%
	veterinarian	9.8%
	doctor	7.5%
8-11	scientist	13.7%
	veterinarian	9.8%
	artist	7.8%
12-14	doctor	10.6%
	engineer	10.6%
	scientist	9.1%
15-17	engineer	12.5%
	teacher	10.7%
	actor	7.1%
18 or older	teacher	12.4%
	writer/author	7.8%
	doctor	7%

Unit Ten

- 6) How do aspirations change when students reach secondary school?
- 7) What factors influence teenagers' career choices at secondary school?
- 8) How has social media and online gaming affected teenagers' ambitions?

Bucking the trend, there is one new fantasy-driven aspiration, probably destined to remain a pipe dream for most, that has joined the most popular list – and that's becoming a racing car driver.

وعلى عكس الاتجاه السائد، ظهر طموح جديد قائم على الخيال، ومن المرجح أن يظل حلمًا بعيد المنال بالنسبة لمعظم الناس، وقد انضم إلى قائمة الطموحات الأكثر شيوعًا، وهو أن يصبح الشخص سائق سيارات سباق.

So, do let us know about any ambitions you had when you were younger. What sparked your interest? Did you realise your childhood dreams? Did you find your calling? Or are you still dreaming?

لذا، أخبرونا عن أي طموحات كانت لديكم عندما كنتم أصغر سنًا. ما الذي أثار اهتمامكم؟ هل حققت أحلام طفولتكم؟ هل وجدتم مهنتكم التي شعرتتم أنها رسالتكم؟ أم ما زلتتم تحلمون؟

- 9) Quote the sentence which indicates that becoming a racing car driver is unlikely for most people.
- 10) The text states some questions that encourage readers to reflect on their ambitions. Write them down.

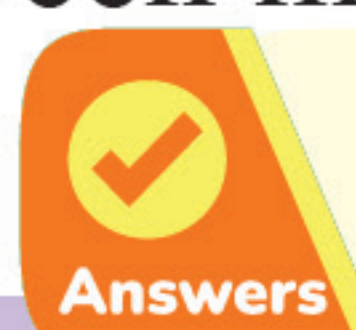


1. They often envisage careers similar to their parents' jobs, such as a teacher or a truck driver, or as princesses or princes from storybooks. 2. Because as children grow older, their experiences widen and the scope for dreaming extends. 3. "Interestingly money as well as success are prime motivators." 4. "Realistically, the chances of achieving these aims are incredibly slim." 5. Becoming a princess or prince, being a famous actor, owning numerous aeroplanes, becoming an astronaut, and winning medals at the Olympics. 6. They become less glamorous and more realistic, moving away from childhood fantasies. 7. Teenagers' career choices are influenced by their personality traits, interests, talents, and popular modern trends. 8. Social media and online gaming have introduced new career options such as vloggers, professional gamers, and game designers, which are replacing more traditional career paths. 9. "Bucking the trend, there is one new fantasy-driven aspiration, probably destined to remain a pipe dream for most, that has joined the most popular list – and that's becoming a racing car driver." 10. "What sparked your interest?" - "Did you realise your childhood dreams?" - "Did you find your calling?" - "Or are you still dreaming?"



3) Complete the sentences with 1–3 words from the article in each gap. P.52 SB

- 1) Perhaps unsurprisingly, it's parents who young children want to copy when it comes to ambitions for their _____.
- 2) Characters in _____ sometimes provide role models for children not yet at school.
- 3) At primary school, we start to see factors such as success and _____ play a more significant role in the dream job.
- 4) However, primary schoolers' employment goals are usually divorced from reality, with the likelihood of them becoming an actor or astronaut being _____.
- 5) By secondary school, ideas for how to make money have usually become more realistic with an individual's characteristics playing more of a role in their choices together with their _____.
- 6) In recent years, teens have been much more likely to view making money from the internet as increasingly _____.



1 future careers 2 storybooks 3 money 4 incredibly slim/remarkably low 5 interests and talents 6 valid career options

Unit Ten



4) Replace the underlined words and phrases with the correct forms of their highlighted synonyms from the article. P.52 SB

- 1) This was the job he had desired since his youth.
- 2) I'd love to work at a space centre, but it's impossible to realise.
- 3) Once she started working as a nurse, she knew it was her dream profession.
- 4) Not many people imagine doing the same job for life.
- 5) There are a lot of opportunities for being creative in this job.



1 coveted 2 a pipe dream 3 calling 4 envisage 5 is a lot of scope

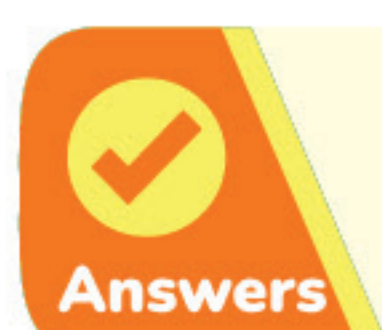
Answers



5) Complete the sentences with the correct prepositions from the box. P.52 SB

at back of to (x3)

- 1) I'm apt _____ forget people's names if I'm introduced to too many at once.
- 2) You can succeed _____ something difficult if you really set your mind _____ it.
- 3) Watching these cartoons is really rolling _____ the years for me!
- 4) Many jobs that exist today are destined (مقدر له) _____ disappear when the roles are taken over by robots.
- 5) I coveted that job and was doing my best to get it so my boss was very supportive _____ my promotion.



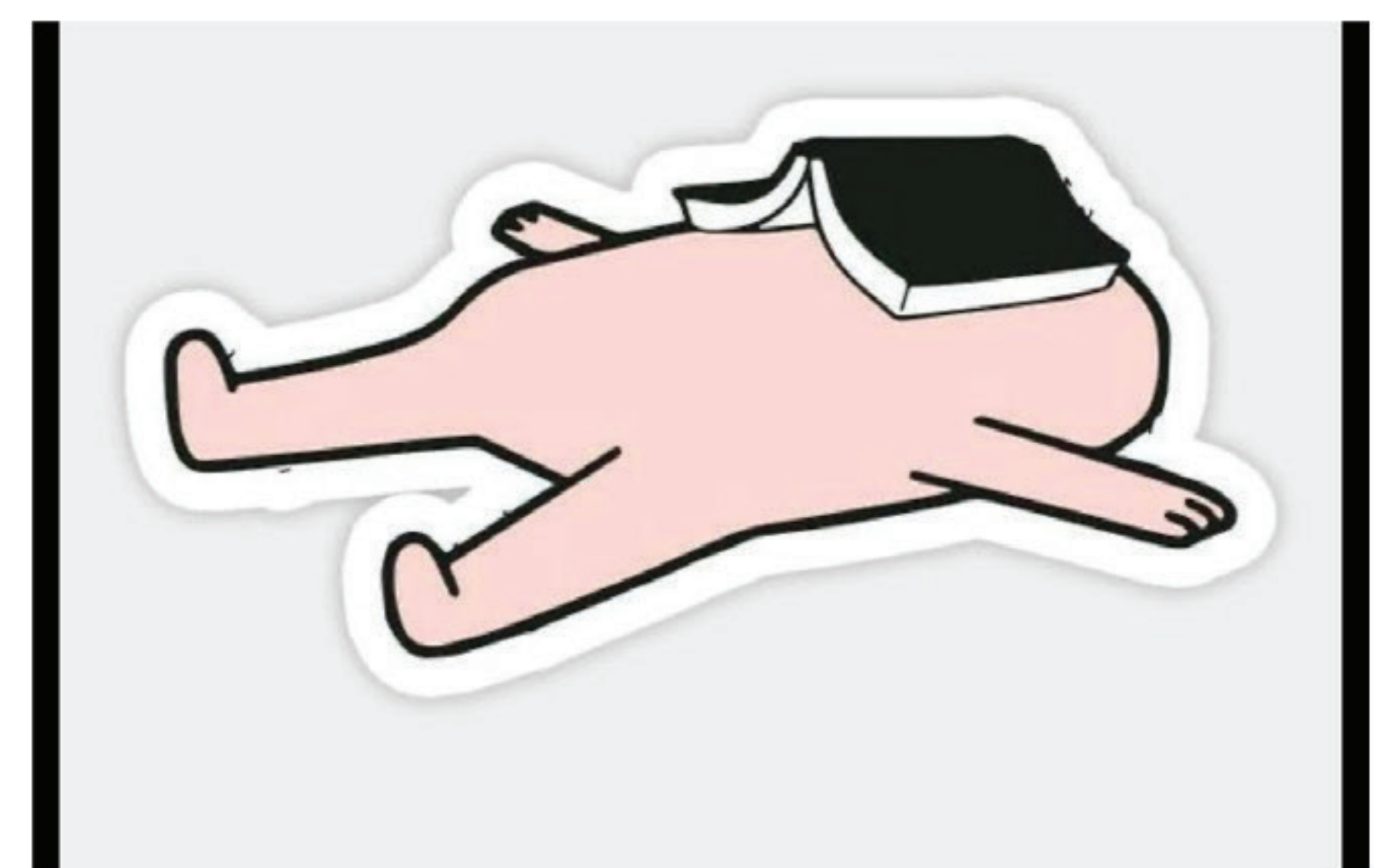
1 to 2 at, to 3 back 4 to 5 of

Answers



6) REFLECT | Society In pairs, discuss the questions.

- 1) Do you think it is important for young people today to make early decisions on a future career? Say why.
- 2) How far do your childhood aspirations relate to your present goals? What has influenced your choices so far?




Unit Ten

LESSON 4A

LISTENING AND VOCABULARY


be cut out to be something	مناسب لأن يكون	just right for
be stuck in a rut	عالق في روتين عمل	
blow a fuse	يغضب بشدة	get very angry
hold somebody in good stead	يفيد شخصاً على المدى الطويل	be useful to you
in my book	برأيي	
land in one's lap	يأتيه بسهولة	surprisingly given to you
take a back seat	يتراجع إلى دور ثانوي	
the buck stops with somebody	المسؤولية النهائية تقع على شخص ما	
work your way up	يشق طريقه إلى الأعلى	start at the bottom

 **1) SPEAKING** | Look at the list of best qualities of a leader in the box. In pairs, discuss why you think a leader (قائد) needs to have these qualities (صفات). What other features would you add to the box? P.54 SB



supportive, creative, passionate, inspirational, communicative, respectful, selfless, determined

committed confident decisive emphatic optimistic
problem solver self-aware upfront

 **2) 10.6** Listen to a radio interview with a manager talking about his job. Which qualities of a good leader from Exercise 1 does he mention? P.54 SB



committed (dedicated), confident, empathetic, problem solver, self-aware


 **3) 10.6** Listen again. Decide if the sentences are true (T) or false (F). P.54 SB

- 1) Lewis always wanted to be in a senior management role.
- 2) While growing up, Lewis enjoyed having the respect of others.
- 3) Lewis is proud of his behaviour as a young man.
- 4) Lewis feels he managed to get his current job without too much effort.
- 5) Lewis views his experience as a waiter to be essential in helping him now.
- 6) Lewis feels he's able to understand other people's point of view.
- 7) Lewis believes that good communication skills are the only important part of management.
- 8) Guiding employees towards the right decision is what makes a good manager in Lewis's opinion.



1 F He says 'I didn't set out specifically to do what I'm doing at the moment.' 2 T 'I also never turned down a challenge or a dare.' 3 F 'I'm not sure I would like me if I were at school again' 4 F '...this position didn't just land in my lap. I had to work my socks off for it.' 5 T '...having experienced every stage on my career path, I got to learn the ropes, so I know exactly what the work – in every sector and at every level – entails.' 6 T 'I can communicate with the staff and interact with my counterparts, confident that I know what I'm talking about.' 7 F 'Most people think that a leader needs to be creative and see ways round problems, and be a good communicator, a good listener, a good organiser, etcetera, etcetera.' 8 T '...you need to be able to delegate responsibility, rather than thinking you always know best and doing everything yourself, imposing solutions.'


Unit Ten

 **4) 10.7 Complete the extracts from the interview with the correct words from the box. Then listen and check. P.54 SB**


book buck cut fuse lap rut seat stead way

- 1) I wasn't the type of person to take a back _____ and let others make decisions for me.
- 2) Some of those personality traits held me in good _____ for doing my current job.
- 3) This position didn't just land in my _____ – I had to work my socks off for it.
- 4) Let me say, first off, that not everyone is _____ out to be a leader.
- 5) The _____ stops with you. In other words, you have the ultimate responsibility.
- 6) My brother would've blown a _____ had he known!
- 7) I started at the bottom ... and I gradually worked my _____ up.
- 8) If your team feel they're stuck in a _____ and not going anywhere, it's likely that they're not going to be co-operative.
- 9) That's detrimental to goal achievement – a sign of a bad leader in my _____.

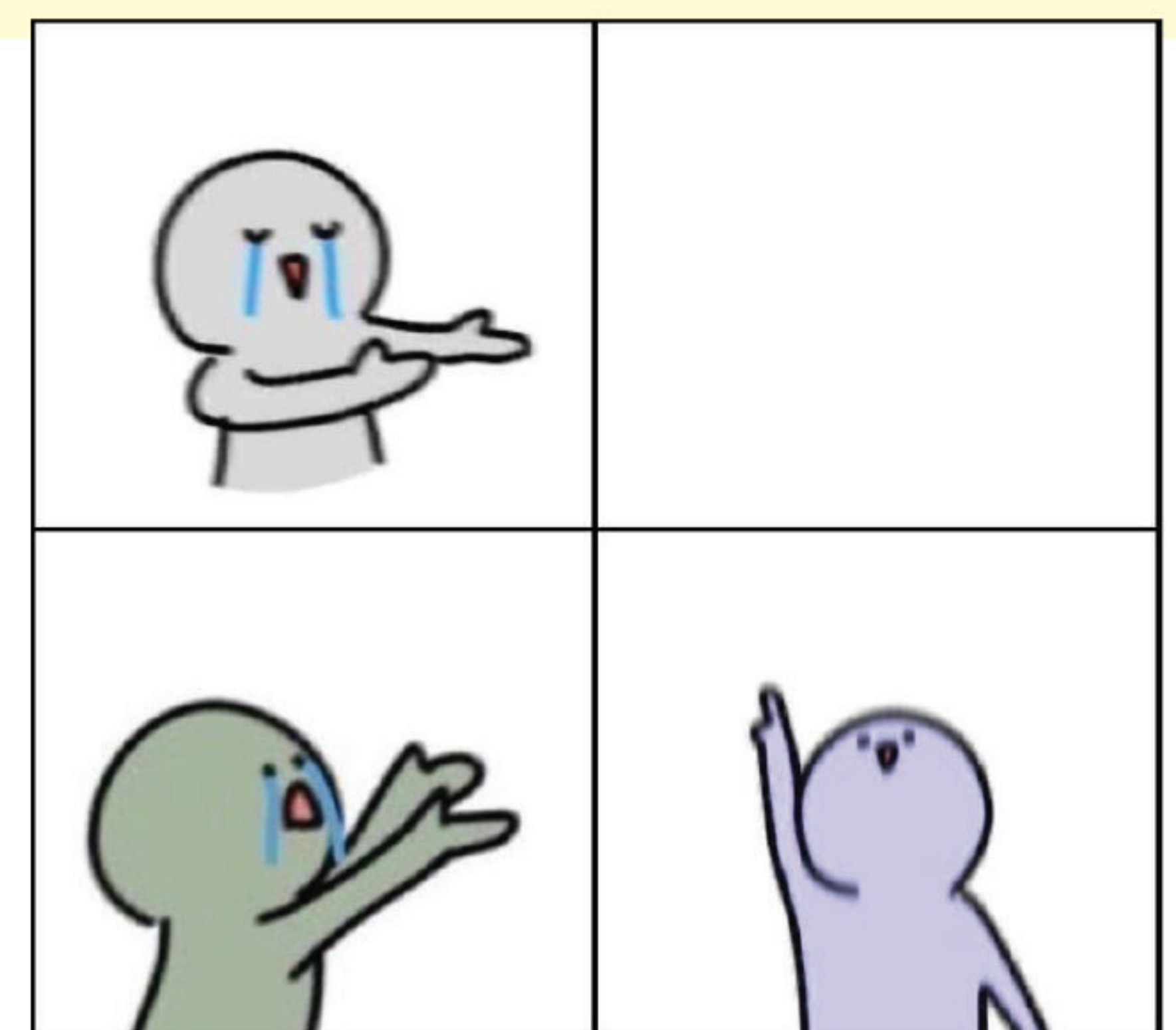
 **Answers** 1 seat 2 stead 3 lap 4 cut 5 buck 6 fuse 7 way 8 rut 9 book

 **5) Replace the underlined phrases in the questions with the idioms from Exercise 4. Then, in pairs, ask and answer the questions. P.54 SB**

- 1) When did you last get very angry? Say why.
- 2) Have you ever had a good opportunity surprisingly given to you? Talk about it.
- 3) What skills or interests do you have now that you think will be useful to you in your future career?
- 4) What job do you think the person sitting next to you now is just right for? Say why.
- 5) Would you rather enter a profession at a high level or start at the bottom? Say why.

 **Answers** 1 blow a fuse 2 land in your lap 3 hold you in good stead 4 cut out for 5 work your way up

 **6) REFLECT | Society| Do you think that schools can help develop the qualities needed for people to become good leaders? Say why.**



Unit Ten



1) 10.8 Listen to an interview about working from home. Tick the points that are NOT mentioned. P.40 WB

- | | |
|--------------------------|------------------------|
| 1. ___ travelling | 5. ___ efficiency |
| 2. ___ salaries | 6. ___ meetings |
| 3. ___ distractions | 7. ___ self-discipline |
| 4. ___ social activities | 8. ___ taking breaks |



Points 2, 4 and 8 are not mentioned



2) 10.8 Listen again and choose the correct answers. P.40 WB

- 1) The purpose of the documentary is to:
- a. encourage more people to work from home.
 - b. present pros and cons of working from home.
- 2) According to Rob, an advantage to choosing your own working hours is that people:
- a. do not have to work such long hours.
 - b. approach work with a clearer head.
- 3) What does Rob say about online meetings?
- a. Participants need to adopt different rules.
 - b. Certain members may be ignored.
- 4) Rob advises people working from home to:
- a. dress the same as they do for going to work.
 - b. pay attention to health and safety regulations.



1 b 2 b 3 a 4 b



Pronunciation 3) 10.9 Mark where you think pauses (//) should be in the extract from the interview. Listen and check. P.40 WB

But with respect to your point about distraction – it can be problematic. If you have pre-schoolers at home, it's going to be noisy! But the key is organisation and selfdiscipline. You need your own workspace that you can close off to family members and pets! One of our contributors in the series had a cat that used to sit on her keyboard!

لكن فيما يتعلق بنقطة التشنّت التي ذكرتها، فقد يكون ذلك مشكلة فعلاً. فإذا كان لديك أطفال في سن ما قبل المدرسة في المنزل، فسيكون المكان صاخباً! لكن المفتاح هو التنظيم والانضباط الذاتي. أنت بحاجة إلى مساحة عمل خاصة بك يمكنك عزلها عن أفراد العائلة والحيوانات الأليفة. وقد كان لدى إحدى المشاركات في هذه السلسلة قطة كانت تعتاد الجلوس على لوحة مفاتيحها!

Unit Ten

From a work angle – online meetings come with their problems. Technology can fail and in a large meeting there has to be a different etiquette; people need to be more self-disciplined and not talk across each other. They need to listen more carefully and so on, too. Also, on screen you can't rely on body language to help send a message. On the other hand, people who normally take a back seat can get more of a fair share of the interaction!

من ناحية العمل، تأتي الاجتماعات عبر الإنترنت مصحوبة ببعض المشكلات. فقد تفشل التكنولوجيا، وفي الاجتماعات الكبيرة يجب اتباع آداب مختلفة؛ إذ يحتاج الناس إلى قدر أكبر من الانضباط الذاتي وألا يتحدثوا فوق بعضهم البعض. كما عليهم أن يُصغوا بانتباه أكبر، وغير ذلك. إضافة إلى ذلك، لا يمكن الاعتماد على لغة الجسد عبر الشاشة للمساعدة في إيصال الرسالة. ومن ناحية أخرى، قد يحصل الأشخاص الذين عادةً ما يكون لهم دور ثانوي على نصيب أوفر وأكثر عدلاً من التفاعل.



From a work angle – online meetings come with their problems. Technology can fail // and in a large meeting here has to be a different etiquette; people need to be more selfdisciplined and not talk across each other. They need to listen more carefully and so on, too. Also, on screen you can't rely on body language to help send a message. On the other hand, people who normally take a back seat can get more of a fair share of the interaction! But // with respect to your point about distraction – it can be problematic. If you have // pre-schoolers at home, it's going to be noisy! One of our contributors in the series had a cat that used to sit on her keyboard! // You need your own workspace that you can close off to family members and pets. The key // is organisation and self-discipline.

ACTIVE PRONUNCIATION | التوقف Pausin

- ◆ When we speak, we insert pauses for different reasons. They are used:
- ◆ to add emphasis to key points – pausing before saying something important.
- ◆ to indicate a change in topic or tone.
- ◆ to clarify the meaning. Full stops, commas and dashes in written language need to be replaced with pauses in spoken language to allow listeners to follow our lines of thought more clearly.
- ◆ after words or phrases used to order discourse.
- ◆ as a mental filler. Instead of using fillers such as um ..., er ..., we can use pauses while gathering our thoughts.

◆ عندما نتحدث، نُدرج فترات توقف (سكتات) لأسباب مختلفة. وتُستخدم من أجل:

◆ إبراز النقاط الرئيسية، وذلك بالتوقف قبل قول شيء مهم.

◆ الإشارة إلى تغيير في الموضوع أو في نبرة الكلام.

◆ توضيح المعنى؛ إذ يجب استبدال النقاط والفواصل والشرطات في اللغة المكتوبة بسكتات في اللغة المنطوقة، لمساعدة

المستمعين على متابعة تسلسل الأفكار بوضوح أكبر.

◆ استخدامها بعد الكلمات أو العبارات التي تُستعمل لتنظيم الخطاب.

◆ العمل كفاصل ذهني؛ فبدلاً من استخدام كلمات حشو مثل um و er، يمكننا التوقف قليلاً أثناء ترتيب أفكارنا.

Unit Ten



4) 10.10 Mark pauses (//) in the sentences. Listen and check. P.40 WB

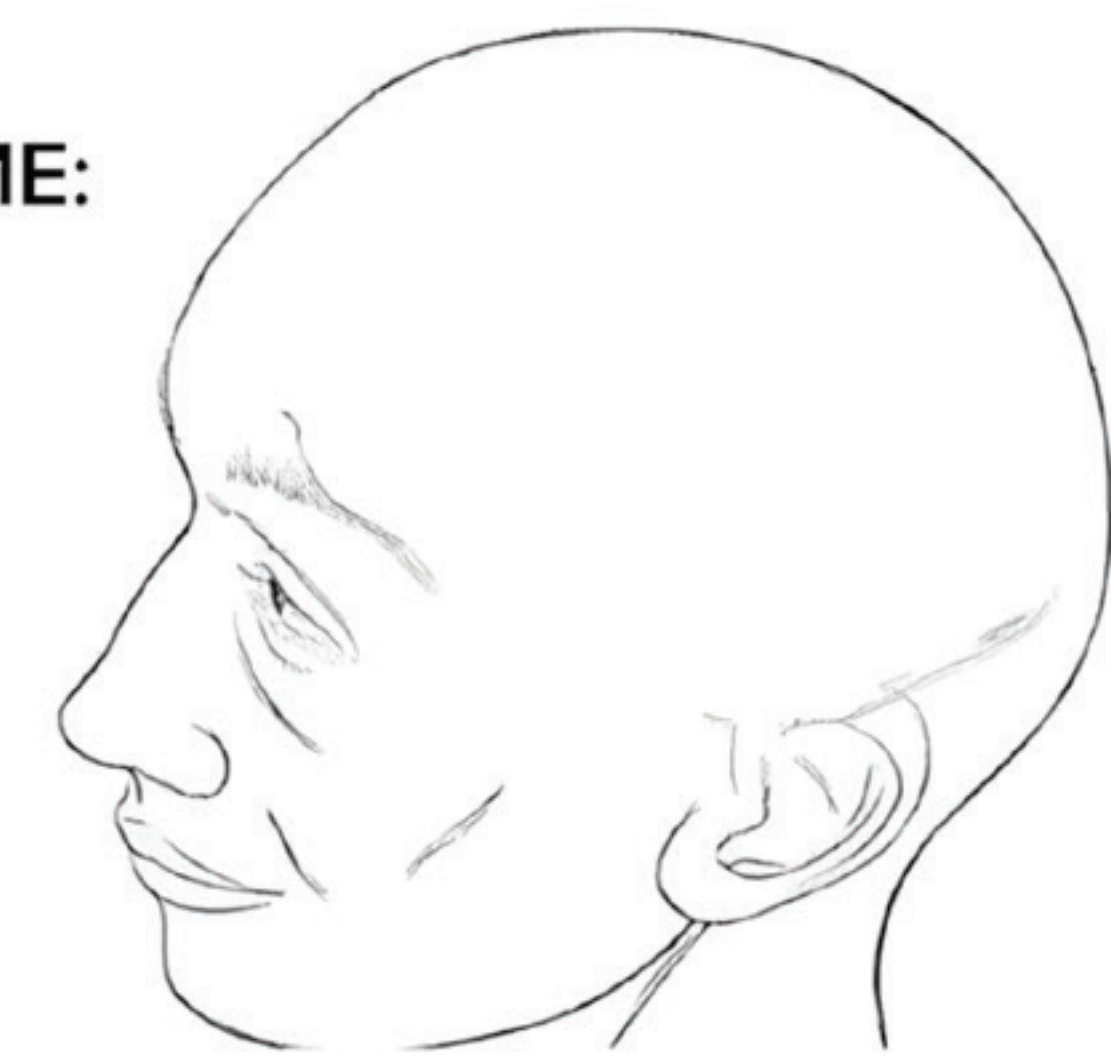
- 1) Quite honestly, // I have absolutely no idea.
- 2) What I want to say is that I would be only too happy to work from home.
- 3) It's an interesting point. And then there are all those people who literally cannot work from home.
- 4) To start with, students need to be given a variety of experiences while they are still studying.
- 5) It's crazy the time we waste. Think about travelling to the station, waiting on the platform, sitting on the train ... And then there's the journey maybe only short, but still taking time from the station to your workplace.



2 What I want to say // is that I would be only too happy to work from home. **3** It's an interesting point. // And then there are all those people who literally cannot work from home. **4** To start with, // students need to be given a variety of experiences while they are still studying. **5** It's crazy the time we waste. // Think about travelling to the station, // waiting on the platform, // sitting on the train ... // And then there's the journey // – maybe only short, but still taking time – // from the station to your workplace.

Why you so quiet? What's on your mind?

ME:



Unit Ten

LESSON 5A

SPEAKING AND VOCABULARY

abrasive	فظ
adamant	مُصِرٌّ بشدة
aloof	متحفظ
be brutally honest	صريح جدًا
be gullible	ساذج
beat around the bush	يلف ويدور
confrontational	تصادمي
controlling	مُتسلِّط
loudmouthed	سليط اللسان
not mince (your) words	لا يُلطف كلامه
put somebody's back up	يثير غضب شخص
speak your mind	تقول رأيك بصراحة
tone down your language	يخفف حدّة كلامه
you know where you stand with somebody	تعرف موقفك بوضوح مع شخص



1 Read the comments. Which do you most agree with and why? P.55 SB

My friend is really frank about things. He likes to have his say and he always speaks his mind – he's always upfront about things. He certainly doesn't mince his words when it comes to giving feedback. He is not a person to beat around the bush, but people seem to respect him for that. At least you know where you stand with him.

صديقي صريح جدًا في الأمور. يحب أن يقول رأيه، ودائمًا ما يتحدث بصراحة تامة — فهو واضح ومباشر في كل شيء. وبالتأكيد لا يُلطف كلامه عندما يتعلق الأمر بإعطاء الملاحظات. إنه ليس شخصًا يلف ويدور، لكن يبدو أن الناس يحترمونه على ذلك. فعلى الأقل تعرف موقفك معه بوضوح.

Yes, I believe there's a time and a place for saying exactly what you think, but it's also true that there are times when you need to be a bit tactful or diplomatic and tone down your language. It's a given that being brutally honest can put people's backs up and you don't get what you want from them. It can appear really rude at times too.

نعم، أو من أن هناك وقتًا ومكانًا لقول ما تفكر فيه بالضبط، لكن من الصحيح أيضًا أن هناك أوقاتًا تحتاج فيها إلى شيء من اللباقة أو الدبلوماسية وتخفيف حدّة اللغة. ومن المسلمّ به أن الصراحة المفرطة قد تستفز الناس ولا تحصل منهم على ما تريده، كما قد تبدو فظة جدًا في بعض الأحيان أيضًا.

Unit Ten



2) Look at the highlighted phrases in the comments. Which of them mean... P.55 SB

- 1) saying exactly what you think?
- 2) saying something that may antagonize people?
- 3) rephrasing something more sensitively?



1 speaks his mind, doesn't mince his words, not beat around the bush, you know where you stand with him, being brutally honest 2 put people's backs up 3 tone down your language



3) How would you tone down the language in these sentences? Replace the highlighted adjectives with the adjectives from the box or your own ideas. P.55 SB

(overly) assertive confident defensive insecure غير واثق من نفسه
 opinionated مفرط الحساسية متشبهت بآرائه resolute حازم shy
 sincere straightforward صريح trusting يصعب الوصول إليه unapproachable
 صريح في التعبير vocal

1) He's very controlling. He's always telling everyone what to do.

He's just confident and knows what he's doing.

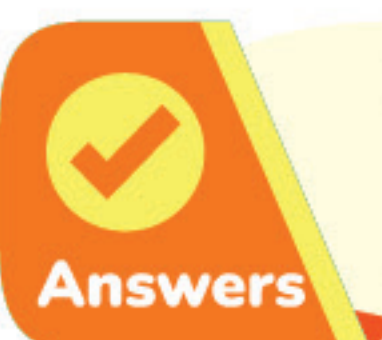
2) He's loudmouthed. He never stops talking rubbish.

3) He's gullible. He never questions anything.

4) He's abrasive. He's never polite to people, and puts everyone's backs up.

5) He's adamant. He always insists he's right and he's rather confrontational.

6) He's aloof. He's unfriendly and deliberately not talking to other people.



2 I think he's just vocal and a bit opinionated. 3 I think he's quite trusting and can be easily persuaded to do something. 4 I find him straightforward and sincere. 5 I think he's just resolute, and a bit assertive and vocal. 6 I think he's just a bit shy, oversensitive and insecure.



4) 10.11 Study the Speaking box. Then listen to Sami discussing his job with Omar and complete the phrases. P.55 SB

SPEAKING | Toning language down

Choose adjectives or rephrase in ways that are less abrupt, or have a more positive connotation, e.g.

inconsiderate – unkind

confrontational – likes to face problems

Unit Ten

Rephrasing negative comments

I wouldn't say that. I think it's more a ¹ *case* of them taking time to evaluate your work.

I'd be more ² *inclined* (ميل) to say that it's a challenge.

That's one way of ³ *putting* it.

Surely that's an ⁴ *exaggeration* (مبالغة). He's just getting up to speed.

I don't think that's ⁵ *particularly* helpful. It might be better ...

That's a bit ⁶ *harsh* (قاسي), don't you think?

It might be a little ⁷ *challenging* at times, but generally ...

I ⁸ *admit* it seems rather complex, but ...



5) Reply to the statements trying to tone the language down. Then, in pairs, role-play two situations. Student A go to page 75. Student B go to page 76. P.55 SB

1) The food in that restaurant was utterly revolting (مقرف)!

I admit it wasn't the best meal of my life, but it could have been worse.

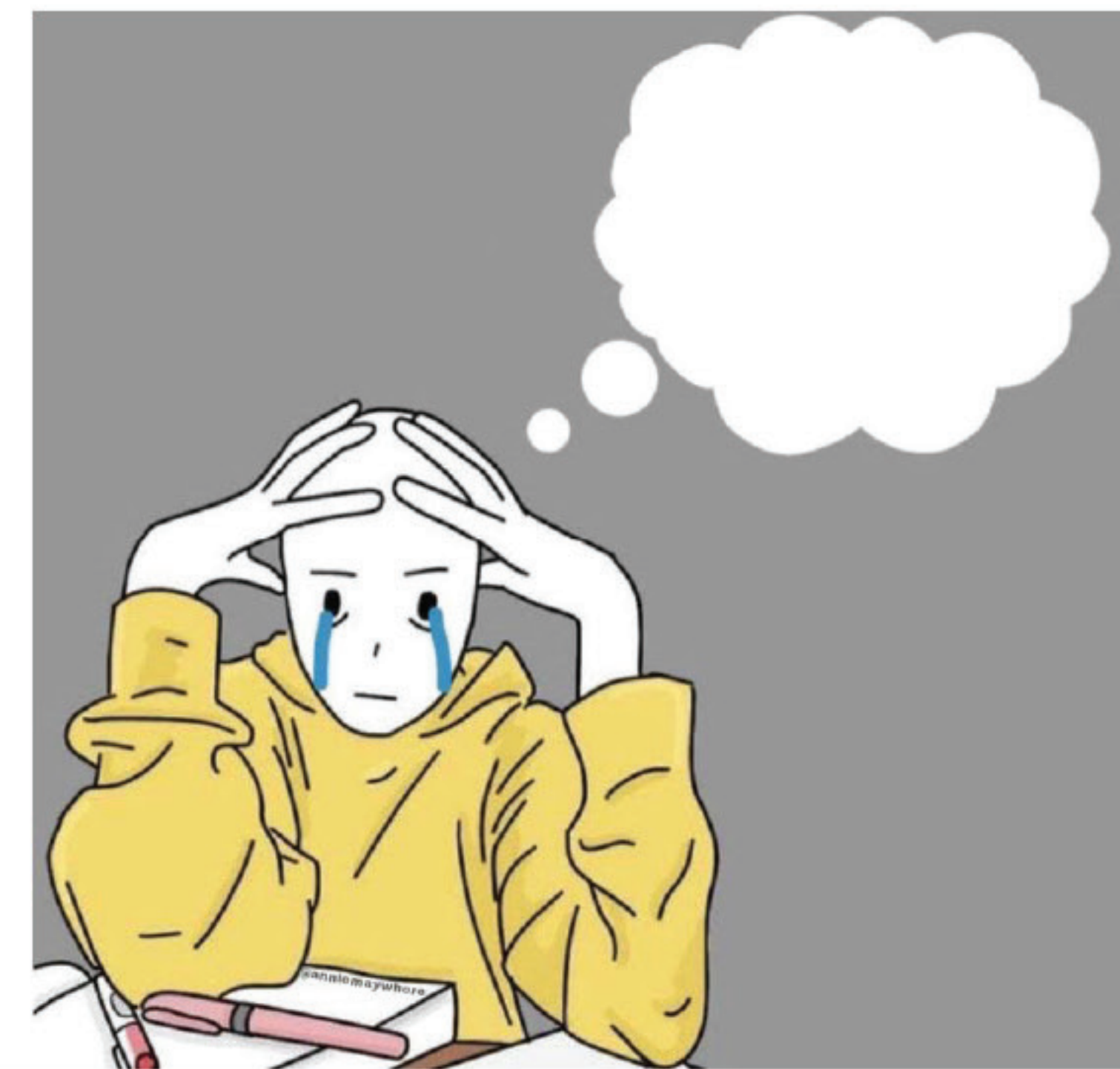
2) His last book was an absolute joke!

3) It was totally inconsiderate (غير مراعي) of her to keep us waiting.



6) REFLECT | Values In pairs, give examples of situations when it might be better to be brutally honest and when it might be better to tone down your language. P.55 SB

أعطِ أمثلة على مواقف يكون من الأفضل فيها أن تكون صريحًا جدًا، ومواقف أخرى يكون من الأفضل فيها تخفيف حدّة لغتك.



Unit Ten

LESSON 6A

WRITING- Report



1) SPEAKING| In pairs, discuss what type of work experience might be offered to students in local media, education, retail outlets, public services and hospitality. P.56 SB



2) 10.12 Listen to a college student talking about her work experience and answer the questions. P.56 SB

1) What was her work experience?

2) Why does she refer to it as 'weird'?

3) What did she have to do?

4) How does she think it benefitted her?

5) What improvements would she like to see for a future work placement?



Answers

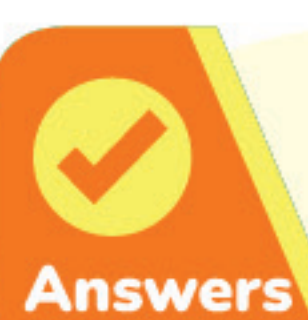
1 teaching assistant in a primary school 2 being in her old primary school in a different role 3 help both students and teachers, preparing the classroom – setting out the tables, making sure there were enough books and pencils, clearing up after class, support students during class 4 It gave her real insight into how children learn and what the job of a teacher involves. 5 She'd like to have more responsibility; less physical work; observe another level rather than just stay with the same class all the time.



3) Read the student's report below. What do you think is positive and negative about the report? P.56 SB

I was at Petra Primary School for three weeks as my work placement and I thoroughly enjoyed myself. The kids were all great and the teacher Mrs Allaham was amazing! I helped her out with all the lesson prep and cleared up the classroom afterwards. I also got to help out during the lessons and went round the class to see if the kids were doing the right things. The whole experience was beneficial to me and now I know that I really want to be a teacher. It was also a welcome break from college and exams! It was a lot of fun and I think it's cool for students like me to see what we're letting ourselves in for before we choose a career. I certainly didn't get bored. I was sad to leave and I really hope to keep in touch with the kids. Thanks for everything, Mrs Allaham! I hope your next teaching assistant appreciates your advice as much as I did.

كنتُ في مدرسة البتراء الأساسية لمدة ثلاثة أسابيع كجزء من التدريب العملي، وقد استمتعتُ بذلك كثيرًا. كان الأطفال جميعهم رائعين، وكانت المعلمة السيدة اللحام مذهلة حقًا! ساعدتها في جميع تحضيرات الدروس وقمتُ بتنظيف الصف بعد انتهاء الحصص. كما شاركتُ في المساعدة أثناء الدروس، وكنتُ أتجول في الصف لأتأكد من أن الأطفال يؤديون المهام بالشكل الصحيح. كانت التجربة مفيدة جدًا بالنسبة لي، والآن أدركتُ أنني أرغب فعلاً في أن أصبح معلمًا. كما كانت استراحة مرحبًا بها من الكلية والامتحانات! لقد كانت تجربة ممتعة للغاية، وأعتقد أنه من الرائع لطلاب مثلي أن يتعرفوا على ما قد يواجهونه قبل اختيار مسارهم المهني. بالتأكيد لم أشعر بالملل. حزنْتُ عند المغادرة، وأمل حقًا أن أبقى على تواصل مع الأطفال. شكرًا جزيلاً على كل شيء، يا أستاذة اللحام! أمل أن يقدر مساعد التدريس القادم نصائحك بقدر ما قدرتها أنا.



Answers

Positive: the kids were great, the teacher was amazing, the experience was beneficial, it was a break from college, it was fun. **Negative:** Nothing except, perhaps, that it was a lot of work.

Unit Ten



4) Study the Writing box and tick what the writer has NOT done in the report in Exercise 3.

P.56 SB

WRITING | A report

When writing a report you should:

- clearly state the topic of the report in an introduction.
- outline what will be included in the report.
- use formal and objective language throughout.
- give headings to the individual sections.
- describe events succinctly (بإيجاز).
- avoid repetition by using rephrasing, reference devices or substitution.
- make clear recommendations with justification and anticipated (متوقع) (outcomes).
- link the conclusion to the rest of the report.

Language

• Signalling (الإشارة) intent in a report

This report is intended to ...

The purpose of this report is to ...

This report sets out to ...

The report will comment on ...

This report will serve as a record of ...

• Concluding a report

All in all, ... Overall, this experience ...

If these recommendations are implemented ...



The writer has not done the following:

- clearly state the topic of the report in an introduction -
- outline what will be included in the report. -
- use formal and objective language throughout. -
- give headings to the individual sections. -
- describe events succinctly. -
- make clear recommendations with justification and anticipated outcomes. -
- link the conclusion to the rest of the report.



5) Read the report on page 57. Has the writer done what the task requires? P.56 SB



The report fulfils all requirements.



INTRODUCTION المقدمة

The purpose of this report is to describe my work experience as a teaching assistant at Petra Primary School, evaluate the benefits and recommend any changes that could improve the experience for future work placements.

يهدف هذا التقرير إلى وصف خبرة عملي كمساعد تدريس في مدرسة البتراء الأساسية، وتقييم فوائد هذه الخبرة، وتقديم توصيات قد تسهم في تحسين التجربة لفرص التدريب العملي المستقبلية.

WHAT THE PLACEMENT INCLUDED ما الذي شمله التدريب

I was assigned Year 1 Group B, and my duties entailed supporting both the children and their teacher, Mrs Cooper. It was part of my routine to set up the classroom, ensuring that all the relevant supplies were in place, and clear everything away after the lessons. This involved, for example, putting books away and cleaning paint pots. During classes, I circulated to give additional assistance to the children.

تم تكليفي بالصف الأول (المجموعة ب)، وكانت مهامي تشمل دعم الأطفال ومعلمتهم السيدة كوبر. وكان من ضمن روتيني تجهيز الصف والتأكد من توفر جميع الأدوات اللازمة، وتنظيف وترتيب الصف بعد انتهاء الدروس. وقد شمل ذلك، على سبيل المثال، إعادة الكتب إلى أماكنها وتنظيف أوعية الطلاب. وخلال الحصص، كنت أتجول بين التلاميذ لتقديم مساعدة إضافية لهم.

BENEFITS الفوائد

The experience was beneficial to me in many ways, not least giving me an insight into the learning processes in young children. I was also made aware of the commitment required by the teacher and the need for effective classroom management techniques to control a large group of boisterous six-year-olds. Mrs Cooper maintained discipline without dampening the children's enthusiasm.

كانت هذه التجربة مفيدة لي من نواحٍ عديدة، أهمها أنها منحتني فهمًا أعمق لعمليات التعلم لدى الأطفال الصغار. كما أصبحت أكثر وعيًا بحجم الالتزام المطلوب من المعلم، وبأهمية استخدام أساليب فعّالة لإدارة الصف من أجل السيطرة على مجموعة كبيرة من الأطفال المشاغبيين في سن السادسة. وقد نجحت السيدة كوبر في الحفاظ على النظام دون أن تُضعف حماسة الأطفال.

RECOMMENDATIONS FOR IMPROVEMENTS FOR FUTURE PLACEMENTS**توصيات لتحسين فرص التدريب المستقبلية**

It is hard to overestimate the benefits of this type of work experience for students who are considering a teaching career. I would recommend that in the future, teaching assistants be allowed more responsibility, such as giving extra reading practice to children who are struggling in the group. Observation of more than one level could also be taken into consideration. These things would give a wider picture of what primary teaching entails.

Unit Ten

من الصعب المبالغة في تقدير فوائد هذا النوع من الخبرات العملية للطلاب الذين يفكرون في مهنة التعليم. أوصي في المستقبل بمنح مساعدي التدريس مسؤوليات أكبر، مثل تقديم دعم إضافي في القراءة للأطفال الذين يواجهون صعوبات داخل المجموعة. كما يمكن أخذ ملاحظة أكثر من صف دراسي مختلف بعين الاعتبار. فهذه الأمور ستمنح صورة أوسع عن متطلبات التدريس في المرحلة الابتدائية.

CONCLUSION الخاتمة

Overall, my experience was extremely positive, and I would definitely recommend it for future work placements.

بشكل عام، كانت تجربتي إيجابية للغاية، وأوصي بها بالتأكيد كفرصة تدريب عملي مستقبلية.



6) In pairs, read the Writing task and discuss why young people might want to spend a period of time working in another country. Think about the points below. P.57 SB

contacts different culture friends and family language new working environment personal development

You decided to spend some time working in another country before starting university and you used a company to find a placement and make the arrangements.

The company has asked you to write a report on your experience. Your report should:

- outline what the work experience involved,
- explain what (if any) benefits you got from the experience,
- evaluate the company that found the placement,
- make recommendations for how the placement and arrangements could be improved for future students.

قررت قضاء بعض الوقت في العمل في بلد آخر قبل البدء في الجامعة، واستخدمت شركة للعثور على فرصة تدريب عملي ولترتيب الإجراءات. طلبت منك الشركة كتابة تقرير عن تجربتك. يجب أن يتضمن تقريرك ما يلي:

- توضيح ما الذي شملته خبرة العمل،
- شرح الفوائد التي حصلت عليها من التجربة (إن وجدت)،
- تقييم الشركة التي وقّرت فرصة التدريب،
- تقديم توصيات حول كيفية تحسين فرصة التدريب والترتيبات للطلاب في المستقبل



7) WRITING TASK Read the notes. What else would you add? Use your ideas from Exercise 6 and write your report.

Use the Graphic Organiser to help you plan your writing.

- 6 weeks – international legal firm – observing / some translation, etc.
- Good – picked up some language, good to compare systems – very big firm, didn't get to know many people
- Most arrangements good – quick responses to queries, travel arrangements OK, accommodation
- NOT good – changed twice
- Suggest – better vetting of accommodation, maybe smaller firm, better communication?

Unit Ten

Handwriting practice area with 18 horizontal dashed lines.

مو لازم يكون
كل شي كامل
أهم حاجة انك
تبدأ

REVISION

1) Complete the sentences with the correct form of the verbs in the box. P.42 WB

cut grasp hold strike spark set

1. It is never easy to _____ the right balance between work and leisure, but it's important to try.
2. The advertisement for students to work weekends at the local vets has really _____ my interest.
3. A group of us have decided to train for the marathon, but I'm not sure that we are all _____ out to be runners.
4. People need to _____ the importance of talking about problems if they're feeling stressed at school or work.
5. Learning one or two languages will _____ you in good stead when you enter the work market after college.
6. My father believed that you can do anything if you _____ your mind to it.

1 strike 2 sparked 3 cut 4 grasp 5 hold/set 6 set

2) Complete the sentences with the correct words. P.42 WB

- 1) If people make mistakes, they should be u _____ about what they've done, so that can be dealt with.
- 2) It was all a bit of a p _____ dream really – there was no way he could ever realistically become an astronaut.
- 3) Working parents often have to juggle u _____ demands to keep both family and working life running smoothly.
- 4) My brother's promotion to manager has been on the c _____ for a while now.
- 5) Karl is under a lot of pressure right now, but he hopes his work will pay d _____ eventually.
- 6) There were plenty of stressful situations at work when I wanted to t _____ it all in and start selling potatoes instead.

1 upfront 2 pipe 3 unrealistic 4 cards 5 dividends 6 turn

3) Complete the dialogue with the correct form of the verbs in brackets. Add a pronoun where necessary. P.42 WB

A Hi – gosh – ¹ _____ (get) used to driving myself across town for my weekend job is difficult! It's great ² _____ (pass) my driving test, but being forced to sit in traffic jams when it's so busy is a nightmare.

B Is your boss OK with ³ _____ (arrive) a bit late from time to time?

A Obviously, she isn't that keen on ⁴ _____ (turn up) too late, but generally she's fairly easy-going. It's not as though I'm risking ⁵ _____ (lose) the job. I've worked extra afternoons a couple of times to catch up and they've appreciated ⁶ _____ (stay on).

1 getting 2 to pass 3 arriving 4 me turning up 5 losing 6 me staying on

Unit Ten

USE OF ENGLISH

4) Complete the second sentence using the word in bold so that it has a similar meaning to the first one. Use no more than six words, including the word given. P.42 WB

1) I'm afraid I have to let you know that your application has been unsuccessful. **INFORM**

I regret _____ been unsuccessful in your application.

2) It's highly likely that I will be finishing my university thesis next year. **EXPECT**

I would _____ my university thesis next year.

3) You can annoy people and risk losing their cooperation if you are too critical of their work.

BACKS

Being too critical of people's work can really _____ risk losing their cooperation.

4) My father is now a director of the company where he started at the bottom. **WAY**

My father _____ company of which he is now a director.

1 to inform you that you have 2 expect to finish 3 get/put people's backs up and 4 worked his way up in the

LISTENING

5) 10.13 Listen to five people talking about job interviews. For TASK ONE, choose from options a-h the speakers' opinions about the application process or interview. For TASK TWO, choose from options a-h what we know about each speaker. There are three extra options for each task. P.423 WB

TASK ONE 🤔 😬

Speaker: 1 **2** **3** **4** **5**

- a. not worth the effort
- b. surprisingly short
- c. quite amusing
- d. inexpertly assessed
- e. bitterly competitive
- f. delayed for no reason
- g. very impressive
- h. suitable for a different post

TASK TWO 🤔 🧐

Speaker: 1 **2** **3** **4** **5**

- a. They rejected a job offer after their interview.
- b. They have already started working in the position applied for.
- c. They don't come across well in interviews.
- d. They didn't complete the application.
- e. They accept that they are not the sort of candidate required.
- f. They were offered a better job than they applied for.
- g. They are about to start the job they successfully applied for.
- h. They are currently between two stages of the interview process.

Task 1: 1h 2a 3g 4c 5d Task 2: 1g 2d 3h 4b 5c

Unit Ten

WRITING

6) The local authority is thinking of implementing an organised babysitting service to help both parents and job seekers in the town. You decide to write a proposal for the service. Your proposal should mention minimum age limits for the babysitters, assessing suitability of applicants, ways of contacting babysitters and the possibility of reviewing both babysitters and parents to help avoid problems.

Write your proposal. P.423 WB

تفكر السلطة المحلية في تطبيق خدمة جليسة أطفال منظمة لمساعدة كل من الآباء والأمهات والباحثين عن عمل في البلدة. تقرر أن تكتب مقترحاً لهذه الخدمة. يجب أن يتناول مقترحك النقاط التالية: الحد الأدنى للعمر المطلوب لجليسات الأطفال، تقييم مدى ملاءمة المتقدمين للعمل، وسائل التواصل مع جليسات الأطفال، إمكانية مراجعة وتقييم كل من جليسات الأطفال والآباء للمساعدة في تجنب المشكلات.

SPEAKING

7) The photos show people in different work situations. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.

Student A

- 1) What different aspects of stress at work do the pictures show and how might the stress be reduced?
- 2) In which situation do you think stress might cause the most problems? Say why.

Student B

- 1) What could be the effects of stress in these situations and how might the people have avoided getting stressed in the first place?
- 2) In which situation do you think it might be more difficult for people to avoid stress? Say why.

8) In pairs, take it in turns to ask and answer the questions.

- 1) When you choose a career, which will be more important: salary or enjoyment?
- 2) Some people prioritise their working life over their friends. Why do you think that is?
- 3) Do you think schools should organise work placements for students one day a week as part of the curriculum? Say why.
- 4) Why do you think some people, such as footballers, celebrities or top executives, get paid more than essential workers like nurses?

من ضحك على شيءٍ أُبتلي به:



A+

LIFE SKILLS | HOW TO DEVELOP LEADERSHIP SKILLS



1) 'Are you a leader or a follower?' is a classic interview question. What do you think would be the best way to answer this question? Say why. P58 SB



2) Read the two blog posts and decide which of these signs Lily and Dylan showed. P58 SB

قائد بالصدفة An accidental leader

I've always been quite shy and retiring, but last year I found myself accidentally becoming a leader, and I actually enjoyed the experience. My history class went on a school trip to Berlin. As the trip had been organised by the history department, the teachers who went didn't speak any German ... but guess who did?

لطالما كنت خجولة وميالة إلى الانطواء، لكن في العام الماضي وجدت نفسي، دون قصد، أصبح قائداً، وقد استمتعت بالتجربة فعلاً. ذهبت صفي في مادة التاريخ في رحلة مدرسية إلى برلين. وبما أن الرحلة كانت من تنظيم قسم التاريخ، فإن المعلمين المرافقين لم يكونوا يتحدثون الألمانية... لكن خمنوا من كان يتقنها؟

My father is German, so we grew up speaking both languages at home. Once the teachers realised I was fluent in German, they delegated all the tasks of speaking to me. To begin with I was horrified. I've never seen myself as very assertive, and now I was having to negotiate with strangers and generally take a lot of responsibility for everything going smoothly (or not).

والدي ألماني، ولذلك نشأنا في المنزل نتحدث اللغتين معاً. وما إن أدرك المعلمون أنني أتحدث الألمانية بطلاقة، حتى فوّضوني بجميع المهام التي تتطلب التحدث. في البداية كنت مصدومة؛ فلم أكن أرى نفسي شخصاً حازماً، وفجأة أصبحت مضطرة للتفاوض مع غرباء وتحمل قدر كبير من المسؤولية لضمان سير الأمور بسلاسة (أو العكس).

I worked my socks off on that trip, but in terms of building my confidence it paid dividends, and now I'm even thinking about training to become a translator!

عملت بجد كبير خلال تلك الرحلة، لكن من ناحية بناء ثقتي بنفسي فقد كان لذلك جهدٌ مثمر، والآن أفكر جدياً في الالتحاق بتدريب لأصبح مترجمة!

Lily ليلي



Unit Ten

الخروج من المقعد الخلفي Out of the back seat

I didn't really think that I was cut out to be a leader, and that was, to be honest, just fine with me – I wasn't exactly itching to take on all the extra work involved in leadership either. But little did I know that life had other plans for me.

لم أكن أعتقد حقًا أنني مؤهل لأكون قائدًا، ولأكون صادقة، كان ذلك مناسبًا لي تمامًا – فلم أكن متحمسة أصلاً لتحمل كل العمل الإضافي الذي تتطلبه القيادة. لكن لم أكن أعلم أن للحياة خططًا أخرى.

It all started in my first job straight out of school. I was working for a charity, and they had a 'suggestions box' in reception. One day, I had a cool idea for an app that could pair up people with a bit of time on their hands with old people in the community who needed help in their homes, so I slipped it into the box. My boss loved the idea so much that he put me in charge of implementing it. I just wanted the charity to be able to raise more money, but I found that I actually enjoyed not taking a back seat for once.

بدأ كل شيء في أول وظيفة لي بعد التخرج مباشرة من المدرسة. كنت أعمل لدى جمعية خيرية، وكان لديهم «صندوق اقتراحات» في مكتب الاستقبال. في أحد الأيام خطرت لي فكرة ذكية لتطبيق يمكنه أن يربط الأشخاص الذين لديهم بعض الوقت الفراغ مع كبار السن في المجتمع الذين يحتاجون إلى مساعدة في منازلهم، فوضعت الفكرة في الصندوق. أعجب مديري بالفكرة كثيرًا لدرجة أنه كلّفني بالإشراف على تنفيذها. كنت فقط أريد للجمعية أن تتمكن من جمع المزيد من المال، لكنني اكتشفت أنني في الواقع استمتعت بعدم البقاء في المقعد الخلفي هذه المرة.

The rest, as they say, is history. I'm now local area manager for the charity and I absolutely love it!

والبقية، كما يُقال، أصبحت تاريخًا. أنا الآن مديرة المنطقة المحلية في الجمعية، وأحب عملي كثيرًا!

ديلان Dylan

FIVE SIGNS YOU'RE A RELUCTANT LEADER

- 1) ___ You find it a bit embarrassing to be in the limelight.
- 2) ___ People often come to you for advice, but it always surprises you when they do.
- 3) ___ You can think of a lot of people who'd be better at being a leader than you would.
- 4) ___ People who like leading others aren't the kind of people you tend to get on with.
- 5) ___ You are really good at thinking of excuses as to why you can't take a leadership role.



1 and 3 apply to Lily and 3 applies to Dylan.



Unit Ten



3) 10.14 Listen to Mariam, an educational consultant, talking about leadership skills.

Decide if she would agree (A) or disagree (D) with the statements. P58 SB

- 1) ___ Leadership skills are only important when you reach management-level positions at work.
- 2) ___ Some people aren't really cut out to be leaders.
- 3) ___ Teamwork is important in companies these days.
- 4) ___ People who are reluctant to lead are generally not very effective in that role.
- 5) ___ A lot of people have a fairly stereotypical idea of what makes a good manager.
- 6) ___ If you are a good follower, you're unlikely to make a good leader.



1 D 2 D 3 A 4 D 5 A 6 D



4) Complete the advice in the Life Skills box with one word in each gap. There is one extra word. P58 SB

attributes calling envisage failures shy step styles win

LIFE SKILLS | How to develop leadership skills

- Even if you don't think you have a ¹ _____ to be a leader, or you can't ² _____ yourself in that role, give it a go – you may surprise yourself. Learn about well-known leaders and study which of their ³ _____ made them good leaders.
- Think about people around you who are leaders – observe them and analyse how they are able to ⁴ _____ people over and why people listen to them.
- Learn about different leadership ⁵ _____ and try to identify your own.
- If there is an opportunity to ⁶ _____ up and lead, don't ⁷ _____ away from it, but try to take it on with enthusiasm and think about how much you can learn from this experience.



1 calling 2 envisage 3 attributes 4 win 5 styles 6 step 7 shy



5) Work in pairs. Choose someone you know personally who is a good leader and make some notes on what makes them effective. P58 SB

6) Do the task below. P58 SB

LIFE SKILLS | Project

Prepare a short presentation about a well-known leader.

- Choose someone you personally admire.
- Use at least two different sources to find out information about them.
 - In what ways is/was this person an effective leader?
 - What do/did they (or others led by them) achieve?
 - How would you describe this person's leadership style?
 - How do/did other people feel about them?
 - Are there any ways in which this person could perhaps have been a better leader? Say why.
- Finish by explaining why you chose this person and how you think they might influence your own leadership style in the future.

Unit Ten

CRITICAL THINKING



Q: The balance between relaxing and doing the daily activities is necessary. Think of this statement, and in two sentences, write down your point of view.

التوازن بين الاسترخاء والقيام بالأنشطة اليومية أمر ضروري. فكر في هذه العبارة، وفي جملتين اكتب وجهة نظرك.

A: Balancing relaxation with daily activities helps people stay productive without feeling exhausted. Also, without rest, stress increases and performance usually declines.

Your answer:

.....
.....

Q: Giving the teenagers the opportunity to do specific work will lead to improve some skills. Suggest two of these skills.

إعطاء المراهقين الفرصة للقيام بأعمال محددة سيؤدي إلى تحسين بعض المهارات. اقترح مهارتين من هذه المهارات.

A: Communication skills
Responsibility

Your answer:

.....
.....

Q: Working on your skills in early age will help you in getting a job easily. Think of this statement, and in two sentences, write down your point of view.

العمل على تطوير مهاراتك في سن مبكرة سيساعدك على الحصول على وظيفة بسهولة. فكر في هذه العبارة، وفي جملتين اكتب وجهة نظرك.

A: Working on skills at an early age builds confidence and practical experience. As a result, young people find it easier to meet employers' expectations and secure jobs.

Your answer:

.....
.....

Unit Ten

Q: Some people say that flexibility of working times and places is the most important thing to consider when looking for a job. Think of this statement, and in two sentences, write down your point of view.

يقول بعض الناس إن مرونة أوقات وأماكن العمل هي أهم عامل عند البحث عن وظيفة. فكّر في هذه العبارة، وفي جملتين اكتب وجهة نظرك.

A: Flexible working hours and locations help people balance their work and personal lives. However, job security and career growth can be just as important.

Your answer:

.....

.....

Q: Suggest two qualities that may help you to be a successful person.
اقترح صفتين قد تساعدانك على أن تكون شخصًا ناجحًا.

A: Determination
Self-discipline

Your answer:

.....

.....

Q: Childhood aspirations relate to your present goals. Think of this statement, and in two sentences, write down your point of view.
ترتبط طموحات الطفولة بأهدافك الحالية. فكّر في هذه العبارة، وفي جملتين اكتب وجهة نظرك.

A: Childhood dreams often shape a person's interests and ambitions later in life. Even if goals change, early aspirations still influence career choices.

Your answer:

.....

.....

Unit Ten

Q: Becoming a leader is no easy. Suggest two qualities to be a successful leader.
أن تصبح قائداً ليس أمراً سهلاً. اقترح صفتين لتكون قائداً ناجحاً.

A: Confidence
Good decision-making skills

Your answer:

.....

.....

Q: Schools can help develop the qualities needed for people to become good leaders. Think of this statement, and in two sentences, write down your point of view.
يمكن للمدارس أن تساعد في تطوير الصفات اللازمة ليصبح الناس قادة جيدين. فكّر في هذه العبارة، وفي جملتين اكتب وجهة نظرك.

A: Schools encourage teamwork, responsibility, and communication through group activities. As a result, these experiences help students build leadership skills from an early age.

Your answer:

.....

.....

Q: Suggest two examples of situations when it might be better to be brutally honest and when it might be better to tone down your language.
اقترح أمثلة على مواقف يكون من الأفضل فيها أن تكون صريحاً جداً، ومواقف أخرى يكون من الأفضل فيها تخفيف حدة لغتك.

A: Being brutally honest when giving safety-related advice or correcting serious mistakes.
Toning down language when giving feedback or discussing personal feelings.

Your answer:

.....

.....

Unit Ten

Q: Stress may affect your job. Suggest two aspects it may affect them.
قد يؤثر التوتر على عملك. اقترح جانبين قد يؤثر عليهما

A: Productivity
Mental health

Your answer:

.....

.....

Q: Some people prioritise their working life over their friends. Think of this statement, and in two sentences, write down your point of view.
يُعطي بعض الناس حياتهم العملية أولوية على أصدقائهم.
فكر في هذه العبارة، وفي جملتين اكتب وجهة نظرك

A: Focusing on work can help people achieve their career goals faster. However, neglecting friendships may lead to loneliness and emotional stress.

Your answer:

.....

.....

رَكِّزْ عَلَى نَفْسِكَ



"إِنَّ اللَّهَ لَا يَبْدِلُ مَا رَفَعَ لَكَ يَدَيْهِ وَمَا نَفْسَهُمْ"

Unit Ten

Handwriting practice area with 15 sets of horizontal dashed lines.



Handwriting practice area with 5 sets of horizontal dashed lines.

Unit Ten

CULTURE SPOT | Humour around the world

punchline	الجملة الأخيرة المضحكة	the part of the joke that explains the meaning
sitcom	برنامج فكاهي	a comedy TV program with a story based around a funny situation

ما الذي يجعلك تضحك WHAT MAKES YOU LAUGH

Have you ever been baffled by a comedy from a different country? Have you ever watched a Japanese or UK comedy series which shows audiences in fits of laughter, but leaves you waiting for a punchline? You're not alone.

هل شعرت يوماً بالحيرة بسبب كوميديا من بلدٍ آخر؟ هل شاهدت يوماً مسلسلاً كوميدياً يابانياً أو بريطانياً يضحك الجمهور بشدة، بينما تجد نفسك تنتظر النكتة دون أن تفهمها؟ لست وحدك.

For some nationalities, there may be a time and a place for using humour and making jokes. Not in the UK. One of the difficult things to get your head round is that the British grab every opportunity to slip a joke into a conversation or make a comic allusion. Banter, where lighthearted teasing remarks are exchanged (often with strangers), is part of daily life. Humour never gets turned off. What makes this even more difficult is that so much British humour is dry and ironic jokes are made with a straight face, without gestures, and delivered in a serious tone of voice. So sometimes it even takes the British a while to twig that the other person has just said something funny. For those not used to it, it can be a nightmare knowing whether to laugh or not.

بالنسبة لبعض الجنسيات، قد يكون هناك وقت ومكان مناسب لاستخدام الفكاهة وإطلاق النكات. لكن ليس في المملكة المتحدة. من الأمور الصعبة التي قد تحتاج إلى التكيف معها أن البريطانيين يستغلون كل فرصة لإدخال نكتة في الحديث أو للإشارة إلى تعليق ساخر. يُعدّ التلاطف الساخر (banter)، حيث يتم تبادل ملاحظات خفيفة مليئة بالمزاح (غالبًا مع غرباء)، جزءًا من الحياة اليومية. الفكاهة لا تُطفأ أبدًا. وما يزيد الأمر صعوبة هو أن كثيرًا من الفكاهة البريطانية جافة وساخرة؛ إذ تُقال النكات بوجهٍ جاد، دون إيماءات، وبنبرة صوت رسمية. لذلك، أحيانًا حتى البريطانيين أنفسهم يحتاجون إلى وقت ليذكروا أن الشخص الآخر قال شيئًا مضحكًا. أما لمن لم يعتد على هذا الأسلوب، فقد يكون من الصعب معرفة متى يضحك.

The British are fond of understatement and self-deprecation. You might hear 'It's rather warm,' when in fact the temperatures are over 40 degrees, and a best-selling writer might say 'I've had some success,' also reflecting the traditional embarrassment with success. This apparent humility is approved of by fellow British people, and many comedians and films use understatement, self-deprecation and extreme politeness as a source of word play comedy.

يحب البريطانيون التقليل من شأن الأمور والسخرية من الذات. فقد تسمع أحدهم يقول: «الجو دافئ نوعًا ما»، بينما درجات الحرارة في الواقع تتجاوز 40 درجة مئوية، وقد يقول كاتب حقق مبيعات هائلة: «لقد حققت بعض النجاح»، وهو ما يعكس الخجل التقليدي من النجاح. هذا التواضع الظاهري محل تقدير لدى البريطانيين، ويستخدمه العديد من الكوميديين والأفلام كمصدر للكوميديا القائمة على اللعب بالألفاظ من خلال التقليل من الشأن، والسخرية من الذات، واللفظ المفرط.

Humour is a universal language but how humour is expressed varies greatly between countries and cultures. Cultures influence what we find funny and what we don't. In some cultures, some topics may be completely off limits, whereas they are socially acceptable in another. In some cultures, slapstick comedy dominates humour, whereas in others word play and puns may be valued more.

الفكاهة لغة عالمية، لكن طريقة التعبير عنها تختلف كثيرًا بين الدول والثقافات. فالثقافات تؤثر في ما نراه مضحكًا وما لا نراه كذلك. في بعض الثقافات، قد تكون بعض الموضوعات محظورة تمامًا، بينما تكون مقبولة اجتماعيًا في ثقافات أخرى. وفي بعض الثقافات تسود الكوميديا الجسدية المباشرة (slapstick)، بينما تُقدَّر في ثقافات أخرى الألعاب اللغوية والتلاعب بالكلمات.

Generally, humour in western cultures tends to revolve around sarcasm, irony and selfdeprecation. Broadly speaking, eastern cultures value situational comedy, stories and word play. Specific gestures convey comedy. African cultures often emphasise shared laughter and community and humour can be found in many stories, music and dancing. Humour often focuses on the topic of everyday events. Humour in Latin American cultures tends to have overexaggerated gestures and uses physical comedy to express humour.

بشكل عام، تميل الفكاهة في الثقافات الغربية إلى السخرية والمفارقة والسخرية من الذات. وعلى نحو عام، تُقدَّر الثقافات الشرقية الكوميديا الموقفية والقصص واللعب بالكلمات، حيث تعبّر إيماءات محددة عن الطرافة. أما الثقافات الإفريقية فغالبًا ما تركز على الضحك الجماعي وروح المجتمع، وتظهر الفكاهة في العديد من القصص والموسيقى والرقص، وغالبًا ما تتمحور حول أحداث الحياة اليومية. وتميل الفكاهة في ثقافات أمريكا اللاتينية إلى المبالغة في الإيماءات واستخدام الكوميديا الجسدية للتعبير عن الضحك.

Norway, Iceland, Finland and Sweden have, according to some, some of the darkest humour in the world and it can be quite surreal at times. Jokes about death and serious subjects are common and the local populations really enjoy these. Some of the most popular comedians deliver their jokes in a deadpan style, with an expressionless face.

ويُقال إن النرويج وآيسلندا وفنلندا والسويد تمتلك بعضًا من أكثر أنواع الفكاهة قتامة في العالم، وقد تكون سريرية في بعض الأحيان. فالنكات حول الموت والموضوعات الجادة شائعة، ويستمتع بها السكان المحليون كثيرًا. ويقدم بعض أشهر الكوميديين نكاتهم بأسلوب جامد وبوجهٍ خالٍ من التعابير.

On the other end of the scale, Korean humour is particularly direct and funny voices are a base for many jokes. They love slapstick comedy as do Thais and Filipinos.

وعلى الطرف الآخر، تتميز الفكاهة الكورية بأنها مباشرة جدًا، وتُعدّ الأصوات المضحكة أساسًا للعديد من النكات. وهم يحبون الكوميديا الجسدية، كما هو الحال لدى التايلانديين والفلبينيين.

Stand-up comedy is very different in different countries. In the UK, sarcasm, poking fun at someone by saying the opposite of what they mean, and wit focusing on social issues or on famous people provide humorous commentary. In America, using funny personal anecdotes and observational humour is very popular. Observational comedy is mixed with unusual cultural and societal ways of behaving, which local Indian and Japanese audiences find hysterically funny.

Unit Ten

وتختلف كوميديا الستاند أب اختلافًا كبيرًا من بلد إلى آخر. ففي المملكة المتحدة، تُعدّ السخرية والتهكم والذكاء الذي يركز على القضايا الاجتماعية أو الشخصيات المشهورة وسيلةً للتعليق الكوميدي. أما في الولايات المتحدة، فتُعدّ القصص الشخصية المضحكة والكوميديا القائمة على الملاحظة من أكثر الأنواع شيوعًا. وتمتاز الكوميديا القائمة على الملاحظة مع السلوكيات الثقافية والاجتماعية غير المألوفة، والتي يجدها الجمهور المحلي في الهند واليابان مضحكة جدًا.

These differences are apparent in comedy in films and television. Family sitcoms are popular in the US with the focus being workplace and family dynamics. Comedy series in Britain are full of wit, irony and rather eccentric characters. Much Asian humour uses exaggerated slapstick comedy with visual gags such as falling over.

وتظهر هذه الاختلافات بوضوح في الكوميديا في الأفلام والتلفزيون. فالمسلسلات العائلية الكوميديا شائعة في الولايات المتحدة، مع التركيز على بيئة العمل والعلاقات الأسرية. أما المسلسلات الكوميديا البريطانية فتمتلى بالذكاء والمفارقة وشخصيات غريبة الأطوار. بينما تعتمد الكثير من الكوميديا الآسيوية على المبالغة في الكوميديا الجسدية مع مشاهد بصرية مثل السقوط.

These differences in humour mean that translating a joke from one language to another can be challenging. Humour is embedded in specific cultural references and customs, which don't always translate well. Knowledge about local contexts and culture is essential for a lot of comedy from other cultures to make sense.

وتعني هذه الاختلافات في الفكاهة أن ترجمة النكات من لغة إلى أخرى قد تكون صعبة. فالفكاهة متجذرة في مراجع ثقافية وعادات محددة لا تُترجم دائمًا بسهولة. ولذلك، فإن معرفة السياق المحلي والثقافة تُعدّ ضرورية لفهم الكثير من الكوميديا القادمة من ثقافات أخرى.

1) In pairs, answer the questions. Then read the article and compare your answers. P.61 SB

- 1) Do you think different cultures find different things funny? Say why.
- 2) Do you know any comedies or comedians from other countries? Do you like them? Say why.
- 3) Do you find it easy to understand humour from other countries? Say why / why not.

2) In pairs, match the types of humour from the box with examples 1-5. Sometimes more than one answer is possible. P.61 SB

تقليل من الشأن understatement سخريه لاذعة sarcasm سخريه irony بلا تعبير deadpan
التلاعب بالألفاظ word play

- 1) I see you've finished then. (piles of work still on desk)
- 2) I think it might be a bit busy today. (queues of people waiting outside shop doors)
- 3) I hear the police station got robbed last night.
- 4) A Where can you find a prehistoric moose?
B I don't know.
A At the back of Mummy's fridge.
- 5) A You must have caught that passing shower they were talking about. (friend is soaking wet)
B Ah – yes – very dry!



1 deadpan/sarcasm 2 understatement 3 irony 4 word play 5 sarcasm/irony

Unit Ten

3) Read the article again and answer the questions. P.61 SB

- 1) Why might the British themselves not understand some humour?
- 2) What examples does the writer give of understatement and self-deprecation?
- 3) Why are British people good at using understatement in jokes?
- 4) What influences what we find funny?
- 5) Why are some topics funny to us, whereas others are not?
- 6) What is the purpose of the article? How well do you think the writer succeeds? Say why.



1 Because the humour is delivered a dry way and in a serious tone of voice so it can take a while to work out that it is a joke. 2 Saying 'It's rather warm' when it is actually boiling hot, and 'I've had some success' when you've actually been very successful but you are a bit too embarrassed to talk about it. 3 Because British people value humility. 4 our culture 5 It depends on our culture and whether they are socially acceptable or not. 6 To explain the differences between humour throughout different cultures and what influences this, and also to point out that there is no 'right or wrong' humour

GLOSSARY

banter (مزاح) – friendly conversation in which people make a lot of jokes about each other

deadpan – sounding completely serious when you are saying something funny

irony – saying the opposite of what you mean in order to be humorous

sarcasm – saying the opposite of what you mean in order to make fun of someone

slapstick (كوميديا جسدية) – humorous acting in which the performers fall over, throw things, etc.

4) Complete the collocations with one word in each gap. P.61 SB

grab howls (نباح) punchline straight world

- 1) You need to _____ an opportunity to enjoy life whenever you can.
- 2) There's a _____ of opportunities for young comedians who want to go professional.
- 3) Sometimes I don't get the _____ of a joke and have to ask for an explanation.
- 4) The comedian manages to be funny while keeping a completely _____ face.
- 5) The story had me in _____ of laughter by the end.



1 grab 2 world 3 punchline 4 straight 5 howls

5) Complete the expressions with the correct forms of the words from the box. P.61 SB

bring lighten mood put

- 1) I'm not in the _____ for going out this evening, I'm afraid. I'm a bit too tired.
- 2) I've got some news that will _____ a smile on your face. You've won a prize.
- 3) There's one moment in the comedy show that _____ tears to my eyes – I really got the giggles and couldn't stop laughing.
- 4) With all this terrible weather, we just need to _____ up a bit. Let's watch some comedy!



1 mood 2 put 3 brought 4 lighten

6) REFLECT | Culture In pairs, discuss the questions. P.61 SB

- 1) Compare the British sense of humour with the type of humour people like in your country.
- 2) How does your country's sense of humour reflect the typical characteristics of the people?

Unit Ten


LITERATURE SPOT | Great Expectations


conceited	مغرور	excessively proud and vain
deserted	مهجور	without people, empty
recluse	منعزل	a person who lives alone and avoids other people
vile	حقير	extremely unpleasant
weary	متعب	tired


 **1) What do you know about the famous author Charles Dickens? Read the Fact Box and check your ideas. P.62 SB**

 **2) LS2.1 Listen to two students talking about Great Expectations by Charles Dickens and answer the questions. P.62 SB**

- 1) Why is James going to read Great Expectations?
- 2) Why is James concerned about reading the novel?
- 3) What themes in the novel does the boy mention?
- 4) Why will Harvey not tell James about the central question?

 **Answers** 1 Because it's on the reading list for his Literature course. 2 He didn't finish the film because although he finds the characters interesting, their lives are really tough. 3 personal development, dreams, life goals, generosity, kindness, justice and the process of growing up 4 So he doesn't spoil it for him.

 **3) Look at the picture on page 63 and read the extract. Which characters are shown in the pictures? P.61 SB**

 **Answers** Miss Havisham and Pip

A year passed. I toiled hard every day, helping neighbours with small jobs, but in the evening, I went to the village school. The old lady who was supposed to teach me would sleep through the classes, leaving her kind and understanding granddaughter, Biddy, to show me how to read and write.

مرّت سنة. كنت أعمل بجدّ كل يوم، أساعد الجيران في أعمال صغيرة، لكنني في المساء كنت أذهب إلى مدرسة القرية. كانت العجوز التي كان من المفترض أن تعلّمني تنام أثناء الحصص، وتترك لحفيدتها الطيبة والمتفهمة، بيدي، مهمة أن تعلّمني القراءة والكتابة.

One night Joe saw me sitting by the fire as I was practising my writing. 'I say, Pip, what a scholar you are!' he said. 'Did you never go to school, Joe?' I asked. 'No, Pip,' he replied. 'My father forbade me from going, but he had a good heart. He taught me to be a blacksmith. And after he died, I met Mrs Joe.'

في إحدى الليالي، رأني جو جالساً قرب النار أتدرّب على الكتابة. فقال: «يا إلهي يا بيب، ما أبرعك في الدراسة!» فسألته: «أما ذهبت إلى المدرسة يوماً يا جو؟» فأجاب: «لا يا بيب. أبي منعني من الذهاب، لكنه كان طيب القلب. علّمني مهنة الحدادة، وبعد أن توفي تعرّفتُ إلى السيدة جو.»

Just then Mrs Joe came in. 'If this boy isn't grateful to me now,' she exclaimed, 'he never will be!' I tried to look appreciative, but I didn't understand what Mrs Joe meant. 'Miss Havisham wants Pip to go to her house,' she said. 'And he must go or I will work him hard!'

وفي تلك اللحظة دخلت السيدة جو. وقالت بصوت عالٍ: «إن لم يكن هذا الصبي ممتنًا لي الآن، فلن يكون ممتنًا أبدًا!» حاولت أن أبدو شاكرًا، لكنني لم أفهم ما الذي كانت تقصده. ثم قالت: «الآنسة هافيشام تريد من بيب أن يذهب إلى بيتها. وعليه أن يذهب، وإلا فسأتعبه بالعمل!»

Everyone in the village had heard of Miss Havisham; she was a very wealthy but eccentric lady who lived in the nearest town. However, most people had never seen her because she was a recluse and never left her dismal, old house. 'So how does she know Pip?' Joe asked.

كان الجميع في القرية قد سمعوا بالآنسة هافيشام؛ كانت سيدة ثرية جدًا لكنها غريبة الأطوار، تعيش في أقرب بلدة. ومع ذلك، لم يكن معظم الناس قد رأوها قط، لأنها كانت منعزلة ولا تغادر بيتها القديم الكئيب. قال جو: «وكيف تعرف بيب؟»

'She doesn't know Pip,' Mrs Joe replied. 'Uncle Pumblechook visited her, and she asked him if he knew a boy who would go there to play. The boy's fortune will be made by going to Miss Havisham's house, and he's going there tomorrow!' Then she jumped on me like an eagle on a lamb. I was washed and scrubbed very well that night.

جابت السيدة جو: «هي لا تعرف بيب. عمك بمبلشوك زارها، فسألته إن كان يعرف صبيًا يمكنه الذهاب إلى بيتها للعب. وستصنع ثروة هذا الصبي بزيارته لبيت الآنسة هافيشام، وسيذهب هناك غدًا!» ثم انقضت عليّ كما ينقض النسر على الحمل، وغسلت ونظفت جيدًا تلك الليلة.

Uncle Pumblechook took me to Miss Havisham's house in my finest clothes, the very next day. We waited at the gate until a very proud-looking young girl appeared. 'This is Pip,' said Mr Pumblechook. 'Come in, Pip,' she said, opening the gate.

في اليوم التالي مباشرة، أخذني العم بمبلشوك إلى بيت الآنسة هافيشام وأنا أرتدي أفضل ملابسني. انتظرنا عند البوابة حتى ظهرت فتاة شابة ذات مظهر متكبر. قال السيد بمبلشوك: «هذا هو بيب.» فقالت الفتاة وهي تفتح البوابة: «ادخل يا بيب.»

Uncle Pumblechook was not invited in. Leaving him at the gate, I followed the girl through an unkempt courtyard. The house looked deserted and some of the windows were bricked up. Everything was dark in the entrance hall with no sign of life or feeling, and we went upstairs by the flickering of candle light. The girl left me at a door, telling me to enter.

لم يُدع العم بمبلشوك للدخول. تركته عند البوابة، وتبعته الفتاة عبر فناء مهمل. بدا البيت مهجورًا، وكانت بعض النوافذ مسدودة بالطوب. كان كل شيء مظلمًا في قاعة المدخل، بلا أي علامة على الحياة أو الدفء، وصعدنا الدرج على ضوء شمعة خافتة. تركتني الفتاة عند باب، وطلبت مني أن أدخل.

Inside was a dressing room lit by candles; the shutters were closed, so no daylight could enter. And then I saw her: the strangest lady I had ever seen. She was dressed entirely in white silk and lace, with a long white veil and flowers in her hair. But her hair was white, the flowers were long since perished, and the white dress was now yellow with age. I saw a bride in a wedding dress, but everything about her had decayed.

في الداخل كانت هناك غرفة ملابس مضاءة بالشموع، وكانت المصاريع مغلقة فلا يدخل ضوء النهار. وهناك رأيتها: أغرب امرأة رأيتها في حياتي. كانت ترتدي فستانًا أبيض من الحرير والدانتيل، مع طرحة طويلة وزهور في شعرها. لكن شعرها كان أبيض، والزهور قد ذبلت منذ زمن، والفستان الأبيض صار أصفر بفعل العمر. رأيت عروسًا بثوب زفاف، لكن كل شيء فيها كان قد تأكل وتهالك.

'Let me look at you,' she said. As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine. 'Do you know what I have here?' the lady continued, her hands on her heart. 'Yes, madam,' I replied. 'It's your heart.' 'A broken heart,' she exclaimed. Then after a moment, she added, 'I am weary and I am bored. Play!' Taken aback, I wondered what game I could play, finally replying that I could not do so alone. 'Call Estella!' the old lady said.

قالت: «دعني أنظر إليك.» وبينما كنت واقفاً أمامها، لاحظت الساعات، كلها متوقفة عند الثامنة وأربعين دقيقة. تابعت قائلة وهي تضع يديها على صدرها: «هل تعرف ما الذي أحفظ به هنا؟» قلت: «نعم يا سيدتي، إنه قلبك.» فقالت: «قلب مكسور.» ثم أضافت بعد لحظة: «أنا متعبة ومللت. العب!» تملكني الارتباك، وتساءلت أي لعبة يمكنني أن أعبها، ثم قلت إنني لا أستطيع اللعب وحدي. فقالت: «نادِ إستيلا!»

When Estella entered, I recognised her at once as the girl who had admitted me. Now she was told to play with me. 'But he is just a common working boy!' she objected. Miss Havisham whispered to her, but I could not hear clearly what she said.

عندما دخلت إستيلا، تعرّفتُ عليها فوراً، فهي نفسها الفتاة التي سمحت لي بالدخول. وأمرت أن تلعب معي. قالت باعتراض: «لكنه مجرد صبي عامل عادي!» همست لها الأنسة هافيشام بشيء لم أستطع سماعه بوضوح.

And so Estella and I played games while Miss Havisham looked on silently. 'What rough hands you have!' Estella said, scornfully. 'And what vile boots!' I was ashamed. Finally, Miss Havisham summoned me to her side. 'What do you think of her?' she asked, looking at Estella. 'I think she is very conceited. And very rude,' I whispered, before stopping abruptly, fearing I would say too much. 'I would like to go now, please'.

وهكذا لعبت إستيلا وأنا الألعاب، بينما كانت الأنسة هافيشام تراقبنا بصمت. قالت إستيلا باحتقار: «ما أخشن يديك!» ثم أضافت: «وما أقبح حذاءك!» شعرت بالخجل الشديد. وأخيراً استدعتني الأنسة هافيشام إلى جانبها. قالت وهي تنظر إلى إستيلا: «ما رأيك بها؟» همست: «أظنها متعجرفة جداً، وفضة للغاية.» ثم توقفت فجأة خوفاً من أن أقول أكثر مما ينبغي. «أودّ أن أغادر الآن، من فضلك.»

Miss Havisham made me promise to come back in six days. Then Estella led me back through the dark, crumbling house and out into the garden. Before I left, Estella gave me some food and drink, but instead of handing it to me she placed it on the ground. Tears sprang to my eyes. When she saw that she had humiliated me, she smiled.

جعلتني الأنسة هافيشام أعدّها بأن أعود بعد ستة أيام. ثم قادتني إستيلا عبر البيت المظلم المتداعي إلى الخارج نحو الحديقة. وقبل أن أغادر، أعطتني إستيلا بعض الطعام والشراب، لكنها بدلاً من أن تسلّمه لي وضعت على الأرض. اغرورقت عيني بالدموع. وعندما رأت أنها أذلتني، ابتسمت.

I returned to the forge, hurt and ashamed of my humble life. Later, when I was alone with Joe, I recounted everything; that the girl at Miss Havisham's house had said I was common, and that I wished it was not true. Joe told me to be happy with my position in life, but I could not forget what had happened.

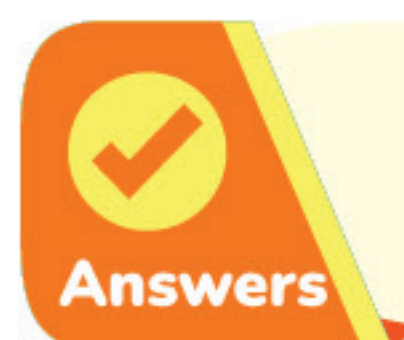
عدت إلى ورشة الحدادة مجروح المشاعر وخجلاً من حياتي المتواضعة. ولاحقاً، عندما كنت وحدي مع جو، رويت له كل ما حدث؛ وكيف قالت الفتاة في بيت الأنسة هافيشام إنني عادي، وكيف تمثّيت لو لم يكن ذلك صحيحاً. قال لي جو إن عليّ أن أكون سعيداً بمكاني في الحياة، لكنني لم أستطع أن أنسى ما جرى.

Unit Ten



4) Read the extract again. Decide if statements 1–6 are true (T) or false (F). P.62 SB

- 1) ___ Mrs Joe believes that going to Miss Havisham's house will improve Pip's situation in life.
- 2) ___ Pip has a positive first impression of Estella.
- 3) ___ Pip was surprised at being asked to play by Miss Havisham.
- 4) ___ Pip tells Miss Havisham exactly what he thinks about Estella.
- 5) ___ Estella put Pip's food on the ground to make him feel bad.
- 6) ___ Pip agrees with the advice Joe gives him after his visit to Miss Havisham's house.



1 T 2 F (He thinks she is conceited and rude.) 3 T 4 T 5 T 6 F (He could not forget what happened.)



5) Replace the underlined parts of the sentences with the correct forms of the highlighted words from the extract. P.62 SB

- 1) He looks messy and untidy. He hasn't brushed his hair and his shirt is untucked.
- 2) All my plants died because I forgot to water them.
- 3) My grandfather swept the roads. He had a very low social position in life.
- 4) There's no one quite like my strange and unusual uncle who wears old-fashioned clothes and reads books to his plants.
- 5) What a sad, dark place this is.
- 6) 'Don't you know what four plus four is?' the boy laughingly and cruelly said to his little brother.
- 7) The wall was old and falling apart into small pieces.



1 unkempt 2 perished 3 humble 4 eccentric 5 dismal 6 scornfully 7 crumbling



6) What meaning does the author want to convey in these phrases from the extract? P.62 SB

- 1) Then she jumped on me like an eagle on a lamb.
- 2) As I stood before her, I noticed the clocks, all stopped at twenty minutes to nine.
- 3) Tears sprang to my eyes.



1 That she was stronger and more powerful than him, and he had no choice/way to get away. 2 That time seemed to have stopped. 3 His eyes suddenly filled with tears/he felt sad all of a sudden.



7) REFLECT | Culture In pairs, discuss the questions. P.62 SB

- 1) Why do you think Miss Havisham is wearing such strange clothes?
- 2) Why do you think Miss Havisham wants Pip to play with Estella?

Unit Ten



8) WRITING TASK| Write a description of how you imagine Pip's life to be when he's a grown man. P.62 SB

FACT BOX| CHARLES DICKENS

Charles Dickens is often considered to be the greatest novelist of the Victorian era. He was not only popular after his death, but he also was extremely popular during his lifetime – something that no previous author had achieved at that time. Some of his most notable books are A Tale of Two Cities, Hard Times and Oliver Twist. His books appealed to all members of society, from rich to poor, for their entertaining, intelligent tales with well-observed characters that readers really cared about. It is thought that his own life story influenced some of his best loved novels, David Copperfield and Great Expectations.

يُعدّ تشارلز ديكنز غالبًا أعظم روائي في العصر الفيكتوري. ولم يكن محبوبًا بعد وفاته فقط، بل كان أيضًا شديد الشعبية خلال حياته — وهو أمر لم يحققه أي كاتب قبله في ذلك الوقت. ومن أشهر أعماله قصة مدينتين والأزمنة الصعبة وأوليفر تويست. وقد جذبت كتبه جميع فئات المجتمع، من الأغنياء إلى الفقراء، لما تتميز به من حكايات ممتعة وذكية وشخصيات مرسومة بعناية تعلق بها القراء حقًا. ويُعتقد أن قصة حياته الشخصية أثرت في بعض رواياته الأكثر حبًا لدى القراء، مثل ديفيد كوبرفيلد وتوقعات عظيمة.

